

ST. BEDE'S CATHOLIC SCHOOL
A SPECIALIST MATHEMATICS AND
COMPUTING COLLEGE

COLLUM AVENUE
SCUNTHORPE
NORTH LINCOLNSHIRE
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HEADTEACHER: Mrs. M. Travers

CHAIRMAN OF GOVERNORS: Mrs. M. Readhead

SCHOOL CLASSIFICATION: **A voluntary aided secondary comprehensive 11-16 co-educational day school Specialist College Status: Mathematics and Computing**

NUMBER ON ROLL: 667

THE GOVERNING BODY 2008 – 2009

St. Bede's is a Roman Catholic School and the Trustee is the Bishop of Nottingham, The Right Reverend Malcolm McMahon OP. A majority of Governors is appointed by the Trustee and the eleven Foundation Governors are drawn from the Roman Catholic parishes of Holy Souls, St. Bernadette's, St. Mary's (Brigg) and St. Norbert's (Crowle).

		<u>Termination of office</u>	<u>Resigned from office</u>
Foundation:			
Chairman	Mrs M Readhead	31.08.11	
Vice Chairman	Rev Fr M. Moore	31.08.11	
	Mr K Coyle	31.08.11	
	Mrs P Readhead	31.08.11	
	Mrs J Kelly	30.04.12	
	Mr J Gill	31.08.11	
	Mr P O'Reilly	31.08.11	
	Mr P McMullen	28.02.13	
	Mr M Monteith	29.02.12	
Parent:			
(Elected by parents of registered students at the school and is a parent of a child at the school at time of election)	Mrs S Ashfaque		30.10.11
	Mr T Boote		14.10.11
	Mr D Eade		30.02.12
Staff:			
(A non teaching staff member employed at the school as defined by the L.A. elected by the other non teaching staff. Teaching staff elected by other teaching staff)	Mrs S Barnard	(non teaching)	30.10.11
	Mr C Yates	(teaching)	08.03.13
	Mrs M Snowden	(teaching)	26.10.12
L.E.A.			
(Appointed by North Lincolnshire Council Education Schools Sub-Committee)	Ms M. Waldron		31.08.13
	Mr D Kennelly		07.08.12
Headteacher:	Mrs. M. Travers		

Chairman of Governors: please contact at the school address

Next election of parent Governors will be after the termination of office of the above.

CLERK

The clerk to the Governors is a representative of the Governing Body section of the LA situated at the LA offices at Hewson House in Brigg.

GOVERNORS' RESPONSIBILITIES

The Governors are responsible for the school but seek advice from the Headteacher and her colleagues. They also delegate to the Headteacher the administration of the school but it is the Governors who have the ultimate responsibility.

These responsibilities are discharged in a number of ways:

FULL GOVERNING BODY

All Governors accept collective responsibility for the setting of the budget and for delegating powers to committees. The Governing Body generally meets once per term but can meet more frequently if required.

COMMITTEES

There are a number of committees which meet to monitor particular aspects of the running of the school. Some meet regularly (e.g. Finance & General Purposes, Health and Safety) whilst others are convened as appropriate (e.g. Appeals Committee). Generally speaking Committees have powers delegated to them to act on behalf of the whole Governing Body.

REPRESENTATION

Certain individual Governors take a special interest in particular aspects of the curriculum:

- Mrs M Readhead is Governor with responsibility for RE
- Mr J Gill is involved with ICT/Science
- Mr P O'Reilly is the Governor with responsibility for Special Needs, Health and Safety.
- Mrs S Barnard is the Link Governor for Governor training, Looked After children and Extended Schools.
- Mr D Kennelly is the Governor with responsibility for Physical Education.
- Father M Moore has responsibility for MFL.
- Mrs. P. Readhead is the Governor with responsibility for P.S.H.C.E., Music and Careers.
- Mr K Coyle has responsibility for numeracy.
- Mrs M Waldron is the Governor with responsibility for Vocational Education
- Mrs S Ashfaque is Governor with responsibility for Art and Design.
- Mr T Boote has responsibility for Literacy and Gifted and Talented.

The Governors either formulate or endorse existing policies including their oversight of the curriculum, both religious and secular. To help Governors familiarise themselves with curriculum issues curriculum reports are placed on the agenda of Governors' meetings. Reports given this academic year 2008-2009 have been with regard to:

- Student Voice
- Specialist Status
- Extended School.
- To review standards within school a Governors' Monitoring and Evaluation Working Group has been established and meets termly.

The Governors give full support to the spiritual life of the school and are invited to attend School Liturgies.

Staff List: 2009-2010

Name	Code	Tutor Group	Tutor Room	Department
Mrs M Travers	MT			Headteacher
Miss Y May	YM			Assistant Headteacher: Support and Spiritual Direction: RE Teacher
Mr P Martin-Walker	PMW			Assistant Headteacher: Teaching and Learning: English Teacher
Mr G Cadwallader	GC			Assistant Headteacher: Curriculum, Specialist Status Co-ordinator, Science Teacher
Mr D Alexander	DA	Allen DA	H1	Humanities
Mr T Allen	TA	Allen TAL	S1	Science
Mrs K Bailey	KBA	Wiseman KBA	RE3	Subject Leader RE
Mrs S Baines	SB	Manning SB	L4	Modern Foreign Languages
Mrs S Barnard	SBA	Allen SBA	H2	Assistant Teacher: Technology
Mrs K Brocklebank	KBR	Vaughan KBR	E4	English, Drama
Mr N Brown	NB	Newman NB	MCS	Subject Leader ICT
Mr G Burman	GB	Wiseman GB	PE	Physical Education
Mrs T Burton	TB	Newman TB	E2	English
Mrs L Carrington	LC	Wiseman		Assistant Teacher: ICT; College
Mr J Casswell	JCA	Manning JCA	T2	Physical Education
Mr M Chapman	MC	Manning MC	GKC	Physical Education
Mrs Y Cook	YC	Allen YC	T3	Subject Leader Technology
Mr A Crowley	AC	Manning AC	M1	Mathematics
Mr J Dixon	JDI			House Leader: Wiseman; Subject Leader Humanities
Mr P J Dixon	PDI	Wiseman PDI	BS	Business Studies, ICT
Mrs R Dixon	RD			Music
Mr A Dowle	ADO	Vaughan ADO	Mu	Music
Mrs A Drayton	AD			House Leader: Manning, RE, Child Protection Co-ordinator
Mrs T Fitch	TF	Manning TF	T2	Assistant Teacher: RE
Mrs D Fletcher	DF	Newman		Assistant Teacher: MFL
Mrs M Gough	MG	Vaughan MG	ICT 1	ICT
Mr A Green	AG	Vaughan AG	T1	Technology
Mr D Greenhalgh	DG	Newman DG	M2	Mathematics
Mr I Hewer	IH	Vaughan IH	M3	Director of Mathematics
Mr R Hibbard	RH	Wiseman RH	M4	Mathematics
Mrs H Jaques	HJ	Newman HJ	L1	Subject Leader: Modern Foreign Languages
Mr N Jagger	NJ	Newman NJ	A2	Art
Mrs J Kershaw	JK	Allen JK	S4	Science, Learning Support
Mrs S Leckey	SL		M1	Assistant Teacher: Mathematics
Miss L Lequette	LL	Manning LL	L3	Modern Foreign Languages
Mrs H Linehan	HL	Newman NJ	A2	Assistant Teacher: Science
Ms C Mason	CM	Vaughan		Assistant Teacher: Art and Music
Mr M McDonagh	MM	Allen MM	S2	Subject Leader: Science
Mrs L Moss	LM	Newman LM	L2	Modern Foreign Languages
Ms M Palmer	MP	Allen MP	E3	Subject Leader: English
Miss A Richards	AR	Wiseman AR	H4	Subject Leader: Physical Education
Miss H Sharland	HS	Manning HS	H3	Humanities
Mrs S Skelton	SS	Allen		Science
Miss D Sleight	DS			House Leader: Newman, Physical Education
Mrs M Snowden	MS	Wiseman MS	RE3	Subject Leader: SEN and Inclusion
Mrs J Stocks	JS	Wiseman JS	E1	English
Mrs M Spikings	MSP		H2	Assistant Teacher: Humanities
Miss G Swales	GS			House Leader: Vaughan; Technology
Mr A Walker	TW	Vaughan TW	Drama	English
Mr L Walker	LW	Manning LW	S3	E-Learning Co-ordinator, Science
Mrs M Walker	MWA	Vaughan MWA	A1	Subject Leader: Art and Music
Mrs F Wattam	FW	Newman FW	RE2	Religious Education
Mrs M Woodhouse	MW	Wiseman AR	H4	Science
Mr C Yates	CY			House Leader: Allen, Subject Leader: PSHCE; Vocational Learning Co-ordinator, Humanities, PE

ST BEDE'S CATHOLIC SCHOOL

A Mathematics and Computing College

MISSION STATEMENT

We commit ourselves to love, respect and serve one another as disciples of Jesus Christ.

We will do this by:

- Presenting God as a loving Father
- Promoting the unique relationship between God and each individual
- Presenting Christ as an example and guide
- Developing Christ's Gospel message of love, service, justice and reconciliation as values, ideals and standards to live up to

This will enable us

- To promote positive attitudes to self and others
- To recognise, value and respond to the uniqueness of individuals
- To enable life long learning through the development of the skills and talents of all within our community

ST. BEDE'S CATHOLIC SCHOOL
SPECIALIST MATHEMATIC AND COMPUTER COLLEGE

Mission Statement

'The search for excellence is seen as an integral part of the spiritual quest'

Mission

St. Bede's Catholic School is wholly committed to the search for excellence in all its students. Our spiritual quest is seen as a lifelong journey of faith and our school community's values and vision mirror that same dedication in ensuring that all students will continue on a journey of lifelong learning.

