

St Thomas More Catholic Comprehensive

Maths & Computing Specialist School

Footscray Road, Eltham, London SE9 2SU
Tel: (020) 8850 6700/Fax: (020) 8294 1855/email: enquiries@stmcomprehensive.org, www.stmcomprehensive.org

PARTNERED WITH
ST THOMAS MORE CATHOLIC PRIMARY SCHOOL



Vibrant in Faith & Learning



INFORMATION FOR PARENTS/CARERS Admission in Academic Year 2017/18



Christ Commands Us "Love one another as I have loved you"

At St Thomas More, we endeavour:

to live this command in all aspects of school life

in partnership with the home and parish, to develop a Christian community in which the Gospel values of love, reconciliation, justice and equality are fostered

to encourage each individual to grow and develop through the love and teachings of Christ into responsible citizens able to make a positive contribution in society

to support every member of the community in coming to an understanding of their uniqueness in God's eyes. This will affirm the dignity of all members of the community and enhance each individual's sense of self-worth

to foster an active faith community where prayer and liturgy support the individual and the community by:

- promoting the development of the whole person
- providing a stimulating, challenging and ordered learning environment
- providing high quality teaching and learning for all students which prepares them for the demands of adult life
- recognising the worth of each individual as being created in God's likeness
- appreciating God's unconditional love for each individual
- providing opportunities for prayer and liturgy
- endeavouring to develop, value and sustain good relationships between all members of the school community and beyond

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“Vibrant in Faith & Learning”



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28 September 2016

GOVERNORS' PRESENTATION ON ADMISSIONS FOR SEPTEMBER 2017

Admissions to this school are the responsibility of the full governing body, not the Executive Principal, which is why I am speaking to you on this matter.

At St Thomas More School, which is popular and oversubscribed, admissions are done with great care and with procedures which I hope will be clear to parents and carers. The papers which relate to this are all in your folder.

We plan to admit 124 students next September. We still expect that once again there will be many more applications than this and the governors will have to reduce this number to 124 using the admissions criteria which are set out in our admission policy. **As a Catholic school under the Trusteeship of the Archdiocese of Southwark as always first priority will be given to those applications where the student and at least one Catholic parent/carer are Baptised fully practising Catholics going to Mass every Saturday/Sunday and have done so since the child started primary school.**

If there are still over 124 eligible applicants, meeting the full Catholic practice criterion, we use sub-criteria (a), (b) and (c) defined in the admissions policy. These are:

- (a) the presence of **sibling(s)** (brother or sister) in the school at the time of application. I should stress that a large proportion of places will be taken by siblings – in a typical year up to half of all the places are allocated to siblings.
- (b) Serious medical grounds supported **by a consultant's letter at the time of application**, considered at the discretion of the Governing Body.
- (c) proximity to the school, measured by the shortest distance (ie straight line) from the front door of the child's home to the front door of the main school building. Greenwich local authority provides the distances using a geographical information system (GIS).

I have to tell you that in our experience we have always been over-subscribed with applications satisfying the full Catholic practice criterion (Criterion 2 in the Admission Policy).

You apply using two forms. The first of these is the **Common Application Form** which is being used across London. This is not in your pack. In most cases I know that primary school heads will have explained the system to you. You can apply online or if you would prefer to complete a paper form, a copy can be obtained from the Admissions Section of your borough of residence.

The Common Application Form has to be completed by you and returned to the Admissions Section of **your borough of residence** to arrive no later than **31 October**. **It is strongly recommended that you submit your application by Thursday 20 October 2016, before the half-term holiday.** As you will be aware, you may put down up to six school choices (including St Thomas More if you decide to apply for this school). Can I emphasise that you must send the Common Application Form to the borough in which you live. In other words, if you live in Bexley, you send the form to Bexley Council, if you live in Lewisham, to Lewisham Council and so on. Whatever you do, **please do not send the Common Application Form to this or any other secondary school.**

The second form which you **do** send to our school if St Thomas More School is one of your choices is the pink **Supplementary Information Form** which is in your pack. This form allows the Governors to assess the Catholicity criterion which you will be aware is crucial to your application to this school. Your parish priest may have invited you to meet with him, with your completed form prior to this form being sent to the school. Whether or not you have such a meeting, you need to complete all the pages of the form and send the whole form **direct to the**

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school (not to the council) in the enclosed envelope, to arrive by **31 October** ie same deadline as the Common Application Form. We also encourage you to submit the Supplementary Form to us by **Thursday 20 October 2016**, before the half-term holiday. To repeat: **please do not send the Supplementary Information Form to the council – send it to the school.**

Once the school receives your Supplementary Information Form, if your priest's supporting statement has not already been received by the school, the admissions officer at the school will post the whole form to the priest or priests you nominate to support your application. The priest will return the form to the school, having completed his section. You will have the right, should you so wish, to view the completed priest's form at the school in due course.

Please note that if you attend Mass at more than one church or have recently moved into the parish, you must provide a further reference from the priest where you have also attended, together with a brief explanation for the additional reference. If you wish to tell us of any special circumstances affecting your Mass attendance, you must tell us on this form. It is essential that governors have this information before admission decisions are made.

To sum up: **you are asked to complete the Common Application Form AND SEND IT TO THE COUNCIL to meet the 31 October deadline. You send the pink Supplementary Form DIRECTLY TO THE SCHOOL in the enclosed envelope to also meet the 31 October deadline.**

In December, the governors of St Thomas More School will be advised by the council of all those applications (from across the boroughs) naming St Thomas More as one of their choices. They will then apply the admissions policy in priority order as described earlier and notify the council of their decisions regarding the order in which places are to be allocated.

We are always asked how near to the school you have to live to be sure of getting in. This is an impossible question to answer because it varies from year to year! It depends completely on the number of children who apply in a given year, and also the number of those who have siblings at the school. All I can say is the usual variation is from 1.5 miles upwards. There is a map in the reception area showing distances from the school in concentric circles. Last year, for example, it was 1.74 miles (2.8 kilometres,) but **there is no guarantee that the distance will be the same this year** as we have no control over who applies and where they live. It is for this reason that **we urge all parents to nominate other schools on the application form.** Because you are allowed up to six choices, it is not essential that these all be Catholic schools.

The task, which the governors who decide the admissions have, is a difficult one. All I can promise you is that we do it with immense care and with scrupulous fairness. Once the governors have made their decision, there is no way that any governor or any member of staff can change this. Any alteration to the decision of the governors can only be made by an independent appeals panel, which we would expect to sit early in the summer term.

Your Education Authority will notify parents/carers of offers by first class post on **1 March 2017**. Online applicants can see the outcome before receiving their letter through the post.

I wish you well in your application and I do hope you enjoy the rest of your visit to us.

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ACADEMIC YEAR COMMENCING SEPTEMBER 2017 ADMISSION POLICY

Admissions to the school are made by the Governing Body. Governors will consider all applications received.

Only one application per child is permitted in an academic year.

The planned number of admissions for September 2017 is 124.

Parents/carers must make application for admission to Year 7 by completing the Common Application Form provided by the Local Authority (LA) in which the applicant lives and be returned to the LA by the closing date set nationally. Applications for places in other year groups can be made at any time.

Parents/carers should complete a Supplementary Information Form (SIF) which should be returned to the school by the national closing date. The SIF will establish Catholic practice and commitment for those children who would be ranked using criteria 2 - 4. It will seek a priest's reference regarding this practice and commitment. Whilst completion of this form is not mandatory, if one is not received governors will prioritise the application as "Criterion 5 or 6" (see below).

Places will be offered in accordance with the following order of priorities. In the context of school admissions, Catholic children are defined as children who are baptised or received into the Catholic Church, children baptised or received into the Eastern Churches in union with Rome and children of members of the Ordinariate.

Criterion 1

Baptised Catholic looked after children and previously looked after children who have been adopted or become subject to a residence or special guardianship order, immediately following having been looked after, by Catholic families.

Criterion 2

Baptised fully practising Catholic children of families where at least one Catholic parent/carer is a baptised fully practising member of the Catholic Church where both child and parent/carer have attended Saturday evening/Sunday Mass every week except for a valid reason eg illness, since the child started primary school; also baptised fully practising Catholic children of deceased Catholic parent(s) in the care of (a) non-Catholic carer(s) where the child has attended Saturday evening/Sunday Mass every week except for a valid reason eg illness, since the child started primary school. This must be supported by a statement from a priest(s) at the church(es) where the family has attended Mass based on the knowledge of the priest(s) at the time of application.

