



St PAUL'S
CATHOLIC
COLLEGE

Prospectus

2009 – 2010

“To provide an innovative, inspirational and Christian education which challenges, nurtures and informs our students to enable them to take their place in a changing world.”

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ST PAUL'S CATHOLIC COLLEGE

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Welcome to an insight to our school community here at St. Paul's. This prospectus provides you, the parents, with more detail about the College.

General Information

St Paul's Catholic College opened in 1963 in Haywards Heath to provide comprehensive education in Central Sussex, for children from the ages of 11 to 19.

The catchment area is very large, covering the Lewes Deanery and part of the Uckfield Deanery, to include the towns of Burgess Hill, Hassocks, Haywards Heath, Lewes and Uckfield and surrounding villages, as well as Henfield and Seaford which are outside the Deaneries.

Our Sixth Form attracts students from neighbouring 11-16 schools, as well as providing for our own students who have been through the main part of our College. Not surprisingly, in view of our examination success, most of our Sixth Form students study 'A' levels and then continue onto University following the successful completion of their exams.

Size of the College

St Paul's is a small Comprehensive college; in September 2009 we have 840 students, including about 200 in our Sixth Form, with approximately equal numbers of boys and girls. The size of the college gives the students many advantages; they are known by the staff and their fellow students, they do not feel overwhelmed, they are able to contribute to the College, and they flourish.

Mission Statement

St Paul's is a Faith Community firmly rooted in the person of Jesus Christ who is the inspiration and foundation of our lives. Our philosophy recognises the imperfections of human nature, yet aspires to affirm our young people in their efforts to live according to Christian belief and values.

We recognize that parents are the first educators of their children and strive to work with them and local Parishes in extending and supporting the role of the Christian family by seeking to develop the potential of each individual person in the following ways:

SPIRITUALLY – Through prayer, knowledge of Jesus Christ, through the Religious Education programme and the liturgical/sacramental life of the school, each pupil's spiritual life will be fostered and their duty to other people emphasised and strengthened.

ACADEMICALLY – The College is committed to developing the full academic potential of each individual, whilst recognising their different and unique abilities, through a broad and balanced curriculum relevant to their needs and those of society.

SOCIALLY - The College aims to develop confident, mature and well-balanced students who feel valued as people and have the desire and ability to make a positive contribution to society.

The Ofsted Inspection 2007 –

‘ST PAUL’S IS AN OUTSTANDING SCHOOL ‘

The College was inspected for the fourth time by Ofsted in November 2007. Everyone involved in the College was delighted that Ofsted concluded that St Paul's is “outstanding” in almost every way.

Highlights of the Report were:

- St Paul's is an outstanding school where all learn, thrive and succeed together
- Excellent leadership
- Exam results are ‘exceptionally high’
- Outstanding teaching and learning
- Excellent displays of students work
- E-Learning is integral to the life of the school and enhances learning
- Personal development and well-being of students are outstanding
- Care, guidance and support are outstanding
- Standards in the sixth form reflect outstanding progress

AN OUTSTANDING CATHOLIC SCHOOL

The Section 48 Inspection report of the overall effectiveness of St Paul's as a Catholic School and the standards in the RE department are also outstanding.

Areas found to be outstanding included:

- Leadership and Management
- Quality of Catholic life of the school
- Quality and provision for personal and collective worship

and in the RE Department:

- Achievements and Standards
- Clarity of provision for religious education
- The religious education curriculum
- Leadership and Management of the department

Excellent Exam Results in 2009

85% of our Year 11 students achieved 5 or more A*-C grades in their GCSE's in 2009. The percentage who achieved 5 or more A*-C grades, including English and Mathematics, was 66% and 25% of all grades awarded were A* or A. Our value added score is high and this demonstrates that our students make excellent progress in their first five years at St Paul's. At 'A' Level results were equally strong with 46% of grades at A and B, with a pass rate of 98%. It is our policy to enter all students for GCSE examinations. Our exam results for 2009 are in the separate exam booklet.

Key Features of the College

- 126 students to be admitted each year in line with the published Admissions Criteria
- A Sixth form centre for the town of Burgess Hill as well as our own students from a wider catchment area.
- An emphasis on E-learning, with interactive whiteboards in every classroom, and a wireless network.
- An extra curricular (Enrichment) afternoon for all students.
- Disabled access.
- An aim to constantly improve upon our current very high academic standards and results.

Information Technology at St Paul's

ICT is a particular feature in the College and is significantly impacting on teaching and learning.

E-learning at St Paul's 2009 -10

Research shows that children's learning and performance in exams is significantly enhanced if they make extensive use of IT both in school and at home. About 98% of our students currently have Internet access at home; this figure will continue to grow.

The Virtual Learning Environment

One of the central strands to e-learning at St Paul's is our Virtual Learning Environment (VLE) and Gateway which facilitates learning and communication.

Students use the VLE to access learning materials for the courses they follow at College. The VLE is personalised to each student for when they login only the relevant courses are made available. The courses contain a range of learning materials and tools that will be used in lessons and at home. So, for example, a student will find notes and resources for all of his/her subjects; Smartboard lessons, Powerpoint presentations from previous and future lessons; reminders of forthcoming independent learning deadlines and assessment information.

