



**St Paul's**  
CATHOLIC SCHOOL

Ministerium Tuum Imple Love | Serve | Do the best that is possible

# Prospectus Booklet

## September 2016

A Specialist Science & Language College and Training School

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# Mission Statement

**Ministerium Tuum Imple** Love | Serve | Do the best that is possible

St Paul wrote these words to his disciple Timothy when he was in prison at the end of his life. In using them he passed on his mission as a follower of Jesus Christ to Timothy and to us.

**We share that mission of following Christ's example by:**

- Trying to be a community in which our LOVE of God and LOVE of each other can be seen in practice, a community where all achievement is recognised and praised.
- Putting ourselves last so that we can SERVE others as Christ did in washing his disciples' feet at the Last Supper. Like Christ we must particularly serve the weakest and the most needy both within our community and beyond.
- Using our talents and energies to the full to create a setting in which we are all encouraged and expect to DO THE BEST THAT IS POSSIBLE in everything that we do.

# A Vision for St Paul's

## 1. A Community Where Christ Is Present

St Paul's exists as a distinct community because it has Christ as its foundation. His teaching and example are the basis for its daily life, relationships and future hopes. It should be possible to meet Christ in all aspects of the life of the school and the spiritual dimension should underpin all its work:

### a) Service

The example of service that Christ gave us when he washed his disciples' feet at the Last Supper should be what guides each person in the management of the staff and pupils for whom they have a special responsibility. Management in the school must reflect its Christian nature by putting the welfare and development of pupils and staff first and so putting Christ's example into practice.

### b) Personal Relationships

The twin themes of love of God and love of neighbour should guide every member of the community, both pupils and staff. We should be a spiritual and not just a religious community so we can show our love of God through our relationship with him. It is through the respect, concern, forgiveness and care shown by all members of the school for each other, whether pupils and staff, that we can see love of neighbour in practice. The community must have a particular option for the vulnerable within and outside the school in its organisation and practices.

### c) Spiritual Development

St Paul's should provide a setting where the faith of pupils and staff can mature. Our prayer and liturgy should enable pupils and staff to find a greater knowledge of and closer relationship to God, and the practical circumstances of daily life should be used to help us develop our consciences and moral judgement. It should be a setting where pupils and staff are allowed the freedom and opportunity to think about and develop their own principles and attitudes in the light of the teaching of Christ and his Church.

### d) Curriculum

One of the early Church Fathers said "The glory of God is each person fully alive". The curriculum at St Paul's should encourage excellence and achievement through the breadth of opportunity available, the quality of teaching and learning in the classroom and the motivation that comes from good relationships between staff and pupils. Each pupil is equally important and this should be reflected in the curriculum where all pupils should be encouraged to achieve their potential, and have their achievements recognised and praised.

All members of St Paul's should be encouraged to fulfil their ministry and use their talents to the full so that they can bring Christ to each other and to the wider community of the school.

## 2. A Community From Which Christ Is Taken To Others

St Paul's cannot be a community in isolation. It must work closely with parents and others for the benefit of pupils and staff and its members must go out to play their full role in the local church and bring their distinctive influence to bear on the community of Milton Keynes.

All pupils at St Paul's should be helped and prepared for the roles they can play in the community outside the school. They will be helped to develop the qualities of personal responsibility and commitment as well as the knowledge and skills which will equip them for later life.

We must look forward so that we can prepare pupils now for the changes and challenges that the wider world will present in their adult lives whether in the world of work, in the areas of moral and social issues or in the Church. They will be better able to bring Christ into all aspects of their lives and influence others by their example.

It is our responsibility to prepare all pupils so that they can fulfil their ministry in the Church and the wider world now and in the future. By taking Christ to others by their work and example they will be the leaven which helps to establish the Kingdom of God.

# Code of Conduct



### What do our parents have to say:

We felt that the school provided a holistic education for our child and was the best school in our area. In the three and a half years she has been there we are sure we made the right choice.

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To ensure effective learning it is essential that good order and co-operation should prevail. The governors, parents, staff and pupils of St Paul's School have been involved in devising a code of conduct and every individual is expected to act in accordance with the principles which follow:

*'Love one another as I have loved you, so shall all men know you are my brothers, that you love one another'.*

This is what sets St Paul's apart, that as members of God's family through baptism we recognise our call to love and to service.

Consequently, each member of the school undertakes to maintain the highest standards of courtesy, co-operation and honesty working to the best of our ability to enable us to grow into our full potential.

At St Paul's we recognise the right of every individual to be safe at all times and accept the responsibility of ensuring that we never cause a person to feel unsafe by our actions or by our failure to act.

It is impossible to list all those standards of behaviour expected of the members of our school.

Obviously anything against the law is forbidden e.g.

- Threatening behaviour or physical violence.
- Vandalism or theft of property.
- Use of any illegal substance.
- Racist or sexist behaviour.
- Leaving litter.
- Truanting.

*We show our concern for others in the way in which we act.*

# It is the responsibility of each one of us to:

## **Worship together**

- In morning assembly.
- Subject teachers lead prayers at the end of the day.
- Form tutors ensure the morning session begins with a prayer.

## **Be forgiving**

- We forgive others and we are ready to be forgiven.

## **Be considerate**

- Respecting others, making sure our actions cannot hurt or cause offence.
- Making sure we avoid shouting or bad language.

## **Be responsible**

- Recognising the way we affect our school community by our behaviour.
- Accepting responsibility for our actions and being reliable.

## **Be punctual and ready for lessons**

- Arrive on time.
- Have the necessary materials for each class.

## **Respect the environment**

- Clear up after lessons, breaks and lunch.
- Avoid damage to furniture, buildings, trees, shrubs, etc.
- Do not drop litter.

## **Move in an orderly way**

- Avoid running or pushing.
- Take care that bags are held in such a way they are not a danger to others.
- Hold doors open for people.
- Use paths.

## **Take pride in our appearance**

- Avoid absurd extremes in hairstyles or fashion.
- Follow the appropriate dress code.

## **It is the responsibility of the teachers to:**

- Negotiate positively with pupils.
- Ensure lessons are well prepared and appropriate for the needs of their pupils.
- Set and mark homework and to assess pupils' work regularly.
- Show pupils that their work is appreciated and their achievement is recognised through appropriate comments, credits, display, referrals, etc.
- Maintain an orderly atmosphere in the classroom.

## **It is the responsibility of pupils to:**

- Bring correct equipment for each class.
- Ask for help when they need it.
- Complete all class work and homework to the best of their ability.
- Be prepared to work with any member of the group.
- Accept advice from their teacher.
- Be obedient and wait their turn.

We are fully committed to providing a holistic education where the whole child is developed and where we provide opportunities for them to flourish within and beyond the classroom.