Criterion 3

Baptised Catholic children of families, where at least one baptised Catholic parent/carer and child applying have attended Mass regularly, at least monthly but less than weekly, since the child started primary school; also baptised practising Catholic children of deceased Catholic parent(s) in the care of a non-Catholic carer, where the child has attended Mass regularly, at least monthly but less than weekly since the child started primary school. This must be supported by a statement from a priest(s) at the church(es) where the family has attended Mass based on the knowledge of the priest(s) at the time of application.

Criterion 4

All other baptised Catholic children.

ADMISSIONS POLICY

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Criterion 5

Other looked after children and previously looked after children who have been adopted or become subject to a residence or special guardianship order, immediately following having been looked after.

Criterion 6

All other applicants.

Sub-Criteria

Within those fulfilling criteria 2-4 and 6, the following sub-criteria will be used to determine the rank order of applicants:

- (a) The presence of sibling(s) who will be attending the school at the time of the child's application. "Sibling" here means a full/half/step brother or sister.
- (b) Serious medical grounds supported by a consultant's letter at the time of application, considered at the discretion of the Governing Body. This supporting evidence should set out the particular reasons why this school is the most suitable and the difficulties that would be caused if the child had to attend another school. The governing body will seek advice from medical or teaching professionals where appropriate.
- (c) Proximity to the school. The Royal Greenwich LA GIS computerised mapping system measured as a straight line from the centre of the home address to the centre of the school. Where the last remaining place is to be allocated and two or more children are deemed to live at the same distance from the school, the place will be decided by the drawing of lots.

Offers

Offers of places will be sent to parents/carers by the LA on the common offer date set down in legislation (*1 March or first working day thereafter*). Evidence of home address will be required to secure places offered (please see LA guidance on this).

Appeal Procedure

Parents/carers who apply and are not offered a place for their child have a right to appeal to an independent panel in accordance with the School Standards and Framework Act 1998. Parents/carers will be advised of their right to appeal and then informed that they can download an appeal form from the school website (www.stmcomprehensive.org). The completed form should be emailed to the Clerk to the School Admission Appeals Panel at clerk@educationappeals.com or posted to the Clerk to the School Admission Appeals Panel, PO Box 367, Cuffley, Hertfordshire EN6 4XZ, within 20 school days of notification that their application was unsuccessful. A copy of the appeal form can be obtained from the school upon request.

In the interests of fairness the Governors and staff of the school are not permitted to discuss any admission at this stage.

Waiting List

Unsuccessful applicants will automatically be placed on the waiting list. Should a vacancy occur, the Governing Body will apply the above Admissions Criteria to determine who should be offered a place. Names will remain on the waiting list until the end of the academic year 2017/18.

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Parents/carers wishing to remain on the waiting list must put this in writing at the start of each subsequent academic year (addressed to The Clerk to the Governing Body c/o the school) when they will be considered alongside all those on the waiting list should a vacancy arise.

Pupils with a Statement of Special Educational Needs or Education, Health and Care (EHC) Plan

The admissions of pupils with a Statement of Special Educational Needs or with an EHC Plan are dealt with by a completely separate procedure. The procedure is integral to the making and maintaining of statements and EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEND code of practice.

In Year Admissions

The above Admissions Criteria will apply to determine the prioritisation of such applications as does the right of appeal.

Fair Access Protocol

The school participates in the local authority's Fair Access Protocol to allocate places to vulnerable and other children in accordance with the School Admission Code 2012. Admitting pupils under the protocol may require the school to admit above the planned admission number for the relevant year group.



THE CATHOLIC FAITH

The Chapel was built by funding from parents and friends of the school in 1997. The site was chosen carefully to symbolise the central importance of Catholic worship in the life of the school. Each form uses the chapel to celebrate its own Mass during the year. Midday Prayer and Meditation also take place at lunch-time and the Rosary is said in October and May.

The Chaplain is Mrs Roseleen Taylor who is also an RE teacher. Her role is to support the whole school community of staff, students and families in school and to be available to liaise with Christchurch parish. As the Chaplain, her role is to encourage all in the school community to understand and deepen their faith and to attempt to live out their lives as Christians in the Catholic faith.

Mrs Taylor organises the spiritual programme of retreats, making provision for the Sacrament of Reconciliation and Benediction. Furthermore, she organises the celebration of all the major feasts and liturgical seasons (Advent, Christmas and Lent). Mass is always celebrated during our residential retreats and provision is also made for students and staff to attend mass on any residential trip which occurs during a weekend.

One of her major roles is to be a presence in the school and to encourage students and staff to know that the Church is here to care for all "God's People" and to be appreciative/understanding of those times when the practice of our faith is difficult because of the pressures in society and the trauma that life can so easily bring.

The Chaplaincy in the school is here to assist the school community to grow and to work in partnership with all aspects of their life; the mundane or the spectacular through the provision of daily prayer, form Masses and the opportunity to seek and find God in the routine of school and academic life.

The school has a vibrant Chaplaincy Team which involve the staff and a student team who work with Mrs Taylor and are encouraged to bring forward ideas and suggestions to make the Liturgy and spiritual life of the school more vibrant and meaningful.





Dear Prospective Parents/Carers

Main findings

St Thomas More Catholic Comprehensive School was judged Outstanding in every category in its inspection by Ofsted in May 2014.

The achievement of pupils is outstanding

- The percentage of students attaining five good GCSE passes at grades A* to C, including English and mathematics, has been over 80% for the last four years. Standards are well above average in all years.
- In all subjects, students are given targets, based on their starting points in Year 7, which challenge them to achieve in the top 10% of their predicted levels or grades.
- In GCSE English, mathematics, science, drama, geography and religious studies, the percentage of A*/A grades has been significantly above average for the last two years.
- The percentage of students making far more progress than is seen nationally is very high.

The quality of teaching is outstanding

- Teaching is consistently effective in all years and in all subjects. It is complemented by students' enthusiasm and hard work. Starting in Year 7, the school sets students really high targets and they all strive to meet them.
- A key factor contributing to students' outstanding progress is that they always know how well they are doing and how they could do better.
- Students complete assessment tasks regularly. Teachers mark these accurately and thoroughly with crisp guidance about how answers could be improved.

The behaviour and safety of pupils are outstanding

- The behaviour of students is outstanding. Feeling privileged to attend the school, they quickly absorb its very high standards of behaviour and work.
- Students' outstanding personal development is nurtured in many ways: in assemblies and form time and in personal, social and health education sessions.
- Students relish taking on positions of responsibility and helping others.

The leadership and management are outstanding

- When students arrive in Year 7, they quickly assimilate the school's values. This happens because all staff treat them respectfully, teach them well and have their best interests at heart.
- All staff accept that they are accountable for their performance.

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Section 48

Overall effectiveness of the school in providing Catholic Education

St Thomas More continues to be a very good school with many outstanding features. Committed Catholic leadership is outstanding in ensuring the distinctiveness of the school in its philosophy and practice.

Outcomes for pupils

The inclusion of all is a central goal and a shared vision at the school; hence pupils are proud of their backgrounds. Within the school, systems are well established which illustrate that every individual is respected and valued; hence all gifts are recognised and celebrated.

Attainment and Achievement in Religious Education are very good. Standards pupils attain at KS4 are high and above national average.

Pupils' response to collective worship is outstanding.

Leaders and Managers

The leadership of the Catholic life of the school is outstanding in many respects. The Executive Headteacher and governors are totally committed to the Church's mission in education, and ensure that spiritual development is a priority.

Provision

The quality of teaching and learning in Religious Education is good with some outstanding practice.

The Religious Education Curriculum is broad and balanced. It is appropriate, accessible, supports pupils' personal, spiritual, moral, social and cultural development and usefully informs their faith journey.

Collective worship is outstanding, and makes an excellent contribution to the spiritual and cultural development of pupils. Collective worship is central to the life of the school and a key part of all celebration.

The full reports can be downloaded from our website www.stmcomprehensive.org



THE INDIVIDUAL IN THE COMMUNITY

St Thomas More is a Catholic School, a Catholic community sharing one faith and working and praying together. We aim to care for the individual in a pleasant and secure atmosphere which will allow development to the full of whatever talents the student possesses.

ACADEMIC EXCELLENCE

We aim to provide a challenging and rewarding learning experience that will encourage and motivate students to high levels of attainment and the pursuit of academic excellence.

TRAINING OF CHARACTER

Spiritual, social and emotional growth is nurtured, helping the students to become responsible adults, able to take their place usefully in the community, with an awareness of their own value and with a respect for the value and dignity of all other people. Great importance is attached to the training of character and the development of personal responsibility and self-discipline.

COMMITMENT TO THE FAITH

Above all, we hope that our young people will leave us with an understanding of, and commitment to, their Faith, together with a sense of their own mission as world citizens.

