

ST RICHARD GWYN CATHOLIC HIGH SCHOOL



Prospectus

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Welcome!

As parents, one of the most important decisions you will make for your children will be choosing the right school. I hope you will find the answers to any questions you may have within these pages – questions such as:

- *Where do I want my child to be educated for the next five – seven years?*
- *Which school is good enough for my child?*
- *Where can my child be supported in order to develop fully their potential?*
- *Where will my child feel happy, secure and safe?*

Perhaps your child will be part of our annual intake in Year 7; or joining us at a later stage in their education. Whatever your situation you can be assured that at St Richard Gwyn every opportunity to fulfil their potential and develop into a responsible young adult will be given to your child.

Specific handbooks are available for Year 7 pupils and also for those embarking on Post 14 courses at Key Stage 4.

All prospective parents and their children are welcome to view the school in action: an Open Evening is held each October; an appointment may also be made for a day visit. Parishioners are welcome to join us at our celebration of Mass on Friday mornings.

I look forward to meeting all prospective pupils and parents.

Best wishes

Mr M J Clinch

Headteacher

1. BASIC INFORMATION

How to contact us:

Address: St Richard Gwyn Catholic High School
Argae Lane
Barry
CF63 1BL

Telephone: 01446 729250
Fax: 01446 720898
E-mail: strichardgwyncs@valeofglamorgan.gov.uk
Website: www.strichardgwyn.co.uk

Headteacher: Mr M J Clinch
Chair of Governors: Mr P Burke

St Richard Gwyn is an 11 - 16 voluntary aided school

Post 16 Education:

St Richard Gwyn pupils are entitled to a place at St David's College

Address: St David's Catholic College
Ty Gwyn Road
Penylan
Cardiff
CF23 5QD

Telephone: 029 20498555
Fax: 029 20472594
E-mail: Web.Master@st-davids-coll.ac.uk
Website: www.st-davids-coll.ac.uk

Principal: Mr M Leighfield

2. OVERSUBSCRIPTION CRITERIA

The Governing Body is the Admitting Authority for St Richard Gwyn Catholic High School.

Children will be eligible to be admitted to the school subject to:

- The maximum number set by the Governing Body and/or the LEA for the school not being exceeded.
- The capacity for each year group will be determined by the Governing Body at their Annual General Meeting and will not be less than the standard number set by the LEA;
- The standard of educational provision of those pupils currently on roll at the school not being jeopardised.

In the event of oversubscription applications will be prioritised in the following order. In each category Looked After Children will be given top priority.

Category	
A	Baptised, practising Catholic children residing within our feeder parishes of St Joseph's, Penarth; St Mary's, Dinas Powys; St Helen's, Barry; Our Lady and St Iltyd, Llantwit Major and other areas within the geographical boundaries of the Vale of Glamorgan
B	Children who currently attend our designated primary feeder schools i.e. St Helen's, Barry and St Joseph's, Penarth.
C	Practising members of other Christian denominations and members of other faiths who reside within the geographical boundaries of the Vale of Glamorgan.
D	Siblings (defined as brother, sister, half-brother and half-sister) of pupils currently at the school.
E	Children whose parents are justifiably seeking a faith-based education for their child and reside within or outside the geographical boundaries of the Vale of Glamorgan. Such applications will be considered in the following order: <ol style="list-style-type: none">1. Baptised, practising Catholic children.2. Practising members of other faiths3. Children from a non faith background.

The Governing Body reserves the right to seek appropriate documentary evidence to support each application.

The Governing Body, notwithstanding the above, do not allocate places on the basis of proximity to the school.

For entry into Year 7 the closing date for applications for the September intake is 31st January in the year of transfer.

3. OUR MISSION STATEMENT

The central aim of our school is to create a calm, disciplined and caring environment where relationships are based on Catholic values and to which all staff, pupils and parents feel a sense of belonging.

It is our mission to:

- foster the spiritual growth of our community
- give every child the opportunity to develop their academic, creative and physical abilities to the full
- ensure each pupil is given every opportunity to demonstrate their God given talents
- create a greater sense of community
- provide a safe environment suitable for learning

4. HOME SCHOOL AGREEMENT

As teachers of the school we will do our best to:

- demonstrate our Faith and our school's foundation in the teachings of Jesus Christ
- provide a balanced curriculum to meet the needs of your child
- enable your child to reach the highest standards of which they are capable
- ensure a safe and secure environment for your child
- keep you informed of your child's progress and any cause for concern

Parents are expected to:

