St Paul's
CATHOLIC SCHOOL

Prospectus Booklet

For the academic year 2027/28

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

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Mission Statement

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

St. Paul wrote these words to the disciple Timothy when he was in prison at the end of his life. He passed on his mission, as a follower of Jesus Christ, to Timothy and to us. We are called to be a community where Christ is present and is taken to others. We receive the gift of God's love and grace and share in His mission of following Christ's example by:

- Being a community in which our LOVE of God and LOVE of each other can be seen in everything we do;
- Using our gifts and talents to SERVE others, particularly those who are more vulnerable;
- Being determined to DO THE BEST THAT IS POSSIBLE in everything we do to enable us to fulfil our ministry.

The Holistic Curriculum at St Paul's

The curriculum at St. Paul's is designed to ensure that students can:

- take responsibility for their own learning through thinking hard.
- take responsibility for their own behaviour by making good decisions.

Our Catholic Mission

The cornerstones of Pastoral care at St. Paul's enable:

- Christ to be firmly at the centre of everything we do and say.
- the preservation and promotion of human dignity through living by the principles of Catholic Social Teaching and the Gifts we Grow.
- people to fully live our mission in their lives beyond St. Paul's, taking their gifts and talents to others.

Academic Excellence

High expectations will be demonstrated through:

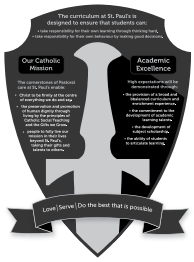
- the provision of a broad and balanced curriculum and enrichment experience.
- the commitment to the development of academic learning talents.
- the development of subject scholarship.
- the ability of students to articulate learning.

Love | Serve | Do the best that is possible

The Holistic Curriculum at St. Paul's

To ensure **Academic Excellence at St. Paul's** we will:

Students will take responsibility for their own learning by thinking hard.



Academic Excellence

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- the provision of a broad and balanced curriculum and enrichment experience
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- the development of subject scholarship
- the ability of students to articulate learning

CONNECT

- Strong starts to activate learning
- Narrate the learning intention and sequence of learning
- Deliberately develop vocabulary
- Remove barriers to learning through adaptive teaching

CHALLENGE

- Use questions that require higher level thinking
- Promote oracy through a range of student talk tactics
- Ensure students practise to improve and embed
- Narrate and celebrate scholarship using the Learning Talents

CHECK

- Forensically monitor the learning
- Circulate and conduct live marking
- Adjust learning to meet the need of every child
- Provide sharply focused developmental feedback

The Holistic Curriculum at St. Paul's

To ensure **the holistic development of our community** we will:

Students will take responsibility for their own behaviour by making the right choices.

RELATE

- Deliberately initiate positive interactions
- Choose communication which preserves dignity
- Provide clarity and structure by narrating rationale
- Intentionally narrate the positive to reinforce expectations

RESET

- Ensure public praise and private correction
- Gain and maintain whole class attention when needed
- Use a range of intervention, de-escalation and co-regulation strategies
- Use the formal warning system for serious or persistent behaviour

RECONCILE

- Ensure that forgiveness and reconciliation lead to a fresh start every lesson
- Ensure that an opportunity for reconciliation follows every reflection
- Provide support and intervention to promote inclusion and belonging
- Approach every interaction by modelling and promoting our Mission Statement

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.

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.

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."

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

Home School Agreement

At St. Paul's we recognise that parents are the first educators of their children. St Paul's is committed to working in partnership with all parents/carers to provide students with an excellent education built upon Gospel values.

We are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are well known as individuals and that their unique personality, talents and gifts are nurtured and developed to the full. We believe in providing a holistic education where the whole child is developed and where we provide opportunities for them to flourish within and beyond the classroom.

Parents/carers agree to:

- Share in our mission to "Love, serve, and do the best that is possible" and contribute fully to the Catholic Life of our school.
- Continually inform the school of anything that may affect their child's wellbeing or learning.
- Ensure their child has good levels of attendance and punctuality, informing school when their child is absent.
- Encourage their child to meet the high expectations set out in the behaviour policy and support the school where necessary.
- Ensure their child attends school in the correct uniform and equipped to learn, including with PE kit on the correct days.
- Take an active part in all aspects of their child's education and supporting them with learning that happens at home.
- Communicate with members of our community with dignity and respect, remembering that we are all working together for the good of the child.