EDUCATION FOR LIFE

In preparing the Curriculum we are conscious of the changing demands made on the education system by society, of the changing needs of the students we teach and of the current changes taking place within education itself. We aim to accommodate all these; but whether attempting to improve levels of achievement, increase learning and study skills, or encourage personal and social development, we try to provide a stimulating and rewarding learning experience that will give students a genuine desire to "find out", encourage a life-long commitment to learning and allow each student to reach his/her potential.



A BALANCED CURRICULUM

In Years 7-9 all students follow a broad based, common curriculum which meets the requirements of the National Curriculum in the following subjects:

Religious Education	English	Art
Geography	French	Drama
History	Spanish	Music
Physical Education	Mathematics	Design Technology
Science	Food Technology	Computing and IT

Personal, Social & Health Education (PSHE), Citizenship, Careers Education

INSTRUMENTAL AND OTHER MUSIC TUITION

Woodwind (clarinet, saxophone, flute)
Guitar – acoustic, electric and bass
Percussion (drums)
Piano
Brass

Instrumental tuition is provided by a team of peripatetic staff who visit the school. There is a charge for instrumental tuition.

In addition, the school employs a singing teacher.

TEACHING GROUPS

When the students join the school in Year 7, they are put into four tutor groups of mixed ability but with ability setting in English, Mathematics and Science. Six groups operate for the Technology subjects and Art.

In Year 8, ability setting is extended to Modern Languages but smaller mixed ability groups operate for the Technology and all Creative/Aesthetic subjects. Physical Education is taught in class groups.

INTERNAL EXAMINATIONS/ASSESSMENTS

Lower school exams are held in the summer term. Assessments are reported to parents/carers three times a year for all students.



EXAMINATION SUBJECTS

In Years 10 and 11, all students study for GCSE examinations. The norm is students entering Year 10 begin a course of study consisting of four compulsory core subjects (six GCSEs) and three/four additional subjects, thus allowing each student to present at least 9/10 subjects for examination, with many entered for additional subjects.

CORE SUBJECTS

Mathematics, Science (Core and Additional or Triple Award), English, English Literature and Religious Studies.

ADDITIONAL SUBJECTS

Students, in consultation with parents/carers and teachers, take at least three further subjects at GCSE.

The following additional subjects are offered:

French	Art	Drama
History	Spanish	Music
D&T – Graphic Products	Geography	Leisure and Tourism
D&T – Food Technology	Physical Education	ICT
		Computing

In addition to the examination subjects all students follow a course in Personal, Social, Health Education (including Careers Education), Information Technology and Citizenship. We run the Duke of Edinburgh Award in Year 10.

SCHOOL EXAMINATION POLICY

In order to provide our students with the best possible credentials into Higher Education, careers and employment, in a climate where success in public examinations is of increasing importance, all students are entered for public examinations. Last year nearly all students were entered for ten GCSEs.

INTERNAL EXAMINATIONS

As with Lower School, students have assessments regularly and formal examinations are held at the end of the year (June). In Year 11, pre-public GCSEs take place in November and March.



COMPUTING AND ICT

All students will be taught Computer Science and Information Technology.

The aims are that by the end of Year 7, all students will

- (a) have developed their digital literacy skills that that these can be used and applied in other areas of the curriculum
- (b) have used computers to design and create a range of printed and digital publications to model and process data and communicate with others
- (c) have developed their problem solving, planning and computing skills including computer programming and coding
- (d) have developed an understanding of how to use computers and the internet safely.

The course is largely practical so that students can acquire the skills and capability involved in operating the technology. In common with many subjects, the students will develop their skills of organisation, logical processing, questioning, presentation, discussion and evaluation.

During Year 7, students will have to use skills in desk top publishing, information retrieval and processing data using software such as Microsoft Excel, and learn the beginnings of high-level programming languages such as Python.

In Year 8 and 9 students will continue to build on these skills so that they will be in a position to take a qualification in ICT or Computer Science in Key Stage 4.

Computer assisted learning

The use of computers is an integral part of the curriculum. Students will be able to benefit from using one of seven rooms which have been fitted with high quality PCs which facilitate and promote their further learning.



CAREERS

At St Thomas More we register the ever-demanding need for careers related education across the school and the role it plays in preparing and equipping students for the transition from school to further education or the world of work.

Careers education is integrated into the PSHE programme throughout Years 7-11. In addition many associated skills/topics are covered across the curriculum.

The school employs the services of the Greenwich Careers Service who deliver group talks on various career related topics and who interview upper school students on a one-to-one basis to give advice on college courses and employment vacancies.

The school has a Careers Library equipped with a large stock of leaflets, books, TV, DVDs and computers.

WORK EXPERIENCE

All Year 10 students participate in a two week work placement in the Summer term. It is intended that this opportunity will help the students make more informed choices regarding their further education, training and employment.

EXTRA-CURRICULAR ACTIVITIES

The school understands that it is not simply during classroom hours that young minds can be nurtured. Students who participate in extra-curricular activities often perform better academically and socially. The highest priority is given to extra-curricular activities and it is the expectation that all students participate in as many day, evening and residential activities as possible.

The school organises regular events and trips and visits around London, to other parts of the country and overseas. There are a range of residential trips some of which are compulsory e.g. the Year 7 activity trip which takes place during the spring term, the Year 8 five day camping trip to Thriftwood in the summer term and the Year 9 retreat to Kintbury in the autumn term.

Students can opt into other residential trips which include retreats to the St Vincent's Centre in Whitstable for Year 10 or Year 11, a watersports trip to Spain for Year 9 and the skiing trip to Austria which is open to Years 8-11.

Residential experiences and day trips that help students consolidate and extend knowledge and their spiritual belief are regularly undertaken by departments, as are visits to theatres, museums and galleries

Every member of teaching staff contributes to the running of our extra-curricular programme providing a wide variety of activities at both lunchtime and after school. Currently the school has over 40 clubs running during this academic year including;

Art & Craft, Scrabble, Barbershop Group, Backgammon, Chess, Chess strategy, Choir, Orchestra, Poetry & Creative Writing, DT, Book Club, Computer Club, French Games, Ultimate Frisbee, Knitting, Comic Book, Gardening, Dungeons & Dragons, Latino Dance, Scratch Programming, Science Club, Musical theatre, Art Club, Colour for Mindfulness and History & Politics.

Sporting clubs include; Benchball, Dodgeball, Couch to 5K, Football, Trampolining, Rugby, Gaelic Football, Dance, Basketball, Hockey and Netball.

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The school has an orchestra, school choir and vocal group that rehearse regularly and put on events throughout the year.

Music, Art, Drama and Dance productions and other shows also provide further opportunities for students to develop and share their talents with parents and the wider community.

Students in Upper school have the opportunity to undertake the Duke of Edinburgh Bronze Award.



PIXL EDGE

PIXL EDGE

The Edge is offered by PiXL, the partnership of over 1500 schools chaired by Sir John Rowling, who work together to achieve the highest outcomes for students and to improve their life chances. The programme at St Thomas More is overseen by Mrs Hart, Assistant Associate Principal.

The Edge is intended, over time, to develop and accredit the life skills and attributes which employers are telling us they need; *leadership, organisation, initiative, resilience* and *communication*. It will give students a qualification which runs alongside their academic successes and recognises what they can do, as well as what they know. The skills gained will assist in raising self-esteem, improving life chances and broadening progression routes; attributes and skills required as they apply to colleges, universities and for positions of employment. Students can choose activities that they are able to undertake in or out of school which come within the five attributes of PiXL Edge.

The PiXL Edge programme was introduced in school during the summer term of 2016 and currently Years 8, 10 and 11 have engaged with the programme and Year 7 students will join during the first term of this academic year.

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GIFTED AND TALENTED PROVISION

St Thomas More School has a comprehensive enrichment and extension programme for all students and has a member of staff, Mr Sharp, Acting Vice Principal, dedicated to this provision. All students, irrelevant of academic ability are targeted at the school to achieve their potential academically. The value added we give to students who come to us with a level 5+ in English and maths is exceptional. This is highlighted below when the data is compared to some of the local Grammar schools (data from <https://www.compare-school-performance.service.gov.uk/>).

School	Value added for high ability students
St Olave's and St Saviour's Grammar School	1056
St Thomas More Catholic Comprehensive	1054
Newstead Wood Grammar School	1052
St Ursula's	1042
Bexley Grammar School	1035
Chislehurst and Sidcup Grammar School	1026
Beths Grammar School	1015
Wilmington Grammar School	1010
Expected Progress	1000
Townley Grammar School	988

The aim of the gifted and talented provision at the school is to increase the number of GCSE A*/9 grades achieved by the students and to increase the breadth of the curriculum that they study. We also work on developing leadership and independent study skills. To do this a number of strategies have been put in place.

