

## *Principal's Introduction*

---

St Richard's is a co-educational Catholic college offering an inclusive Christian education to pupils of all abilities from the ages of 11 to 16 years. It is our aim to encourage and develop every pupil in our care academically, socially and spiritually.



We have high academic standards at St Richard's, as our GCSE results testify. We expect our pupils to work hard, behave well, dress smartly and pursue excellence in all that they do inside and outside of the classroom. We also aim to provide a happy, caring and safe environment in which pupils can learn and develop into rounded, responsible and confident members of the community.

Our efforts have not gone unnoticed. We are a National Teaching School, National Support School, and a Specialist Science college with High Performing Specialist School status and we have Leading Edge status, International School status, Prince's Teaching Institute 2016 mark, Fairtrade status as well as Gifted and Talented Lead School status. We are also a strategic partner in the Sussex Maths Hub.

These fact sheets will give you more information about what St Richard's has to offer your child. All children are unique and precious individuals with different talents and aspirations, and our efforts are directed into ensuring that they feel both valued and challenged.

Parents are advised to complete the Supplementary Information Form (SIF) if they want to apply for a place for their child. Please note that completion of the SIF is not mandatory, however if a completed SIF is not received, it is likely that Governors will only be able to rank the application within the last category i.e. 'Any other children' (Category 8).

A handwritten signature in black ink that reads "DeA Cronin". The signature is written in a cursive, flowing style.

Miss D Cronin  
Principal

## **St Richard's Mission Statement**

---

### **Comitas, Caritas, Scientia**

St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.

Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.

We enable all to flourish and grow together in friendship and in faith.

We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.

We endeavour to cherish our school motto of Community, Charity and Knowledge.

***'I have come so that all may have life, and have it to the full.'* (John 10:10)**



### ***Christian Values***

---

Parents choose to send their children to St Richard's because they want them to be educated in the Catholic faith. We have an active and vibrant religious life and we are lucky to be supported in that by our local clergy and a Chaplaincy team. They regularly visit the college and are always available to provide advice and practical help for pupils, staff and parents. We have a Lay Chaplain to enhance this area of school life.

The school day begins and ends with a prayer or reflection. We hold daily assemblies and encourage pupils to participate through preparing and presenting themes or by providing music for the hymns. Regular Masses are held and we have a chapel within the college where pupils can pray alone or in a group. We also run retreat days and residential weekends designed for contemplation and deepening of faith. Pilgrimages are organised to Lourdes and Rome.

A pupil liturgy team enables pupils to make an impact on how they feel the spiritual and liturgical life of the college should develop. The Liturgy Captain and his/her Deputy make a valuable input into all whole-school services.

The RE department was rated as 'outstanding' in our most recent Diocesan inspection. It seeks to help pupils explore their own spiritual journey whilst having the dual role of ensuring academic excellence at GCSE. Opportunities to put 'Faith into Action' and to learn from other religions are always sought in the RE curriculum.

We strongly encourage parents to participate in college and community religious activities to support their child and show by example how to be a committed Christian.

## *The Curriculum*

---

We provide a learning programme that is broad, balanced, motivating, engaging and challenging. A programme relevant to young people living in the 21<sup>st</sup> Century.

In the first three years, pupils will study a wide range of subjects incorporating Religious Education, Maths, English, Science, History, Product Design, Geography, Modern Languages, Computing, PSHEe, PE, Drama, Music, Art and Dance. Some pupils also study Astronomy and Latin.



In Years 10 and 11, pupils are offered a curriculum that embraces opportunity and excellence. This curriculum is designed to give pupils the necessary skills for life-long learning and prepare them for the work place. The core curriculum includes: Religious Education, English Language and English Literature, Mathematics, Science (Triple or Double), MFL, Physical Education and Personal, Social, Health and Economic Education including Citizenship and Work Related Learning.

In addition to the Core Subjects there are two learning pathways that offer an element of choice, but also ensure that each pupil can achieve an Ebacc qualification.

### **Pathway 1**

Option A Subjects: Geography, History

Option B Subjects: Art (Design), Art (Fine), Business Studies, Classic Civilisation, Computer Science, Drama, Food Preparation and Nutrition, Graphics, Media Studies, Music, Textiles

Option C Subjects: French, German, ICT, Media Studies, Resistant Materials, Sports Studies

### **Pathway 2**

Pupils continue with the Modern Foreign Language option made at the end of Year 8, either French or German.