Students agree to:

- Share in our mission to "Love, serve, and do the best that is possible" and contribute fully to the Catholic Life of our school. Look through the lens of Catholic Social Teaching to see they can use their faith to guide their interactions and decisions.
- Inform the school immediately of anything that may be a concern or affect wellbeing or learning.
- Attend school every day possible. Be punctual to school and to lessons.
- Take responsibility for their own behaviour by making good decisions.
- Take responsibility for their own learning through thinking hard and being active participants. Do the best that is possible in all lessons.
- Wear the correct uniform and attend school and lessons with correct equipment and with PE kit on the correct days.
- Communicate with members of our community with dignity and respect, remembering that we are all working together for the common good.

School agrees to:

- Share in our mission to "Love, serve, and do the best that is possible" and contribute fully to the Catholic Life of our school. Look through the lens of Catholic Social Teaching to educate children to see how they can use their faith to guide their interactions and decisions.
- Provide parents/carers regular information about their child's progress and raise any other concerns promptly. Listen to any concerns raised by students or parents/carers and provide a prompt response.
- Monitor attendance and punctuality and work in partnership with parents/carers to provide support if there are concerns with a child's attendance or punctuality.
- Maintain high standards of safety, behaviour, and conduct as set out in the behaviour policy.
- Intentionally plan learning that challenges every child to think hard and to do the best that is possible in their learning. Provide feedback that moves learning on quickly and effectively.
- Maintain high standards of uniform and expect all pupils to be correctly equipped.
- Model Christ's example of love and forgiveness in all interactions, ensuring that the dignity of the individual is preserved at all times.

PSHE/RSE

PSHE and RSE at St Paul's is embedded throughout our school curriculum and is supported by weekly PSHE sessions; these sessions take place over years 7-13 and are led by form tutors. Our ethos is firmly grounded in the belief that school should help to develop the 'whole child'; this is a young adult who is able to thrive, both academically and emotionally. We therefore believe PSHE and RSE to be the backbone of a well-rounded and versatile curriculum.

Our PSHE curriculum covers a range of important topics such as healthy relationships, online safety, managing conflict, prejudice and discrimination, and risk management. The scope of PSHE is vast and continually shifting to meet the changing needs and demands of our students' lives. We endeavour to ensure that, alongside the national curriculum, our students have a voice and a platform to share their views and opinions, to help shape the curriculum of PSHE and RSE at St Paul's.

In a similar way, the RSE curriculum is threaded throughout life at St Paul's. In the Lenten term, students have their relationship and sex education focus, delivered by their form tutors. These sessions focus on: Puberty and Healthy Relationships (Year 7), Consent and Communication (Year 8), Healthy Physical Relationships (Year 9), Relationships, Boundaries and Respect (Year 10), Making Decisions in Relationships (Year 11), Healthy and Unhealthy Relationship Behaviours (Year 12 and 13). We strongly believe that providing high-quality RSE, with timely and age-appropriate information about their bodies and relationships, will help young people to make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and grow into confident and healthy adults able to make safe and positive choices.

All of our lessons and workshops are grounded within the Catholic ethos and aim to develop understanding and attitudes that will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life.

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 Get That Job 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, our alumni network 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 and targetted students at Post 16. Placements are negotiated through the Careers Team, 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 complementary 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. ClassCharts 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 Three 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 progress in key learning skills that are taught and assessed in the St Paul's curriculum. Parents receive three progress checks per year, one of which will 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 (PPEs) are held in November for Year 11 pupils before statutory Key Stage 4 exams in the summer. Year 12 examinations take place in June, and Year 13 PPEs are in January. 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 appointments. There are two Mentoring appointments a year, where parents are invited to discuss the progress of their child.

Parents will be invited to 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 appointment. Parents can choose to meet in person or online.

Emmaus Student Support

All pupils new to the school are monitored closely and through classwork, observations and assessments any additional needs are identified. To achieve their full potential some pupils may need support in a particular area. Close collaboration between the Emmaus Student 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 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 Emmaus Student Support Base offers a wide variety of extra help and resources. Pupils may receive help with homework or coursework in the Base during supported study periods, at lunchtimes or in an after school Homework Club.