We build chances for pupils to achieve the highest academic standards, ensuring they are well known as individuals and their unique personality, talents and gifts are nurtured and developed to the full.

We use the frameworks of 'The Learning Talents' and 'The Gifts We Grow' to support us in this.

## **Citizenship/PSHE**

### **(Personal, Social and Health Education)**

All pupils follow a programme of Citizenship and PSHE which relates specifically to the pupils' moral, social and emotional development. In Year 7 they are also explicitly introduced to "Building Learning Power" through these lessons.

The programme is based on the National Framework for Citizenship and PSHE, which includes:

- Knowledge and understanding about being informed citizens.
- Developing skills of participation and responsible action.
- Developing skills of enquiry and communication.
- Developing skills of confidence and responsibility and making the most of your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Other aspects of sex education are delivered through the Science and Religious Education curriculum in the context of relationships.

## **Careers Education and Work Experience**

St Paul's is committed to ensuring that pupils are carefully guided towards choosing the right career and developing the skills they need to thrive in the workplace. All pupils at St Paul's receive Careers Education guidance through Personal and Social Education.

Our aim is to make pupils aware of their talents and interests, to develop decision-making skills and to widen their aspirations and horizons.

Together with specialist organisation WorkTree we have developed an extensive Work Related Learning Programme which sees pupils attending Career WorkOut and Employability Now workshops, meeting guests from around 80 different businesses representing a range of industry sectors and taking part in mock interviews to

develop their expertise and confidence. In addition to this, visiting industrialists, careers visits and interviews with careers consultants will help to inform the pupils about suitable opportunities in further education or the world of work.

A period of work experience will be arranged for all pupils in Year 10. Placements are negotiated through Develop, or can be arranged by pupils, and the progress of pupils is monitored carefully with both preparation work and evaluation carried out. A certificate of work experience forms a valued part of each pupil's Progress File.

## **Homework**

At St Paul's homework is a compulsory and complimentary part of the education we provide. Homework is designed to give pupils the opportunity to develop independence and the study skills that, in our experience, lead to high academic standards.

Homework is set for all pupils for each weekday evening. A homework timetable is provided for pupils and parents at the beginning of the school year, and we ask pupils to record carefully any homework set in a homework planner so that pupils, and parents, have a record of all work set and deadlines for completion.

Parental support is absolutely essential and we ask parents to take an interest in the work set and check the planner daily. The Learning Platform contains records of homework set and provides support materials to help pupils, and parents, achieve success.

In Years 7, 8 and 9 between one and one and a half hours should be spent on homework each evening, increasing to two hours or more in Years 10 and 11.

# Assessing and Reporting

School based assessment is aimed at finding out how well pupils are learning and is done in four main ways:

- 1** Pupils' class work and homework is regularly marked. Attainment and targets are recorded in exercise books to track pupils' progress. Pupils are made aware of next steps in their learning. Achievement and progress is regularly celebrated.
- 2** Five progress checks are completed each year for all year groups. Progress checks inform parents about pupils' attainment in each subject area. They also inform parents about attainment in key learning skills that are taught and assessed in the St Paul's curriculum. Parents receive three progress checks per year which include comments on pupils' progress by their teachers.
- 3** Examinations are held annually for Year 9 (at the end of Key Stage 3) and 10. Year 7 and 8 pupils will be assessed in the classroom. Mock GCSE examinations are held in December for Year 11 pupils before statutory Key Stage 4 exams in the summer. Year 12 examinations take place in February and June, and Year 13 mock exams are in December. Final exams for Years 11, 12 and 13 take place in May and June.
- 4** The school monitors the progress of pupils rigorously in order to ensure pupils make outstanding progress. Areas of strength are celebrated and where extra support is needed, intervention takes place.

Reviewing progress takes the form of Mentoring and Study Days. There are two Mentoring Days a year, where parents are invited to discuss the progress of their child.

Parents will be invited to make a fifteen minute appointment with their child's mentor in order to discuss academic progress and related matters. As a result of this consultation, targets will be agreed and reviewed with parents on the next Mentoring Day.

# Learning Support

All pupils new to the school are assessed and observed to identify any additional needs they may have. To achieve their full potential some pupils may need support in a particular area. Close collaboration between the Learning Support Department and colleagues from all teaching areas serves to help identify the needs of particular pupils, raise awareness and to put into place any necessary strategies and interventions.

As all children are unique, they progress at different rates and have different strengths and needs. If a pupil is having difficulty in one area it may be necessary to adapt and modify the work given or, in some cases, to plan and implement a more specific programme of learning.

Where extra help is required for pupils with particular needs this help will be provided, as far as is possible, within the classroom by the teacher and support staff if needed. Where pupils are identified as having reading and spelling levels significantly below their peers they will receive additional support either by daily paired reading with teaching assistants, a specialised spelling programme, or more intense 1:1 tuition.

## **The school also has three designated specialist provisions:**

The Visually Impaired Department for pupils who have a statement or education, health care plan for visual impairment. This is available to all pupils of secondary age with this statement, who live in Milton Keynes and the surrounding area. The VI Resource Base is equipped with a large range of specialist equipment and supported by specialist staff.

The Communication Department for pupils who have a statement or education, health care plan for social communication needs including those on the autistic spectrum. It is staffed by specialist staff, including a full time Speech and Language Therapist.

The Hearing Impaired Department for pupils who have a statement or education, health care plan for a hearing impairment. It is staffed by a Teacher of the Deaf as well as specialist staff (Communication Support Workers) and is equipped with a range of specialist equipment. The whole school is also equipped with a Soundfield System which all teaching and support staff are trained to use.

All pupils with a statement or education, health care plan are taught within the mainstream classroom alongside their peers and are only removed when they require more specialist input e.g. speech and language therapy.

Each curriculum area develops differentiated materials and implements a range of learning strategies appropriate for different ability levels. This includes not only adapting work for those experiencing difficulty, but ensuring that there are challenging tasks for the more able pupil.

The new SEN Code of Practice 2014 emphasises the importance of partnership between school and parents. Where a need is identified for particular pupils to receive intensive extra work to assist with a specific difficulty, discussion will take place between the subject staff and parents in the first instance to decide how the need is best met. If it is evident that more intense and specialised work is required then further involvement from Learning Support and the SENCO will take place and, if necessary, outside agencies.

Pupils with statements of Special Educational Needs or education, health care plans will be provided for in accordance with the directives of that document. The Learning Support Base offers a wide variety of extra help and resources (including five computers). Pupils may receive help with homework or coursework in the Base during supported study periods, at lunchtimes or in the after school Homework Club which runs Tuesday to Thursday for one hour after school.

