



'Outstanding' Ofsted 2013/2014
'Outstanding' Diocesan Inspection 2014



Appendices to School Prospectus 2016 – 2017



Serving God, Striving for Excellence



'Drawing out of your daughters and sons, the image and likeness of God, their innate excellence and goodness, their God given gifts and talents, and their FULL potential in becoming what God intends them to be.'



"You did it to me"
Saint Mother Teresa

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Safeguarding

St Thomas More Language College (STMLC) is a Catholic community and, as such, recognises that all members of its community are created in the image and likeness of God and should therefore be treated with the utmost dignity as unique children of God in line with our faith and this belief.

The Governing Body and staff of STMLC is committed to, takes very seriously and fully recognizes, the responsibilities and legal duty under the s175 Education Act 2002 and the 1989 Children Act to safeguard and protect children entrusted to our care. We recognize that “Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and promote access to help and support children and their families, to prevent concerns from escalating” (Keeping Children Safe in Education, 2016).

Designated Safeguarding & Child Protection Officer: Ms E Pape, Assistant Headteacher

1. THE BOARD OF GOVERNORS 2016 - 2017

The Governors are committed to the safeguarding and protection of all pupils – please refer to our Safeguarding and Child Protection Policy on our website or given on request.

Chairman of Governors ▶	Mr J Kelly c/o St Thomas More Language College Cadogan Street Chelsea SW3 2QS
Vice Chair of Governors ▶	Mrs M Dunbar
Clerk to the Governors ▶	Mr M Rocks
Foundation Governors ▶	Ms H Bowman Mrs M Dunbar Ms S Flockton Mr J Golding Mr P Lecat Ms M McCartney
Parent Governor ▶	Vacancy
Headteacher ▶	Dr T Papworth
Staff Governor ▶	Ms L Churchward
Co-opted Governor ▶	Mrs C Graham

2. ADMISSIONS INFORMATION



St Thomas More Language College Admission Policy 2017 – 2018



Introduction

St Thomas More Language College is a Catholic school for the education of Catholic pupils which is provided in accordance with the statement made by the Bishops.

'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church.

Responsibility for the admission of pupils rests with the Governors, who will consider applications to the school made on behalf of eligible pupils by parents and guardians. As a Catholic school, we aim to provide a Catholic education for all our pupils. As a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education is fully supported by all families in the school. All applicants are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school.

Parents/guardians¹ who make an application to the school are invited to attend one of the school's Secondary Transfer Open Evenings, and priority will be given to applicants who are a Catholic child with a Certificate of Catholic Practice.

¹ Parent/Guardian is defined as the person or persons who have legal responsibility for the child.

How Places will be Allocated

The Governors intend to admit the school's Published Admission Number (PAN) of 120 pupils in Year 7 each school year and, in doing so, will endeavour to preserve its comprehensive character by establishing a balanced intake across the ability range in the ratio 25:50:25 meaning 25% upper ability, 50% middle ability and 25% lower ability. This will be achieved by the use of standardised verbal and non-verbal tests.

Criteria

1. Catholic looked after children and Catholic children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after.²
2. Catholic children with a Certificate of Catholic Practice³ from their parish priest of the parish or ethnic chaplain of the community in which the family attend Sunday Mass and a Baptismal Certificate.
3. Any other Catholic applicants⁴
4. Other looked after children and children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after.
5. Catechumens and members of an Orthodox Communion.
6. Children of other Christian⁵ denominations whose practice of their faith, and that of their parents/guardians, is supported by a written reference from their priest or minister in the community they regularly worship.
7. Any other applicants.

² A 'looked after child' means a child in the care of the local authority or being provided with accommodation them in the exercise of their social services functions, within the meaning of Section 22 of the Children's Act 1989. 'Adopted' means children who were adopted under the Adoption act 1976 and children who were adopted under the Adoption and Children Act 2002. 'Child Arrangements Orders' is an order under the terms of the Children Act 1989 S.8 setting the arrangements to be made as to the person with whom the child is to live. Children 'looked after' immediately before the order is made qualify in this category. 'Special Guardianship Order' is an order under the terms of the Children Act 1989 S.14A which defines it as an order appointing one or more individuals to be a child's special guardian(s).