Students also use the online tools to collaborate with each other through forums, messaging and email. Teachers encourage students to submit work to them through the VLE, and often mark it and give feedback online. Essays or longer answers can be emailed by the student and returned to the student with electronic comments to facilitate re-drafting if required. This is done in negotiation with their teacher. Tests can be completed online too and many are marked automatically.

Parents can login too and keep track of lessons that students have and the learning materials available.

Benefits of the VLE for students

- Students (and their parents) have access to all learning resources from school and home
- Students can send completed work directly to their teacher
- If a lesson has been missed, the materials for that lesson can be easily accessed and questions about them emailed to the teacher
- Independent learning is supported – students have full access to information to work on wherever and whenever they wish
- Resources available on the VLE allows students to work in a range of ways, allowing them to access learning styles with which they feel comfortable

Interactive Whiteboards in every classroom

Every classroom in the new school is equipped with an interactive whiteboard, which provides very high quality presentation of materials. The interactive features of the board enable teachers to use a wide range of teaching methods. At the end of every lesson, the notes or presentations made during the lesson can be saved to the VLE to be accessed for revision purposes or by students absent from

the lesson. This will have a particular benefit for students who are away from school for a prolonged period of time.

New Approaches to Teaching

Each department has planned their teaching and learning for this very different environment. They make full use of the innovative and diverse approaches to teaching and learning that the new technology allows them.

Laptops for All: The St Paul's e-Learning Foundation

Central to our vision for e-learning being delivered is the need for all students having the use of a laptop both at home and at College each day. The College is equipped with wireless access points in every classroom, so that the school intranet, the VLE and the internet can be accessed from anywhere within the College. This means that students are able to make use of the independent learning opportunities offered to them.

We have established the St Paul's e-Learning Foundation as a way of providing laptops for every student. Parents make regular donations to the Foundation and we claim Gift Aid on these donations from the Inland Revenue. Under this scheme we are currently providing high quality notebooks manufactured by Lenovo, a major supplier a recommended donation of 66p per day. We believe by learning through technology we enable students to engage in a innovative twenty-first century education.

For more information on our e-Learning Foundation and notebooks please contact Mrs Diane Foley via the College.

Learning Gateway

Gateway has arrived!

From September 2008 all students will start using the Learning Gateway which will look and feel like a newer version of their VLE. Here they will be able to check their timetables and classes, and store their work online.

We are introducing parental access where every parent will have their unique password and access in to enable you to access your child's records, and engage more with the curricula, pastoral and administrative areas of College life.

Specialist School Status – Sports College and RAPP

In September 2005 St Paul's Catholic College gained Specialist Sports College status enhancing an already thriving PE department.

The department aims to develop a holistic approach towards physical activity within our students. Students are encouraged to learn the importance of communication and teamwork skills, whilst being encouraged to improve physical skills, and strive towards sporting excellence.

Within the key stage three curriculum students experience a wide range of activities, including health and fitness, Games activities, Gymnastics, Dance, Outdoor Education activities and Athletics.

Sports college status has enabled us to increase the number of certified courses that we run in Key stages 4 and 5, these include the following Sports courses: GCSE Physical Education, BTEC First, BTEC National, AS and A2 Physical Education, Junior Sports Leader Award and the national Community Sports Leader Award.

Sports College status has enabled our PE department to work with the rest of the college to continually enhance the standards of teaching and learning. There is a particular focus on educating our students on the importance of Health and Fitness. Students record and monitor their own fitness levels during their time in college and learn about the importance of maintaining a healthy lifestyle.

As a sports college we are working with the LEA to develop PE and sport in school and the local community. This includes working with our partner primary and secondary schools, community groups and some local sports clubs to ensure that sporting opportunities and standards are continually being developed.

Our enrichment afternoon offers a wide range of extra curricular sporting opportunities which are run by college teachers and qualified coaches. This provides students additional participation time and with increased opportunities in a wider variety of sports and activities.

Further extra-curricular activities are run at the college before school, during lunch times and after school in a number of activities for all of our students. Activities are provided for students of all abilities and inter form sports provide competitive opportunities for those who wish to participate. We also have an extensive programme of fixtures against other schools and we are very successful in the many tournaments that we enter.

We have also been awarded High Performing Schools Status and invited to lead work locally and nationally as part of the Raising Achievement Partnership Programme. This will develop leadership at St. Paul's and ensure we engage in raising achievement both at St. Paul's and working collaboratively with other schools.

Extra-Curricular Provision in the College (Enrichment)

Extra curricular provision is compulsory for all students in the main school.

Lessons are taught across four full days and Wednesday morning, with the Wednesday afternoon being set aside for activities both on the College site and in the Triangle Leisure Centre. Activities include a variety of Sports, Swimming, Drama, Music, First Aid, Language courses, Duke of Edinburgh Scheme, etc. Students catch their normal buses at the end of the day. Parents are asked to contribute £1 a week per child towards the costs of hiring the Triangle and the cost of various coaches. Many extra-curricular activities will also be available after school on other days of the week but transport will not be arranged for students.

In addition to sporting activities, referred to above, students at St Paul's have opportunities to follow a wide range of interests through extra-curricular activities. Provision for the Arts is particularly strong with performances in Music and Drama being held in very high regard by parents.

The College organises a wide range of extra-curricular visits including trips to the theatre, museums, art galleries as well as "community days" with a spiritual theme. Visits to Europe are frequent including visits to France, Germany and Spain. 'A' Level field trips take place both in England and Europe.