# Pastoral Care

## Pupil Grouping

Each pupil joining St Paul's will be placed in a mixed ability tutor group. The Form Tutor will have an overview of the pupils' general progress through the school. It is important that any communication with the school initially goes to the Form Tutor. We firmly believe that the relationships which develop within the tutor group both with the pupils and with the Form Tutor are vital to the happiness, security and personal development of each individual.

We would hope that each pupil will feel that they have a fundamental role to play in ensuring that their tutor group makes a positive and effective contribution to the life of St Paul's and that they will adopt a sense of pride in the overall success of each activity which the group undertakes both socially and academically.

The tutor groups are named after Saints of the Universal Church:

<b>St Angela Merici</b>	The first founder of a teaching order for girls.
<b>St Benedict</b>	The founder of monasticism within which so much learning has been preserved down the ages, and in honour of Cardinal Hume, a member of the Benedictine order.
<b>St Charles Borromeo</b>	The model of a diocesan bishop, and in honour of the late Bishop Grant.
<b>St Elizabeth of Hungary</b>	A mother who devoted herself to the care of the poor and the sick.
<b>St Maximilian Kolbe</b>	A saint of our time and a model of Christian courage.
<b>St Thomas More</b>	Englishman, scholar, statesman and Saint.
<b>St John Neumann</b>	A pioneer founder of the church in America who was involved in founding over fifty schools.
<b>St Teresa of Avila</b>	A nun of exceptional learning and holiness who also took a full part in public life.
<b>St John Vianney</b>	Patron saint of all parish clergy in honour of the priests in our parishes.

Leading each team of Form Tutors is a Year Leader, who has overall responsibility for the pupils in a particular year group. This team will move on with the year group. Assisting each Year Leader is a Pastoral Assistant who is a non-teaching member of staff linked to the year group. We also have a qualified school counsellor, who is able to support pupils throughout their time at St. Paul's.

## The School Chapel

Worship is an integral part of the life of St Paul's and we are very happy to set aside a space within the school where we join together for celebrations of the Eucharist, reconciliation services, prayer and for periods of quiet reflection during the hustle and bustle of the school day. We encourage pupils to visit the chapel during breaks and lunchtimes.

## Parents in Partnership

Parents and staff need to work together to ensure that every child gets the maximum benefit from his/her time at school therefore it is essential to work in close partnership. Successful co-operation depends on clear communication between school and home. Parents must feel that they are getting all of the information from us and in turn, must know who to get in touch with at school should the need arise.

- Ring and ask for any general information about the school.
- Telephone the School Office, the number is 01908 669735. The School Office hours during term time are 7.30am - 5.00pm on Monday and Friday and 7.30am - 5.30pm from Tuesday to Thursday.
- Call and see us, but please make an appointment first.
- The person who will be able to help you in most matters is the child's Form Tutor first, s/he can, if necessary, put parents in contact with other staff at the school. If there are any concerns, we also encourage parents to make contact with their child's subject teachers at any time. You may choose to email or leave a phone message for a subject teacher and our policy is that they will make an initial response within 48 hours. If you are emailing a teacher please copy the Head of Department into your email. Email addresses are all available on our website.

Most situations can be resolved through email or phone conversations but parents are welcome to make an appointment to meet with a subject teacher to enable a more detailed conversation to take place. This is encouraged so that your child is able to maximise the progress they make in their subjects. Please make contact as soon as you require the support of your child's subject teacher because together we can ensure that your child is successful.

If your son/daughter is absent for any reason please inform the school by leaving a message on the telephone when prompted.

## Keeping in touch with you

### Parents' Newsletters

Arrive home approximately every half term. They contain important dates and general school information

### Individual Progress Reports

Arranged by the Year Leader and one of our strategies for assessing pupils' performance across the curriculum and communicating this to parents.

### Letters of Concern

Expressing worry about behaviour, attitude to work or performance and suggesting strategies to put things right.

### Mentoring and Study Days

Will be held where parents will be invited to discuss the child's progress with any of the staff involved. Please see the School Calendar for relevant dates.

### Invitations

Will be sent for a wide variety of school events e.g. music concerts, school productions, art exhibitions, so that parents can celebrate your child's achievements.

### Homework Planners

Issued to all pupils with space at the bottom of every double page for notes from home or school. The planner is checked weekly by the Form Tutor for messages.

### Letters of Praise/Achievement Slips

Will be sent praising a child's behaviour, attitude to work, performance, or in recognition of a special achievement.

### Information Evenings

For each year group, these are held at appropriate times of the year where information about pupils' learning, examination preparation, courses offered is shared with parents.

### ParentMail/Website/Social Media

Our website [www.st-pauls.org.uk](http://www.st-pauls.org.uk) has essential information about the school and we also have Facebook (@stpaulsmk) and Twitter (@stpauls\_mk) pages. ParentMail is the electronic system we use to send information via email or text. There is a free app you can download to your phone.

# Emergency Contacts



## What do our parents have to say:

I could not thank them enough for the support they have given to my family.

There will be times when the Form Tutor or other members of staff need to contact parents and it is vital that our records are up to date. We ask for the following information:

- **Address.**
- **Telephone number.**
- **Emergency contact numbers.**

All new pupils will be asked to complete a form giving these details when they join the school, but we ask all our parents to notify us of any changes as soon as these changes take effect. If a pupil is unwell and needs to go home, parents will be contacted by the School Nurse or a senior member of staff. Pupils should not contact their parents direct.

## Medical Problems

A medical information sheet will be sent to all parents for completion before a child starts at the school.

If tablets or medicines need to be taken during the school day, these must be passed to the School Nurse for safe-keeping with clear written instructions for their use.

Inhalers should be carried by pupils and be clearly named, a spare inhaler should be provided for safe keeping in the medical room for emergency use. Epipens should also be carried safely and securely by pupils, and a spare Epipen must be provided to be stored at school. Spare inhalers and Epipens should be passed onto the School Nurse.

All pupils will be expected to take part in PE and games and will only be excused on production of a parent's/guardian's note or suitable medical evidence of the condition preventing their participation.

# Behaviour for Learning

*You are the light of the world. A city built on a hill-top cannot be hidden. No one lights a lamp to put it under a tub; they put it on the lamp-stand where it shines for everyone in the house. In the same way your light must shine in the sight of men, so that, seeing your good works, they may give the praise to your Father in heaven.*

*Matthew 5:14-16*

St Paul's provides an environment where pupils are not only able to enthusiastically engage with, and participate in, their own education but can also make a meaningful contribution to the learning of others. It is fundamental to our ethos that we all have the ability to develop our gifts and talents, and that we learn to fully acknowledge, develop and use these in the service of others.

We have very high expectations of pupils and encourage all 'to do the best that is possible.' We actively seek to recognise the effort of those that go beyond these basic expectations and celebrate the commitment of those that actively participate in the learning process. The importance of pupils working collectively and supporting one another for the benefit of collaborative learning is an important aspect of our work; it is an element in particular that we seek to reward.