³ 'A Catholic child with a Certificate of Catholic Practise' means a Catholic child from a Catholic family where this practice is verified by a Certificate of Catholic Practice from a Catholic priest in the standard format laid down by the Diocese.

⁴ Includes Catholic children without a Certificate of Catholic Practice.

⁵ Christian is defined as a member of a church which belongs to 'Churches Together in Britain and Ireland'.

Oversubscription

Should there be an oversubscription of children within a criteria listed above the Governors will first allocate places:

- To an application, where compelling evidence is provided at the time of application, from an appropriate professional such as a doctor, priest or social worker, of an exceptional social, medical or pastoral need of the child, which can only be met at this school.
- Then to a sibling who will have a brother or sister⁶ on the school roll at the time of admission or who is in the current Year 11 cohort at the time of applying.
- Then to those children attending our neighbouring school, St Josephs Catholic Primary School, Cadogan Street, Chelsea, SW3 2QT.
- Then to those pupils living nearest the school as measured by an electronic routeing method administered by Hopewiser Limited which measures distance 'as the crow flies' from each individual property from the main entrance of the College. Should the distance be exactly the same applicants will be placed in order by means of a lottery which will take place in front of an independent witness – all applicants with matching distances are randomly selected via a tombola method and numbered in order of selection, the first applicant to be selected will precede the other applicant(s) with the same distance. A child is deemed to be resident at a particular address when he/she resides there for 50% or more of the school week.

⁶ Siblings include half, step and adopted brothers and sisters.

Applications from twins or multiple births

If the offer of places result in the admission of one pupil of a multiple birth/twin and not others, the Governors reserve the right to offer places to all pupils of the same multiple birth/twin.

Pupils with a Statement of Educational Needs – now known as an Education, Health & Care Plan (EHC)

The admission of pupils with a statement of Special Educational Needs or an Education, Health and Care Plan (EHC) is dealt with by a completely separate procedure. Details of the procedure are set out in the

DCSF Special Educational Needs Code of Practice. The parents of children with statements of SEN or EHC have access to a separate appeal mechanism (the SEN Tribunal) and not to the independent Appeal Panel established by the College's Governing Body. A child with this school named in their Statement of SEN/EHC Plan will be admitted at the Governors' discretion.

Application Procedures and Timetable.

How places were offered last year (figures will include pupils with Statements of Special Educational Needs).

Applications received: 561

Places offered: 120

Appeals Lodged: 18

Successful Appeals: 0

Timetable

Closing date for applications: 31st October 2016

Banding Test: To be notified

Offers of place posted: March 2017 by the Home Borough

Application Form

To apply for a place at this school you should complete and return two separate forms by Monday 31st October 2016. In order to make a full application you should complete the school's Supplementary Information Form (SIF) attached to this policy and return it to the Governors' Admissions Panel via the school office, together with all other relevant paperwork required for your application. You must also complete a Common Application Form (CAF) from your Local Education and return it to them. If you do not complete both the CAF and SIF and return them by the closing date, the governing body may be unable to consider your application fully and it is very unlikely that your child will get a place at the school.

Certificate of Catholic Practice

Certificate of Catholic Practice means a certificate given by the family's parish priest (or the priest in charge of the church where the family practises) in the form laid down by the Bishops' Conference of England and Wales.

Waiting Lists

Where an applicant is unsuccessful, parents/guardians may ask, in writing, for the child's name to be placed on a waiting list. The waiting list will be updated each term as and when vacancies occur and/or parents who have not previously made an application to the school submit an application. Length of time on the waiting list will not influence a child's chance of gaining a place. All applications on the waiting list, including late applications, will be judged against admission criteria as vacancies occur. Parents whose applications are unsuccessful are entitled, under the School Standards & Framework Act 1998 to appeal against the governing body's decision.