Religious Education and Worship

Our Mission Statement highlights the emphasis that we give to the Spiritual Development of each child. The Religious Education they receive is enhanced by the following:

DAILY ACT OF WORSHIP

Whenever students meet, be it with their Tutor group, or in an assembly, a candle is lit as they come together to pray.

RELIGIOUS EDUCATION TEACHING

R.E is a very important subject within the curriculum throughout the school. Students are given levels, linked to National Curriculum levels at the end of Key Stage 3, whilst in Year 11, all students take GCSE R.E. In 2009, 89% of the year group achieved an A*-C in R.E with 30% gaining A* and A grades.

In the Sixth Form, 'A' level R.E. is taken by increasing numbers of students and consistency have achieved highly. In 2009 64% of students gained an A or B grade in their A2 level course.. A high number of student also go on to study Theology or Philosophy at university. All students in the sixth form engage fully in vibrant Spiritual Development days throughout the year. RE is taught in a challenging and meaningful way to engage students in their faith journey as well as fulfilling their academic potential.

CHAPLAINCY

We employ a full time Lay Chaplain, Angela Clark, who has responsibility for organising services, worship, community days, retreats and generally being a support to students. We are very fortunate in having Priests from the Deanery who are say Mass, and lead other services and Liturgies etc. We have a weekly Mass each Thursday at 8.30 a.m. in our Chapel.

Governors Policies

ST PAUL'S CATHOLIC COLLEGE

ADMISSIONS CRITERIA SEPTEMBER 2010

St Paul's is a Voluntary Aided Catholic College operating under the Trustees of the Diocese of Arundel & Brighton. The College is conducted as a Catholic school in accordance with the teachings of the Catholic Church. Parents are welcome to visit the College by appointment or on our Open Evening for information purposes only.

The Governors expect parents applying for places for their children to accept and uphold the Catholic character and ethos of the College. Children are taught respect and tolerance for others and there is provision in the religious education programme for the study of different faiths.

For September 2010, 126 places are available for Year 7. Those applying for a place:

- a) **Must complete a Local Authority Application form and return it to your Local Authority by 23 October 2009;**
and
- b) **Should complete a St Paul's Governors' Application Form, together with the enclosures listed below and return it to the College by 23 October 2009.**

Please note that if a Governors form is not completed, the child will be placed in Category 13.

St Paul's is part of a family of Catholic schools. Other members of this family, who are referred to later as our "Catholic partner schools" are: Anney School Seaford, St Joseph's School Haywards Heath, St Pancras School Lewes, St Philip's School Uckfield and St Wilfrid's School Burgess Hill.

The catchment area for St Paul's includes the catchment areas of our five Catholic partner schools and villages to the north and west of Burgess Hill, for whom St Paul's is the nearest Catholic secondary school to an individual's home. A map is available on our website.

Practising Catholics must have their Governors' form countersigned by the Parish Priest of the Parish attended and should enclose a copy of the child's Baptismal and First Holy Communion Certificates with their Governors' Application Form. In using the term 'practising Catholic', we normally expect the family to be known to the parish priest and attend mass at least once a month.

Non practising Catholics should enclose a copy of the child's Baptismal Certificate with their Governors' Application Form.

Places will be allocated in the following order of priority;

1. **Baptised** Catholic “Looked After” children.
2. **Baptised, practising**, Catholic children, who live in the St Paul’s catchment area.
3. **Baptised** Catholic children who attend one of our five Catholic partner schools and who have a sibling attending St Paul’s at the time of application and who is expected to still be on roll at the time of admission (September 2010).
4. **Baptised** Catholic children, who attend one of our five Catholic partner schools and who live within the St Paul’s catchment area.
5. **Baptised** Catholic children who attend a non-Catholic school in the St Paul’s catchment area, who have a sibling attending St Paul’s at the time of application and who is expected to still be on roll at the time of admission (September 2010).
6. **Baptised** Catholic children who live in and attend a non partner school in the St Paul’s catchment area.
7. **Baptised, practising** Catholic children who live outside the St Paul’s catchment area, but who have a sibling attending St Paul’s at the time of application and who is expected to still be on roll at the time of admission (September 2010).
8. “Looked After” children who are not baptised Catholics.
9. Children who are not baptised Catholics, who have a sibling attending St Paul’s at the time of application and who is expected to still be on roll at the time of admission (September 2010).
10. Children who are not baptised Catholics, who live within the St Paul’s catchment area, who are preparing to become members of the Catholic Church (Catechumens or Candidates). The Governors will require evidence from the Parish Priest that such preparation had been in progress at least six months before the closing date.
11. **Baptised practising** Catholic children who live outside the St Paul’s catchment area.
12. **Baptised** Catholic children who live outside the St Paul’s catchment area.
13. Children who do not fall into the above categories, whose parents would like their children educated within a Catholic school.

The term ‘sibling’ is as defined in the West Sussex Secondary Admissions booklet.

147 applications were received for places in September 2009. If the same criteria, as listed above, had been applied to the September 2009 intake, the full number of places would have been allocated from categories 1 to 11.

In the event that there are more applications than places available, within any category, the **direct distance of the child’s home from the College site will be the determining factor**. Places

are allocated to the nearest, then the next nearest, and so on. The direct distance is as defined in the West Sussex Secondary Admissions booklet.

All those pupils who are not offered a place or who have applied after the closing date will be placed on a waiting list with the above criteria used to determine priority.