When we mention 'behaviour', we regard this as the development of the skills and habits necessary to instil a high level of learning. This is seen as behaviour in the broader sense and is referred to as 'Behaviour for Learning'. These are the underlying skills that equip young people to succeed in wider society and make the most of the opportunities their futures may hold.

The school planner has been specifically designed to track pupil performance and participation around school on a week by week basis. When a pupil demonstrates 'Behaviour for Learning' that goes beyond expectation, they are rewarded with a green stamp in their planner. The reward will relate to the recognition of a 'Learning Talent' and pupils are made aware of how the particular skill they have demonstrated benefits their wider learning and progress.

Success is shared with parents who are encouraged to look at their child's planner on a regular basis. Parents

also receive contact from school to acknowledge sustained positive contribution. Green reward stamps are recorded each week and can lead to a pupil being rewarded in a variety of different ways. Assemblies at the beginning of each new term are used to celebrate achievement and improvement as well as provide focus and positive role models for others to learn from.

*Then Peter came to Jesus and asked, "Lord, how many times shall I forgive my brother when he sins against me? Up to seven times?" "Jesus answered, "I tell you, not seven times, but seventy-seven times."*

*Matthew 18: 21-22 NI*

We nurture a community where all pupils are given the opportunity to grow in love of God and neighbour through forgiveness. Where pupils choose to make choices and decisions that impact negatively on others, there is a system in place that initially addresses instances of poor judgement but more importantly begins a process of reconciliation and education.

Any action undertaken addresses 'the sin and not the sinner.' It recognises the need for forgiveness and provides a process where individuals can learn from their mistakes. It is part of the school mission to prepare pupils for life beyond school and to give pupils the opportunities to grow and develop in the manner in which they value themselves and others.

As green stamps are used to recognise positive contribution, red stamps are used to identify issues that impact negatively on learning and personal development. These again are recorded in the school planner and initiate strategic intervention to support a pupil to further develop the necessary skills for them to reach their potential.

### **Safeguarding**

St Paul's Catholic school is committed to safeguarding and promoting the welfare of young people, we expect all pupils, staff, volunteers and visitors to share this commitment. St Paul's will continue to follow the MKSCB policy and procedures when they are concerned about a young person. The named safeguarding officers are Mr Graeme Roach and Mrs Anne Hoskins, and copies of the school safeguarding policy can be obtained from the school on request.

### **Extra-Curricular Activities**

All pupils are encouraged to take part in the many activities and visits provided so that they can enjoy a full and active life in the school.

### **Sport**

There is a wide range from which to choose at lunchtime and after school, including boys and girls football, netball, athletics, rugby, cricket, rounders, trampolining, fitness and tennis. The extended curriculum project will allow pupils to gain experience in sports not on offer at school. These include golf, climbing and snowboarding. St Paul's prides itself on encouraging as many pupils as possible to become involved.

An inter-form competition takes place during the year during lessons and after school in which all pupils are involved. The highlights of the year are perhaps the Milton Keynes athletics competition and Sports Day. Individual pupils and school teams have met with regular success within Milton Keynes and also competing at a national level.

### **Music**

We provide a varied programme of extra-curricular activities. We have a choir called Canto, a Gospel choir, a ukulele ensemble, a djembe drumming group, a string ensemble, a jazz band and a concert band. We also run a composition clinic for those who have chosen GCSE music and a theory club for those who wish to do theory for their instrument. A local music expert currently runs Fretz; an ensemble for students who would like to learn some chords on the guitar, and Rock Club for more ambitious musicians.

Our musicians contribute to providing music for our half termly masses and we run two or more major concerts per year. Many pupils receive instrumental or vocal lessons. We team up with the Drama Department for school productions annually. We also take part in a number of trips and competitions each year.

### **Art & Photography**

There are opportunities for pupils to develop their skills in the areas of drawing, painting, printing, mixed media, sculpting and photography and to gain a fuller understanding of the working techniques and methods involved. A-Level Art and Photography students have the opportunity to visit major landmarks and galleries.

### **Foreign Visits**

We are committed to ensuring that all pupils have the opportunity to take part in cultural and educational visits. Pupils have recently enjoyed trips to Germany and Spain, with visits to France and Italy planned in the near future. We also provide a visit to an Italian cookery school and a French Christmas market. The opportunities presented are keenly taken up by pupils and staff. These trips give the pupils a better appreciation of the language and culture of the host country.

### **School Productions**

The school has a tradition of large scale productions which give an opportunity for the multi-faceted skills inherent in the theatre to be developed. There are opportunities to take part in school productions each year. Pupils can participate as actors, singers, dancers, musicians and backstage in props, scenery and costume making and make-up design. Recent productions include Little Shop of Horrors, Cabaret and Les Miserables.

### **Drama**

The Drama Department is very active in promoting extracurricular performance in the community. Pupils have performed at the City Church, at Stantonbury Theatre and in Assemblies and as part of the PSHE Programme in tutorial lessons. It is hoped that over the next year pupils from St Paul's will perform in the Catholic primary schools and other community venues.

A-Level Drama students are regularly taken to the theatre in London, Northampton and Milton Keynes and participate in workshops run by professional theatre practitioners including the Royal Shakespeare Company.

# Transport Arrangements

### **School Buses**

There are a number of public service routes that run along the grid roads close to St Paul's. These serve most of the areas to the south, north and east of Milton Keynes. Pupils can purchase an All in 1 MK Card and application forms are available from the School office. The All in 1 MK Card is a concessionary scheme, run by Milton Keynes Council, for transport for young people in Milton Keynes. The card enables young people, under the age of 19, to travel at discounted rates.

There are ten dedicated school bus routes that bring pupils to the school car park in the morning and leave from there each evening. Nine of these routes are organised by Milton Keynes Council and serve all areas of the city. The cost of each journey is usually £1 using the All in 1 MK Card. A termly pass can be bought for Z & S bus routes through school if your child has an All in 1 MK Card. Information about transport to school can be found in the Transport to St Paul's section in the Parents' area of the school website.

The school organises a school coach that serves Buckingham, Winslow and many of the villages between Buckingham and Milton Keynes. Details of the route can be found on the School Transport section of the school website. We run two buses which leave St Paul's at 4.15pm on a Monday evening to accommodate those pupils who stay for Extended Curriculum and other after school activities. In addition, a late service bus leaves the school car park at 5.00pm and 5.20pm each day. These can be used by pupils who stay after school for clubs or to work in the library.

### **Bicycles**

We encourage the use of cycles as a means of transport to and from school. St Paul's is well situated on the redway system and is accessible from all parts of the city. There are many areas where cycles can be secured in school and there is a cycle store that is locked during the school day.