When a vacancy arises the school will allocate the place according to the oversubscription criteria and according to the band in which the vacancy has arisen.

Admission Appeals

An independent admission appeals panel will be established to hear appeals concerning non admission to the school in accordance with the provisions of the 'Admission Appeals Code'. Parents/Guardians will be sent information regarding their right to appeal.

In-Year Admissions

Applications for In-Year Admissions must be made via the Royal Borough of Kensington & Chelsea. If a place is available and there is no waiting list then the local authority will communicate the governors' offer of a place to the family. If more applications are received than there are places available then applications will be ranked by the governing body in accordance with the oversubscription criteria. If a place cannot be offered at the time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order which the applications are received. The waiting list is open to applicants all through the academic year. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will decide who is at the top of the list so that the LEA can inform the parent that the school is making an offer.

Fair Access Protocols

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the governing body is empowered to give absolute priority to a child where admission is requested under a local protocol that

has been agreed by both the Diocese and the governing body for the current school year. The governing body has this power even when the child would mean exceeding the published admission number.

Children Educated Outside Their Chronological Age Group

Any application for a child to be educated out of his/her age group will be considered by Governors on an individual basis and will only be granted in exceptional circumstances. Parents should write to the Chair of Governors during the Autumn Term in the (academic) year of application, giving reasons and providing compelling professional evidence.

3. COLLEGE PROCEDURE

The Shape of the College Day

The college day begins at 8.45 a.m. with a 15 minute registration and assembly time, and concludes with a 10 minute registration at 3.15 p.m. There are 5 teaching periods of 60 minutes each during the college day, together with a morning break of 20 minutes from 11.00 a.m. - 11.20 a.m., and a lunch session of 45 minutes from 1.20 p.m. - 2.05 p.m.

In Key Stage 3, most subject areas teach in single periods of between one and four sessions per week. Practical and technical subjects such as Art, Music, Technology and Physical Education may also be taught in double sessions.

Each pupil in the college therefore receives 25 periods of teaching in a week for a total of 25 hours, together with a variety of extra curricular study facilities and activities.

4. DATES AND TIMES FOR THE CURRENT ACADEMIC YEAR 2016 – 2017

Session Times	Daily Morning Mass	8.05 a.m.
	Morning	8.45 a.m. – 1.20 p.m.
	Afternoon	2.05 p.m. – 3.15 p.m.
Autumn Term	Monday 5 th September – Wednesday 21 st December 2016	
INSET	Monday 5 th September 2016 Friday 21 st October 2016	
Half Term	Monday 24 th – Friday 28 th October 2016 inclusive	
Spring Term	Tuesday 3 rd January 2017 – Friday 31 st March 2017	
INSET	Tuesday 3 rd January 2017 Monday 20 th February 2017	
Half Term	Monday 13 th – Friday 17 th February 2017 inclusive	
Summer Term	Tuesday 18 th April – Friday 21 st July 2017	
Half Term	Monday 29 th May – Friday 2 nd June 2017 inclusive	
May Day	Monday 1 st May 2017 Bank Holiday	
INSET	Monday 10 th July 2017	

Staff Inset Days: 5th September 2016, 21st October 2016, 3rd January 2017, 20th February 2017 and 10th July 2017

The attendance target for every pupil is 100%
All family holidays must be taken in the school holidays.