Parents have the right to appeal if a place is not offered for their child at the College. Details of the appeals procedure are available from the school office.

CAREERS EDUCATION AND GUIDANCE (CEG)

Careers Education and Guidance plays a major role in preparing young people for the opportunities, responsibilities and experiences of life. CEG is delivered to students in partnership with VT Careers Management. The college has a structured programme of careers related activities, interviews and talks to help our students make effective use of the guidance provided and is working towards the Investor in Careers Award.

All students have access to a Careers Personal Advisor. There is a drop-in Careers Surgery at lunch time once a week. Every year all students in Years 10 and 12 take part in a week's Work Experience.

CHARGING

The Governors have decided to adopt the West Sussex Policy on Charging for College Activities. Whilst charges cannot be levied for activities not covered by the West Sussex policy, parents can be invited in writing to make voluntary contributions. There is no obligation to contribute. Parents will be informed that all pupils in any group participating in an activity that is not an optional extra for which charging is permissible, will be permitted to participate whether or not their parents make a voluntary contribution. Special consideration will be given to parents who are in receipt of income support, family credit or who are experiencing financial difficulties.

COMPLAINTS

The Governors have adopted arrangements for the consideration of complaints. Concerns expressed by parents about the school curriculum and related matters will be dealt with in informal discussion with teachers and the Headteacher in the first instance. A copy of the document is available in school.

CURRICULAR AIM

St Paul's encourages its students to live as active Christians and this is the basis of the College's philosophy and all its curricular activities. In partnership with parents and the wider Christian communities, we aim to prepare each pupil for the opportunities, responsibilities and experiences of adult life by helping them reach their full academic and personal potential, through a broad and balanced curriculum relevant to their particular needs and those of society. The Catholic ethos of the College is considered as fundamental in providing the foundation for a curriculum that meets these aims.

RELATIONSHIPS AND SEX EDUCATION

At St. Paul's, sex education is seen within the context of family life and the wider perspective of religious and moral education. The religious education, pastoral and science departments work in liaison to ensure that the biological aspects of sex education are never separate from the religious and moral perspective.

The aim of the sex education programme at St Paul's is to enable our young people to be at ease with their own sexuality and to see it as one of God's gifts, to be used in accordance with His teaching.

Learning

ABLE PUPILS

So many of our pupils are gifted in particular ways and we aim to help them develop their talents to the full.

All departments are required to identify Gifted and talented students and are expected to make provision for them. For example, all departments are expected to differentiate their curriculum for the most able and to plan activities to ensure that students are stimulated and structured in their subject area.

Able pupils are identified through consultation with staff and parents. All departments differentiate the curriculum and plan activities to ensure that able pupils are stimulated and stretched in their subject area.

The College also offers extension activities to the normal curriculum. These include master classes at the University of Sussex, weekend activities organised by West Sussex County Council, as well as a wide range of extra curricular activities provided.

PROVISION FOR SEN

St Paul's is committed to "developing the potential of each individual", including children with Special Educational Needs. Our policy is to integrate them into both our mainstream classroom activities and our extra-curricular programme, so that they experience a broad and balanced curriculum.

Pupils requiring support are usually identified when they are at Primary School but others emerge from the cognitive ability tests and literacy screening that is used to assess pupils during their first term at St Paul's.

Individual arrangements are made for pupils to reflect their special needs. Most receive support within the classroom from a Learning Support Assistant. A few individuals will be withdrawn from some lessons and provided with individual or small group teaching from a specialist teacher to help raise their standards of literacy/ numeracy/social integration.

KEY STAGE 3 CURRICULUM SUPPORT

Our long-term aim is to help all our students to achieve at least 5 grades A*-C at GCSE. To support students who traditionally have not achieved such success, we run Curriculum Support classes in Key Stage 3. The classes are for those students who achieve Level 3 or below in their Key Stage 2 SATS and focus on literacy and life skills. Students in this group do not study a modern foreign language immediately in Year 7.

CURRICULUM CONTENT

Key Stage 3 (years 7 – 9)

At St Paul's all pupils study Religious Education and those subjects that make up the National Curriculum.

Pupils are taught in mixed ability groups initially, which are based on their tutor groups. During the course of the first term, all pupils are rigorously assessed to enable them to be set in Mathematics and Science at the start of the second term.

In Year 7 most pupils begin a modern foreign language which they will continue to study for five years. The ablest students are fast tracked and take their GCSE in a language at the end of Year 9. They will then study a second language to GCSE level in Years 10 and 11.

In addition students have lessons in Personal and Social Education and Information Technology. In Key Stage 3 we have also introduced a Learn to Learn Course known as L2. This challenges students to understand the learning process as well as engaging with content. We believe this will equip them as independent learners in the modern world.

Key Stage 4 (years 10 – 11)

The curriculum in Key Stage 3 provides a sound foundation for the courses that students study in Key Stage 4. In addition students have the opportunity to study some new subjects. Most students study for 10 GCSE's.

Core Curriculum (6 GCSE's)

English Language and Literature (2 GCSE's)
Mathematics
Science (double option) (2 GCSE's)
Religious Education

In September 2010, the ablest Science students will study three separate sciences in line with changes to the National Curriculum.

Options (4 GCSE's)

Modern Language (French, German or Spanish)
Geography or History
Technology or Art or Music
Plus one other; including Media Studies, Drama or P.E.