The school also has three designated specialist provisions:
The Visually Impaired Department for pupils who have an EHCP for visual impairment. This is available to all pupils of secondary age with an EHCP, 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 an EHCP 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 Support Department for pupils who have an EHCP 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 an EHCP 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. We aim to provide a broad and balanced curriculum for all pupils.

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.

St Paul's also hosts the Sensory Provision on behalf of the Local Authority. We support children with sensory impairment across the whole of Milton Keynes.

The Emmanuel Centre

St Paul's is also home to the Emmanuel Centre. This is a centre for EHCP pupils with ASC as their primary need who are unable to attend mainstream school. All places are determined by the Special School Panel.

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:

St Angela Merici	The first founder of a teaching order for girls.
St Benedict	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.
St Charles Borromeo	The model of a diocesan bishop, and in honour of the late Bishop Grant.
St Elizabeth of Hungary	A mother who devoted herself to the care of the poor and the sick.
St Maximilian Kolbe	A saint of our time and a model of Christian courage.
St Thomas More	Englishman, scholar, statesman and Saint.
St John Neumann	A pioneer founder of the church in America who was involved in founding over fifty schools.
St Teresa of Avila	A nun of exceptional learning and holiness who also took a full part in public life.
St John Vianney	Patron saint of all parish clergy in honour of the priests in our parishes.
St Rose of Lima	Patron saint of Peru, South America and the Philippines.

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 Leader 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 - 4.15pm on Friday and 7.30am – 5.15pm from Monday 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

Headteacher's Letter
A weekly update from the Headteacher.

Parents' Newsletters
Published 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 Praise/Achievement Slips/Praise Postcards Will be sent praising a child's behaviour, attitude to work, performance, or in recognition of a special achievement.

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

Mentoring Appointments
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.

Pupil Handbook
The pupil handbook is a small, passport sized hardback book that must be with pupils all day and out on desks for every lesson. The pupil handbook contains useful information that will support pupils to be organised for learning every day.

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.

In Touch/Website/Social Media
Our website www.st-pauls.org.uk has essential information about the school and we also have Facebook (@stpaulsmk), X (@stpauls_mk) and LinkedIn pages, as well as a YouTube channel. We use In Touch to send information via email or text. There is a free app you can download to your phone.

ClassCharts
ClassCharts enables parents and carers to see live updates and keep track of their child's daily achievements and behaviour. Teachers also use it to set homework tasks for pupils, which parents and carers are also able to view.

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.**
- **Email address.**

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 and habits that equip young people to succeed in wider society and make the most of the opportunities their futures may hold.

Students have a pupil handbook which has lots of information to help them make positive choices. This includes whole school expectations and standards including the Learning Talents and our Catholic Social Teaching values. It also includes visuals of our school uniform policy and equipment list.

Students are recognised and rewarded for achieving green points. This includes praise during collective worship and students can achieve subject specific online badges on ClassCharts.

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 points are used to recognise positive contribution, red points are used to identify issues that impact negatively on learning and personal development. These again are recorded on ClassCharts 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 officer is Mr Paul Knight who leads a team of Deputy Designated Safeguarding Officers. The school safeguarding policy is available on our website or copies 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. Students in Year 9 and above are offered the chance to get involved in the internationally recognised Duke of Edinburgh's scheme. We offer all three levels of the award in house, and aspire for every member of year 9 to achieve their Bronze Award.

Students who get involved develop their physical fitness, learn new skills and volunteer their time for others in a host of inventive ways. They also take part in expeditions both locally and to the Lake District, Peak District and Yorkshire Dales National Parks.

Sport
There is a wide range from which to choose before school, 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, a Sixth Form vocal group singing everything from acapella to church, gospel, pop and Disney, and an orchestra for string, woodwind, brass and percussion instruments.
We also run ukulele and student-led guitar groups.

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. Students have the opportunity to gain bronze, silver and gold Arts Award certification for Arts related activities.

Foreign Visits
We are committed to ensuring that all pupils have the opportunity to take part in cultural and educational visits. Pupils have enjoyed trips to Germany, Spain, France, Italy, Belgium and Switzerland. There have also been visits 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, We Will Rock You, Joseph and his Amazing Technicolour Dreamcoat, The Wizard of Oz and, in partnership with the Royal Shakespeare Company, a special version of Matilda.

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. They also 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 and Frantic Assembly.