'Only the best is good enough for our students' (School Prospectus)

Vision

At St. Bede's Catholic School we consider that every person is unique. Each individual within our community is seen as 'special' and within the light of the gospel values, which the school espouses, every student is seen as a human being whose talents will be developed fully. The school's role is to empower each of those unique individuals to fulfil their potential and ensure that they embark on their lifelong journey with hope, belief and aspiration in their own abilities to build a future which reflects those values which underpin their education at this school. Our students' future in the 21st century will be one in which modern technology is the norm.

General Case

- For over 40 years St. Bede's Catholic School has been recognised as a centre for excellence in Scunthorpe, consistently producing amongst the best results for 16 year old leavers in the town.
- Over the last decade results at GCSE have been well above the LA average with 87% of students achieving 5+ A* to C grades in 2009. 48% achieved 5+ A*-C including English and Mathematics.
- The school received the Most Improved School Award from the Specialist School and Academies Trust for four years running 2005-8.

As a specialist college we would seek to work with:

- Schools to:
 - Continue to raise standards by reducing class sizes and introducing new technologies in teaching and learning.
 - Develop a responsibility in students for learning through offering opportunities to attend classes after taught time.
 - Share best practice with partner schools and other schools in the locality.
 - Develop a culture that thirsts for knowledge and derives pleasure from learning.
 - Encouraging parents to be pro-active in their children's education.
 - Encourage participation in local and National Mathematical and Computing challenges.
 - Equip young people with modern technological skills.
- Community to:
 - Make St. Bede's a welcoming environment open to those who wish to take advantage of our learning opportunities irrespective of faith.
 - Help to break down barriers of faith by hosting classes for other faiths and creeds.
 - Provide opportunities for young unemployed people to gain skills that will make them more employable.
 - Work with single parents to help give them skills that will help them to gain employment.
- Career opportunities to:
 - Develop employability skills in young people.
 - Develop a culture of work ready people, hungry for learning.
 - Work with local industry to promote a better understanding of each other's needs.
 - Ensure students have a clear vision of the career paths open to them.
 - Develop parents' understanding and value of alternative ways of gaining qualifications including through Modern Apprenticeships.

As the only Catholic secondary school in this Beacon Authority, we are fully committed to ensuring the quality of our students' education across the whole spectrum of school life but in the belief that specific expertise in Mathematics and Computing will enhance our educational provision delivered through a dedicated team of professionals. There is no doubt that the responsibility of sharing that expertise with the wider community would be undertaken with enthusiasm and vigour.

The LA, Governors, staff, parents, students and the wider community firmly believe that St. Bede's School is ideally situated and is at the right stage of its development to offer outstanding opportunities to all those associated with the outcomes proposed in the submission.

RELIGIOUS EDUCATION AND ACTS OF WORSHIP AT ST. BEDE'S SCHOOL

At St. Bede's school, Religious Education is rightly at the heart of the curriculum. At Key Stage 3 RE has 10% of curriculum time in line with the recommendation of the Catholic Bishops of England and Wales. St. Bede's follows the ICONS programme at Key Stage 3. Icons was written by a team of teachers in collaboration with the Bishop's Conference in order to meet the particular needs of the Catholic school.

At Key Stage 4 all students are prepared for a GCSE in Religious Studies following the Edexcel syllabus options on Catholic Beliefs and Philosophy.

Acts of Worship

AIMS

- To give thanks and praise to God.
- To deepen students' awareness of the Liturgical Year.
- To develop the prayer life of St. Bede's School.
- To promote spiritual and moral values in accordance with the teaching of the Catholic Church.
- To celebrate cultural diversity in the form of music, drama and reflection.

POLICY

There is a daily Act of Worship each morning.

This is either based in the tutor room led by the learning tutor or in the main hall organised by the House Leader. These acts of worship can be led by either students, members of staff or outside visitors.

Once every half term there is an Act of Worship which is generally led by either the Head or an Assistant Headteacher.

There is a prayer/reflection book available for each tutor and tutor group.

The school community gathers together at the following occasions in order to celebrate a liturgy.

- Beginning of the School Year
- Advent/Christmas
- Easter
- Feast of St. Bede
- End of Academic Year

All students have the opportunity of attending Mass at St. Bernadette's Church on Holy Days of Obligation.

A voluntary Mass takes place each Wednesday lunchtime in the school chapel.

SACRAMENT OF RECONCILIATION

The priests of the Deanery come into school to celebrate this Sacrament during Advent and Lent. All students have the opportunity to attend.

CHAPLAINCY TEAM

This is made up of students and staff who plan and organize Acts of Worship. The Chapel is open at lunch-times for guided prayer and reflection and the Chaplaincy Team are responsible for delivering this. They are also involved in the music and singing content in the Daily Acts of Worship and School Liturgies.

ETHOS AND VALUES

The holistic approach to Religious Education is reflected in the care the school takes of its students. The school's belief is that pastoral care implies a caring for all students by all teachers at all times. There are specific instances where particular guidance or counselling is needed and to match this, particular teachers have responsibility for groups of students. In the first instance the Learning Tutor has prime responsibility with recourse to the House Leader and to other staff as appropriate. The school encourages close co-operation with parents who are asked to make contact if they feel that their child has a problem at the school. It is to the House Leader that initial approaches must be made. For its part, the school will contact parents over matters of concern as soon as such contact seems to be desirable. It is in the best interests of all to do this early before matters assume too large a significance.

PASTORAL CARE

Great investment is placed upon Pastoral Care within the school community. At St. Bede's we firmly believe that a happy child is a learning child. Learning Tutors closely monitor the academic and social welfare on a day to day basis with House Leaders in support. Close liaison with parents is welcomed. Outside agencies are consulted as necessary and our school chaplain, Fr Moore, is available as appropriate.

SCHOOL DISCIPLINE

School discipline is a natural part of the care of students and this operates within a framework afforded by the Gospel message. Love of thy neighbour forms the bedrock of our Code of Conduct and youngsters who wish to operate outside this code will be punished.

Punishments used in school include detentions and extra work. Detentions may be held after school but 24 hours notice will be given in that event. It is anticipated that parents who choose to send their children to St. Bede's will assist the school when it is appropriate for punishments to be given. The most serious punishment which can be given is exclusion and it should be noted that violence towards others is not acceptable and offenders will usually be excluded, either permanently or for a fixed period of time.

VISITING ARRANGEMENTS

Normal arrangements

The school is committed to a policy of shared responsibility with parents. Parents are encouraged to visit the school to discuss their child's education. In the first instance parents should normally contact their youngster's House Leader. These are as follows:-

Allen House Leader:	Mr Yates
Manning House Leader:	Mrs Drayton
Newman House Leader:	Miss Sleight
Vaughan House Leader:	Miss Swales
Wiseman House Leader:	Mr Dixon

Please note that it is always advisable to make an appointment with any member of staff so as to identify in advance the nature of the matter for discussion. This will ensure that journeys are not wasted because of the unavailability of a teacher or relevant information.

Information to Parents and Consultation Evenings

Parents are informed on the progress their child is making at least on a termly basis either by report or through a consultation evening. All year groups have one evening set aside when parents are invited into school to discuss their child's progress. This takes place with their child's Learning Tutor and students are invited to participate in these discussions. In addition there is a 'surgery' type evening for each year group when parents are able to make appointments with their child's subject teachers if they so wish. In Year 7 parents are invited to a meeting in October with their child's House Leader to discuss how well their child is settling into Secondary school.

Parents are also invited into school on an ad-hoc basis, to receive information about educational visits, career opportunities, sex education etc.

Intake arrangements (at 11+)

The school operates an 'open door' policy and prospective parents and students are welcome at any time by arrangement on an individual basis, to tour the school during a working day or at other times, as desired. Students are invited to the school in the Summer Term for a day's induction. The purpose of this visit is to facilitate the transfer process and, whilst at St. Bede's on that day, the youngster will spend time with their House Leader and take part in a mini sports day specially organised for Year 6 students. There are also visits for Year 5 students from our partner primary schools. On this day students will sample lessons in, say, Technology, Art, Science, French and Music.

School Dress

UNIFORM

BOYS	GIRLS
School Blazer : Must be worn by Years 7 to 10	School Blazer : Must be worn by Years 7 to 10
School Tie	School Tie
Jumper : Bottle Green V Neck (plain or with School colours). Optional for Y7-10 - to be worn under school blazer. Compulsory for Year 11 who only wear jumper with school badge.	Jumper : Bottle Green V Neck (plain or with School colours). Optional for Y7-10 - to be worn under school blazer. Compulsory for Year 11 who only wear jumper with school badge.
Shirt : Plain white	Blouse : Plain white
Trousers : Black	Skirt : Black knee length Trousers : Classic straight leg – black
Shoes : Black (no trainers)	Shoes : Black (no trainers)
Socks : Black	Socks : Black ankle or knee length. Tights may be worn and must be black or skin tone.

All above items of uniform are available from Shah's, Scunthorpe.

Please note: Jewellery, except for a watch, is not allowed. Flamboyant and aggressive haircuts are not allowed. Make-up is not allowed.