Students can also choose vocational based courses in Business Studies, ICT and Sport as an alternative to two of the more traditional GCSE's.

In addition, students follow non-GCSE courses in PE (including an optional Sports Leader Level 1 course), PSE and ICT. More than 90% of our students continue in full time education after the age of 16.

Key Stage 5 – The Sixth Form

The majority of our students continue into our Sixth Form where they are joined by students from other local 11 – 16 schools. During Year 11, students are given guidance and information about the courses we offer which include a wide range of 'AS' Levels, 'A' levels and vocational courses.

A detailed Sixth Form prospectus is available but the key features of our Sixth Form are:

- An academic emphasis, with the vast majority of students taking 'A' Levels.
- Excellent results – in 2009, a 98% pass rate, with 46% of all grades at A and B.
- Small classes – average is about 12.
- Regular monitoring and reporting to parents.
- Opportunities for service and leadership.
- Preparation for Higher Education.
- All courses available on-line, with students accessing them through their laptop.

INDEPENDENT LEARNING TASKS

Independent learning is seen as an important part of the learning process, and so all pupils are expected to develop the ability to extend and organise their own work, to search for information and to solve problems. The amount of time we expect to be devoted to independent learning increases from an hour each night in Year 7 up to 3 hours a night for GCSE students. Independent learning forms a vital part of the study necessary to ensure the successful completion of a GCSE course.

Children should be given every encouragement to complete their independent learning tasks in a place where they are not disturbed. If there are occasions when this proves difficult pupils are able to use the College's Learning Resource Centre.

Every pupil is given an independent learning planner in which they record the ILT's set each day. We ask parents to look at the planners at least weekly and to use them as a means of communicating with the teaching staff. However, increasingly, we expect all independent learning to be available on line for students to access at home.

Pastoral Care

St Paul's enjoys a deserved reputation for providing an extremely high level of Pastoral Care for all students, which is rooted in the belief that each person is created in the image of God. We aim to create a kind, caring, Christian environment, within which everyone can feel valued and responsible, thus enabling them to develop self-confidence and independence.

TUTOR GROUPS

The College population is divided into year groups, each of which has a Year Head who has overall responsibility for the all round development of pupils within the age group. Each year group is divided into form tutor groups, which in turn are the houses, named Corinth, Damascus, Lystra and Valetta, these being four places that St Paul visited.

Form tutors have daily contact with members of their tutor group, and together with the Head of Year, monitor progress and achievement, and offer praise, advice and encouragement.

CONTACT WITH PARENTS

Close and regular contact between college and home is essential. Parents are always welcome to come into the college to discuss matters of concern or simply to enquire about academic progress. Normally the first point of contact is with the Form Tutor or the Year Head, with an appointment being made in advance. Many parents make use of email these days to communicate with teachers. All of our staff email addresses are on our website.

REWARDS

We have clear expectations about pupil work levels and behaviour, and these are communicated to the students. Students at St Paul's are rewarded for their attainment, community service and effort throughout the school.

In years 7 and 8 ACE points are awarded, which are recorded by teachers in pupils' planners. Bronze, silver and gold certificates are awarded to students who collect 25, 50 and 100 ACE points respectively. At the end of each term pupils with the most ACE points in a form group receive a special prize.

In years 9, 10 and 11 students are awarded positive behaviour forms and letters are sent home to reinforce positive behaviour and effort.

At the end of each half term all college staff are able to nominate students who have made extra contributions to the college through curriculum, community or sporting endeavour and the most deserving are selected to attend 'Celebration Breakfast' with the Headteacher and the College Leadership Team.

This positive reinforcement ensures that our ethos is clear to all with hard work and good behaviour being seen to be the norm.

DISCIPLINE

St Paul's is a place of reconciliation where care of and consideration for ones fellow students should be manifest at all times. Our policy aims to develop self-discipline and a proper respect for authority among our students. On occasions, despite the school's considerable support and guidance a progressive programme of sanctions will be applied, including additional work, community tasks or detentions. Formal detentions are recorded and a day's written notice is always given to parents. When there are causes for concern, parents are informed and their views and help are sought. In very rare cases a student may have to be permanently excluded.

COLLEGE RULES/CODE OF CONDUCT

These exist to help pupils' personal development and self-discipline and to ensure the smooth running of the College and the safety of those who attend. They are designed to encourage courteous and considerate behaviour, which help to make the College a very pleasant and calm environment.

BULLYING

St Paul's aims to recognise and maintain each pupil's right to thrive in a bully-free environment, a right to be happy and valued at College. Any behaviour, which constitutes bullying, is in direct conflict with our Mission Statement and is therefore unacceptable at St Paul's.

Our ethos emphasises caring for the individual and building relationships, and these factors, together with the fact that we are a small school, means that bullying incidents are rare, and are dealt with swiftly.

INDUCTION PROGRAMME

We have a very effective induction programme, which ensures that new pupils feel comfortable with the idea of joining St Paul's.

This programme includes:

- **Liaison Meetings** and contact with primary schools over curriculum issues.
- **Visits to the Primary Schools** we endeavour to visit all the schools that send us pupils – to meet the child and their class teacher.
- **Day Visit** – in the summer term, all new pupils spend a day at St Paul's.
- **Intake Parents' Evening** – the new pupils meet their Form Tutor and all the members of their new class at the Intake Evening.