Transport Arrangements

School Buses
There are six public bus routes that bring pupils to the school car park in the morning and leave from there each evening. These routes are organised by Milton Keynes Council and serve all areas of the city. The cost of each journey is usually £1.20 using the MK Move All In 1 MK Smart Card. Substantial savings can be made by Smart Card users who purchase weekly or monthly tickets on the bus. Information about transport to school can be found in the Transport to St Paul's section in the Parents' area of the school website.

There are also a number of public service routes that run along the grid roads close to St Paul's. These serve most of the areas south, north and east of Milton Keynes. Pupils can purchase an MK Move All In 1 MK Smart Card through the online portal. The Smart 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.

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 or arrange collection for 10 minutes after the end of the school day.

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 total time in school each week is 32 hours and 40 minutes.

The timings of the school day are:

Monday		Tuesday/Wednesday/Thursday		Friday	
8.50am	Registration/Tutorial/ Collective Worship	8.50am	Registration	8.50am	Registration/Tutorial/ Collective Worship
9.30am	Period 2	9.05am	Period 1	9.30am	Period 1
10.20am	1st Break	9.40am	Period 2	10.10am	Period 2
10.35am	Period 3	10.20am	1st Break	10.50am	Break
11.15am	Period 4	10.35am	Period 3	11.05am	Period 3
11.55am	2nd Break	11.15am	Period 4	11.45am	Period 4/Lunch
12.10pm	Period 5a/Lunch	11.55am	2nd Break	12.25pm	Period 5a/Lunch
12.50pm	Period 5b/Lunch	12.10pm	Period 5a/Lunch	1.05pm	Period 5b/Lunch
1.30pm	Period 6/Lunch	12.50pm	Period 5b/Lunch	1.45pm	Period 6
2.10pm	Transition Time	1.30pm	Period 6/Lunch	2.30pm	End of Day
2.15pm	Period 7	2.10pm	Transition Time		
2.55pm	Period 8	2.15pm	Period 7		
3.35pm	End of Day	2.55pm	Period 8		
		3.35pm	End of Day		

Our attendance figures are 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 operate a Cashless Catering system in school and each child will have an account set up for them. This can be credited by WisePay online.

The dining arrangements allow pupils to purchase a variety of breakfast options, hot meals, hot and cold snacks and drinks on a daily basis. These are served in canteens 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.
All applications must be made through Milton Keynes Council's online portal.

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.

Our School Uniform
Ziggy Blazer with school badge and trim (purple/gold)*

St Paul's school tie (purple with thin gold stripe)*

Plain black knee length skirt or loose tailored black full length trousers

Plain black tailored shorts

(Pentecost term to end of September only)

White long or short sleeved school shirt suitable

to wear with a tie*

Plain white or black socks, plain black or natural colour tights

Plain black, leather (or similar material) shoes with no overt branding

V necked plain knit school jumper in 'school purple' (optional)*

Please note that skirts should be either straight, pleated or A-line. Bodycon, tube skirts or any skirt made out of stretch fabric material are not permitted. Trousers should have no exposed zips or buttons. No jeans, cargo style trousers, jeggings or leggings.

PE Kit – Compulsory
Aptus polo shirt with school badge (black/gold)*

Aptus 1/4 zip training top with school badge (black/gold)* OR Select black hooded sweat top with school badge* OR Multisports top with school badge (black/gold)* Plain black training shorts or plain black training pants/leggings*

Plain black sport socks with turnover*

A pair of trainers

A pair of football boots

The PE Department expectations are that all pupils have a St. Paul's branded t-shirt and outer layer top. Parents are encouraged to select one outer layer from the options in the compulsory section. Please note that due to health and safety, pupils will not be able to wear the black hooded sweat top for contact rugby.

* Starred items are ordered directly from SWI Banner Group. You can order from their website www.swischoolwear.co.uk, by telephone 01928 752610 or by post.

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

Nearly New Uniform
We have a small stock of nearly new uniform available for sale. Please email enquiries@st-pauls.org.uk for more information.

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

- A sensible school bag
- A black pen
- Coloured pens
- A whiteboard marker
- A 30cm ruler and protractor
- Pencils (including coloured pencils) and pencil sharpener
- Rubber
- Highlighter
- Glue stick
- Maths set (no compass)
- A Scientific calculator
- A dictionary and a bible are recommended for home study
- Reading book
- School lanyard
- Phone pouch

Lanyards
School lanyards are to be worn at all times (including non-school uniform days). Lanyards grant pupils access to P block and are to be used to purchase food from both the canteens and food huts. Each year group has its own colour coded lanyard for identification.