TRANSPORT

There are now several ways in which you may qualify for free transport. These are:

- **On Income Grounds**

If you are on a low income you may be entitled to transport to one of the three nearest qualifying schools provided they are between 2 and 6 miles from your home address

- **On Grounds of Religion or Belief**

If you are on a low income you may be entitled to transport to a specific school based on your religion or belief if you live between 2 and 15 miles from the school. When applying for transport under this category you will be asked to state your reasons for wanting your child to attend this school. To qualify for free travel you must state that you wish your child to attend a faith school sympathetic to religious beliefs of individuals. Proof of your religion or belief to substantiate your claim may be required. This could be in the form of letter from your own place of worship, certificates of baptism or attendance.

If you are in receipt of free school meals or any benefits, excluding child benefit, you may be entitled to the above. Please check with the Transport Department on telephone 01724 297218 or contact Mrs Williams in school for further information.

Other categories are:

- Children who live out of the Scunthorpe area who wish to use a School bus. Transport will be available but at a weekly charge. Please contact LA for the price of travel tel no 01724 297218.
- Children both Catholic and non Catholic who live within three miles and would like to travel on a school bus. Transport will be available but at a weekly charge. The weekly fee is currently £9.00. Please contact the school for further details.

If your child comes under the last two categories they will need to have a bus pass issued by school. The charge for the bus pass will be £10.00 per child and we ask for a passport size photograph which will be put onto the child's bus pass. This enables the bus drivers to identify the person using the bus pass and that it is being used correctly.

There are two buses which service the town of Scunthorpe and there are the following out of town buses:

621	Messingham, East Butterwick *
695	Brigg, Searby, Barnetby, Hibaldstow, Elsham, Wrawby, Broughton, Appleby **
642	Broughton, Appleby
696	Burton, Winteringham, West Halton, Walcott, Barton, Winterton, New Holland, Barrow *
694	Garthorpe, Keadby, Crowle, Althorpe, Gunness, Ealand, Luddington, Belton

* Buses run by LA for morning and afternoon travel

** Buses run by LA in the morning and school in the afternoon

MEDICAL PROCEDURE

All medicines to be taken by a child are to be given in by the parents to the school office. If a child is ill he/she will be sent down to the first aider who will assist the child and who if appropriate will telephone the parents to collect the child. A medical room with a bed is available if necessary.

ARRANGEMENTS FOR DEALING WITH COMPLAINTS

In the first instance parents will be asked to submit complaints in writing to the Head Teacher. The Head will meet the parents to discuss the complaint and how it may be resolved by the school. Should it not be possible to resolve the issue at that level then the Governors will become involved.

Availability of Documents

Policies and documents used by the school are available on application to the Headteacher.

SCHOOL DAY

The RE and secular curriculum is delivered on a weekly basis in units of five periods of sixty minutes each day with the exception of Period 1 which is 55 minutes. Of these twenty five periods, two are devoted to the teaching of RE in Years 7, 8, 10 and 11 and three in Year 9.

In addition, time is set aside each day for Tutor Group Work and for assemblies both of which include an act of worship. P.S.H.C.E. (Personal, Social, Health and Citizenship Education) is delivered on a rolling programme.

During the school day there is one fifteen minute break and the lunch break is fifty minutes.

The pattern for the school day is as follows:-

08.45 – 09.40 Period One
09.40 – 10.40 Period Two
10.40 – 11.00 Tutor Group
11.00 – 11.15 Break
11.15 – 12.15 Period Three
12.15 - 1.05 Lunch
1.05 - 2.05 Period Four
2.05 - 3.05 Period Five

CURRICULUM AND ORGANISATION OF EDUCATION AND TEACHING METHODS

Curriculum Policy

Overview

The overarching aims of the curriculum at St. Bede's Catholic School are that it:

- Reflects the Catholic ethos of the school,
- Espouses the aims of the National Curriculum,
- Responds to each individual student's needs.

Aims

Thus, our curriculum aims:

- To promote the spiritual, moral, mental and physical development of each student within the school's stated mission of love, respect and service.
- To be balanced, broadly based, relevant and differentiated to match student needs, aptitudes and abilities.
- To offer equality of opportunity to ensure access to the whole curriculum, irrespective of age, sex, ability or social background.
- To prepare students for the opportunities, responsibilities and experiences of adult life in the 21st century.

CURRICULUM AND ORGANISATION OF EDUCATION AND TEACHING METHODS

The core curriculum of the school is Religious Studies, English, Mathematics, Science, PE, ICT and PSHCE. All students will follow courses in these subjects throughout the five years of study at St Bede's.

Year 7

Core subject plus History, Geography, French, German, Art, Music, Technology.

Students are placed into academic sets in Mathematics, Science and English. In all other subjects they are taught in mixed ability form groups.

Year 8

Core subjects plus History, Geography, French, German, Art, Music, Technology.

All subjects except PE, PSHCE, Art, Music and Technology are taught in groups arranged into academic sets.

Year 9

Core subjects plus History, Geography, French, German, Art and Technology.

Students will take part in a Music Programme designed as a transition between KS3 and KS4.

All Students except PE, PSHCE, Art and Technology are taught in groups arranged into academic sets.

Students will take GCSE Humanities at the end of Year 9.

Students will begin GCSE courses in English, Maths, Science and RS. Students will begin the BTEC First Certificate Course in ICT.

Year 10

Core subjects plus Extended Study Opportunities.

All core subjects are taught in academic sets.

Students can choose from a list of extended study opportunities to follow their personal choice of study in addition to their core subject.

Many students will take GCSEs in Mathematics, English Language and Core and additional Science at the end of Year 10.

All students will experience GCSE and BTEC qualifications.

Year 11

Core subjects plus Extended Study Opportunities.

All core subjects are taught in academic sets.

Students complete their studies to GCSE or BTEC. Additional study opportunities will be available for students during Year 11 in English, Maths, Science and ICT.

Extended Study Opportunities

The current list of available extended study opportunities is:

History, Geography, Art, Drama, French, German, Design and Realisation, Graphic Products, Food, Business Studies (all to GCSE).

Construction, Motor Vehicle, Salon Services and PE (toBTEC)

Music (to BTEC/GCSE)

Meeting Individual Students's Needs

We strive to meet the needs of individual students by:

- Developing a Personalised Learning Agenda and by making full use of increasingly sophisticated performance data for each pupil.
- Providing appropriate courses of study for all abilities.
 - Accelerated study leading to early entry.
 - GCSE Integrated Humanities at end of Year 9
 - Providing a range of Vocational Education courses up to GCSE A*-C equivalent
 - A range of further study opportunities in Maths, Science, English and ICT in Year 11.
- Providing a range of extra curricular activities to enhance learning
 - Year 9 Masterclasses (Maths and Science)
 - Easter Revision College at John Leggott
 - Booster sessions at KS3 with consultant support and KS4 with examiner support
 - Easter Holiday revision materials
 - ACE workshops and Aim Higher for Year 9
 - HE Summer Schools
 - Oxford and Cambridge University Summer Schools
 - Gifted and Talented collaborative projects with John Leggott College
 - Junior and Intermediate Maths Challenge
 - Gifted and Talented Science Lectures (Higher Ed)
 - Music, Drama, Science, Maths, IT, Art and Sports clubs
 - Extensive Use of Support Teachers in class

- A Gifted and Talented Programme of Enhanced Learning.

Homework

A homework timetable is given to all students in September. The teaching staff will set work to be done at home according to the timetable when it is appropriate and it will be meaningful and of value to the student. Students record homework in a planner which parents are requested to sign at the end of a week. Parents are asked to take an interest in the child's homework and to contact the school if frequent problems arise.

Extend Learning Activities

Extended learning activities are encouraged to complement the academic, athletic and cultural tuition given in school.

- There are opportunities to encourage our children's spiritual growth eg daily acts of worship, School Masses, liturgies, prayer.
- In Year 9 and 10 students have the opportunity to go on a residential visit to our Diocesan Youth Centre 'The Briars'
- There is a variety of PE activities after school: football, netball, rugby, tennis, cricket, athletics, rounders
- There are educational visits which include physical exercise eg Geography Field Trips and the ski visit
- Cultural understanding is experienced by our educational visits to France, Germany, Belgium (the Battlefields), various trips to Art Museums, to the theatre, attendance at university lectures and through visiting poets, writers and artists into school to speak to the students.
- Musical activities include a traditional choir, a pop choir, a worship group, an orchestra. Peripatetic music lessons are available. We participate in the Scunthorpe Music Festival.
- There is a Drama Club.
- A Chess Club operates at lunchtimes.
- An Environmental Group has been established within school.

Charging and Remissions

Under the Education Reform Act parents may not be charged for the cost of activities taking place wholly or mainly during school hours. For most activities which enrich the curriculum, voluntary contributions may be sought and if the amount raised by voluntary contributions does not cover the cost then the activity may have to be cancelled.

SEX EDUCATION

In its curriculum, St. Bede's incorporates appropriate teaching on matters of relationships, the functions of the body and an awareness of human reproduction at a suitable level for the understanding of its students. It is hoped that on entry into school most, if not all, students will understand the basic sexual functions and names for parts of the body. However, basic instruction is timetabled for first year students in RE and Science.

The aims in relation to sex education are:-

- (i) To present the Roman Catholic Church's teaching on inter-personal relationships and morality.

- (ii) To promote understanding and acceptance of the students' own sexuality and that of others.
- (iii) To make students aware of the stages of growth in human development.
- (iv) To promote responsible attitudes and behaviour in sexual matters.