Option A Subjects: Geography, History

Option B Subjects: Art (Design), Art (Fine), Business Studies, Classic Civilisation, Computer Science, Drama, Food Preparation and Nutrition, Graphics, Media Studies, Music, Resistant Materials, Sports Studies, Textiles

Year 10 pupils participate in a Work Experience placement and have access to Enterprise Learning where they develop skills in team-working, problem solving and assertiveness. All pupils must continue in full-time education after the age of 16 and we support them in the choosing of the most appropriate A level or vocational course.

### **Most Able Pupils**

St Richard's Catholic College aims to extend and challenge the most able pupils and is committed to a policy of differentiation in teaching and learning. This encompasses variety, enrichment, extension and support for pupils. The school's Most Able Pupil policy ensures the identification of pupils, the provision of extension and enrichment activities and the careful monitoring of progress to ensure that pupils achieve their best. Our core aim is to ensure pupils are extended within the classroom. In addition, there is a programme of departmental enrichment activities which runs throughout the year.

## Special Educational Needs

All pupils feel motivated to excel because their needs are met through a policy of inclusion. Pupils receive support appropriate and tailored to their particular needs. Our inclusive approach means that most support takes place in mainstream lessons using the following strategies:

- High quality differentiated teaching
- Teaching which is adapted to take account of specialist advice
- Modified resources, equipment and groupings
- Additional adults deployed to support the pupils and the teacher
- Teaching Assistants work within departments to support pupils in all year groups. This enables them to provide specialist and subject-specific support. They focus on ensuring that pupils become independent learners with high levels of confidence and self-esteem. Progress is monitored by a Teaching Assistant Co-ordinator attached to each year group.

Pupils with additional needs benefit from a range of intervention programmes. Advice is sought from external professionals such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists and the Language and Learning Support Service. This advice, together with internal assessment procedures, informs the provision that is made to meet the pupils' needs.

Parents' and carers' views and their knowledge of their child are essential to successful inclusion. Parents' evenings provide an opportunity to discuss the progress of the pupils. In addition, we offer an informal drop-in surgery and interviews to evaluate the impact of provision and plan future actions. The caring approach of the college, along with a commitment to helping every pupil develop their full potential, ensures that all with additional needs have the opportunity to progress, thrive and flourish.

## Homework

Homework plays an essential part in the learning progress of every pupil. Pupils are given a homework timetable and the homework itself is published online on 'Show My Homework.' Pupils and parents will all be given logins to 'Show My Homework' so it can be supported and tracked at home. Pupils also receive a journal in order to add in extra notes, important events and collect rewards. Parents/carers are asked to sign this journal weekly.

Year 7 pupils can expect to spend an average of 30 minutes on each homework subject. Some pupils will, of course, work quicker than others and as your child progresses through school homework will take longer. There is an after-school homework club available for all pupils.



## Personal Social, Health and Economic Education (PSHEe)

Our pupils leave St Richard's with more than academic achievements under their belts. A five-year PSHEe programme teaches them the value of being a good citizen, keeping safe and healthy, playing a role in the community and social skills.

Each pupil will be assigned a Personal Tutor when they start the college. These Tutors will lead them through the programme, which is evaluated each year. Issues covered include the environment, health and hygiene, careers guidance, safety, tolerance, relationships and economic and political awareness.

## Sex and Relationships Education

At St Richard's we look at sex and relationships education within the context of family life and consider the wider issues of religious and moral education. The Religious Education, Science and Pastoral staff work together to ensure that the biological aspects of sex and relationships education are taught in conjunction with the religious and moral perspective and are viewed within the context of personal relationships. As they mature, pupils are provided with information and helped to consider the consequences of decisions relating to matters such as contraception, STIs and abortion. If parents/carers wish to withdraw their son/daughter from lessons on sex and relationships education they should write to the relevant Pastoral Leader at the beginning of the academic year. The SRE policy can be found on the school website.

## Assessment

Five times a year, each child is assessed against his/her FFT Aspire targets. An = is shown when the pupil is making good progress against their target; a + when they are making exceptional progress and a - (minus) indicates under-achievement. Certificates are awarded for 3 or more pluses. For pupils under-achieving in two or more subjects, a letter is sent home asking parents/carers to make contact with a child's subject teacher so that intervention strategies can be put in place.