Jewellery
No jewellery may be worn by any pupil in Years 7 - 11. There are no exceptions to this including studs or any other form of object intended to keep a hole open in recently pierced ears. Pupils are advised to have their ears pierced at the beginning of a summer break so that this does not become an issue. No visible facial, nose and tongue studs or body piercings are permitted.

Make Up
Whilst the school wishes to acknowledge the growing maturity of pupils, where it is regarded that a pupil is wearing excessive make-up, the pupil will be asked to remove it. What constitutes excessive make-up is entirely at the discretion of the school.

Nail Varnish and Gel Nails
Gel nails, acrylic nails or any other form of nail extensions are not suitable for school. Coloured nail varnish should also not be worn.

Hairstyles
Pupils are asked to avoid extremes of fashion in either style or colour. Where this is deemed to be the case then pupils will be expected to make a more appropriate change. Hair extensions and braiding must be of a natural hair colour. Bright conspicuous colours are not acceptable. Thin plain hairbands or plain headscarves of a dark colour may be worn. Pupils should not bring onto site any type of comb that has protruding metal teeth or points.

Our full uniform policy can be found on the website.

Mobile Phones
Mobile phones are permitted in school, at the owner's risk, but they must be switched off and in phone pouches in bags at all times. The school accepts NO responsibility for the loss of mobile phones under any circumstances.
The phone pouches are part of the Yondr Phone Free Schools programme. New Year 7 students will need to purchase their phone pouch as it is on our compulsory equipment list.

Complaints Procedure
Where difficulties occur, parents are invited to contact the Headteacher directly.
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).

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

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.

Faculty of
Religious Education, Geography

Religious Education
Heads of Department: Mrs Katy Macpherson/ Miss Shaneen Digby

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: Mr Mathew Gunn

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.

and History

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, Chromebook and laptop facilities and online textbooks enable pupils to incorporate their mathematical skills with those needed for their digital futures.

Science
Head of Department: Mrs Joanne Anderson

As pupils enter the Science Department at St Pauls, 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

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 A-Level Linear 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.

Languages
Head of Department: Mrs Alison Woodward

As pupils enter the Languages department at St Paul's, they are greeted by the following quote:

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."
Nelson Mandela

Our vision is for all pupils to develop their linguistic talents and their ability to communicate effectively with others. In lessons pupils are encouraged to be curious, discovering and practising new language in a variety of ways, and to be creative with the language when speaking and writing.

As we live in an increasingly multicultural society, we aim to create an environment in which respect, tolerance, concern and interest in others are paramount. Our curriculum includes cultural units of study to raise pupil awareness of countries where the languages are spoken, typical food and drink, and different festivals.

Many pupils continue the language studied in primary school, however parents have the opportunity to express a preference for the language their child will study during their time at St Paul's. Currently, French, Spanish, Italian and German are offered at St Paul's in all three Key Stages.

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
Head of Department: Ms Sue Reynolds

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 before school when there is also a dedicated homework club.

Faculty of
Communication and Design

Design and Technology
Heads of Department: Mr Mark McCarthy/Mrs Meghan Martin

"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 Design.
- Engineering Manufacture.
- D&T-Fashion and Textiles.
- D&T-Graphics, Cards and Boards.
- Food Preparation and Nutrition.
- D&T-CAD/CAM.

Key Stage 4
All pupils at St Paul's study D&T until the end of Year 11. We currently offer the following courses:

- OCR GCSE Design and Technology - Focus on Woods, Metals and Plastics.
- OCR GCSE Design and Technology - Focus on Fashion and Textiles.
- OCR GCSE Design and Technology - Focus on Graphics, Cards and Boards.
- OCR GCSE Design and Technology - Focus on CAD/CAM.
- 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, A-Level Design Engineering and A-Level Fashion and Textiles courses.

Business and Computer Science
Head of Department: Miss Louise Ward

"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

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.

Social Science
Head of Department: Mrs Kelly Dennis

Studying Social Sciences allows pupils to question the world around them and consider how our individual behaviour is influenced by both institutions and individuals. In an ever changing world, human behaviour requires analysing and it is within the Social Sciences that this becomes a possibility.