These aims will be met via the appropriate curriculum areas of RE, Science, PE, English and PSHCE (Personal and Social Health and Citizenship Education). In addition input is given in Years 9 and 10 via the Youth Service.

CAREERS EDUCATION AND GUIDANCE AND WORK EXPERIENCES

The Careers Co-ordinator organises the Careers Education and Guidance programme in Years 9, 10 and 11.

The careers education is delivered mainly through the Personal, Social, Health and Citizenship (P.S.H.C.E.) programme and through Tutor Group work.

To enhance the children's knowledge of post 16 education and the world of work the following takes place:

- i) A Careers Adviser is assigned to the school.
- ii) In Year 9 an Options Evening is arranged to explain the curriculum available in Years 10 and 11 and choices available Post 16.
- iii) For Year 9 and 10 students work related learning activities are organised to give students an insight into the world of work and business.
- iv) There is the opportunity for older students to take the certificate in Enterprise and the Finance Certificate.
- v) A system of work experience is integrated into the academic curriculum. During Year 11 students spend one week of the year on work experience.
- vi) In Years 10 and 11 students are given information about all routes available to them post 16. Seminars and individual guidance from the Careers Service, John Leggott College, North Lindsey College, Industry and Commerce are arranged.
- vii) In Year 10 there are taster days at John Leggott and North Lindsey Colleges.
- viii) Visits to universities are organized for interested students.

SPORT

A broad range of activities are offered both in and out of the curriculum. Students are given the opportunity to develop their skills, understanding and knowledge of health and fitness.

Games, Gymnastics, Dance, Outdoor activities and Athletics are covered in the curriculum and many activities are offered after school with fixtures being held against other schools.

At Key Stage 4 there is further opportunity to develop in sport with GCSE, BTEC and Leadership Awards offered.

Inter form sport is also offered in many activities including the traditional Sports Day in July now held at Quibell Park..

The school has three netball courts and four tennis courts on the playground. There are two Soccer pitches (one is also used for rugby), one hockey pitch and one artificial cricket wicket on the field. Basketball is played in the Gym and badminton in the Hall and Gym.

There is a strong Sports Council within school with some students attending Partnership Sports council meetings.

A senior student has represented Scunthorpe as a Young Ambassador for sport.

SPORTING SUCCESSES 2008 – 9

Football

Girls Year 7 Represented Scunthorpe in Derby
Year 8 Represented Scunthorpe in Barnsley

Netball

Girls Year 11 Scunthorpe district semi-finalists

Cross Country

Several students represented Scunthorpe at Cross Country and one student ran at the English Schools Event in Leicester.

Table Tennis

Year 8 came third in the Scunthorpe and District Tournament and also won fair play winners award.

Athletics

Several students represented Scunthorpe

A number of students represented Town, District or County in a variety of sports.

ARTS

Art and Music are provided for all students at Key Stage 3 in Key Stage 4 both subjects are optional. Drama is incorporated into the English syllabus at Key Stage 3 and is offered as a GCSE subject in Key Stage 4. In addition to curriculum based study, other activities in which the school engages are:-

- Extra curricular drama club
- Drama productions
- Scunthorpe Music and Drama Festival
- Drama as part of public events, eg prizegiving
- Educational visits to theatres
- Visits from theatrical groups
- Peripatetic music tuition
- School orchestra
- Worship Group
- School choir
- Pop choir
- Educational visits to National Art Gallery, Tate etc
- Visiting artists

ROAD SAFETY

Education concerning traffic awareness and road safety is made available to youngsters by the Personal Social Health and Citizenship Programme (P.S.H.C.E.) As with all matters in the PSHCE programme this matter is seen as ongoing and different emphases are placed at different ages.

St Bede's Catholic School

A Specialist Mathematics and Computing College

*Collum Avenue
Scunthorpe
North Lincolnshire
DN16 2TF
Telephone - 01724 861371
Facsimile - 01724 280878
E-mail - admin.stbedes@northlincs.gov.uk*

Admissions Policy 2010-2011

This policy will operate from September 2010. It will apply to all admissions for the year 2010-2011 and for subsequent years until further notice.

St Bede's Catholic School – A Specialist Mathematics and Computing College is under the trusteeship of the Diocese of Nottingham and is maintained by North Lincolnshire Education Authority. The school was built by the Catholic community and paid for by the voluntary contributions of past generations. We provide a Christ centred education based on the teachings of the Catholic Church. We welcome applications from baptised Catholic children. We especially welcome children with special needs, disabilities, children of families in social need and children of families from other countries who have made their home here.

The school is under the trusteeship of the Diocese of Nottingham and belongs to the Nottingham Diocesan family of schools. It is founded by and is part of the Catholic Church and seeks at all times to be a witness to Jesus Christ. Religious education and worship are in accordance with the teachings and doctrines of the Catholic Church. This does not affect the right of parents or carers who are not of the faith of this school to apply for and be considered for a place here. We ask all parents or carers applying for a place to respect this ethos and its importance to the school community.

The Governing Body of St Bede's Catholic School is the admission authority for the school. All admissions are made by a committee of the Governing Body. The admission process is co-ordinated by the Local Authority on behalf of the Governing Body.

The admission number for the school is 140.

Parents should consult the Local Authority booklet "North Lincolnshire Council Schools Guide" which gives full details of the admissions process, including information on the admissions cycle. See also www.northlincs.gov.uk/NorthLincs/Education/schools/SchoolAdmissions/

Parents must complete the Common application form, including a supplementary form, to be considered for a place at Saint Bede's for entry into Year 7. The forms should be returned to the Local Authority in line with the timetable set out in their booklet 'North Lincolnshire Council Schools Guide'

The Common Application Form

Applications must be made on the Common Application Form. The form must be completed by all applicants and returned by the closing date set by the Local Authority. Applications can also be made online.

The Supplementary Form and Supporting Evidence

In addition all applicants should complete the Supplementary Form which should be returned to the local authority with the application form.

Parents / Carers of Catholic children should also supply one of the following documents :

- A copy of the child's baptism certificate
- If the child has been received into the Catholic Church, written verification, signed by a Catholic priest and stamped with the parish stamp.
- If the child is enrolled on a course of preparation leading to baptism, written verification signed by a Catholic priest and stamped with the parish stamp should be provided.

Applicants whose children are members of other Christian denominations should supply a baptism certificate or certificate of dedication.

If the required documents are not provided, the child might be ranked in a lower admissions category.

Forms for admission to the school at other times of the year and for other year groups can be obtained from the school

YOUR APPLICATION – HOW PLACES ARE ALLOCATED

Once applications are received by the Local Authority, details of all applicants are passed to the Governing Body. Using the information on the Common Application Form including the Supplementary information, the Governing Body draws up a ranked list using the oversubscription criteria listed below. The Authority then allocates places on behalf of the Governing Body up to the admissions number.

Children who have a statement of special educational needs where the school is named as the most appropriate educational setting for the child will be admitted. This will reduce the number of places available

If there are more applications than places, governors will use the following oversubscription criteria.

- 1) Catholic looked after children. (see Note 1)
- 2) Baptised Catholic (see Note 2) children (baptism certificates must be attached with application/supplementary forms)
- 3) Other looked after children (see Note 1)
- 4) Children who attend an associated Catholic primary school: St Augustine Webster (Scunthorpe), St Bernadette's (Ashby), St Norbert's (Crowle) and St Mary's (Brigg).

- 5) Children with a brother or sister at the school at the time of proposed admission.
- 6) Baptised (or dedicated) children who are worshipping members of other Christian denominations belonging to Churches Together in England and Wales – see list below. (Baptism certificates/Dedication Certificates must be attached to the application/supplementary forms)
- 7) Other children

If any category is oversubscribed, priority will be given to pupils whose home address is nearest to the school. This will be determined by measuring the distance using a geographical information system (GIS) from the pupil's home to the main school gate. The distance will be measured by the Local Authority and the data will be supplied to the Governors.

In a very few cases, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place (eg children who live at the same address or have the same distance measurement). In this exceptional situation, if there is no other way of separating the applications then the governors will admit the additional child above the planned admissions number.

APPEALS

In cases of unsuccessful applications a letter of appeal may be lodged with the Chairman of the Governors' Admission Committee at the school address who will inform the Diocese. Appeals should be received by the chairman no later than 10 schools days after the date of the refusal letter. The Diocesan Education Service arranges all appeals on behalf of the Governing Body. Appeals will be heard by an independent panel and the final decision of the panel is binding on all parties.

APPLICATIONS DURING THE SCHOOL YEAR

From September 2010, applications for places in any year group, made during the school year, must be made to the Local Authority. Details of the application process will be available from schools and from the Local Authority. Once an application has been made, it will be passed to the Admissions Committee of the Governing Body for consideration. If the respective year group total is below the published admission number for that year group, the child will be offered a place. If the respective year group total is full, the child will be only offered a place if there are very exceptional circumstances and if the Committee decides that the education of pupils in that year group will not be detrimentally affected by the admission of an extra pupil.

Inclusion in a school's waiting list does not mean that a place will eventually become available.

Places will be offered in writing. Offers not taken up within 10 working days may be withdrawn. In cases involving school transfers that do not require a house move or where there is no need for an immediate move, arrangements may be made for the child to start school at the beginning of term to minimise disruption to their own and other children's education.

If your child is not allocated a place, you have a statutory right to appeal (see 'Appeals' above). Your appeal should be lodged within three weeks (15 working days) after the date of your refusal letter.