5. GCSE SUBJECT ANALYSIS

Year 11 (2015/16)

Number of boys aged 15 on January 2016 roll 70
 Number of girls aged 15 on January 2016 roll 51

Number of pupils aged 15 on January 2016 roll 121

ANALYSIS BY GRADE

GCSEs Subject		A*	A	B	C	D	E	F	G	U	Tot
Art & Design	No.	2	4	4	7	2	1	-	-	1	21
	%	9.5	19	19	33.4	9.5	4.8	-	-	4.8	
Business Studies	No.	-	-	-	2	5	9	5	1	2	24
	%	-	-	-	8.3	20.8	37.5	20.8	4.2	8.3	
Business Studies and Economics	No.	1	2	6	11	3	-	3	1	-	27
	%	3.7	7.4	22.2	40.8	11.1	-	11.1	3.7	-	
Drama	No.	-	-	2	4	9	1	-	-	-	16
	%	-	-	12.5	25	56.3	6.2	-	-	-	
English	No.	-	-	-	-	2	5	-	-	-	7
	%	-	-	-	-	28.6	71.4	-	-	-	
English Language	No.	1	12	24	38	28	8	1	-	-	112
	%	0.9	10.7	21.4	33.9	25	7.1	0.9	-	-	
English Literature	No.	7	18	29	46	11	1	-	-	-	112
	%	6.2	16.1	25.9	41.1	9.8	0.9	-	-	-	
French	No.	3	4	6	2	6	4	-	1	1	27
	%	11.1	14.8	22.2	7.5	22.2	14.8	-	3.7	3.7	
Geography	No.	-	1	2	1	1	3	2	-	-	10
	%	-	10.0	20.0	10.0	10.0	30.0	20.0	-	-	
Graphics	No.	-	-	1	4	5	8	5	3	-	26
	%	-	-	3.8	15.4	19.2	30.8	19.2	11.6	-	
History	No.	7	4	6	6	4	2	-	4	1	34
	%	20.6	11.8	17.6	17.6	11.8	5.9	-	11.8	2.9	
ICT Cambridge Nationals	No.	1	8	5	7	5	-	-	-	-	26
	%	3.8	30.8	19.2	26.9	19.2	-	-	-	-	
Italian	No.	3	-	-	-	-	-	-	-	-	3
	%	100	-	-	-	-	-	-	-	-	
Mathematics	No.	9	21	19	29	21	10	4	4	2	119
	%	7.6	17.6	16	24.3	17.6	8.4	3.4	3.4	1.7	
Music	No.	1	8	4	5	-	1	-	-	-	19
	%	5.3	42.1	21.1	26.3	-	5.2	-	-	-	
PE (Sports Science)	No.	-	-	3	5	2	-	-	-	-	10
	%	-	-	30.0	50.0	20.0	-	-	-	-	
Polish	No.	1	1	-	-	-	-	-	-	-	2
	%	50	50	-	-	-	-	-	-	-	
Portuguese	No.	1	4	1	-	-	-	-	-	-	6
	%	16.7	66.7	16.7	-	-	-	-	-	-	
Religious Studies	No.	11	30	29	26	14	4	3	2	0	119
	%	9.2	25.2	24.4	21.8	11.8	3.4	2.5	1.7	-	
Science – Biology	No.	4	8	9	4	-	-	-	-	-	25
	%	16.0	32.0	36.0	16.0	-	-	-	-	-	
Science – Chemistry	No.	2	8	10	2	3	-	-	-	-	25
	%	8.0	32.0	40.0	8.0	12.0	-	-	-	-	
Science – Physics	No.	2	10	8	5	-	-	-	-	-	25
	%	8.0	40.0	32.0	20.0	-	-	-	-	-	

Science – Single Award	No.	-	7	13	28	20	20	4	1	1	94
	%	-	7.4	13.8	29.8	21.3	21.3	4.3	1.1	1.1	
Science – Additional	No.	-	4	14	20	26	20	5	3	2	94
	%	-	4.3	14.9	21.3	27.7	21.3	5.3	3.2	2.1	
Spanish	No.	11	21	13	19	13	10	2	1	-	90
	%	12.2	23.3	14.5	21.1	14.5	11.1	2.2	1.1	-	
All Subjects (with GCSE equivalencies)	No.	66	167	203	264	175	107	34	21	10	1047
	%	6.3	16.0	19.4	25.2	16.7	10.2	3.2	2.0	1.0	

Average points per pupil

Boys	353
Girls	383
All	366

% Pupils Achieving 5 A*-C Including Maths & English

Boys	59.4%	59.4%
Girls	74.5%	62.7%
All	65.8%	60.8%

22.3% of all GCSE grades awarded were A-A*.