Other Information

ABSENCE

We have a high level of attendance which leads to every student achieving their potential. We do not authorise term time absence unless there are exceptional circumstances authorised by the Headteacher. This enables us to value the precious time in school for learning.

COLLEGE DAY

08.30	Assembly/Tutor time
08.50	Period 1
09.45	Period 2
10.40	Years 9, 10 and 11 have a break Years 7 and 8 start Period 3
11.00	Years 9, 10 and 11 start Period 3 Years 7 and 8 have a break
11.20	Years 9, 10 and 11 resume Period 3
11.55	Period 4
12.50	Lunch for all
13.25	Period 5
14.15	Period 6
15.05	End of the day

Each Wednesday, enrichment activities take place from 13.25 to 15.05. All students therefore, spend 25 hours a week in lessons, which is above the minimum time specified by the Government.

GOVERNORS

NAME AND CATEGORY

TERMINATION OF OFFICE

Foundation Governors (10)

Mr L McIlvenny	August 2013
Mrs A Pithie	August 2013
Mrs S Lawrence	August 2013
Fr R McGrath	August 2013
Mr D Thompson	August 2013
Fr M Jakubus	August 2013
Mr R Logue	August 2013
To be commissioned by diocese	September 2009
To be commissioned by diocese	September 2009
To be commissioned by diocese	September 2009

L.E.A Representatives (2)

Mr R Goddard	August 2010
Mr P Henry	October 2013

Parent Governor (3)

Mr M Martindale	August 2009
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To be elected September 2009
To be elected September 2009

Acting Headteacher

Mr. R Carter

Open

Teacher Governors (2)

Mrs H Morfitt

Mrs A Teagle

Non Teacher Governor (1)

Mrs W Sayers

LUNCH ARRANGEMENTS

We have a cashless system for school meals; parents pay an amount to the College in advance and a limit is set on each student's card for their daily spend. A student may purchase food from our school cafeteria throughout the day. Students in the main school up to and including Year 11 are expected to remain on site at lunchtime.

MOBILE PHONES

Mobile phones are allowed in College. They must be turned off on entering the premises and not used until the end of the College day. We cannot take any responsibility for loss or theft of these items.

REPORTING ON STUDENT PROGRESS

Two reports are sent home each year including a full detailed profile. Parents are invited to a consultation evening to meet subject teachers following the receipt of their child's profile. Online reporting will be introduced during this academic year.

PARENTS AS LEARNERS

A new initiative was introduced in September 2007 to try to involve parents more in the life of St Paul's. Monthly forums for parents are held on a Wednesday at 2 p.m. and 7 p.m. and provide parents with the opportunity of raising issues with a member of the Leadership Team, as well as learning more about education in the 21st century.

TERMS AND HOLIDAY DATES FOR 2009/2010

Autumn Term 2009

Friday 4th September 2009 – Friday 18th December 2009
Half Term 26th – 30th October 2009

Spring Term 2010

Monday 4th January 2010 – Thursday 1st April 2010
Half Term 15th – 19th February 2010

Summer Term 2009

Monday 19th April 2010 – Thursday 22nd July 2010
Half Term 31st – 4th June 2010

On three days within the term dates, plus Wednesday, 2nd and Thursday 3rd September, schools will be closed for students, when teachers are required to undertake professional development or other approved activities.

TRANSPORT

A transport network is in place to bring students to the site:-

Burgess Hill

Walk or cycle or use the town's bus services.

Haywards Heath

A contracted double-decker bus makes a double journey from Haywards Heath to the College, organised by West Sussex County Council.

Uckfield

Two contract buses, organized by East Sussex County Council.

Lewes/Seaford

A contract bus, organized by East Sussex County Council.

Henfield

Public bus service.

Ardingly, Bolney, Cuckfield, Cowfold, Hurstpierpoint

Minibuses organized by the College;
parents are asked to make a contribution to the costs.

Children who live in other villages or outside our catchment area have to make their own travel arrangements, or link in with the services provided. Applications for places on contract buses organized by West and East Sussex County Councils should be made to:-

For West Sussex students: Transport Co-ordination Group
West Sussex County Council
The Grange
Tower Street
Chichester
West Sussex

PO19 IRH

Tel: 01243 753532

For East Sussex students:

Admission & Transport Team
Children and Young People's Services Department
P O Box 4
County Hall
St Anne's Crescent
Lewes
East Sussex
BN7 1SG

Tel: 01273 481000

In the case of September Intake, application for travel is made by the Primary School to the local authorities. Minibuses are organised by the College.

UNIFORM

We place great emphasis at St Paul's on the appearance of our students. Consequently, our uniform, which is compulsory for the first five years, is strictly adhered to.