WAITING LIST

For applications in the normal round, the Local Authority maintains a reserve list which is kept open until the end of the Autumn term for the year in which children are to be admitted. For in year applications the governors do not operate a waiting list.

FRAUDULENT INFORMATION

If the allocation of a place has been made on the basis of fraudulent or intentionally misleading information, the governors reserve the right to withdraw the place.

Note 1 - Definition of Child in Public Care (in the care of the Local Authority).

The definition of a 'looked after child' is a person under the age of 18 who is provided with accommodation by a local authority, acting in its social services capacity, for a continuous period of more than 24 hours, by agreement with the parents or is the subject of a relevant court order under Part IV of the Children Act 1989. Children looked after under an agreed series of short term placements (respite care) are excluded.

Note 2 - Definition of Catholic

1. A child baptised in the Roman Catholic Church or baptised in one of the other rites of the Catholic Church whose members are in full communion with the Bishop of Rome (Pope Benedict XVI) (eg The Greek Catholic Church). Advice available from Diocesan Education Service.
2. A child baptised in another Christian faith who has been received into full communion in the Roman Catholic faith
3. A child who, with his or her family, is enrolled in a recognised course of preparation leading to baptism (parishes are requested to keep appropriate records).

Churches Together in England

(See www.churches-together.org.uk for further details on membership)

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

Note 4 - Definition of 'brothers or sisters' (siblings)

The Governors will use the same definition as used by the Local Authority. See "North Lincolnshire Schools Guide "

Note 5 - Place of Residence

The Governors will use the same definition as used by the Local Authority. See "North Lincolnshire Schools Guide "

EXAMINATION POLICY

Students are encouraged to sit public examinations and all Year 10 and 11 classes embark on courses leading to an examination. Only if students fail to demonstrate the necessary commitment or fail to complete coursework will they not be entered for the examination.

Public examinations are normally taken in Year 11 though in some circumstances Year 9 and 10 students may take public examinations.

External qualifications are pursued at GCSE, BTEC and Certificate of Achievement levels. The examination specifications are provided mainly by the AQA Examining Body, but some qualifications are associated with the EDEXCEL and OCR Examining Bodies and the Welsh Board plus IFS school of finance qualification and Certificate of Preparation for Working Life.

The examination subjects offered at present are as follows:

Art and Design
Business Studies
Construction - BTEC
Design and Technology: Food Technology
Design and Technology: Graphic Products
Design and Technology: Resistant Materials
Drama
English
English Literature
French
Geography
German
Polish and Urdu
Health and Social Care (Double Award)
History

Information and Communication Technology (BTEC)
Mathematics
Music GCSE and BTEC
Physical Education – GCSE
Physical Education – BTEC Certificate in Sport with GCSE PE
Religious Studies
Salon Services
Science: Core, Additional Science and Separate Sciences (Biology, Chemistry and Physics)

Specialised Diplomas are also offered in: Engineering, Hair and Beauty

Re-sitting Examinations

Students may re-sit examination if they are unsuccessful. However, the cost of re-entering examinations in such circumstances will fall to the parents/carers.

INCLUSION SPECIAL EDUCATIONAL NEEDS (Learning Difficulties and Disabilities)

1. PROCEDURES

Over the past year the SEN and Inclusion policy of St. Bede's school has been implemented in the following ways.

a) Identification of students with SEN:

The School identifies students with SEN as early as possible to enable each individual to achieve their full potential. The procedures for the identification and assessment of students with SEN include:

- Parental expressions of concern
- Teacher observations
- Consultations with SENCOs in primary schools
- Key Stage 2 test results and Teacher Assessment
- NFER 9-14 Reading Tests
- VERNON spelling tests
- CAT Tests

As a result of these procedures approximately 135 students of St. Bede's pupils have been identified as having a special need. 14 pupils were in receipt of a statement in respect of their needs.

b) Assessment

The following procedures have been used to assess students' needs –

- Teacher observation
- Diagnostic testing
- Pupil reviews
- Information from parents
- Information from outside agencies

c) Inclusion

We recognise that all students should have access to the full curriculum and our aim is to support students with special educational needs and disabilities to integrate them in settings as far as possible. Where necessary children are withdrawn for extra help with specifically tailored programmes designed for them. Other provision includes:

- Withdrawal for intensive literacy/numeracy/behaviour/raising self esteem support
- In-class support
- Small group teaching
- Individual teaching

- After school Club

d) Monitoring

The progress and performance of students has been monitored through-

- Teacher observation
- Teacher assessment
- Internal school assessment
- Review procedures
- Feedback from students, parents, departmental links and outside agencies

e) Record Keeping

The process of record keeping with regard to students with SEN is carried out through

- Record of SEN
- SEN files
- Teacher records

f) Support Services and Outside Agencies

The school works closely with outside agencies and support services where appropriate. The following have been involved in supporting SEN provision in St. Bede's.

- Educational Psychology Service
- School Nursing Team
- Hearing Impaired Service
- Diversity Service
- Youth Counselling
- Anti-bullying Project Worker
- Connexions
- Parent Partnership
- Support Service for Autistic Spectrum Disorder
- Children's Services
- Speech and Language Therapy Service
- Child and Family Unit
- Home Tuition Team
- Youth Offending Team
- Child and Adolescent Mental Health Services
- Education Welfare Service

2. CONSULTATION WITH THE LOCAL EDUCATION AUTHORITY

Consultation with the LA takes place when appropriate to meet the needs of individual students and in connection with the reviewing of statements.

3. PARTNERSHIP WITH PARENTS

St. Bede's places a high value on its partnership with parents. Parents are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including Parents' Evenings, Review meetings, telephone calls, letters and home/school books. Parents are invited to offer their views on Special Educational Needs provision at the annual meeting for parents which is arranged by the Governing Body.

4. LINKS

St. Bede's enjoys good links with our partner schools and these have been developed to include visits to the school by SENCO colleagues and Year 6 SEN students. The Learning Support Team

also made several visits to partner schools. The school also continues its close working relationship with John Leggott College and North Lindsey College. Links have also been established with St. Hugh's Secondary Special School.

The school has established close working relationships with outside agencies who attend meetings with students, parents and school as appropriate.

5. STAFF DEVELOPMENT

The Learning Support team attended many courses during the year on subjects which covered a wide range of topics such as Autism, Deaf Awareness, English as an Additional Language and Domestic Violence.

6. RESOURCES

Additional resources for literacy and numeracy are available for Departments within the Learning Support area.

7. THE GOVERNING BODY

Mr. P. O'Reilly, Foundation Governor, is the Governor nominated for responsibility for SEN.

8. SUCCESS OF THE SEN POLICY

Year 7 Progress Tests and GCSE exam results all reflect real successes for students with SEN. The Governing Body of St. Bede's feels that it can report to parents that during the course of the past year the school's implementation of the SEN policy has been successful in enabling students with SEN to have the fullest access to the curriculum. Governors, will continue to monitor the policy and will report any developments or amendments in their next Annual Report.

Glossary of terms:

SEN	Special Educational Needs
SENCO	SEN Co-ordinator
SENSS	SEN Support Services

9. DISABILITY DISCRIMINATION ACT 2005

As a Catholic School, St Bede's embraces the Disability Discrimination Act 2005. We work actively to:

- eliminate discrimination
- eliminate harassment
- promote equality of opportunity
- promote positive attitudes towards disabled people
- take steps to take account of disabled persons disabilities, even when that involves treating disabled persons more favorably than other persons
- consult and involve disabled person on how we can help them to access all aspects of school life.

Our Accessibility Plan on the following page outlines our strategies to promote accessibility of school life both to the curriculum and the physical environment.

There are existing facilities to help assist access to school by students with disabilities and these are:

- ramps to help facilitate entrance into school movement on the group floor
- a disabled toilet
- 2 lifts
- a newly built block has full disability access

Within our Admissions Policy it clearly states 'no discrimination is made with regard to gender, race, ability or disability as described in the Disability Discrimination Act 2005'.

10. ACCESSIBILITY PLAN

The following accessibility plan has been drawn up by Governors:

ACCESS PLAN

SUMMER 2009

Target	Strategies	Outcome	Timeframe
Staff Development knowledge and Awareness	<ul style="list-style-type: none"> • Raise staff awareness of Disability Equality Scheme • Continue to raise staff awareness of students with disabilities at the start of the academic year and then when appropriate • CPD for staff on disability issues 	<ul style="list-style-type: none"> • Greater staff awareness of the Disability Equality Scheme • All subject areas give greater access to learning for disabled members of the school community 	Short Term and ongoing
Communication	<ul style="list-style-type: none"> • Working with the LEA Diversity Team 	<ul style="list-style-type: none"> • Students with EAL have improved access to the curriculum 	Short Term Ongoing
Electronic Resources	<ul style="list-style-type: none"> • Extended use of technology to allow access to subject areas not accessible via lifts 	<ul style="list-style-type: none"> • Improved access to learning 	Medium Term
Partnership/ Involving people with Disabilities	<ul style="list-style-type: none"> • Consult with disabled members of our community, parents/carers and outside agencies on the Disability Equality Scheme • Letters inviting parents/carers to school to include sentence about access difficulties 	<ul style="list-style-type: none"> • Ensure greater accessibility to all aspects of school life • Improved accessibility for all parents/carers • Increased physical accessibility to school 	Short Term
Physical Accessibility	<ul style="list-style-type: none"> • Through BSF ensure <ol style="list-style-type: none"> i) parking for disabled is available ii) water fountains, door handles, mirrors and other conveniences are located where students/visitors with disabilities can access them 	<ul style="list-style-type: none"> • Increased physical accessibility to school 	Long Term

STAFF DEVELOPMENT

During this academic year, the programme for staff training days and twilight sessions included:

- Performance Management and Peer Observation/Mentoring
- Preparing for Ofsted
- Assessment for Learning (AfL) and Assessing Pupil Progress (APP)
- Teaching and Learning: Moving from 'Good' to 'Outstanding'
- Self Evaluation and Development Planning

The following lists provide a summary of the other main CPD activities for this academic year.