### **Car**

Many parents bring their children to school by car and collect them at the end of the day. Please be aware that the capacity of the car park is limited and you will find that you can leave the area more quickly if you arrange to meet your child at a car park close to the school but away from the immediate school site.



# The Daily Timetable

Pupils at St. Paul's are taught in total for 25 hours and 20 minutes throughout the course of the week. The timings of the school day are:

Monday	Tuesday, Wednesday, Thursday	Friday
8.50 Registration	8.50 Registration	8.50 Registration/Assemblies
8.55 Tutorial	9.05 Period 1	9.15 Period 1
9.25 Period 1	9.45 Period 2	10.00 Period 2
10.05 Period 2	10.25 Break	10.45 Break
10.45 Break	10.40 Period 3	11.00 Period 3
11.00 Period 3	11.20 Period 4	11.45 Period 4 or lunch
11.45 Period 4 or lunch	12.00 Break	12.30 Period 4 or lunch
12.30 Period 4 or lunch	12.15 Period 5	13.15 Period 5
13.15 Period 5	12.55 Period 6 or lunch	14.00 Period 6
14.00 Period 6	13.35 Period 6 or lunch	14.45 Prayers and finish
14.45 Prayers and finish	14.15 Period 7	
	14.55 Period 8	
	15.35 Prayers and finish	

Our attendance figure for 2015/6 is 96% which is significantly above the national average. Children enjoy their learning at St. Paul's. They feel happy and safe and enjoy coming to school.

## Lunch Arrangements

We now operate a Cashless Catering system in school and each child will have an account set up for them. This can be credited by WisePay on line or by cash or cheque to the Finance Office.

The dining arrangements allow pupils to purchase a variety of hot meals, hot and cold snacks and drinks on a daily basis. These are served in year group locations where pupils may, if they wish, eat their own packed lunch. It is also possible for pupils to purchase hot and cold snacks at break time. Free meals may be available on application to the Education Authority. Forms may be collected from the General Office.

**Pupils will not be allowed to leave the school site during the lunch break.**

# The School Uniform and Equipment

We are very proud of our school and set high standards for our pupils in every aspect of their school life. We ask for parents to help us maintain standards by ensuring that their children are appropriately dressed and equipped and follow the school uniform code at all times.

## Girls

Plain black skirt (knee length), or tailored school trousers, made out of black material, or plain black school trousers. Please also note that trousers must not be made of denim material or have raised seams, studs or zips at the ankle. Tailored trousers must not be of tight, or made from, stretch fabric.

White long or short sleeved school shirt suited to wear with a tie

School tie (purple with thin gold stripe)\*

'V' necked plain knit school jumper in school purple\*

Plain white/grey socks, black or natural coloured tights

Plain black shoes (non canvas) – Shoes must not have any form of metal tip or sole or heel and girls will not be permitted to wear any form of stiletto heel shoe.

The shoe must have a full back with no straps.

Trainers will not be allowed in the school building with the exception of the Sports Hall where they must be worn.

## Boys

Black school trousers

White long/short sleeved shirt suited to wear with a tie

School tie (purple with thin gold stripe)\*

'V' necked plain knit school jumper in 'school purple' \*

Plain black shoes (non canvas) – Shoes must not have any form of metal tip or sole or heel. Trainers will not be allowed in the school building with the exception of the Sports Hall where they must be worn.

## PE Kit: Girls

Haze polo shirt (black/gold)\*

Black shorts\*

Netburn skort (black/white) – optional\*

Sports socks with turnover (black/gold)\*

Pair of trainers

Cuatro track pants (black/white) – optional\*

Cuatro fleece (black/gold) – optional\*

Towel

Shin pads

Gum shield

Hair-tie – long hair must be tied back

## PE Kit: Boys

Vapour polo shirt (black/gold)\*

Multi-sport top (black/gold)\*

Towel

Black shorts\*

Sports socks with turnover (black/gold)\*

Cuatro track pants (black/white) – optional\*

Pair of trainers

Pair of football boots

Shin pads

Gum shield

\* Starred items are ordered directly from Sportswear International. You can order from their website [www.swidtp.co.uk](http://www.swidtp.co.uk), by telephone 0845 519 00 99 or by post. Order forms can be downloaded from the School website or collected from School reception.

You can choose from home delivery (at a small cost) or a free delivery to School.

Pupils will be required to bring a towel on all occasions when a double PE lesson is timetabled. Parents should note that the PE Department recommends the use of shin pads for football and hockey. A gum shield must be worn for all rugby and hockey lessons, practices and matches. For boys an additional pair of black shorts is recommended. Girls would find football boots useful for hockey lessons.

#### **School Equipment**

The following items are absolutely essential for all pupils and should be brought to each lesson:

- A sensible school bag.
- A reliable black pen.
- A 30cm ruler, protractor and compasses.
- Pencils (including coloured pencils) and sharpener.
- Rubber.
- Glue stick.
- A Scientific calculator.
- Highlighters.
- Maths Set.
- A dictionary and a bible are recommended for home study.

**NO jewellery, except a wristwatch, may be worn by any pupil in Years 7 - 11. There are no exceptions to this including, for example, jewellery in recently pierced ears. Pupils are advised to have, for example, ears pierced at the beginning of a holiday so that they can remove jewellery when they return to school. Make up, if worn, should be lightly applied. Hairstyles must be appropriate for St Paul's life. No brightly coloured hair dyes, totally shaved or decorated scalps. Hair accessories must be sensible and black.**

#### **Mobile Phones**

**Mobile phones are permitted in school, at the owner's risk, but they must be switched off and in bags at all times. The school accepts NO responsibility for the loss of mobile phones under any circumstances.**

#### **Complaints Procedure**

Parents who wish to raise matters of concern may make use of the agreed procedure which can be found in the Complaints Policy (located at <http://www.st-pauls.org.uk/parents/school-policies> on the website).

Where difficulties occur parents are invited to contact the Headteacher directly.

#### **Parent-Teacher Association (PTA)**

St Paul's has developed a strong parent/teacher liaison. There is an active and supportive PTA which makes an invaluable contribution to the school. All parents and guardians are automatically members of the Association. The Annual General Meeting is held each September when the PTA Committee for the school year is elected.

#### **Charging Policy**

There are no charges for activities that are part of an examination syllabus or a National Curriculum requirement. On occasions there may be activities for which a voluntary contribution is sought. No pupil will be prevented from taking part because parents are unable to pay but the school may cancel the trip if the level of contributions is insufficient to cover the cost.

We should make it clear that no pupil at the school will be treated any differently according to whether or not his/her parent has made a contribution. You can find full information in our Charging and Remissions Policy (located at <http://www.st-pauls.org.uk/parents/school-policies> on the website).