- Students with good mathematical ability are able to take FSMQ Mathematics (equivalent of an AS course) in Year 11.
- Extra GCSEs such as Law, Sociology, Psychology and Astronomy are offered to our most able students in Years 9, 10 and 11.
- The school has a close link with Mansfield College (Oxford University) and King's College where students visit each year. This prepares and motivates our most able students to strive for the highest academic achievement.
- Year 8, 9, 10 and 11 students have the opportunity to study Latin to GCSE level in addition to their regular timetable.
- Students at STM who have a higher ability in Science have the opportunity to study the GCSE triple award syllabus and gain a GCSE in Biology, Chemistry and Physics at the end of Year 11.
- Leadership skills are developed by training and having the opportunity to lead a team of students in organizing some of the major school events.
- Many of our students take part in challenges with other schools in Technology and in Public Speaking - an area in which the school has always excelled.
- All gifted and talented students are mentored on a regular basis to set new challenges and provide opportunities to discuss any areas of concern.
- Many extra-curricular clubs, activities and trips are run by the school to extend the provision available to our students.
- Each year the school produces a Drama production for those who excel at Drama.

GIFTED & TALENTED

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- Students with musical ability can join various groups, bands and the orchestra, have individual support, sing in the choir and participate in competitions.
- The school dance group regularly win competitions and have the opportunity to dance at major theatres eg Sadler's Wells and Southbank Centre. Last year the dance group came 13th nationally.
- ***The Gifted and Talented students in last year's cohort achieved 49% A*grades, 42% A grades and 8% B grades.***

We encourage all students to take part in as many activities as possible throughout their time at the school.



AIMS

The Physical Education Department strives to enable all students to achieve emotional, social, mental and physical development. The school encourages a healthy and happy lifestyle through participation in physical activities. Achievements in sport are celebrated during and at the end of each year. Students are given the opportunity to participate in inter-house as well as inter-school competitions.

FIT FOR SCHOOL, FIT FOR SPORT

We have a policy "Fit for School – Fit for Sport". This means that if your son/daughter is in school, we expect them to take part in their PE lesson. Should your son/daughter be unable to physically take part for one week or more a medical note from your GP will be necessary. Your child will still participate and will still need their PE kit. They will just take on a different role in the lesson ie coach/umpire/leader. PE is a statutory requirement of the National Curriculum and the Department of Health and Department for Education have directed the school to ensure all students participate in sport.

PROVISION

During Key Stage 3, students participate in a wide range of activities including athletics, basketball, dance, trampoline, Gaelic football, health related fitness, hockey, netball, problem solving, rounders, rugby, swimming and the Young Leaders Award. Core PE at Key Stage 4 allows students to make a choice in participating in a selection of the activities above as well as a wider range of activities, including golf, kick boxing, indoor rock climbing and cycling. For those taking PE as an additional subject at GCSE, these activities are extended and developed. There is also a theory aspect delivered at GCSE that covers healthy, active lifestyles and how they could benefit you and physical activity and your healthy mind and body.

FACILITIES

We have recently undergone a building programme that has dramatically improved our onsite facilities and use is made of local playing fields and leisure facilities. Using facilities in the local community is especially important in the Upper School. In order to promote fitness for life, the school encourages students to make use of their local sports facilities in their leisure time.

LINKS WITH SPORTS CLUBS

The school has close links with the following organisations: Blackheath Schools FA, Cambridge Harriers, Eltham Centre, Footscray Rugby Club, Get Set Network, Greenwich Dance Agency, Greenwich Olympic Legacy Team, Keddles Thai Boxing Gym, Lawn Tennis Association, London Schools Athletics Association, Southmere Boating Club, The Reach Climbing Wall and Gravesend Cyclopark.

EXTRA-CURRICULAR

Students are offered the opportunity to be involved in a range of extra-curricular sporting activities and competitions with other schools. These activities are supported by parents/carers and members of staff with relevant qualifications. The school uses external coaches where appropriate.



AIMS

The framework for the identification, assessment, monitoring and evaluation of Special Educational Needs at the school are:

- a) the Code of Practice
- b) the school's Special Needs Policy

IDENTIFICATION

Students may be identified as having Special Educational Needs at any point in their school life. Prior to entry at Year 7, information is given to the school by the primary school. Once a student is at the school, any teacher may identify the Special Educational Needs of the child by completing a form and discussing the matter with the Special Educational Needs Co-ordinator (SENCo), who will investigate the matter further. Any parent/carer who is concerned that their child has Special Educational Needs should contact the school.

Once a student has been identified as having special educational needs the school supports this in accordance with the Code of Practice. Liaison with parents/carers is a vital part of the identification process.

ASSESSMENT

Assessment of students with Special Educational Needs depends on the nature of their need. In some situations, internal assessments may be made by subject teachers or by the use of standard tests such as Reading Analyses. In other cases the involvement of the School Psychological Service, the Autistic Spectrum Disorder Outreach Team, the Support Team for Education in Primary and Secondary Schools (STEPS) or School Health Service may be necessary.

PROVISION

Any student who has an Education Healthcare Plan (EHCP, formerly a Statement) issued by the Local Authority will be given the provision specified in the EHCP. For other students, small group and in-class support is provided within budget limitations. Every department within the school aims to provide work at a suitable level for children with special needs. Support is provided by the SENCo, specialist Teaching Assistants and a large team of Learning Support Assistants.

MONITORING AND RECORD KEEPING

The progress of all students in the school is monitored on a regular basis and reports are completed at least once a year. Students who have an EHCP are monitored by their individual support assistant and by regular reviews. Students who are receiving small group support have their progress tested at appropriate intervals. Records are kept on students with Special Educational Needs at each stage.

USE OF OUTSIDE SUPPORT SERVICES AND AGENCIES

The school has a good relationship with the School Psychological Service, the Autistic Spectrum Disorder Outreach Team, STEPS, CAMHS, Speech and Language Service and the School Health Service. Regular contact is made with each of these and other agencies as and when appropriate. Where appropriate, the department buys in the services of Individual Support staff from Central Services.

MENTORING

We have a dedicated full-time member of staff who runs the Learning Support Unit, to which students who are having difficulties can be referred.



DISABILITY, DISCRIMINATION AND EQUALITY

The school will not discriminate against any member of its community who have a protected characteristic. Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school will also protect its community from harassment and victimisation. The school protects from: harassment related to a protected characteristic – i.e. unwanted behaviour that has the purpose or effect of violating the dignity of another person; or of creating for that person an intimidating, hostile, degrading, humiliating or offensive environment.

The school also has two key duties: it is unlawful to treat a disabled student or prospective student less favourably for a reason related to their disability than a non-disabled student, without justification; it is unlawful to fail to take reasonable steps to ensure that a disabled student or prospective student is not placed at a disadvantage for a reason linked to their disability in comparison with a non-disabled student, without justification.

The school will carry out these duties at all times.



GENERAL PRINCIPLES

The general principles underlying our Human Love Policy are:

In a Catholic school we have to have a particularly profound commitment to education of the whole person. "The whole of human life, the emotional, physical, intellectual and spiritual needs to be recognised and nurtured". Belief in Incarnation gives us an insight into what is truly human and into its spiritual dimensions.

It follows from this that education in human love can only be delivered in a moral context. Catholic moral teaching is essentially about how knowledge of Jesus shows us how to grow towards personal fulfilment, about how to be whole, about recognising what diminishes us and what enables us to grow.

The key principles of Catholic moral teaching which pertain here are: recognition of the dignity of the human person; of the fundamental freedom of human beings; the concept of greater good to which all individual actions have to be subject; and finally the notion of the gradual formation of moral conscience.

This formation has to take place in community. As Cardinal Hume said, "For schools to cultivate moral development effectively, they must explicitly promote such values in what is said and, more importantly still, by the way people behave. The moral life only makes sense in a community where the language of morality is clearly connected to how people actually relate to each other".

The first community that the young person experiences is the family. Parents/carers are the primary educators of their children in the area of their moral education and sexual development. At the same time the church stresses the role of the school in supporting and helping in this, "particularly so when children and young people experience social pressures and aspects of life which may be unfamiliar to their parents".

Finally sexuality must be viewed at all times as positive and life enhancing - "a fundamental component of personality, one of its modes of being, of feeling, of expressing and of living human love", not only good but sacred.

AIMS

The aims of the school's human love programme are derived from the mission statement and the statement of general principles.