Leadership and Management:

- Diocesan Conferences
- Specialist Schools Strategy meetings
- Building Schools of the Future (BSF) network meetings
- School Improvement Planning Framework training
- Specialised Diplomas
- Extended Schools meetings
- Gifted and Talented network meetings
- CPD Leader training
- SENCO meetings and training
- Leading from the Middle
- Self Evaluation and Development Planning
- SIMS demonstration by Capita
- School Business Management

Curriculum

- Subject Leaders' Development Meetings (esp with regard to new KS3 Strategy and KS4 Specifications)
- APP (in-house, consultant-led)
- GCSE Examination and Moderation training
- Assessment in KS3 Citizenship
- Functional Skills in Maths, English and ICT
- CAD/CAM and Electronics in Design and Technology
- Basic animation in Art and Design
- Vocational Art and the Diploma in Creative Media
- Lines of Learning (Science Diploma)
- Energy Foresight Programme (Science)
- Liaison with primary schools (MFL and Maths)
- Beginners' Spanish
- ECDL training
- Studywiz
- Gospel singing and Belleplates training
- Global and Multicultural Awareness
- AST training in Mathematics

Assistant Teachers

- Collaborative work with St Hugh's
- Peer Mentor training

- Practical Food Education training
- T & L/AfL training and GCSE Mathematics support for J Stocks

NQT, GTP and ITT

Numerous in-house and externally provided courses for the Newly Qualified Teacher as part of the induction and mentoring programme covering such topics as:

- Catholic Ethos
- Specialist Status
- Numeracy across the Curriculum
- AfL
- Gifted and Talented provision
- Behaviour management

Administration, Student Welfare and Guidance

- Completing the school census form
- Financial awareness
- Common Assessment Form (CAF) Training
- Language needs of EAL students
- Student attitude to self and school
- Emotional health
- Forming a record of SEN

Governors

- Performance Management
- Health and Safety training
- Post-Ofsted Working Group

INSPECTIONS

Diocesan Inspection: Section 48

A Diocesan Section 48 Substantive Visit took place in March 25th 2009. The overall grade for the school was confirmed at 1 **OUTSTANDING**.

The Inspector reported that ‘community cohesion is a real strength of St Bede’s School’, that ‘leadership of the school is outstanding’, that ‘The Chaplaincy Team at St Bede’s is excellent’ and that ‘Worship and prayer are central to the life of the school.’

Ofsted: Section 5

An Ofsted Inspection took place in February 2009. The Inspector reported that ‘St Bede’s is a very inclusive school where every child does matter.’ community cohesion and learners’ spiritual, moral, social and cultural development were judged outstanding. St Bede’s was said to be a ‘satisfactory and rapidly improving school.

Areas for improvement were:

- Ensure that more able students are sufficiently challenged in their learning.
- Sharpen the regular feedback that students receive in lessons and in the marking of homework.

What have we done in response to Ofsted.

- A detailed School Improvement Plan has been drawn up prioritizing the key issues raised by Ofsted. The full report can be viewed on the Ofsted website www.ofsted.gov.uk

Specialist Status Report

The school has, once again, been redesignated by the DCSF as a Maths, Computing College. The primary focus of our Specialist Status work is the development of high standards in Mathematics and ICT with a substantial emphasis on how we spread our work into the wider community.

Mathematics studies will be further developed building upon a two year Key Stage Three. Students will be offered a wider range of Mathematics courses during their Key Stage Four programme of study. We are building activities designed to enable all students to reach appropriate standards of numeracy as well as motivating students to continue studies in Mathematics into the post 16 stage. We will share this work with the wider community together with our adult education partners. Students study BTEC ICT because we believe the wide range of options within the BTEC programme will provide opportunities for all students to develop high standards of IT literacy. We are particularly interested in further developing cross curricular elements of ICT and we will continue to provide ICT opportunities for the wider community. We are the lead school in the development and introduction of the new Specialised Diploma in ICT.

We have established, as a major target, an intent to offer Parent Learner programmes both to support life long learning in the wider community and also to help parents to support their children's learning at school.

We have committed ourselves to meeting a demanding set of academic targets having set our objectives to be in line with the most challenging of the Governments's range of targets. In this way we believe we can support our whole school desire to offer every child the opportunity to make real progress and show clear value added.

FRIENDS OF ST. BEDE'S CATHOLIC SCHOOL

ANNUAL REPORT 2008-2009

This year the Friends of St Bede's have once again done their best to support the school in a variety of ways. Sadly though, as it is becoming increasingly difficult to recruit members, the amount of support we can offer is limited.

In December once again we held a Christmas Market which was highly successful and raised over £400. This would not have been possible without a huge amount of support from many departments in the school, especially both the Language and Music Departments who gave a lot of time and effort to make the evening enjoyable. In January we were pleased to be able to help out at the annual Talent Night. The Friends served refreshments, provided certificates for the evening and ran a raffle. I was honoured to be a judge and enjoyed watching the students perform a variety of outstanding acts. In April we were hoping to hold one of our very enjoyable wine tasting evenings but unfortunately due to a lack of tickets sold we had to cancel at the last minute.

I am delighted to say that once again we have been able to help out some departments in school to purchase equipment. The Technology department have benefited from the purchase of a new programme 'Circuit Wizard pro' at the cost of £399. The recent introduction of the New Key Stage 3 programme of study identified the need for the development of new units of work for System and Control. The new programme we purchased will ensure the students are able to access this area of

study. We were also pleased to be able to offer some financial support to help with the success and enjoyment of the Diversity Day to be held in July.

Once again I would like to take this opportunity to thank all the staff and committee members who give up their free time to help out at functions and to parents and students who support our fundraising events. Without the support of all these people we would be unable to provide much needed funds for projects within the school that help enrich our children's learning.

Suzanne Readhead
Chairman

Please note that these dates are as yet in draft and will be fixed at the Governors meeting in November 2009.

School Holiday Dates

STUDENTS' SCHOOL YEAR

2010 AUTUMN TERM				2011 SPRING TERM				2011 SUMMER TERM				
	Mid Term Holiday				Mid Term Holiday					Mid Term Holiday		
RE-OPEN	CLOSE	RE-OPEN	CLOSE	RE-OPEN	CLOSE	RE-OPEN	CLOSE	RE-OPEN	MAY DAY	CLOSE	RE-OPEN	CLOSE
TUES 7 SEPT	FRI 22 OCT	MON 1 NOV	WED 22 DEC	WED 5 JAN	FRI 11 FEB	MON 21 FEB	FRI 8 APR	WED 27 APR	MON 2 MAY	FRI 27 MAY	MON 6 JUNE	FRI 22 JULY

NB. Schools are closed to students at some stage for a further two days during term time

TEACHERS' SCHOOL YEAR

2010 AUTUMN TERM				2011 SPRING TERM				2011 SUMMER TERM				
	Mid Term Holiday				Mid Term Holiday					Mid Term Holiday		
RE-OPEN	CLOSE	RE-OPEN	CLOSE	RE-OPEN	CLOSE	RE-OPEN	CLOSE	RE-OPEN	MAY DAY	CLOSE	RE-OPEN	CLOSE
MON 6 SEPT	FRI 22 OCT	MON 1 NOV	WED 22 DEC	TUE 4 JAN	FRI 11 FEB	MON 21 FEB	FRI 8 APR	TUE 26 APR	MON 2 MAY	FRI 27 MAY	MON 6 JUNE	FRI 22 JUL

School Security

Our policy is to make the school as secure as possible and we constantly review our security arrangements. This year name badges have been purchased for all staff. 'Students say they feel very safe in school' (Ofsted February 2009). School security was rated highly by parents in an independent questionnaire in January 2009.

RATES OF AUTHORISED AND UNAUTHORISED ABSENCE

Unauthorised absences include lateness, all unexplained absences, condoned absences and truancy.