# Curriculum Information

## September 2016



#### **What do our parents have to say:**

The education is of a very high standard. Thank you St Paul's for moulding a bright, courteous and positive pupil and for making her ready to face her future.

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# Faculty of Religious Education, Geography

# and History

## Religious Education

**Head of Department: Mrs Laura Maw**

We believe RE is a life enriching experience that will help to shape all aspects of pupils lives. We emphasise that no matter what talent a person has, everyone has a God-given vocation. We provide an academically sound curriculum for our pupils and aim to foster and develop an interest in religion and the effects of religion on believers and society as a whole. We do this through the provision of lessons that are interesting, relevant and challenging.

We aim to provide opportunities and an environment where pupils are able to grow in their own personal faith, whatever it may be, and to develop considered personal responses to religious, spiritual and moral issues that affect them in everyday life.

We aim to provide pupils with the skills necessary to discuss important issues in a focused and intelligent way. Pupils are taught from an early stage to support all their views with evidence and examples, and to understand and appreciate the opposing views of others.

## Geography

**Head of Geography: Miss Amanda Rutherford**

Geography is an extraordinarily dynamic subject; as the world evolves, so does Geography. Pupils will develop an understanding of the world in which we live; the interactions that take place between people and the environment and learn to appreciate that we are not always in control. As a response to this, geographers will develop decision making skills that will not only support them in everyday life but also in a variety of management roles and careers.

Pupils studying Geography can expect to have a diverse range of skills that tap into a variety of other subjects. Geographers use this breadth of skills and their enquiring minds to see 'the bigger picture' which supports their decision making and understanding of how the world functions. Geography is relevant to all aspects of life; every day we create the Geography of the world; it is our past, present and future.

## History

**Head of History: Mr Jonathan Woodward**

*'To be ignorant of what occurred before you were born is to remain always a child'*

Marcus Cicero - Roman historian and philosopher (1st Century AD)

The study of History has captured the imagination of civilisations from the earliest known communities. There is a clear value in understanding and appreciating our individual and collective past, and in evaluating why certain events have occurred.

It can be argued that we can only understand the present through a study of the past. The History Department at St Paul's Catholic School has three key aims. Firstly, pupils should view History as a fun and interesting subject. All teachers within the Department love and value the study of the past, and we want pupils to match this passion, generating an interest in the past that will remain with them for life.

Secondly, we wish to transmit knowledge and understanding of the past, both within the United

Kingdom and of the wider world so that pupils will have an informed understanding of how the world we live in has been shaped by the past. Finally, it is our aim that pupils continuously develop life skills such as thinking, analysing, evaluating, empathising and communicating as there are very few careers in the modern world that do not require these skills.

Simply knowing that events happened is not enough for us as a Department so taking the themes of progress, revolution, liberty and terror as our starting point; we want to build inquisitive minds as we journey together from 1066 to the present day.

# Faculty of Mathematics and Science

## Mathematics

**Head of Department: Miss Natasha Clark**

Mathematics is a fascinating and exciting area of study, and at St Paul's the Mathematics scheme aims to foster greater understanding and enjoyment of the subject. It also aims to promote each individual's strengths and encourage them to become self-reliant and responsible for their own mathematical learning. We place a high emphasis on Thinking Skills and the ways in which Mathematics aids problem solving.

Mathematics is often said to be the language in which God wrote the universe. At St Paul's we base our teaching on this approach and help the pupils to see the Mathematics in all that they do. We teach mathematical concepts in the context of their curriculum subjects and help them to develop the financial and personal management skills needed for life outside of school.

Regular use is made of ICT to enhance the learning experience of the pupils. Interactive whiteboards give pupils the opportunity to bring Mathematics to life within the classroom and are an integral part of most lessons, while iPad facilities and online textbooks enable pupils to incorporate their mathematical skills with those needed for their digital futures.

## Science

**Head of Department: Miss Catherine Manley**

**Head of Biology: Mrs Joanne Anderson**

**Head of Chemistry: Mr Glenn Turner**

**Head of Physics: Miss Emily Guinness**

As pupils enter the Science Department at St Paul's, they see a quote from Albert Einstein telling them that 'The important thing is not to stop questioning'.

We believe it is essential to foster pupils' curiosity about the world around them and we do this through interactive, exploratory work which links theory with 'real life'. Our pupils are encouraged to discuss and articulate their ideas and apply them to a wide range of practical situations. They are given every opportunity to develop critical, logical thinking and problem solving skills of use to them across the curriculum and throughout their wider lives.

In Key Stage 3, pupils build on work they have begun in their primary schools, exploring fundamental concepts in Physics, Chemistry and Biology which stand them in good stead for the specialist study of these three areas of Science at Key Stage 4, where they work with three subject specialist teachers. Pupils are then in an excellent position to enter our highly successful, inclusive Sixth Form for further study of a range of Key Stage 5 Science courses.

Many of our pupils go on to secure university places and apprenticeships in Science based subjects every year, and we hope every pupil leaves us with an appreciation of the wonder and fascination of the universe in which we live.

# Faculty of Languages

## Languages

**Head of Department: Mrs Julia Wilson**

Language teaching at St Paul's is based on our belief that pupils learn best when they see Language in action, and when they use it with meaning and purpose to make things happen. Visitors to the Department will see pupils actively involved in a variety of activities - singing, chanting, moving around, playing games, talking to each other, negotiating and much more.

As links with our neighbours in Europe become increasingly important, we aim to create an environment in which respect, tolerance, concern and interest in others are paramount. We have run successful trips to France, Germany, Italy and Spain in recent years, and we are looking to offer further opportunities for all pupils studying Languages in the future.

All pupils study at least one language throughout their time at St Paul's, where possible continuing the language studied in primary school. Currently, Italian, French, German and Spanish are studied at St Paul's in both Key Stages. All pupils will take a Language GCSE in Year 11.

Competence in a language is a valuable life skill that enhances job prospects. At St Paul's we believe that when lessons create a sense of enjoyment and fun, and where Language is seen to be relevant, all pupils can succeed.

## EAL

The EAL Department support all pupils to help them acclimatise to life in the UK and provide ongoing support with issues in and out of school which may affect pupils' ability to succeed here at St Paul's. We work closely with tutors, year leaders and learning mentors to help create a positive environment for all.

Pupils are tested for their ability in English when they first arrive at St Paul's and the amount of in lesson support is based on this. As a Department we also run English Language courses both during and after school to support pupils where necessary. GCSE English lessons will be supported as a priority. EAL staff will work closely with teachers to help adapt lesson plans and differentiate materials for pupils. All EAL pupils receive coursework help in the EAL Base either during non-contact time, lunch or after school when there is also a dedicated homework club.