Education in human love is fundamental in contributing to the individual's growth towards wholeness - becoming "fully human, fully alive". It therefore supports the personal, moral and social development of young people - primarily the responsibility of parents but in which school plays a vital part. It aims to help students to make informed choices by creating opportunities for them to consider their knowledge, attitudes and behaviour in the light of Gospel values and the teachings of the Church. Finally it also aims to help them to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility.



The stated aims of the school which include

- **RECOGNISING THE INDIVIDUALITY AND EQUAL VALUE OF EACH PERSON**
- **ENCOURAGING PERSONAL RESPONSIBILITY**
- **DEVELOPING CHRISTIAN COMMITMENT**
- **NURTURING TALENTS**
- **SOCIAL INTEGRATION**
- **COMMUNITY INVOLVEMENT**

all take place within a structured but caring environment and are fundamental to the pastoral system. Care is the overriding feature. Since we are a small school, the pastoral care and general well-being of the students is the immediate responsibility of the form tutor, supported by the Heads of Year, Key Stage Leaders and Vice Principals.

KEY STAGE LEADERS

Mr S Sharp	Acting Vice Principal/Key Stage 3 Leader (Lower school Years 8 and 9)
Mrs C Bryson	Acting Vice Principal/Transition Leader Year 7
Mr F Logue	Assistant Principal/Key Stage 4 Leader (Upper school Years 10 and 11)
Ms L Spurr	Head of Year 7
Miss F Woods	Head of Year 8
Mr R Moran	Head of Year 9
Mrs H Hart	Head of Year 10
Mr G Jamieson	Head of Year 11

Each year group is divided into tutor groups with a form tutor who has pastoral responsibility for his/her group. Form tutors meet their students twice each day and are the first point of contact for all pastoral matters.

The pastoral system of the school is enormously strengthened by the practice of very close co-operation between parents/carers and form tutors.

Each student carries a Journal which is used for recording homework and for communication between parents/carers and tutors.

The pastoral system is underpinned by a programme of Personal, Social and Health Education (PSHE) delivered by form tutors. There are compulsory trips in Year 7 (PGL Liddington), Year 8 (Thriftwood) and Year 9 (Kintbury).

The school has always had the reputation of having a pleasant, friendly atmosphere. The students are happy, well-motivated and respond to the standard of discipline expected. No student or group of students will be allowed to spoil this reputation by inappropriate behaviour in or out of the school; parents/carers are formally asked to support this commitment.

COUNSELLOR

The school has a School Counsellor with a dedicated Counselling room. Students who may be experiencing personal problems are counselled and she is also willing to speak with parents/carers who may be concerned about their children.



We expect the full indoor and outdoor school uniform to be worn by all students in the correct manner at all times.

All items are mandatory unless stated.

- ✓ Maroon school blazer with embroidered school crest
- ✓ Mid-grey pleated skirt (box pleat), at least knee length with embroidered school crest
- ✓ White uniform shirt blouse (ideally without pockets)
- ✓ School tie
- ✓ Mid-grey pullover (no cardigans please) with embroidered school crest
- ✓ Plain black top coat (the top coat is optional - no logo/brand name on show, no fur on collar/hood)
- School bag – black and plain, no/or only very small logo
- ✓ Mid grey knee high socks
- ✓ Mid-grey tights may be worn (no black tights please)
- Undergarments (under shirts) – white or nude colour only, no logos
- Black shoes (**plain** polished leather with flat (preferable)/low heel, NO BOOTS ALLOWED), no buckles, bows, coloured laces/coloured metal tags. Shoes may not be made of suede or similar material eg nubuck nor patent leather
- Plain black, grey or maroon scarf (optional). Not to be worn without a top coat
- ✓ PVC apron suitable for cooking
- ✓ Art/DT apron
- Gripper socks for drama

PE KIT

- ✓ White polo shirt with embroidered school crest
- ✓ Black socks with embroidered school crest
- ✓ Black shorts with embroidered school crest
- ✓ Maroon top with embroidered school crest (optional)
- ✓ Black tracksuit bottoms with embroidered school crest (optional)
- Running/cross training shoes with laces (not Converse/high tops)
- Football boots (optional)
- Black swimming costume
- ✓ Swimming hat in house colour

Clothing should not display any brand names or logos other than the school crest

- ✓ = Available from JK Clothing, 148 Well Hall Road, Eltham, SE9 6SN

UNIFORM - GIRLS

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We expect the full indoor and outdoor school uniform to be worn by all students in the correct manner at all times.

All items are mandatory unless stated.

- ✓ Maroon school blazer with embroidered school crest
- ✓ Mid-grey plain school trousers with embroidered school crest
- ✓ White shirt (ideally without pockets)
- ✓ School tie
- ✓ Mid-grey pullover with embroidered school crest
- ✓ Black top coat (top coat is optional - no logo/brand name on show, no fur on collar/hood)
- ✓ Mid-grey socks (ankle length)
- Undergarments (under shirts) – white only, no logos
- Black shoes (**plain**, polished leather, **NO BOOTS ALLOWED**); no buckles, coloured laces/coloured metal tags. Shoes may not be made of suede or similar material eg nubuck. They should have no metal, nor tabs nor coloured laces.
- School bag – black and plain, no/or only very small logo
- Plain black, grey or maroon scarf (optional). Not to be worn without a top coat
- Male students are to wear a black belt with their trousers
- ✓ PVC apron suitable for cooking
- ✓ Art/DT apron
- Gripper socks for drama

PE KIT

- ✓ White Polo shirt with embroidered school crest
- ✓ School rugby shirt
- ✓ Black shorts with embroidered school crest
- ✓ Black socks with embroidered school name
- ✓ Black track suit bottoms with embroidered school crest (optional)
- Running/cross training shoes with laces (not Converse/high tops)
- Black swimming costume (shorts or trunks – not Bermuda style)
- ✓ Swimming hat in house colour
- Football boots (optional)

Clothing should not display any brand names or logos other than the school crest

- ✓ = Available from JK Clothing, 148 Well Hall Road, Eltham, SE9 6SN

WELFARE

Uniform Grants – Apply direct to the school.

Free School Meals - Details available from your Local Authority.

The school operates a biometric cashless catering system which allows parents/carers to pay directly via the internet. This provides absolute confidentiality to those students receiving free school meals.

For the safety of all students, mobile phones, iPads, Smart watches and other expensive equipment are not allowed in school and will be confiscated and returned at the end of the half term in which the item was confiscated.



SCHOOL DAY

**Monday, Tuesday,
Wednesday, Friday**

8.40am	SCHOOL BEGINS
8.45am	Registration
8.55am	Assembly
9.10am	Period 1 Period 2
10.00am	
10.50am	Break
11.05am	Period 3
11.55am	Period 4
12.45pm	Lunch
1.40pm	Students enter
1.45pm	Registration
1.50pm	Period 5
2.40pm	Period 6
3.30pm	Dismissal

Thursday (PSHE)

8.40am	SCHOOL BEGINS
8.45am	Registration Domestic PSHE
9.40am	Period 1
10.25am	Period 2
11.10am	Break
11.25am	Period 3
12.10pm	Period 4
12.55pm	Lunch
1.50pm	Students enter
1.55pm	Registration
2.00pm	Period 5
2.45pm	Period 6
3.30pm	Dismissal

The school places a very strong emphasis on attendance and punctuality. The expectations are high and these are met by the students. For the last academic year the attendance rate for the whole school was **97.34%**

Rate of authorised absence = **2.47%**
 Rate of unauthorised absence = **0.19%**

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PARENTS' ASSOCIATION

A very active Parents' Association was formed some years ago to further a community spirit among the parents/carers to promote social events and, where possible, to finance any project required by the school, which is not covered by other monies. The Parents' Association hold a range of functions during the year and their AGM is in the Autumn Term. All parents/carers with students at the school are automatically members and are encouraged to participate in all the social events run by the Association.

SCHOOL NEWSLETTER

A newsletter - 'More News' - is sent home to parents/carers weekly. Students are encouraged to contribute articles about trip visits and if they wish to, personal achievements outside of school i.e. charity fundraising, sporting interests etc.

CONTACT WITH PARENTS AND SCHOOL REPORTS

We place a premium on frequent contact between school and home. It is at the heart of what we are about.

For each year group there are a minimum of four reports sent home and a parents'/carers' evening at which there is the opportunity to meet subject teachers.

All Year 11 students have at least one individual interview with a Careers Officer to which parents/carers are invited. We also hold a "Helping your child with revision" evening for Year 11 parents/carers.