17.6% of pupils achieved 5 or more A-A* GCSE grades.

86.7% of pupils achieved A*-C in English

65% of pupils achieved A*-C in Mathematics

2017 target for 5 A* to C including Maths and English is 80%

These are provisional results and include pupils that left after January 2016 who may not have taken a full cohort of exams.

6. DESTINATIONS OF YEAR 11 LEAVERS

St Charles Sixth Form College	30
Sixth Form & Other College Placements (e.g. SFX, Cardinal Vaughan, London Oratory, Chelsea Academy, etc.)	89
Apprenticeships	2
Employment	0
NEET's	0
Total	121

7. STATEMENT OF CURRICULUM POLICY

All pupils are entitled to a balanced and broadly based curriculum, providing planned continuity and progression in accordance with the requirements of the National Curriculum.

The College's Curriculum Aims for All Pupils:

- To achieve the highest level of success in all aspects of their lives.
- To further their awareness of spiritual and moral values and to motivate them to develop to the full their knowledge, skills, attitudes and understanding.
- To foster a respect for and pleasure in learning.
- To foster a willingness to contribute to the work of the College and the wider community in which they live.
- To develop their capacity to question and argue rationally.
- To develop their ability to persevere in applying themselves both to collaborative and to independent tasks.
- To develop their confidence and self-respect, enabling them to make informed choices.

- To foster within them responsibility, able to develop satisfying relationships with all.
- To foster respect and understanding for peoples of different races, beliefs and cultures.
- To develop their personal creativity, aesthetic awareness and appreciation of the achievements of others.
- To promote their physical development, well-being and safety.
- To equip them with the understanding to make use of new techniques.

Catholic Curriculum

The curriculum at St Thomas More Language College should ultimately be considered as a 'Catholic Curriculum'. Its aims are focussed around the two questions, which are interlinked and should not be seen as separate questions:

- 1 How can we transform 'Spiritual and Moral Development' at St Thomas More? and
- 2 How can we transform the 'Learning and Teaching' at St Thomas More?'

By using these questions to inform all our practice we live out our Mission Statement and Prayer, and we 'Serve God and Strive for Excellence' in everything we do. This could also be seen as: **Our curriculum is focussed on drawing out of our pupils the image and likeness of God, their innate excellence and goodness, their God given gifts and talents, and their FULL potential in becoming what God intends them to be.**

8. SEN/DISABILITY (SEND)

As well as our main building, we have two other buildings named Campion block and Howard block. There is lift access to the Mayne and Fisher blocks, but not in the other buildings. We are therefore limited in our ability to admit pupils with physical disabilities. We do not have disabled toilet facilities. Admission criteria for disabled pupils is the same as those applied to all other pupils, except that their need for specialist facilities or equipment would have to be assessed prior to admission.

9. THE LEARNING PROCESS

Every pupil is entitled to be involved fully and actively in the learning process. The organisation of learning should enable all pupils, of whatever age or level of ability, to raise their level of achievement consistently as they progress through the college. Pupils should learn in an environment that is challenging and stimulating, but never threatening. A high quality of teaching develops successful learning, and this quality should be reflected in a varied, lively and imaginative methodology. Home Learning should develop and extend the work done in the classroom, and should enable parents to monitor and have an active involvement in the learning of their children.