- ensure their child attends school regularly, punctually and in the correct uniform
- take an active interest in their child's progress
- read and sign the planner every week
- attend parents' evenings
- inform the school of any concerns/problems that might affect their child
- support the policies and Christian values of the school
- give their child opportunities for home learning and support the homework given by the school

Pupils are expected to give a commitment to:

- attend school every day
- be punctual
- wear the correct school uniform
- bring the required equipment and kit every day
- work to the best of their ability
- give homework in on time

- be respectful to other pupils and all members of staff
- observe the school rules
- take pride in their school

5. CURRICULUM STATEMENT

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. It is balanced and broadly based, and promotes the spiritual, moral, cultural and physical developments of each child. It prepares our pupils for the opportunities, responsibilities and experiences of adult life. We aim to produce well rounded individuals who are able to play a positive role in society.

The school has embraced the demands of the 14 - 19 agenda and offers a wide range of academic and vocational courses at KS4 in collaboration with other institutions and training providers.

The school provides full time supervised education for pupils of compulsory school age (11 - 16), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetics and creative education, appropriate to their age and aptitude.

Pupils are also expected to acquire skills in speaking and listening, literacy, numeracy and ICT. Courses in personal, social and health education reflect the school's aims and ethos. Appropriate careers guidance is also provided at key points in the curriculum. Pupils are taught in ability sets, bands and gender/social mixes as appropriate.

The school sets out to:

- ensure that pupils develop in their Christian faith based on gospel values
- ensure that pupils develop the essential literacy and numeracy skills
- provide pupils with a full and rounded entitlement to learning
- foster pupils' creativity and develop essential learning skills
- promote a healthy lifestyle
- inspire pupils to a commitment to learning which will last a lifetime
- promote high standards in learning and teaching
- ensure that all pupils have the opportunity to learn effectively
- provide opportunities to engage with the wider community especially the world of work and responsible citizenship.

6. SUBJECTS OFFERED

At Key Stage 3 (11 - 14) all pupils are engaged in courses of study in the following subject areas:

Religious Education; English; Mathematics; Science; Welsh; a Modern Foreign Language (French and/or Spanish); Physical Education; History; Geography; Art; Music; ICT; Technology and Drama. All pupils also follow a course in Personal, Social and Health Education.

At Key Stage 4 (15 - 16) pupils follow a 'Learning Pathway'. The Key Stage 4 curriculum is split into a compulsory core and option choices (see Options booklet for further information).

The compulsory core includes GCSE courses in:

Religious Education; English Language and Literature; Mathematics; Science and Welsh.

Option subjects (pupils usually choose up to 4) currently on offer include GCSE courses in:

Art; Business Studies; HE Child Development; Drama; DT Resistant Materials; DT Graphics; HE Food Nutrition; Food Studies; French, Geography, History; ICT; Music; Physical Education; Spanish, and HE Textiles.

Vocational Options: BTEC Sport.

Work based training: Airline Aviation, Construction, Engineering, Hairdressing, Vehicle Mechanics.

Award Schemes: Asdan, Crest Award, Duke of Edinburgh, Military Preparation College

All pupils also follow a course in Personal and Social Education, Work Related Education and a games lesson

The school is part of the 14 - 19 Faith Based Network of Schools and continues to develop links with outside providers in order to offer a greater variety of learning pathways. Courses and subjects offered may increase in the forthcoming years.

7. THE ROLE OF RELIGIOUS EDUCATION

As a faith based school, Religious Education is central to the school's curriculum. There are two main avenues for pupils to develop their understanding of the Faith and to grow spiritually.

(i) Through timetabled Religious Education lessons

The school, in line with Archdiocesan policy, aims to have 10% of the school's curriculum devoted to Religious Education. RE is compulsory for all pupils. All pupils follow courses at both Key Stage 3 and Key Stage 4 approved by the Archdiocese of Cardiff.

(ii) Through liturgical events, celebrations and other activities

The school provides opportunities for pupils to develop their spirituality through a programme of liturgical events which are closely related to the Church's year. Celebrations of significant events in Lent and Advent occur as does weekly Mass. A programme of visits to local parishes is also in place. Pupils are also encouraged to participate in charity fundraising and awareness raising of world issues.

8. COLLECTIVE WORSHIP

All pupils are expected to take part in a daily act of Christian worship.

The school has a programme of collective worship involving some year assemblies and form tutor led prayers.

9. USE OF THE WELSH LANGUAGE

Welsh is taught as a second language to all pupils at Key Stage 3 and 4 except in very exceptional circumstances. The Curriculum Cymraeg is developed within the whole school curriculum to help instil a sense of Welsh identity within our pupils. The lives of the Welsh saints, especially St David and St Richard Gwyn, are celebrated appropriately on or around their feast days. All teaching and communication is through the medium of English.

10. EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. In accordance with statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school, in consultation with the LEA, has an Accessibility Plan which is available to parents on request.

11. DIFFERENTIATION

A variety of different teaching and learning methods and materials are used in all courses to suit pupils' different needs.

12. DISAPPLICATION

In accordance with the law the school has the right to respond to individual needs by modifying the National Curriculum programmes of study, or disapplying the National Curriculum for the duration of KS4, to:

- allow a pupil to participate in extended work-related learning
- allow a pupil with individual strengths to emphasise a particular curriculum area
- to allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

13. EDUCATION AND PERSONAL RELATIONSHIPS

The school is guided by the teachings of Jesus Christ and applies these principles in guiding pupils through their moral and spiritual development. The sanctity and value of family life is central to courses of study. The school provides EPR in the basic curriculum for all pupils through courses in RE, PSE and Science.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils in science but parents may withdraw their children from any other part of the EPR programme without giving reasons.

14. PHYSICAL EDUCATION AND GAMES

As a school we encourage all our pupils to use their talents to the full. Therefore all pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons over a long period (more than two lessons) for medical reasons, for which an official doctor's note is required. A note from a parent will suffice for one or two lessons.

General fitness is important to the school and is integral to the school's healthy living agenda. A large number of activities take place in which all pupils are encouraged to participate. Sports which are currently on offer include netball, tennis, athletics, basketball, badminton, soccer and rugby. The school also regularly runs a ski trip. A recent acquisition is a multi gym to which pupils in Year 10 and Year 11 have supervised access.

15. CAREERS AND WORK RELATED EDUCATION

At Key Stage 4 a variety of experiences help prepare all pupils for further education training and the world of work. In Year 10 a week's work experience, with a preparation day and also a presentation called 'Learning Works' are supported by Careers Wales. In Year 11 individual interviews for all pupils plus Club Gateway and Job Club are amongst the experiences offered in their final year.

At Key Stage 3 Year 7 meet their Careers Advisor and our link with Dow Corning provides mathematical support for some pupils. Year 9 take part in an Enterprise Project, meet local entrepreneurs through the Dynamo project and receive guidance before choosing their courses for upper school.

16. HOMEWORK

The school expects appropriate homework to be set, completed and marked to support pupils' learning. Homework is recorded in the student planner which also includes a homework timetable. As a guide, the amount of homework pupils can expect is:

Years 7 and 8:	40 to 60 minutes per night
Year 9:	60 to 75 minutes per night
Years 10 and 11:	60 to 120 minutes per night

Pupils who fail to produce homework on time will be placed in detention. Parents are asked to check and sign diaries weekly.

17. EXTRA CURRICULAR ACTIVITIES

The school has a wide and varied programme of extra curricular activities on offer including liturgical, sporting, performing arts, environmental group, Fair Trade, SVP, Student Council and Forums and other activities; all pupils are strongly urged to take part. A number of physical activities are available after school and lunchtimes free of charge under the Sports Council of Wales 5 x 60 scheme.

18. CONCERNS AND COMPLAINTS ABOUT THE CURRICULUM

Parents who have concerns about any aspect of the curriculum are invited to contact either the appropriate Head of School or the Headteacher. If the issue cannot be resolved in the first instance then parents should make a formal written complaint addressed to the Headteacher.

The school has a complaints procedure in place, a copy of which can be obtained from the Headteacher.

19. CHARGING AND REMISSION

In accordance with Education Reform act 1988 the school makes no charge for:

- Sitting public examinations prepared by the school*
- Admission to the school
- Following National Curriculum subjects during the normal school hours**

The school may ask parents for voluntary contributions to pay for any educational activity or visits essential to the delivery of the national curriculum both inside and outside of normal school hours. However, no pupil will be excluded from the activity for not having paid the contribution.

The school is permitted to charge for the following:

- Costs for board and lodging on school trips
- Costs of lost and destroyed school property and breakages
- Costs associated with the tuition of musical instruments
- Finished products eg craft items, art work or prepared food
- * Costs for entry to public examinations not prescribed in the regulations or where re-sits are necessary
- ** Costs of optional extras associated with the delivery of the curriculum both inside and outside of normal school hours, provided that the charge does not exceed the cost of the activity.

In all cases where a permitted charge is likely to be made parents will be told of the amount in advance.

Where third parties are used to provide a service the school is permitted to charge for that activity. However, all charges will be passed directly to the third party.