Year 9 students and parents/carers have an additional meeting to discuss choices at GCSE.

Year 7 parents/carers have a "settling in" meeting in October. Early in the first term there is a 'Helping your child with home learning' evening for Year 7 parents/carers. In the June before the child joins the school there is a meeting to outline the organisation of Year 7 and to welcome new parents/carers into the school community.

We are proud of the 100% attendance which we expect – and usually get – at all St Thomas More parents'/carers' evenings.

CHARITY LINKS

The school is very much part of the local community and has established a number of long running traditions which unite the two. Although the school is the catalyst for these connections it is very much the students who are the driving force and are eager to pay something back into society.

(a) We have for a number of years distributed Christmas hampers to pensioners in Eltham and through local churches as well as to the Greenwich Foodbank.

(b) We also participate in the '*Carolathon*' every Christmas singing carols in Eltham High Street for the Greenwich & Bexley Hospice, an organisation with which the school has had links for a number of years.

COMMUNITY

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(c) During recent years the students have collect money or raised awareness on behalf of various charities:

- CAFOD
- Great Ormond Street Hospital for Children
- LIFE
- Annual Poppy Appeal
- Jimmy Mizen Foundation
- Cancer Research UK
- British Heart Foundation
- Starlight Children's Foundation
- Fight for Sight
- Help the Heroes
- Ten Ten Theatre – Foundation for the future campaign
- Muscular Dystrophy Campaign
- Greenwich Food Bank
- Readathon
- Fair Beats
- Children's Heart Foundation
- Readathon
- Demelza
- Queen Elizabeth Hospital
- Greenwich & Bexley Hospice
- Macmillan Cancer Support



COMPLAINTS & INSURANCE

COMPLAINTS

The Complaints Officer is the Acting Vice Principal (Mr Sharp).

The governors have adopted the Complaints Procedure recommended by the Archdiocese of Southwark. A copy of this can be downloaded from the school's web-site.

The school guarantees to deal with all complaints as quickly and fairly as possible. Every effort is made at first to resolve concerns and complaints as may arise informally. Only if these fail is a formal procedure then initiated by the Complaints Officer (or by the Chair of Governors should the complaint be against the Complaints Officer). In the last resort a parent/carer may request a hearing by a panel of the Governing Body.

On the positive side, the school is pleased to receive any compliments and to celebrate achievements!

INSURANCE

Whilst every effort will be made to safeguard students' property, the school cannot accept liability for the loss of any personal items brought into school (including musical instruments and expensive sports equipment). Parents/carers should ensure that these are covered with their own household and contents insurance.



INTRODUCTION

The Governing Body recognises the valuable contribution that the wide range of additional activities including trips and residential experiences can make towards students' personal and social education.

The Governing Body aims to promote and provide such activities as part of a broad and balanced curriculum for the students of the school and as additional optional activities.

CHARGES

The Governing Body reserves the right to make a charge in the following circumstances for activities by the school:

- **School Journeys in School Hours**
The board and lodging element of residential activities deemed to take place within school hours.
- **Activities Outside School Hours**
The full cost to each student of activities deemed to be optional extras taking place outside school hours.
- **Individual Music Tuition**
The cost to the student for providing individual music tuition during school hours.
- **Charging in Kind**
The cost of materials, ingredients, equipment (or the provision of them) for practical subjects where parents/carers indicate that they or their child wish to own the finished product.
- **School Journal**
A Journal is provided free of charge to all students. When they are lost, or so damaged that they cannot be used, the school makes a charge of £5.00 for a replacement. If a student fails to bring his/her journal, the school provides a replacement sheet for the day at a charge of 20p.
- **Library Books**
Where library books are lost by a student, the school charges the full replacement cost. If a student is late returning a book a charge is made of 2p per book per day up to a maximum of 60p.
- **Examination Fees**
The cost of all examination fees where a student has not been prepared by the school and the school does not support the educational value of the examination.

The cost of all public examinations entry fees which the school had paid (or is liable to pay) where a student fails without good reason to complete the course requirements.

The costs of re-checking examination results when requested by parents/carers and the case is not supported by the school.
- **Damage or Loss of Equipment**
The cost of, or a contribution towards, any equipment where the damage was caused by a student. This will be at the discretion of the Executive Principal.

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GENERAL

The Governing Body may, from time to time, amend the categories of activities for which a charge may be made.

Nothing in this policy statement precludes the Governing Body from inviting parents/carers to make a voluntary contribution towards the cost of providing education for students. Voluntary contributions (including the Governors' Fund and School Fund) will be sought for activities during the school time when the cost of these activities is not met by the school budget. If the contributions received do not cover the cost of arranging the activity it may have to be cancelled. Failure to contribute, however, would not itself prevent a student from participating in an activity. Any child listed as receiving Pupil Premium receives a subsidy of 50% on compulsory trips, zero contribution to the Governors' Fund, Music tuition subsidy and a place reserved at the Homework Club as well as assistance with Food Technology ingredients and Geography field trips.

REMISSIONS

- **Residential Journeys**

In some circumstances there may be cases of family hardship which make it difficult for students to take part in particular activities for which a charge is made. When arranging a chargeable activity, the Governing Body will invite parents/carers to apply in confidence for the remission of charges in part or in full. Authorisation of remission will be made by the Executive Principal in consultation with the Chair of Governors.

GOVERNORS' FUND

Governors' Fund was originally established to pay for any building repairs needed in the school. Unlike other state maintained schools, Catholic schools have to pay for all repairs themselves, and this can amount to a significant sum of money. For new capital projects, eg the building of our new ICT suites, we pay 10% of the cost.

The Governors' Fund also now provides funding for our school Chaplaincy services. So many parents\carers have said how beneficial this has been for our school, particularly in strengthening our Catholic ethos.

The current voluntary contribution towards the Governors' Fund, normally payable at the beginning of the academic year, is set out as follows:

- **£40 per year for a single child at the school**
- **£65 per year for a family**
(if there are two or more children from the same family at the school)

May we remind you that contribution towards the Governors' Fund, which is administered within a registered charity, may be given under the Gift Aid Scheme whereby if you are a taxpayer, the school can reclaim tax on your contribution. This helps the fund considerably. Gift Aid declaration forms are available from the school office.

SCHOOL FUND

The School Fund is used to benefit our students beyond the curriculum funding. Examples are Feast Day celebrations, prize giving and the subsidies for school visits.

The current voluntary contribution towards the School Fund, payable at the beginning of the academic year, is set as follows:

- **£10 per year per child**



EXECUTIVE PRINCIPAL
St Thomas More Catholic Comprehensive School
St Thomas More Catholic Primary School
 Mr M V Ryan
 BSc(Hons) PGCE NPQH CLT FCoIT

SENIOR LEADERSHIP TEAM

ACTING VICE PRINCIPAL (KS3)
 Mr S Sharp
 BSc(Hons) PGCE

ACTING VICE PRINCIPAL Transition Leader Year 7
 Mrs C Bryson
 BSc(Hons) PGCE

ASSISTANT PRINCIPAL (KS4)
 Mr F Logue
 BA(Hons) PGCE

ASSISTANT PRINCIPAL (CURRICULUM)
 Mr C Doe
 MA
 BSc(Hons) PGCE CLT

HEAD TEACHER AT ST THOMAS MORE PRIMARY
 Mrs A Wood
 BSc(Hons)
 PGCE
 PGCIE CLT

ASSOCIATE ASSISTANT PRINCIPAL
 Mrs C Crystal
 BA(Hons)
 Teaching and Learning

ASSOCIATE ASSISTANT PRINCIPAL
 Mrs H Hart
 BA(Hons)
 PiXL Edge
 Head of Year 10

ASSOCIATE ASSISTANT PRINCIPAL
 Mr G Jamieson
 BA(Hons) PGCE
 Head of Year 11

ASSOCIATE ASSISTANT PRINCIPAL
 Mrs R Knott
 BEd(Hons)
 (named SENCo)
 Extra-curricular

ASSOCIATE ASSISTANT PRINCIPAL
 Mrs C Souissi
 MA
 BA(Hons)
 Continuing Professional Development

DIRECTOR OF FINANCE
 Mrs V McLaughlin
 CSBM

KEY STAGE TEAMS

Head of Year 7
 Ms L Spurr
 BSc(Hons) PGCE

Head of Year 8
 Miss F Woods
 BA(Hons)

Head of Year 9
 Mr R Moran
 BA(Hons)

Head of Year 10
 Mrs H Hart
 BA(Hons)