Assessment and Reporting

The Assessment, Recording and Reporting procedures of St Thomas More Language College are in line with the requirements of the National Curriculum. Each Department has its own Assessment and Marking Policy that complies with the College's Policy. All pupils are entitled to have a clear idea of the criteria being used for assessment, should be able to relate marks in one subject area with any other, and should have the opportunity to appraise their own performance and set targets that will assist them to develop their full potential. Regular assessment of pupils, both formally and informally, should also enable staff and parents to measure accurately the academic progress being made in moving through the school, and facilitate meaningful target-setting.

Monitoring

Department schemes of work will be reviewed periodically in the light of the changing needs in the College and Curriculum requirements. Regular monitoring will ensure effective delivery of the curriculum in accordance with the College's Aims and Objectives and with this Statement of Policy.

The work of pupils will primarily be monitored by a regular review conducted by the individual subject teacher in line with the Departmental Marking Policy. The Head of Department in turn will have an important role to play in ensuring marking criteria are applied consistently and regularly, and in overseeing the quality of work produced within the department. Members of the Senior Leadership Team and Heads of Year will also take an active part in reviewing and monitoring work across different subject areas within a Year Group.

An annual Profile Report for parents is prepared for each pupil towards the end of each academic year, covering all subject areas. In addition, detailed Tracking Information monitors the progress made by all pupils for three other periods during the year.

Whole College Policies on Learning Support

At St Thomas More Language College, the Learning Support Department does not have sole responsibility for the education of pupils with Special Education Needs. The college prides itself on the fact that all teachers are responsible for meeting all pupils' needs and thus ensuring an effective whole college response to the wide and diverse needs of its pupils, including those children who may be termed more able.

The college operates two successful whole school policies which outline in some considerable detail the methods of identification, assessment and provision of support available for pupils. The overall working philosophy, aims and objectives behind each document can be drawn from the following statement.

'St Thomas More Language College aims to give all pupils the opportunity to succeed. Being successful within the learning environment helps promote a positive attitude to college and life. All pupils will be encouraged to fulfil their potential, both as learners and achievers.'

In addition to the two documents outlined above, the college also has a detailed whole college policy on supporting the needs of those pupils who may speak another language in addition to English.

Both of these policies are open documents and are freely available from the college upon request. Each document can be translated into a range of languages, and can also be made available on tape or computer disk. Any parent(s) who wishes to receive a copy of any policy, discuss its contents or day to day operation, are cordially invited to contact Ms Athaide, Co-ordinator of Learning Support at the college.

10. HOME LEARNING POLICY STATEMENT

To Parents/Guardians

At St Thomas More Language College we set Home Learning for all year groups. We ask you to support us in getting this work done since we believe it helps your son/daughter to make the best possible progress.

Reasons for Setting Home Learning

1. Pupils can learn to work for themselves.
2. Pupils can develop perseverance and self-discipline.
3. Pupils can learn to use many kinds of information to help with their work, e.g. television, computers, books, libraries, other people.
4. Pupils can practice the skills they need to improve their performance.
5. Pupils can be encouraged to read widely.
6. Pupils can work at their own pace and level.
7. Pupils can investigate areas of special subject interest.
8. Pupils can use Home Learning time to prepare and revise for their next lesson.

Home Learning Timetables

In years 7, 8 and 9 Home Learning timetables are organised to help the pupils spread their work throughout the week. The amount of Home Learning set is written in the pupil's record diary. Ask to see your son/daughter's work from time to time and comment on their work and performance. You can sometimes help with learning work.

Year 7 has up to 1½ hours per evening.

Year 8 has up to 2 hours per evening.

Year 9 has up to 2½ hours per evening.

In Years 10 and 11 the amount of work needed outside the lessons depends on the combination of subjects a pupil actually does - but to do well at a GCSE subject, it could require a minimum of 2 hours for each subject each week.

Organising when to do this work from year to year will help your son/daughter cope with examination work more successfully.