## English

**Head of Department: Mrs Sue Jagger**

*".....words strain,  
Crack and sometimes break, under the burden,  
Under the tension slip, slide, perish,  
Decay with imprecision and will not stay in place,  
Will not stay still."*

**From Burnt Norton**

**TS Elliot**

Our task as teachers of English is to help our pupils attain as precise a use of words as possible, to enable them to be fluent speakers, accurate listeners, proficient writers and committed readers.

The department philosophy is therefore to help our pupils use language for all its purposes; from the communication of the practicalities of life to a deep understanding of the role of language in recording, reflecting and commenting on the world and human nature; from the accurate use of language for transactional use from the humble shopping list to letters of application, to an appreciation of its affective role, from the creation of limericks to a knowledge and love of the art of our writers of plays, novels and verse.

We aim to fulfil the needs of all our pupils to maximise their potential. We are also committed to delivering an English Curriculum that satisfies the demands of National Curriculum, the GCSE and AS and A2 Examinations and A-Level Film Studies.

As a department in a Catholic school, we are committed to the school's mission statement enshrined in the school motto "Ministerium Tuum Imple" and will also seek ways of implementing the vision of St Paul's.

# Faculty of Communication and Design

## Design and Technology

Head of Department: Mr Paul Tillman

*"You can find inspiration in everything.  
If you can't you're not looking hard enough"* Paul Smith

*"For success, attitude is equally as important as ability"* Harry F Banks

*"Design is the fundamental soul of a human made creation"* Steve Jobs

Design and Technology develops pupils' ability to:

- Be creative.
- Think and work independently.
- Use ICT effectively.
- Become clear communicators visually, verbally and with writing.
- Understand technical concepts.
- Collaborate well with peers.
- Give, take and respond to constructive feedback.
- Manage and organise a demanding workload.
- Work with accuracy and precision.
- Respond to the needs of clients and users.
- Consider sustainability and wider socio-economic implications of design decisions.

### Key Stage 3

All pupils follow a programme of study in D&T at KS3, opting to study three areas of interest during Year 7 and 8 before opting for a single subject to study during Year 9 and onto KS4. During KS3 pupils are given the opportunity to study:

- D&T- woods, metals and plastics.
- Engineering.
- D&T-Textiles and fabrics.
- D&T- Graphics, cards and boards.
- Food Preparation and Nutrition.
- D&T- Electronics and control.

### Key Stage 4

All pupils at St Paul's study D&T until the end of Year 11. We currently offer the following courses:

- AQA GCSE Design and Technology: Resistant Materials.
- AQA GCSE Design and Technology: Textiles.
- AQA GCSE Design and Technology: Food.
- AQA GCSE Design and Technology: Graphic Products.
- AQA GCSE Design and Technology: Electronic Products.
- OCR National Engineering Design.
- OCR National Engineering Manufacturing.
- NCFE level 1 VCERT in Food Preparation and Cooking.
- AQA GCSE (1-9) Food Preparation and Nutrition.

### Key Stage 5

Many pupils choose to continue their studies in Design and Technology on our popular and successful A-Level Product Design course

## Business and Computer Science

Head of Department: Mr Nicholas Tedds

*"A business has to be involving, it has to be fun, and it has to exercise your creative instincts."* Sir Richard Branson

*"Everybody should learn how to program a computer...because it teaches you how to think."* Steve Jobs

*"I want to work for a company that contributes to and is part of the community. I want something not just to invest in. I want something to believe in."* Dame Anita Roddick

*"Information technology and business are becoming interwoven. I don't think anybody can talk meaningfully about one without the talking about the other."* Bill Gates

The ability to understand how computers work and how they can be effectively used, and have the opportunity to be imaginative and enterprising, is now a basic requirement in every child's education.

In the dynamic and technological world in which we live, it is a necessity. We aim to offer pupils an understanding of the real business, financial and technological world and help them develop their enterprise and ICT ability to the fullest extent possible.

We strive to provide opportunities for learning how enterprise, Computer Science and ICT can assist pupils in their work in other curriculum areas, and to stimulate the development of learning talents in each individual to help them grow and become life-long learners.

We do all of this whilst promoting a responsible attitude to the use of ICT and equipment, in a safe and non-threatening environment for learning.

# Faculty of Expressive Arts

## **Art and Design**

**Head of Art: Mrs Ann Loines**

In Art and Design pupils work on a range of projects aimed at broadening their knowledge and experience of a wide range of styles, techniques and processes. They have the opportunity to experiment with different media and are encouraged to be creative, take risks and explore alternative ways to resolve their ideas, both independently and collaboratively.

A GCSE in Art and Design is offered as an option within the Faculty of Expressive Arts. Throughout Year 10 pupils develop their understanding of the assessment objectives laid out by the exam board and in Year 11 pupils build on their strengths in order to produce a strong portfolio of exciting work, culminating with an externally set exam.

Upon successful completion of GCSE Art and Design it is possible to continue onto an A-Level course in Art and/or Photography. The course is designed to develop an individual's skills and enable them to pursue their ideas independently. Most pupils who undertake this qualification go on to study an area within the field of Art and Design at university.

## **Drama**

**Head of Department: Miss Kim O'Sullivan**

Drama at St Paul's offers pupils the opportunity to experience a collaborative and creative learning environment that has practical Drama experience at the heart of all that is done. With a purpose built theatre and a Drama studio, pupils are encouraged to work with a variety of people, resources and stimuli. Drama is a subject like no other and builds pupils' confidence and creativity; allowing them to apply a variety of strategies and styles to a range of texts and issues.

The fundamental learning talent that is developed and finely tuned in Drama is collaboration. Whilst there are opportunities for solo work and independent written reflection, it is the ability to bounce ideas off others that is vital. This is a skill that is essential for all pupils regardless of their aspirations.

We use plays, poetry, newspaper articles, social issues, pictures, objects and films to inspire and stimulate imaginative use of the drama medium. Specific stylistic techniques are taught and then applied to original work. These techniques include still image, physical theatre, cross cutting, thought tracking, mime and use of mask. Links are made to established theatre practitioners and theatre companies and there are opportunities to visit the theatre both locally and in London's West End.

The Drama Department is a thriving community that allows for creative expression and there are often pupils rehearsing pieces at lunch times and after school. There are numerous performances that take place for an outside audience by GCSE and A-Level students and of course there is the opportunity to be involved in the annual school production. Recent productions have enabled pupils to share their talents with the wider community and to be an integral part of a truly rewarding experience.