Number of students of compulsory school age on roll for at least one session up to 22.05.09	% of half days missed through authorised absence	% of half days missed through unauthorised absence
666	5.1%	0.4%

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DESTINATIONS OF 2007/2008 YEAR 11 STUDENTS (see following page)

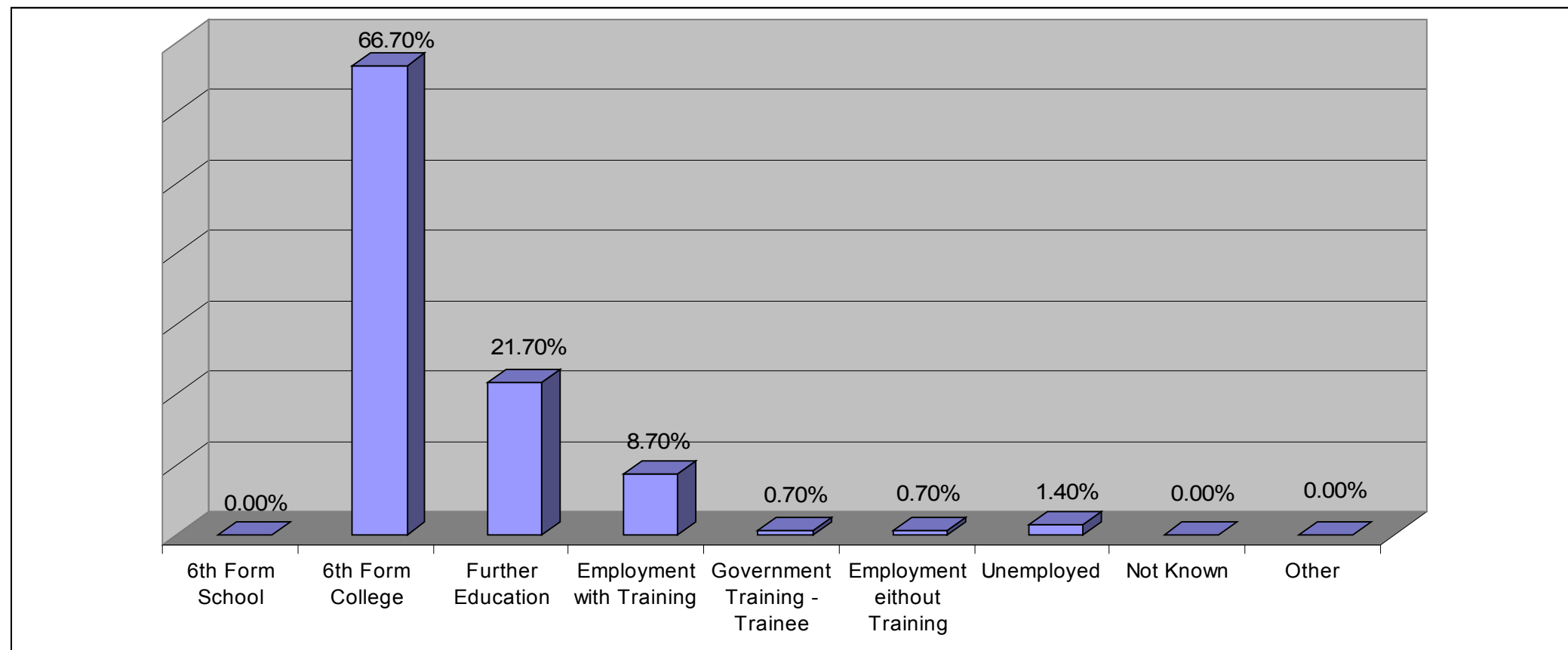
DISCLAIMER

The information given in this booklet was valid in the Summer of 2009. It is possible that there could be changes affecting either the arrangements generally described in this booklet or any particular part of them before the start of the school year 2009-2010 or in the subsequent years. Parents wishing to contact the individual members of staff or governors names in this leaflet are advised to check the details with the school for any changes beforehand.

DATE OF ISSUE : September 2009

DESTINATIONS OF YEAR 11 PUPILS - 2007-08 NORTH LINCOLNSHIRE

ST BEDES RC COMPREHENSIVE	Number Surveyed	6th Form School	6th Form College	FE	Employment with Training	Government Training - Trainee	Employment without Training	UE	Not Known	Other	TOTAL INTO LEARNING
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(a to e)
Males	73	0	42	21	8	1	1	0	0	0	72
% Year Group		0.0%	57.5%	28.8%	11.0%	1.4%	1.4%	0.0%	0.0%	0.0%	98.6%
Females	65	0	50	9	4	0	0	2	0	0	63
% Year Group		0.0%	76.9%	13.8%	6.2%	0.0%	0.0%	3.1%	0.0%	0.0%	96.9%
Total 2007	138	0	92	30	12	1	1	2	0	0	135
% Year Group 2007		0.0%	66.7%	21.7%	8.7%	0.7%	0.7%	1.4%	0.0%	0.0%	97.8%



KEY STAGE 3 SCHOOL RESULTS

These tables show the percentage of students achieving each level in the school in 2009.

The number of students at the end of key stage 3 (Year 9): 135. The number of pupils in Year 8: 137

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT (Year 8)													
	Percentage at each level											Pupils disappled	Pupils absent
	W	1	2	3	4	5	6	7	8	EP			
English				1	12	64	22	1					
Mathematics				1	14	31	27	27					
Science				1	15	40	36	7					

TEACHER ASSESSMENT (Year 9)													
	Percentage at each level											Pupils disappled	Pupils absent
	W	1	2	3	4	5	6	7	8	EP			
Religious Education					3	33	39	24					
Modern foreign languages				1	12	79	8						
Design and technology					20	80							
Geography					12	60	25	3					
History					12	66	20	1					
Information and communication technology					1	61	36						
Art and design					25	57	18						
Music					4	79	18						
Physical education					1	55	39	5					

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

EP represents exceptional performance.

* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science or below level 4 in English; pupils awarded a compensatory level from the tests (level 3 English; level 2 mathematics/science); and pupils entered for but not achieving a level from the tests.

+ It is optional for schools to report teacher assessment for this attainment target.

pupils working at the levels of the tests, but unable to access them.

G.C.S.E. TARGETS AND RESULTS

<u>2006 – 2007</u>	<u>Target</u>	<u>Result</u>
% 5+ A* - C	67%	71%
% 5+ A* - C (including English and Mathematics)	52%	37%
% 5+ A* - G (including English and Mathematics)	92%	85%

Average points score :

<u>2007-2008</u>	<u>Target</u>	<u>Result</u>
% 5+ A* - C	76%	81%
% 5+ A* - C (including English and Mathematics)	58%	51%
% 5+ A* - G (including English and Mathematics)	95%	96%

2008-2009

- Percentage achieving 5+ A*-C including English and Mathematics

<u>Target</u>	<u>Result</u>
56%	48%

- Percentage achieving 5A*-C at GCSE or equivalent

<u>Target</u>	<u>Result</u>
72%	87%

2009-2010

- Percentage achieving 5+ A*-C including English and Mathematics

<u>Target</u>	<u>Result</u>
61%	

- Percentage achieving 5+ A*-C at GCSE or equivalent

<u>Target</u>	<u>Result</u>
74%	

Subject	Gender	A*	A	B	C	D	E	F	G	U	Total	N/E / X	A-C Total	2009 % A*-C	2008 % A*-C	2007 % A*-C
RELIGIOUS STUDIES	GIRLS	4	15	12	7	11	1	1	1	0	52	3	38	73.1	87.3	77.9
	BOYS	2	8	15	12	11	7	10	2	0	67	0	37	55.2	56.3	80.3
	TOTAL	6	23	27	19	22	8	11	3	0	119	3	75	63.0	70.9	79.1
ENGLISH	GIRLS	1	7	13	20	9	3	1	0	0	54	1	41	75.9	83.9	75.0
	BOYS	0	7	17	20	13	8	5	2	0	72	0	44	61.1	47.9	53.0
	TOTAL	1	14	30	40	22	11	6	2	0	126	1	85	67.5	64.7	64.2
ENGLISH LITERATURE	GIRLS	0	3	7	20	16	4	1	1	0	52	2	30	57.7	86.0	71.9
	BOYS	0	2	9	23	18	4	0	0	0	56	2	34	60.7	57.4	60.0
	TOTAL	0	5	16	43	34	8	1	1	0	108	4	64	59.3	71.2	65.9
MATHS	GIRLS	0	0	6	20	12	8	5	3	0	54	1	26	48.1	63.5	38.6
	BOYS	3	7	7	21	11	10	8	3	2	72	0	38	52.8	51.4	48.6
	TOTAL	3	7	13	41	23	18	13	6	2	126	1	64	50.8	57.0	43.6
SINGLE SCIENCE	GIRLS	0	2	6	25	3	2	0	0	0	38	0	33	86.8	73.0	32.6
	BOYS	0	5	4	18	0	3	1	1	0	32	0	27	84.4	67.6	48.7
	TOTAL	0	7	10	43	3	5	1	1	0	70	0	60	85.7	70.1	39.8
ADDITIONAL SCIENCE	GIRLS	0	2	4	21	3	0	0	0	0	30	0	27	90.0		
	BOYS	0	3	7	12	0	0	0	0	0	22	0	22	100.0		
	TOTAL	0	5	11	33	3	0	0	0	0	52	0	49	94.2		
BIOLOGY	GIRLS	0	0	1	3	0	0	0	0	0	4	0	4	100.0	82.4	100.0
	BOYS	2	4	4	3	1	0	0	0	0	14	0	13	92.9	65.2	100.0
	TOTAL	2	4	5	6	1	0	0	0	0	18	0	17	94.4	75.4	100.0
CHEMISTRY	GIRLS	0	0	2	1	1	0	0	0	0	4	0	3	75.0	68.4	100.0
	BOYS	3	2	2	7	0	0	0	0	0	14	0	14	100.0	73.1	100.0
	TOTAL	3	2	4	8	1	0	0	0	0	18	0	17	94.4	71.1	100.0
PHYSICS	GIRLS	0	0	1	2	1	0	0	0	0	4	0	3	75.0	83.3	100.0
	BOYS	2	3	3	4	2	0	0	0	0	14	0	12	85.7	77.3	100.0
	TOTAL	2	3	4	6	3	0	0	0	0	18	0	15	83.3	78.6	100.0
ALL SCIENCE	GIRLS	0	4	14	52	8	2	0	0	0	80	0	70	87.5	75.4	53.1
	BOYS	7	17	20	44	3	3	1	1	0	96	0	88	91.7	69.7	71.7
	TOTAL	7	21	34	96	11	5	1	1	0	176	0	158	89.8	72.3	63.2