Types of Home Learning

A number of different kinds of Home Learning may be set and each department describes the type of work it might give to pupils to do through its own Home Learning policy statement. All subject departments set one piece of Home Learning each week, and two are set in the core subjects of English, Mathematics and Science.

Marking Policies

Departments correct written work with marks or grades and add written comments which should guide the pupil in how to progress. The marking policy of each department will be made known to your child. We believe in positive comments where these can be made. Your child's academic progress is closely monitored and reported to you during each year. You may want to ask more about this when you come to Parents evenings. Departments encourage self-assessment by pupils through discussion with the teacher.

How Can You Help?

- Check that your son/daughter has written his/her Home Learning in their record diary. If you are not satisfied, you can make an appropriate comment in the Parents/Guardians section. You may decide to write a letter or telephone the college.
- Ask to see your son/daughter's work from time to time and comment on their work and performance. You can sometimes help with learning work.
- Encourage your son/daughter to join the local public library and to use it regularly. It is helpful if pupils have access to the Internet outside school.
- Give your child time and space in which to do his/her work away from possible distractions.
- If you are worried about a particular subject, ask to see the statement about the Department's Home Learning Policy and contact the Head of Department If necessary.

11. ADDITIONAL INFORMATION

Rates of authorised and unauthorised absences 2015 – 2016

Authorised:	2.7%
Unauthorised:	1.3%

Documents and policies which can be requested from the college office.

1. A summary of the charging and remission policy
2. A summary of the content and organisation of relationships and sex education
3. Details of how parents and others can find out about the arrangements for dealing with complaints
4. The college's policy on entering pupils for public examinations
5. A statement on the college's sporting aims and provisions for sport.
6. Any statutory instruments and circulars sent to schools by the DFE about the curriculum.
7. Published OFSTED reports on the college.
8. Any schemes of work and syllabuses in use.
9. That part of the trust deed governing religious education and any statement by the governing body about religious education.
10. The college's policies in general, for example on SEND, and Safeguarding and Child Protection.

Please Note:

In the continual pursuit of excellence in everything we do, statements within this document may change accordingly throughout the year, and may not reflect current practice, after going to print. Full comprehensive policies are available from the College on request.

Our Mission Statement

We are a community living and growing in the Catholic faith. The life and teachings of Jesus Christ are the foundation of all that we undertake. **We expect all the members of our community to:**

- be responsible citizens upholding Gospel values in our society
- contribute to providing the best possible education for all
- work together, valuing and nurturing all relationships
- maintain an environment that allows all individuals to flourish and enjoy their education
- honour the aims and purposes of the College

In this way we are **Serving God and Striving for Excellence** in everything we do

Our Prayer

Almighty God, we thank you for our school and our education; for our families and friends.

Guide us to work together to build a strong community where we can all serve you and strive for excellence.

We thank you for the gifts of mercy, faith, knowledge, understanding and friendship.

Help us to grow together in your wisdom and love, inspired by the life and teachings of Jesus Christ our Lord. Amen

St Thomas More pray for us.

The Gospel Values at the Heart of our Catholic Curriculum

"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"

Values: **Faithfulness & Integrity**

"Blessed are those who mourn, for they shall be comforted"

Values: **Dignity & Compassion**

"Blessed are the meek, for they shall inherit the earth"

Values: **Humility & Gentleness**

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"

Values: **Truth & Justice**

"Blessed are the merciful, for they shall obtain mercy"

Values: **Forgiveness & Mercy**

"Blessed are the pure in heart, for they will see God"

Values: **Purity & Holiness**

"Blessed are the peacemakers, for they shall be called children of God"

Values: **Tolerance & Peace**

"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom

of heaven. Blessed are you when they insult you and persecute you and utter every kind of

slander against you because of me. Be glad and rejoice for your reward is great in heaven;

they persecuted the prophets before you in the very same way"

Values: **Service & Sacrifice**

"Preach the Gospel at all times and when necessary use words"

St Francis of Assisi

MERCIFUL LIKE THE FATHER