## **Music**

**Head of Department: Miss Jen Truslove**

Music is an active, engaging, challenging and therapeutic subject which plays a large role in the spiritual development of our children. We study Music from Key Stage 3 all the way up to A-Level. All lessons involve learning the skills of Listening and Appraising, Composing and Performing. Lessons are interactive and encourage a variety of learning methods which allow pupils to work on their own, in a pair or as part of a group. Pupils are able to engage with musical instruments such as keyboards, pianos, ukuleles, drums and guitars, through singing and the use of Music Technology. Many different genres of music from across the world are covered, giving students a wide cultural experience.

Pupils are regularly encouraged to engage with others through music making on their chosen instrument and with access to two drum kits, three Clavinova pianos, four practice rooms, electric & acoustic guitars, iMacs equipped with Logic Pro and recording equipment to match, as well as two classrooms equipped with computers set up with Sibelius software, it is no wonder that the Music block is in constant use by those wishing to use our well-resourced Department. With three concerts a year, an annual school production, several choirs and bands including leading worship during school masses, the Music Department is thriving and an exciting place to be.

## **Physical Education**

**Head of Department: Mr Ross Knapper**

Physical Education aims to contribute to the general education of every pupil in the school. This includes the intellectual development of pupils through the investigation and understanding of games and physical activities, enabling pupils to appreciate skill and competence. It also benefits pupils by teaching the importance of self-discipline and effective co-operation with others, appreciating individual capabilities. But most importantly it encourages the education of pupils in the relationship between health and fitness.

All pupils will participate in Physical Education throughout their school career. Pupils will be offered the option of a three-year GCSE course incorporating both theory and practical work. GCSE PE results are consistently very good. At A-Level there are two pathways for our learners with AQA, A-Level PE or a BTEC Sports and Exercise Science course.

In addition, the Department offers many extra-curricular activities to further develop the skills embedded in lessons. Pupils are also offered opportunities to participate in a variety of extended curricular activities in Years 7-9 including snowboarding, climbing and golf.

# General School Information

September 2016



## What do our parents have to say:

I am confident in the school, its teachers and particularly the Leadership Group. We haven't hesitated in applying for a place for our next child.

# Staff and Governance

## Leadership Group

<b>Mrs Jo-Anne Hoarty</b>	Headteacher
<b>Mr Graeme Roach</b>	Deputy Headteacher (Pastoral Manager)
<b>Ms Kiersten Best</b>	Senior Assistant Headteacher (Director of Post 16 Learning and Progress) (Head of Mathematics and Science Faculty)
<b>Mrs Ruth Holmwood</b>	Senior Assistant Headteacher (Head of Languages and Learning Support Faculty)
<b>Mr Greg Maw</b>	Assistant Headteacher (Head of Expressive Arts Faculty)
<b>Mr Paul Winter</b>	Assistant Headteacher (Head of Communication and Design Faculty)
<b>Mrs Elizabeth Bennett-Sulsh</b>	Assistant Headteacher (Head of RE and Humanities Faculty)
<b>Mrs Kate Warren</b>	Business Manager

## Year Groups 2016-17

### Year 7

Mr Phil Coldicott – Head of Year  
Mrs Sandy Thomas – Pastoral Assistant

### Year 8

Mrs Stephanie Brittain – Head of Year  
Miss Arianne McIntyre – Pastoral Assistant

### Year 9

Mrs Lisa Shepherd – Head of Year  
Miss Jennie Williams – Pastoral Assistant

### Year 10

Mr Graeme Roach – Head of Year  
Mr Andrew Beckett – Pastoral Assistant

### Year 11

Miss Peggy Scholte – Head of Year  
Mrs Sharon Robinson – Pastoral Assistant

### Year 12

Mrs Jennifer Appleby – Head of Year  
Mr Yommy Adeyemi – Pastoral Assistant

### Year 13

Mrs Katherine Anderson – Head of Year  
Mrs Kay Klymyszyn – Pastoral Assistant

## Governors

### Foundation Governors:

Mr Steve Augustyn (Vice Chair)  
Mr Christopher Sayles  
Fr James Cassidy  
Mrs Patricia Aning  
Mr Honest Kagoro  
Mrs Linda McComie  
Mr Conrad Dumbah  
Mr Paul Herbert (Chair)

### Local Authority Representative Governor:

Mr Mike Rhodes

### Elected Governors:

Mr Phil Coldicott (staff)  
Ms Teresa Stevens (parent)  
Rev Charles Omole (parent)  
Mrs Anna Fearn (parent)

### Associate Governors:

Mrs Angela Boville  
Mr Rob Baxter

### Clerks to the Governors:

Ms Clare Kitching  
Mrs Kate Warren

# School Term and Holiday Dates for the school year 2017-2018

<b>Advent Term 2017</b>	Pupils return	Wednesday 6th September	33 days
	Half-term (2.45pm)	Friday 20th October	
	Pupils return	Monday 30th October	
<b>Lent Term 2018</b>	End of Term (2.45pm)	Thursday 21st December	39 days
	Pupils return	Monday 8th January	25 days
	Half-term (2.45pm)	Friday 9th February	
<b>Pentecost Term 2018</b>	Pupils return	Monday 19th February	29 days
	Half-term (2.45pm)	Thursday 29th March	
	End of term (2.45pm)	Monday 16th April	29 days
	Pupils return	Friday 25th May	35 days
	Half-term (2.45pm)	Monday 4th June	
	End of term (2.45pm)	Friday 20th July	

**In 2018 Easter falls as follows: Good Friday 30 March – Easter Monday 2 April  
The school will be closed on Monday 7th May 2018 for the May Day Bank Holiday.**

# Examination Results

## GCSE

Examination results at St Paul's have been rising over the last few years. In 2016 our GCSE results saw a significant improvement. 58% of our Year 11 pupils achieved an A\* - C in both English and Mathematics.

We were delighted that our Progress 8 score at GCSE was +0.56 (+0.43 adjusted when only including pupils who sat KS2 tests). This score means that, on average, pupils at St Paul's achieved about half a grade higher in each subject than was expected nationally. 28% of our pupils achieved the English Baccalaureate (2015 national average 22.9%). We also celebrated significantly improved attainment and progress for our most able pupils who achieved more A\* - A grades despite the national average falling this year.

St Paul's also offers GCSE retake courses for our Post 16 students. In 2016 46% of these students increased their grade to a C+ in English and 34% in Mathematics. These figures are significantly above the national average for 2015.

## A-Level and Vocational Courses at Post 16

36% of students achieved A\* - B grades at A-Level with 68% achieving A\* - C grades. Our overall pass rate was 99%. Significantly, 47% of students who studied the Extended Project, favoured by many universities, achieved grades A\* or A.

Our value added score for both academic and vocational courses was very positive compared to national figures. The progress made by our Post 16 pupils places St Paul's in the top 10% of schools nationally.



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**Web** [www.st-pauls.org.uk](http://www.st-pauls.org.uk)

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