KEY STAGE 3 UNIFORM

	BOYS	GIRLS
SHOES	Black or dark brown.	Black or dark brown.
	No trainers, platforms, sling backs, sandals, boots. Heels should be below 5cm.	
TROUSERS	Black tailored formal	Black tailored trousers with straight cut leg.
	These should not be flared or have baggy parallel legs or be hipsters or jean style with top stitch seams. They should not be close fitting or have any splits at the ankle. They should not have any fashion details (chains, buckles or fancy belts).	
SKIRT	Plain black 'A' line or straight knee-length skirt. Must be within <u>10 cm</u> of knee. No obvious splits or pleats. No fashion details (chains, buckles, or fancy belts).	
SOCKS	Black or dark socks	Black or neutral tights, or dark or black socks
SHIRT	Plain white school shirt	Plain white school shirt
	Short sleeve plain white shirts can be worn in the summer term. Shirts should not be fitted or baggy. No T-shirts to be worn under shirts.	
*TIE	New College tie (waist length)	New College tie (waist length)
*JUMPER	V Neck Crested Pullover (College Purple)	V Neck Crested Pullover (College Purple)
	Should not be worn tied around the waist.	
COAT	Dark coloured coat	Dark coloured coat
	No leather (real or simulated) or denim jackets. No drug related logos on coats. No sweatshirts or 'hoodies' to be worn as coats.	
HAIR	Students must not have extreme haircuts. Hair should be no shorter than a No. 2. Hair should be appropriate and smart, i.e. no unnatural colours, no excessive 'roots' showing, no dreadlocks or hair attachment extensions. Hair bands and ties should be plain and dark coloured.	
JEWELLERY	No jewellery to be worn apart from one plain stud in each ear and a thin necklace to be worn under the shirt	
MAKE-UP	No make up to be worn	
TECHNOLOGY APRON	Will be needed for all Technology lessons.	

Items marked with a * must be purchased from the Uniform Suppliers A.H. Broadbridge & Son, 2-6 Sussex Road, Haywards Heath, 01444 413466/413455. St. Paul's Parent's Association (SPA) will look at offering 2nd hand uniform.

KEY STAGE 4 UNIFORM

As above except:

Boys:

- Purple/Yellow shirt
- Tie can be own choice
- *V Neck Crested Pullover (College Black)

Girls:

- *Purple/Yellow flat collared shirt
- *V Neck Crested Pullover (College Black)

Items marked with a * must be purchased from the Uniform Suppliers A.H. Broadbridge & Son, 2-6 Sussex Road, Haywards Heath, 01444 413466/413455.

SPORTS CLOTHING (ALL YEARS)

It is also important to have the correct clothing and kit for sports.

NO jewellery may be worn for P.E. Newly pierced earrings **only** may be covered with tape.

PE kit is sold at the school and is compulsory for both boys and girls:

Indoor Kit

White t-shirt
Black shorts
Trainers

Outdoor Kit

Rugby shirt
Black Shorts
Black football socks
Football boots

VALUABLES

It is not appropriate to bring in any items of value. This includes personal stereo, computer games or electrical equipment.

Although the changing rooms are usually locked, we cannot guarantee this. Therefore, **no** valuables should be left in the changing rooms. Valuables should be handed in to a member of staff or, in the case of laptops, put in the laptop safe.

STAFF LIST

Teaching Staff

Surname	First Name	Code	Position
Adams	Simon	SAS	History , Advanced Subject Teacher, Learning Team
Babey	Catherine	CBY	Modern Foreign Languages Acting Subject Leader
Baglole	Laura	LBE	English
Baldwin	Ciara	CBN	RE, Acting Assistant Subject Leader, Learning Team
Ball	Darren	DBL	PE Subject Leader
Barber	Ollie	OBR	RE Subject Leader, Learning Team
Birkhead	Laura	LBD	P.E.
Boole	Christopher	CBE	P.E.
Burke	Matthew	MBE	Music
Carr	Lindsay	LCR	Head of Year 9
Carter	Rob	RCR	Acting Headteacher
Chedgy	Emma	ECY	Geography Subject Leader, Student Voice, G&T
Clarke	Peter	PCE	Science Subject Leader
Clayton	John	JCN	Drama Subject Leader
Collier	Simeran	SCR	Science
Cotterill	Liz	ECL	Senior Assistant Headteacher, Director of Human Resources, History, Economics
Cullen	Stacey	SCN	English, Assistant Subject Leader
Daniell	Phillip	PDL	Maths
Dawe	Jessica	JDE	Psychology
Dawes	Sarah	SDE	Assistant Director of Student Achievement(11-16), Head of Years 7 and 8
Duffield	Matt	MDD	Senior Assistant Headteacher, Director of KS5 Achievement PE
Figueira Carrillo	Vanessa	VFC	English
Fragley	Laura	LFY	Director of Specialism
Franke	Claire	CFE	Assistant Director of Achievement KS4, House System
Friis	Debbie	DFS	Maths Subject Leader
Gainey	Martin	MGY	PE, Assistant Subject Leader
Hammond	Alexandra	AHD	Science
Homer	Suzanne	SHR	Acting Assistant Head, Languages
Knight	Stella	SKT	Music Subject Leader, Student Voice
Kremer	Deborah	DKR	Languages
Leggo	Elizabeth	ELO	Science (GTP)
Lowe	Andy	ALE	Assistant Headteacher , Director of Learning, Geography, Learning Team
Martin	Phil	PMN	Science, Advanced Skills Teacher, Learning Team
MacNeill	Sandy	SML	Science. Acting Assistant Subject Leader
McGregor	Thalia	TMR	Art Subject Leader, Learning Team
McNabb	Kerry	KMB	English, Drama, Eco Schools
Morfitt	Hilary	HMT	Assistant Head Director of KS3 & 4 Achievement, Languages
Newland	Jason	JND	Maths Assistant Subject Leader
O'Shea	Mike	MOS	Design Technology
Panton	Graham	GPN	Media and Film Studies, Subject Leader
Patterson	Nick	NPN	History and Politics Subject Leader, Student Leadership
Perera	Keith	KPA	Media and Film Studies Advanced Skills Teacher, Learning Team
Pound	Sue	SPD	Design Technology Subject Leader
Pryde	Kevin	KPE	Mathematics
Rooney	Claire	CRY	RE, Acting Subject Leader Citizenship