Subject	Gender	A*	A	B	C	D	E	F	G	U	Total	N/E	A-C Total	2009 % A*-C	2008 % A*- C	2007 % A*- C
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HISTORY	GIRLS	1	1	1	2	1	0	0	0	0	6	0	5	83.3	83.3	84.6
	BOYS	0	1	1	2	1	0	0	1	0	6	0	4	66.7	50.0	75.0
	TOTAL	1	2	2	4	2	0	0	1	0	12	0	9	75.0	70.0	80.0
GEOGRAPHY	GIRLS	0	0	1	5	4	1	0	3	1	15	0	6	40.0	40.0	90.0
	BOYS	1	2	4	4	4	3	2	1	1	22	0	11	50.0	46.4	51.4
	TOTAL	1	2	5	9	8	4	2	4	2	37	0	17	45.9	44.2	59.6
BUSINESS STUDIES	GIRLS	0	0	1	4	2	0	1	0	1	9	2	5	55.6	66.7	75.0
	BOYS	0	4	8	3	3	4	0	0	0	22	0	15	68.2	73.3	76.9
	TOTAL	0	4	9	7	5	4	1	0	1	31	2	20	64.5	71.4	76.3
FRENCH	GIRLS	2	2	7	2	2	1	0	0	0	16	1	13	81.3	100.0	84.0
	BOYS	2	1	7	6	3	3	0	0	0	22	0	16	72.7	50.0	85.0
	TOTAL	4	3	14	8	5	4	0	0	0	38	1	29	76.3	87.5	84.4
GERMAN	GIRLS	1	0	1	2	1	0	0	0	0	5	0	4	80.0	96.2	100.0
	BOYS	0	3	2	2	0	0	0	0	0	7	0	7	100.0	91.3	
	TOTAL	1	3	3	4	1	0	0	0	0	12	0	11	91.7	93.9	100.0
ART	GIRLS	0	3	3	10	2	1	0	0	0	19	0	16	84.2	88.9	62.5
	BOYS	1	1	2	7	3	0	1	0	0	15	1	11	73.3	72.7	46.2
	TOTAL	1	4	5	17	5	1	1	0	0	34	1	27	79.4	85.1	58.5
DRAMA	GIRLS	0	0	1	4	2	2	0	0	0	9	0	5	55.6	91.7	75.0
	BOYS	0	0	1	1	0	1	0	0	0	3	0	2	66.7	66.7	77.8
	TOTAL	0	0	2	5	2	3	0	0	0	12	0	7	58.3	86.7	75.7
MUSIC	GIRLS	0	0	0	2	0	0	1	0	0	3	0	2	66.7	57.1	100.0
	BOYS	0	0	0	3	0	0	0	0	0	3	0	3	100.0	37.5	100.0
	TOTAL	0	0	0	5	0	0	1	0	0	6	0	5	83.3	46.7	100.0
POLISH	GIRLS	0	1	0	0	0	0	0	0	0	1	0	1	100.0	100.0	100.0
	BOYS	0	0	1	0	0	0	0	0	0	1	0	1	100.0	100.0	100.0
	TOTAL	0	1	1	0	0	0	0	0	0	2	0	2	100.0	100.0	100.0

Subject	Gender	A*	A	B	C	D	E	F	G	U	Total	N/E	A-C Total	2009 % A*-C	2008 % A*-C	2007 % A*-C
RESISTANT	GIRLS	0	0	0	0	0	0	0	0	0	0	0	0	N/A	100.0	100.0
MATERIALS	BOYS	0	0	0	3	2	0	0	0	0	5	0	3	60.0	13.3	81.8
	TOTAL	0	0	0	3	2	0	0	0	0	5	0	3	60.0	23.5	84.6
GRAPHICS	GIRLS	0	0	0	0	0	0	0	0	0	0	0	0	N/A	75.0	60.0
	BOYS	0	1	1	3	1	0	0	0	0	6	0	5	83.3	60.0	66.7
	TOTAL	0	1	1	3	1	0	0	0	0	6	0	5	83.3	64.3	64.3
FOOD	GIRLS	0	2	2	3	3	2	0	2	0	14	0	7	50.0	62.5	27.3
	BOYS	0	0	0	1	1	0	2	0	0	4	0	1	25.0	50.0	63.6
	TOTAL	0	2	2	4	4	2	2	2	0	18	0	8	44.4	56.3	39.4
P.E	GIRLS	0	0	1	4	4	2	0	0	0	11	0	5	45.5	75.0	69.2
	BOYS	1	0	1	3	5	0	0	0	0	10	0	5	50.0	59.3	63.0
	TOTAL	1	0	2	7	9	2	0	0	0	21	0	10	47.6	64.1	66.0
HEALTH AND	GIRLS	0	1	8	2	1	4	3	3	2	24	0	11	45.8	46.2	23.5
SOCIAL CARE	BOYS										0	0	0	N/A		
(Double Award)	TOTAL	0	1	8	2	1	4	3	3	2	24	0	11	45.8	46.2	23.5

Subject	Gender	1ST CERT DIST*	1ST CERT DIST	1ST CERT MERIT	1ST CERT PASS				FAIL	Total	N/E	A-C Total	2009 % A*-C	2008 % A*- C	2007 % A*- C
BTEC ICT	GIRLS	9	7	9	5				5	35	0	30	85.7	93.5	72.1
	BOYS	23	4	15	27				3	72	0	69	95.8	73.9	78.8
	TOTAL	32	11	24	32	0	0	0	8	107	0	99	92.5	83.2	75.4
BTEC SCIENCE	GIRLS			1	11					12	0	12	100.0	93.5	72.1
	BOYS			1	25					26	0	26	100.0	73.9	78.8
	TOTAL	0	0	2	36	0	0	0	0	38	0	38	100.0	83.2	75.4
		1ST DIP DIST*	1ST DIP DIST	1ST DIP MERIT	1ST DIP PASS	1ST CERT DIST	1ST CERT MERIT	1ST CERT PASS	FAIL	Total	N/E	A-C Total	2009 % A*-C	2008 % A*- C	2007 % A*- C
BTEC	GIRLS	0	0	0	0	0	0	0	0	0	0	0	N/A		
CONSTRUCTION	BOYS	0	0	2	4	0	2	9	0	6	0	17	100.0	76.9	42.1
	TOTAL	0	0	2	4	0	2	9	0	6	0	17	100.0	76.9	42.1
BTEC P.E.	GIRLS	9	0	6	3	0	0	1	0	19	0	19	100.0	100	100
	BOYS	12	2	5	4	0	5	1	0	29	0	29	100.0	100	100
	TOTAL	21	2	11	7	0	5	2	0	48	0	48	100.0	100	100
BTEC MOTOR VEHICLE	GIRLS				1	0				0	1	0	1	100.0	
	BOYS				6	0				2	8	0	6	75.0	40
	TOTAL	0	0	0	7	0	0	0	2	9	0	7	77.8	40	
		LEVEL 1 DIST	LEVEL 1 MERIT	LEVEL 1 PASS					FAIL	Total	N/E	A-C Total	2009 % A*-C	2008 % A*- C	2007 % A*- C
BTEC SALON	GIRLS			3						3	3	0	0.0	0	0
SERVICES	BOYS			1						1	1	0	0.0		
TOTAL		0	0	4	0	0	0	0	0	4	4	0	0.0	0	0
OTHER QUALIFICATIONS															
RS		LEVEL 3	LEVEL 2							Total					
ENTRY LEVEL	GIRLS														N/A
	BOYS	3	2							5					
	TOTAL	3	2							5					

G.C.S.E./GNVQ RESULTS SUMMARY 2009

School Results

	Students aged 15	Entered 5+ GCSE	Achieved 5+ A*-C	Achieved 5+ A*-C Including Maths and English	Entered 1+ GCSE	Achieving 1+ A*-G	No passes A*-G	Not Entered
BOYS	72	72	64	35	72	72	0	0
Number								
Percentage	56.7%	100%	88.9%	48.6%	100%	100%	0	0
GIRLS	55	53	46	26	55	55	0	0
Number								
Percentage	43.3%	96.4%	83.6%	47.3%	100%	100%	0	0
TOTAL	127	125	110	61	127	127	0	0
Number								
Percentage	100%	98.4%	86.6%	48.0%	100%	100%	0	0

GCSE/GNVQ Results in the Academic Year 2007/8 Students Aged 15: LA and England Averages

	Percentage of 15 year old students:					
	Entered for 5+ GCSEs or GNVQ equivalent	Achieving 5+ A*-C	Achieving 5+ A*-C including Maths and English	Entered for 1+ GCSEs	Achieving 1+ A*-C or equivalent	Achieving 1+ A*-G or equivalent
BOYS						
Maintained schools and CTCs in area of LEA	93	57	38	98	81	96
England – 2003 (all schools)	94	60	44	98	83	97
GIRLS						
Maintained schools and CTCs in area of LEA	96	66	46	99	87	98
England – 2003 (all schools)	96	69	52	99	89	98
ALL STUDENTS						
Maintained schools and CTCs in area of LEA	94	61	42	98	84	97
England – 2003 (all schools)	95	65	48	99	86	97