Head of Year 11
 Mr G Jamieson
 BA(Hons) PGCE

STAFF LIST



DEPARTMENTS				
ART	Mr A Downie BA(Hons) Head of Department	Miss M Sams BA(Hons) Artist in Residence		
CHAPLAINCY	Ms R Taylor			
COUNSELLOR	Sister Penny Roker			
DESIGN & TECHNOLOGY	Mr P Curran MA BEd Head of Department	Mrs R Knott BEd(Hons) (named SENCo)	Mrs V Davis FD in Learning support CACHE Dip	Mrs S McDonough Technician
THE FACULTY OF ENGLISH AND DRAMA	Mrs C Crystal BA(Hons) Head of English	Ms L Beck BA (Hons)	Mr D Clarke BA(Hons) PGCE	Miss K Hart BA(Hons) 2 i/c
	Mrs C Souissi MA BA(Hons) Head of Drama	Mr J Tilley BA(Hons)		
EXAMINATIONS OFFICER	Mrs J Boyle Deputy Duke of Edinburgh Coordinator			
GEOGRAPHY	Mrs C McDonnell MA BA(Hons) PGCE Head of Department	Miss A Phelps BSc(Hons)		
HISTORY	Mr F Logue BA(Hons) PGCE Head of Department	Miss F Woods BA(Hons)		
ICT	Mr S Gannon BSc Head of Department	Mr J Archard BSc	Mr R Cook Network Manager	
LEARNING RESOURCES CENTRE	Miss O Wilson BA(Hons) Learning Resources Centre Manager			
LEARNING SUPPORT UNIT	Mrs H Hart BA(Hons)			

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LEARNING SUPPORT & INDIVIDUAL SUPPORT	Mrs R Knott BEd(Hons) (named SENCo)			
	Mrs N Wren Senior Assistant SENCo FD in Learning Support Pivats Teacher	Mrs B Langford Assistant SENCo		
	Mrs L Tomlinson HLTA	Ms R Wilkes TA Duke of Edinburgh Coordinator	Ms L Collier LSA	
	Mrs M Donegan LSA	Mr G King BAMus(Hons) LSA	Mrs M-L Lobo LSA	Mrs M Wall LSA
MATHEMATICS	Ms A Manson BSc(Hons) Head of Department	Mr N Spry BSc(Hons) PGCE 2i/c	Mr C Doe MA BSc(Hons) PGCE CLT	Miss T Barratt BA(Hons)
	Mr D Humber BSc(Hons)	Mr M Ring BSc(Hons)	Assistant Principal	
MODERN FOREIGN LANGUAGES	Mr F Rouquet MA Licence AES PGCE Head of French	Mr F Nhanak MA BA(Hons) PGCE	Mrs L Phillips BA	Mr A Dickerson BA(Hons) French Assistant
				Miss A Ortiz BA(Hons) Spanish Assistant
MUSIC	Mr S Calcott BMus (Hons)			
PHYSICAL EDUCATION	Ms L Spurr BSc(Hons) PGCE Head of Department Head of Year 7	Mr G Jamieson BA(Hons) PGCE Head of Year 11	Mrs R Knott BEd(Hons) (named SENCo)	
PREMISES MANAGEMENT	Mr T Collier Premises Assistant	Mr G McDonough Premises Assistant		
RELIGIOUS EDUCATION	Mrs T Horsfield BA HDipinEd Head of Department	Mr K Christodoulou BSc(Hons) PGCE	Mr R Moran BA(Hons)	Mrs R Taylor

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SCIENCE	Mrs C Bryson BSc(Hons) PGCE	Mr S Sharp BSc(Hons) PGCE	Miss A Walsh BSc(Hons) Acting Head of Department	Mr C Ferguson BSc(Hons)
	Mr D Humber BSc(Hons)	Mr T Collier BSc(Hons)	Mr M Ring BSc(Hons)	
SUPPORT STAFF	Mrs G Stockman PA to Executive Principal	Ms L Shackel School Services Manager CSBM	Mrs D Rutherford School Services Officer	
	Mrs J Stannard Attendance Officer School Services Officer	Mrs C Wilford School Services Officer	Miss M Blakey School Services Officer	
	Mrs A Sissons School Services Officer	Mrs L Tierney Cover Supervisor Work Experience Coordinator	Mr A McHiggins Cover Supervisor BA(Hons)	
MIDDAY SUPERVISORS	Mrs Y Searle	Mrs N Isted	Mrs B Long	
INSTRUMENTAL TUITION	Mr R Carolla Singing/Choir	Ms K Bartlett Piano	Mr T Harris Drums	Mr J Hood Guitar
	Mr B Sullivan Woodwind	Mr A Tovey Brass		

St Thomas More Catholic Comprehensive School

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FOUNDATION

Mrs J Sims - Chair

c/o St Thomas More School

Mr G Farrelly – Vice Chair

Father J Fricker

Dr A Lawrence

Mrs M Martin

Mr G Peters

Mr J Potts

Mr F Thomson

LOCAL AUTHORITY

Mrs R Palmer

PARENT GOVERNORS

Mrs M Cwynarski

Mr D Lang

STAFF GOVERNORS

Mr F Logue

Mrs R Taylor

CO-OPTED

Mr S Jordan

PRINCIPAL

Mr M V Ryan – Executive Principal

GOVERNORS



The Royal Borough of Greenwich commissioned Prospects to provide careers information, advice, guidance and tracking but is unable to provide the school with this information until November 2016. The figures below are based on the school's knowledge of students' destinations.

Destinations in 2016	Number of students
Christ the King 6 th Form College (Sidcup)	6
Hadlow College	1
Beths Grammar	8
Bexley Grammar	16
Chislehurst and Sidcup Grammar	10
St Olave's Grammar	1
Townley Grammar	7
Blackfen School for Girls 6 th Form	2
Bullers Wood 6 th Form	1
Cleeve Park 6 th Form	1
Coopers 6 th Form	12
Crown Woods 6 th Form	20
Eltham Hill 6 th Form	1
Harris Falconwood 6 th Form	3
Ravensbourne 6 th Form	1
Colfe's	2
Eltham College	2
Apprenticeship	3

DESTINATION OF LEAVERS



SIXTH FORM

Tremendous changes have taken place over recent years in the provision of education for 16-19 year olds. To cater for these on-going developments and to provide the best opportunities for students in the 16-19 age group, Christ the King Sixth Form College (Lewisham), Christ the King College Aquinas Sixth Form College (Brockley) and Christ the King Sixth Form College (Sidcup) are a key part of the reorganisation of Catholic Secondary Education in Greenwich, Lewisham and Bexley.

Christ the King College: St Mary's, Sidcup

Christ the King College: Lewisham

Christ the King College: Aquinas

Christ the King Sixth Form College delivers specialist Catholic sixth form education in two boroughs in South East London. Christ the King College: St Mary's is located in Sidcup, Bexley, Christ the King College is located in Lewisham and Christ the King College Aquinas is located in Brockley, Lewisham. Although all three sites share the same vision and ethos, each has developed to meet the needs of the Communities they serve.

Priority for all three colleges is given to students applying from the partner schools - St Thomas More, St Ursula's, St Paul's Academy, St Catherine's, St Columba's, Bonus Pastor, St Matthew Academy, Trinity and St Michael's.

The curriculum offered is rich, innovative and prepares students for Higher Education or employment at 18. There is an exceptionally wide range of AS/A2 subjects and a comprehensive choice of BTEC courses offered at all three sites. Students are very well supported through the college's Collegiate Hall system and every student is enrolled onto one of its specialist Graduate Programmes. These programmes extend learning and are designed to give students from Christ the King Sixth Form College the edge when applying for university or work. Students are enrolled at one of the colleges and do not travel between sites for their studies.

The colleges achieve pass rates for A2, AS and BTEC which are above national averages. The percentage of advanced level students progressing to university is very high, with many students progressing onto degrees in prestigious universities

Students applying to the college benefit from the high standard of teaching and the strong pastoral support that is provided. In addition, students have the challenge and stimulus of being part of the Christian community of young adults.

OTHER OPTIONS

We have established extensive links with a number of state and independent schools in both Greenwich and neighbouring boroughs to provide students with a seamless transition from St Thomas More to 6th form. In recent years a large number of our students have gone on to study at Bexley Grammar School, Chislehurst and Sidcup Grammar School, Townley Grammar and Dartford Grammar School. In addition some of our students have secured scholarships at Eltham College and Colfe's School.

Students are also able to transfer to other Sixth Form and Further Education Colleges if they so wish or to the Sixth Form of other schools. In some cases these may offer specialist courses not available elsewhere.