Salle	Fred	FSE	ICT
Savage	Claire	CSE	Acting Assistant Head, English Subject Leader, RAPP
Smith, Dr	Georgina	GHK	Assistant Subject Leader Science
Stribbling	Amy	ASG	PE, Healthy Schools Coordinator
Teagle	Alison	AET	Head of Sixth Form, Subject Leader Sociology, Psychology
Tickner	Michelle (Dr)	MTR	Science
Turner	Katie	KTR	English, Assistant Subject Leader
Wallace	Andrew	AWE	Modern Foreign Languages
Williams	Michelle	MWS	Business Studies & ICT
Wingate	Sarah	SWE	Drama

Part Time Teaching Staff

Archer	Gary	GAR	Physics
Boella	Lucinda	LBA	Science
Davies	Josie	JDS	Special Educational Needs
Etheridge	Vicky	VEE	Geography, CPSD Coordinator
Hawkes	Adeline	AHS	RE Assistant Subject Leader
Hickman	Marianne	MHN	Specialist Teacher (SEN)
Hodgkins	Pat	PHS	Maths
Howells	Claire	CHS	Languages, Acting Assistant Subject Leader
O'Shea	Anita	AOS	Art
Pinkus	Ian	IPS	Sociology, Psychology, Economics
Rowles	Gabrielle	GRS	History Subject Leader
Sherwood	Sylvie	SSD	Languages
Smith	Jo	JSH	Learning Support Manager
Smith	Sally	SSH	Art
Stedman	Jo	JSN	Advanced Skills Teacher Maths, Learning Team
Tucker	Lucy	LTR	Design Technology
Wickes	Josie	JVS	Art
Wilkinson	Eleanor	EWN	Mathematics, Work Related Learning Co-ordinator, Learning Team

Support Staff

Barbary	Gary	Premises Officer
Carr	Jackie	Deputy Office Manager
Carr	Lindsay	Head of Year /Cover Supervisor
Chasteauneuf	Liz	School Nurse
Clark	Angela	Lay Chaplain
Cooksley	Nicky	Evening Receptionist / Clerical Assistant
Couzens	Charlotte	Art & Photography Technician
Davis	Jackie	Reprographics Manager
Everard	Lorraine	Partnership Development Manager
Franks	John	Assistant Sports partnership Manager
Foley	Diane	Finance Officer
Fuller	Anna	Receptionist
Galbraith	Trina	Head of Year II / Cover Supervisor
Gentry	Lucy	SIMS Data Assistant
Hallissey	Beth	Design Technician
Hallissey	Kim	Headteacher's P.A.
Hardy	Charlotte	P.E. Technician
Jackson	Dave	Premises Manager
Jay	Paula	Finance Assistant
Kenrick	Kate	Study Supervisor
Kerry	Dan	IT Technician
Lobb	Helen	Cover Supervisor
Martyr	Cheryl	Science Technician

Mitchell	Jo	Librarian
Perry	Laurie	Business Manager
Riley	Adam	Premises Officer
Rush	Fiona	School ports Partnership Administrator
Rutherford	Jim	Premises Assistant
Sayers	Wendy	Office Manager
Shaw	Jacqui	Finance Officer
Smith	Dan	Web Development Manager
Smithers	Tina	Examinations officer, Cover
Staples	Matthew	ICT Systems Manager
Still	Katherine	Admin Assistant
Venditto	Ashley	Finance Manager
Walker	Louise	SIMS Data Manager
Willcox	Corinne	Admin Assistant
Wills	Andrew	ICT Technician (AWS)
Young	David	Head of Year 10 / Cover Supervisor

Learning Support Staff

Aston	Karen	
Brann	Caroline	Sixth Form Learning Support Assistant
Davies	Judith	
Davies	Josie	HLTA
Gould	Mike	
Hart	Hazel	
Hulbert	Janet	
Hully	Amy	
Kingsnorth	Debbie	
Rabbetts	Keely	
Rowe	Christian	Senior Learning Support Assistant

Kitchen Staff

Halvatzis	Caroline	Catering Manager
Nisbet	Jenny	Cook
Pearson	Lisa	
Peteuil	Myron	
Ransome	Hayley	
Squibbs	Mike	
Still	Sharon	

Cleaning Staff

Alinea	Armelo	
Archer	Beleinda	
Dancy	Maxine	
Davies	Sheila	
Foreman	Jo	
Man	Choi	
Newnham	Eleanor	
Paine	Alison	Cleaning Supervisor
Peet	Nicola	
Peteuill	Myron	
Schooling	Timothy	
Tulley	Andrea	
Wheale	Liz	

Minibus Drivers

Costello	Mike
Redford	Malcolm
Smyth	Stephen

Invigilators

Beaumont	Sarah
Davis	Gina
Funnell	Julie
Hamilton	Melanie
Quelch	Alison
Taylor	Paul

Disclaimer

The particulars contained in this prospectus were correct in relation to the year 2009/2010 as of 8th September 2009. It must not, however, be assumed that there will be no changes made before the start of or during the said year or in relation to subsequent school years.