Pupils wishing to study Social Sciences are offered a wide range of choices. Sociology and Health and Social Care can be studied in Key Stage 4. Following this, Sociology, Psychology, Health and Social Care and Criminology are available in Key Stage 5.

The Social Science curriculum is strategically designed around three key areas; knowledge, talents and gifts which collectively provide the foundations to secure progress over time. The curriculum sets out to develop the intellectual, emotional, social and spiritual identity of every learner so that they are able to play a vital role both within school and also the wider community.

We strive to create successful learners who demonstrate a passion for learning and a desire to become academic scholars.

Faculty of Expressive Arts

Art and Design
Head of Art: Mrs Ines Reeve

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 Siobhan Barden

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 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 Jon Coates

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 are offered the choice of PE as an additional expressive arts option in Year 8. Following on from this, pupils are offered two further options in Year 9, which lead into OCR Sports Studies or OCR GCSE PE. At Post-16 there are two options available for our learners, BTEC Sport or AQA A Level PE.

In addition, the department offers many extra-curricular activities, which support the development of their skills and can provide a pathway to competitive sport. These activities include, rugby, football, netball, basketball, badminton, table tennis, fitness, trampolining, dance, athletics, rounders and cricket.

General School Information

Staff and Governance

Leadership Group

Mrs Jo-Anne Hoarty	Headteacher (Head of Mathematics and Science Faculty)
Mrs Catherine Eastwood	Deputy Headteacher (Head of Languages Faculty)
Mrs Ruth Holmwood	Senior Assistant Headteacher (Head of Expressive Arts Faculty)
Mr Greg Maw	Assistant Headteacher (Head of Communications and Design Faculties - Pastoral)
Mr Sam Reynolds	Assistant Headteacher (Pastoral Lead)
Mrs Elizabeth Bennett-Sulsh	Assistant Headteacher (Head of RE and Humanities Faculty)
Mrs Kate Warren	Business Manager
Mr Paul Knight	Assistant Headteacher (Head of Communication and Design Faculty - Academic)
Mrs Laura Maw	Assistant Headteacher (Director of Sixth Form Learning and Progress)
Mrs Nicola Bradley	Assistant Headteacher (Head of Emmaus Student Support Faculty and SENDCO)

Governors

Foundation Governors:

Fr Francis Higgins
Jane Kapaya
Sylvester Matthias
Steve Augustyn
Lois Adura
Paul Herbert (Chair)

Local Authority Representative Governor:
Rob Baxter (Vice Chair and Foundation Governor)

Elected Governors:
Andrew Beckett (staff)
Sarah Lee (parent)
Delia Antwi Gyamfi (parent)
Ify Oduko (parent)

Clerk to the Governors:
Clare Kitching

Ex Officio:
Jo-Anne Hoarty

School Term and Holiday Dates for the school year 2027-2028

Advent Term 2027	Pupils return	Monday 6th September	35 days
	Half-term (2.30pm)	Friday 22nd October	
	Pupils return	Monday 1st November	34 days
	End of Term (2.30pm)	Friday 17th December	
Lent Term 2028	Pupils return	Wednesday 5th January	28 days
	Half-term (2.30pm)	Friday 11th February	
	Pupils return	Monday 21st February	30 days
	End of Term (2.30pm)	Thursday 31st March	
Pentecost Term 2028	Pupils return	Tuesday 18th April	28 days
	Half-term (2.30pm)	Friday 26th May	
	Pupils return	Monday 5th June	35 days
	End of Term (2.30pm)	Tuesday 21st July	

In 2028 Easter falls as follows: Good Friday 14th April – Easter Monday 17th April.
The school will be closed on Monday 1st May 2028 for the May Day Bank Holiday.

Examination Results

At St Paul's we aspire to achieving excellent academic and vocational outcomes. We are committed to ensuring that we deliver academic excellence so that our pupils secure the very best examination results. We are aware that academic qualifications open doors for our pupils and support them in the next stage of their lives. These qualifications are required to complement the wider gifts and talents that we grow and develop at St Paul's. This ensures that pupils leave St Paul's having experienced a truly holistic education.

A full summary of our Key Stage 4 and Key Stage 5 examination results can be found on our website.

Telephone 01908 669735

Email enquiries@st-pauls.org.uk

Web www.st-pauls.org.uk

St Paul's Catholic School Phoenix Drive, Leadenhall, Milton Keynes MK6 5EN