GCSE Results 2016

Results	(%)
A*-C (in En & Ma)	74
5+ A*-C	90
5+ A*-G (in En & Ma)	99
%A/A* grades	37
Progress 8	+0.89*
Attainment 8	6.08 (or B-)

*nearly 1 grade above Government Targets

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GCSE RESULTS 2016

Subject Name	Entries	% A* to A	% A* to C	A*	A	B	C	D	E	F	G	U
Additional Science	94	29	88	1	26	34	22	9		2		
Art	33	18	70	1	5	8	9	6	4			
Biology	27	100	100	15	12							
Chemistry	27	93	100	9	16	2						
Computer Science	26	35	77	2	7	6	5	4	2			
Core Science	94	33	97	1	30	38	22	2		1		
Drama	59	36	93		21	19	15	4				
English	121	25	86	6	24	43	31	11	6			
English Literature	121	29	85	13	22	46	22	15	2	1		
Food Technology	11	18	45		2	2	1	5		1		
French	15	33	87	3	2	5	3		2			
Geography	74	34	80	11	14	22	12	12	3			
Graphics	33	3	48		1	4	11	6	7	3	1	
History	50	46	84	12	11	11	8	3	3	1	1	
Human Health and Physiology (taken in Year 9)	35	20	89		7	13	11	4				
ICT	49	24	71	2	10	12	11	5	4	2	3	
ICT (ECDL course)	37	84	100	18	13	6						
Italian	1	100	100	1								
Latin Language	8	100	100	4	4							
Law	3	67	67	1	1			1				
Leisure & Tourism	18	17	50		3	4	2	3	4	1	1	
Maths	121	30	74	10	26	21	32	21	6	4		1
Music	14	29	86	1	3	3	5	1	1			
PE	41	46	100	7	12	13	9					
Physics	27	93	100	10	15	2						
Polish	4	75	100		3	1						
Portuguese	2	0	100			1	1					
Psychology	1	100	100		1							
RE	120	47	89	29	27	32	19	10	2			1
Sociology	1	0	100				1					
Spanish	57	35	77	7	13	7	17	8	3	2		

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Title	Total	%	Notes
Total number of students	121	-	All students including those with no results
Category: Entries			
Entries achieving a grade A*	165	12	Entries with a standard point score equivalent to grade A* at GCSE
Entries achieving a grade A*-A	498	37	Entries with a standard point score equivalent to grade A* to A at GCSE
Entries achieving a grade A*-B	851	64	Entries with a standard point score equivalent to grade A* to B at GCSE
Entries achieving a grade A*-C	1122	84	Entries with a standard point score equivalent to grade A* to C at GCSE
Category: Performance			
Pupils with 5+ A*-A	47	39	Pupils that achieved 5+ grades equivalent to A* to A at GCSE
Pupils with 5+ A*-B	82	68	Pupils that achieved 5+ grades equivalent to A* to B at GCSE
Pupils with 5+ A*-C	109	90	Pupils that achieved 5+ grades equivalent to A* to C at GCSE
Pupils with 5+ A*-C (Inc Maths & English)	89	74	Pupils that achieved 5+ grades equivalent to A* to C at GCSE inc En & Ma
Pupils with 5+ A*-D	119	98	Pupils that achieved 5+ grades equivalent to A* to D at GCSE
Pupils with 5+ A*-D (Inc Maths & English)	109	90	Pupils that achieved 5+ grades equivalent to A* to D at GCSE inc En & Ma
Pupils with 5+ A*-G	121	100	Pupils that achieved 5+ grades equivalent to A* to G at GCSE
Pupils with 5+ A*-G (Inc Maths & English)	120	99	Pupils that achieved 5+ grades equivalent to A* to G at GCSE inc En & Ma
Pupils with 1+ A*-G	121	100	Pupils that achieved 1+ grades equivalent to A* to G at GCSE
Any Grades	121	100	Pupils that achieved any grades
Progress 8			
Progress 8 Score	0.89	-	Nearly 1 grade above Government Targets
Attainment 8	6.08	B	
Category: Levels of Progress			
English 3 Levels Progress	114	94	Pupils achieving 3 Levels of progress in English
English 4 Levels Progress	84	69	Pupils achieving 4 Levels of progress in English
English 5 Levels Progress	28	23	Pupils achieving 5 Levels of progress in English
Maths 3 Levels Progress	88	73	Pupils achieving 3 Levels of progress in Maths

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Maths 4 Levels Progress	44	36	Pupils achieving 4 Levels of progress in Maths
Maths 5 Levels Progress	15	12	Pupils achieving 5 Levels of progress in Maths
Category: Value Added			
Value Added Entries	121	-	Number of pupils eligible for Value Added Measure
Value Added Score	1054	-	Value Added Score
Shrinkage	0	-	
Category: APS			
Average Total Point Score (Capped)	379	-	APS (Capped) achieved by the statistical cohort
Average Total Point Score	498	-	APS (Uncapped) achieved by the statistical cohort
Average Total Point Score [5 A* to C + ENG/MA] (Capped)	400	-	APS (Capped) achieved by the statistical cohort
Average Total Point Score [5 A* to C + ENG/MA]	534	-	APS (Uncapped) achieved by the statistical cohort
Average Points per Entry	45	-	APS (Uncapped) achieved by the statistical cohort
Average Points per Entry (Capped)	47	-	APS (Capped) achieved by the statistical cohort
Average Points per Entry [5 A*-C + EN/MA]	48	-	APS (Uncapped) achieved by the statistical cohort
Average Points per Entry [5 A*-C + EN/MA] (Capped)	50	-	APS (Capped) achieved by the statistical cohort
Category: Subject Related			
English Bacallaureate Entries	64	53	Pupils entered for English Bacallaureate
Pupils Achieving the English Bacallaureate (% of Pupils)	50	41	Pupils achieving A* to C in in all subject areas of the Bacallaureate (% of Pupils)
Pupils Achieving the English Bacallaureate (% of Entries)	50	78	Pupils achieving A* to C in in all subject areas of the Bacallaureate (% of Entries)
Pupils Achieving A* to C in EN + MA	89	74	Pupils Achieving A* to C in EN + MA (% of pupils)
Pupils Achieving A* to C in EN + MA + 1 SCI	89	74	Pupils Achieving A* to C in EN + MA + 1 SCI (% of pupils)
Pupils Achieving A* to C in EN + MA + 2 SCI	89	74	Pupils Achieving A* to C in EN + MA + 2 SCI (% of pupils)
Pupils Achieving A* to D in EN + MA	109	90	Pupils Achieving A* to D in EN + MA (% of pupils)
Category: English			
English Entries	121	100	Pupils entered for English
Pupils achieving A* to A in English (% of Pupils)	41	34	Pupils achieving A* to A in English (% of Pupils)
Pupils achieving A* to C in English (% of Pupils)	109	90	Pupils achieving A* to C in English (% of Pupils)
Pupils achieving A* to D in English (% of Pupils)	118	98	Pupils achieving A* to D in English (% of Pupils)

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Category: Maths			
Maths Entries	121	100	Pupils entered for Maths
Pupils achieving A* to A in Maths (% of Pupils)	36	30	Pupils achieving A* to A in Maths (% of Pupils)
Pupils achieving A* to C in Maths (% of Pupils)	89	74	Pupils achieving A* to C in Maths (% of Pupils)
Pupils achieving A* to D in Maths (% of Pupils)	110	91	Pupils achieving A* to D in Maths (% of Pupils)
Category: Science			
Science Entries	121	100	Pupils entered for Science
Pupils achieving 1 or more Sciences A* to C	118	98	Pupils achieving 1 or more Science qualification A* to C (% of Pupils)
Pupils achieving 2 or more Sciences A* to C (% of Entries)	110	91	Pupils achieving 2+ Science qualifications A* to C (% of Entries)
Pupils entered for 3 Sciences	42	35	Pupils entered for 3 Sciences (% of Entries)
Pupils achieving 3 Sciences A* to C (% of Pupils)	36	30	Pupils achieving 3 Sciences A* to C (% of Pupils)
Pupils achieving 3 Sciences A* to C (% of Entries)	36	86	Pupils achieving 3 Sciences A* to C (% of Entries)
Category: MFL			
MFL Entries	73	60	
Pupils achieving at least one MFL higher grade (% of Entries)	59	81	Pupils achieving at least one MFL higher grade (% of Entries)
Pupils achieving at least one MFL higher grade (% of Pupils)	59	49	
Pupils achieving at least one MFL grade (% of Entries)	73	100	Pupils achieving at least one MFL qualification D to G GCSE equiv (% of Entries)
Pupils achieving at least one MFL grade (% of Pupils)	73	60	Pupils achieving at least one MFL qualification D to G GCSE equiv (% of Pupils)