20. SUMMARY OF SEN POLICY

The overall aim of St Richard Gwyn Catholic High School's Special Educational Needs Policy is to strive to include all children in educational and social activities.

The DFE 'Code of Practice on the Identification and Assessment of Special Educational Needs' (para 2:1) states that,

"A child has *special educational needs* if he or she has a *learning difficulty* which calls for *special educational provision* to be made for him or her." Pupils have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

All teachers are teachers of pupils with special educational needs

The National Curriculum (NC) provides flexibility to enable teachers to select content from earlier or later key stage programmes of study if this is appropriate to the needs of individual pupils. A variety of teaching methods appropriate to the abilities of individual pupils should be used. Earlier key stage work may be used to enable pupils to make progress and demonstrate attainment. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

STAGES

Record of Concern

Teachers may conclude that the strategies and differentiated curriculum they are currently using with a pupil, who is not already on the SEN Register, are not resulting in the pupil learning as effectively as possible. The key test of the need for action is evidence that current rates of progress are inadequate. Teachers should keep a note of these pupils as a record of concern. Should progress still be a concern the pupil should be referred to the SENCO on the Internal SEN Referral Form for further assessment or investigation.

School Action - *initiated by teacher concern*

When a pupil is identified as having special educational needs, the school will provide interventions eg enrolment on Successmaker, that are additional to or different from those provided as part of our school's usual differentiated curriculum. These pupils will be recorded on the school's SEN Register.

Action

The SENCO will support the assessment of the pupil, assisting in planning future support and monitoring the action taken. The pupil's subject and pastoral teachers will remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme. The SENCO and the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment.

School Action Plus

School Action Plus is characterised by the involvement of external services such as specialist teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENCO and teaching colleagues in consultation with parents, at a review of the IEP. Specialists will usually see the pupil and then advise subject and pastoral staff on new targets or specialist strategies. They can also provide more specialist assessments that can inform planning and the measurement of a pupil's progress and give advice on the use of specialist strategies or materials.

Action

An Individual Education Plan will be written which will set out the new strategies for supporting the pupil's progress which should be implemented in the normal classroom setting. The responsibility for the delivery of the IEP still remains with the classroom teachers.

School Request for Statutory Assessment

For a few pupils the help given by the school through School Action Plus may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment.

Statutory Assessment Of Special Educational Needs

The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the pupil's special educational needs is such as to require the LEA to determine the pupil's special educational provision through a **Statement of Special Educational Needs**.

All pupils with statements of special educational needs set for them in consultation with the parents and the pupil, include targets identified in the statement. These targets will be set out in an IEP, written by the SENCO and should be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continue to be a responsibility of the class teacher.

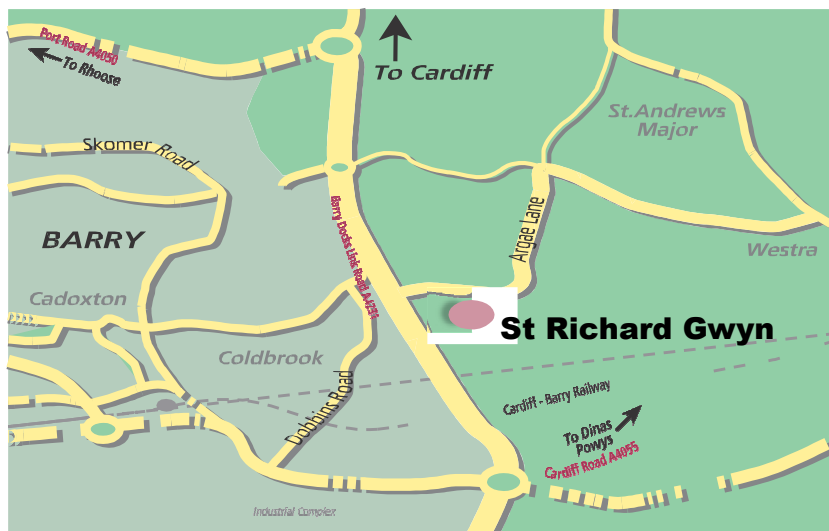
Annual Review of a Statement of Special Educational Needs

All statements will be reviewed at least annually with the parents, the pupil, the LEA and the school (SENCO) to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

The aim of the annual review in Year 9 and subsequent years is to review the young person's statement and draw up and review the Transition Plan. This will also involve input from a specialist careers advisor.

21. ADDITIONAL INFORMATION

Accompanying this booklet is information that changes annually: school dates, attendance data, destination of school leavers, NC assessments, examination results, comparative (all-Wales) results; school uniform and appearance.



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