Pupils' work is regularly assessed in line with college assessment and marking policies. Pupils are encouraged to peer mark, self-assess, review progress and respond to feedback from the teacher so that they are involved in their own target-setting and 'closing the gap'.

At the same time we are all working towards the wider recognition of the talents and strengths of all children asked for by employers, encouraged by the Government, and appreciated by parents/carers.

## Organisation of Teaching Groups

Most subjects prefer to teach mixed ability groups at Key Stage 3 with the exception of maths, computing and modern foreign languages. At Key Stage 4, the core subjects are taught in setted groups and the learning pathway groups are mixed ability.



## ***Learning Beyond The Classroom***

---

We believe that pupils can learn as much outside the classroom walls as inside. We therefore place strong emphasis on providing a range of extra-curricular activities with a broad appeal. Such is the breadth and quality of this programme that it has earned us recognition from Education Extra and Sport England in the past. Our Year Seven pupils complete the John Muir Award, and a number of our Year Ten pupils complete the DofE Bronze Award. Here is just an overview of some of the activities that your child might get involved in:

### **Clubs and Activities**

The following clubs take place after college or in the lunch hour -

*Athletics*  
*Netball*  
*Fitness Training*  
*Basketball*  
*Hockey*  
*Rugby*  
*Football*  
*Dance*  
*Rounders*  
*Duke of Edinburgh*

*Classics*  
*Latin*  
*Art*  
*Technology*  
*Creative Writing*  
*Chess*  
*Rock School*  
*Eco-School*  
*Choir*  
*Fab Fizzics*

*MFL*  
*Drama*  
*Young Investigators*  
*Orchestra*  
*Theatre Visits*  
*Interact*  
*School Council*  
*Drum Club*  
*Maths Challenge*  
*Film Club*



### **Trips**

Recently our pupils have had the opportunity to visit Berlin, Austria, France, Iceland, Isle of Wight and CERN, as well as participate in field trips such as the Eden Project and Isle of Wight. Departments run regular weekend trips including retreats to Whitstable, field trips to Swanage, theatre trips and expeditions for the DofE Award.

### **Sports**

All pupils are encouraged to participate in extra-curricular sporting activities and we try to provide something to interest everyone. Lunch-time and after-school clubs focus on activities ranging from basketball to table tennis and include dance, rounders, rugby, athletics, cross country, football, cricket and fitness training. Through participation in, and enjoyment of, a variety of activities pupils are encouraged to develop their talents, character and sportsmanship within the Christian ethos of understanding and tolerance.

Pupils who show a particular aptitude for a sport may be selected for school teams and play competitively against other schools or within college in inter-form and house matches. We are pleased to report that a number of our pupils have been selected to represent the area and County and have won a number of honours outside college.

### **Drama**

Drama, like Music, forms part of the college curriculum with the option to take both subjects at GCSE level. However, pupils with a particular interest can also attend clubs at lunch-time and after college and get involved in productions. In recent years the college has presented a number of musicals including 'Thoroughly Modern Millie', 'Little Shop of Horrors', 'Annie', 'Oliver', 'Godspell', 'The Wiz', 'Back to the 80's', 'West Side Story', 'Return to the Forbidden Planet' and 'Disco Inferno'. Other performances include Shakespeare's 'A Comedy of Errors', 'A Midsummer Night's Dream' and 'Richard III'.



## Music

We have excellent facilities to promote and develop learning and a love of music. In addition to two spacious teaching areas and numerous practice rooms, we have a recording studio featuring all the latest digital mixing and recording equipment. The music suite is equipped with thirteen iMac computers, running industry-standard software.

The work of our specialist music teachers is supported by the teaching of peripatetic teachers for guitar, wind instruments, brass, strings, percussion and voice. Pupils are strongly encouraged to make use of this facility.

The Music Department has a busy schedule of extra-curricular activities including two choirs, an orchestra, brass ensemble, a string ensemble, rock school, drumming club and 'GCSE extra'. Pupils are encouraged to perform in front of their peers at assemblies and Masses and in front of the wider community at events such as the Eastbourne Prom Concert, Summer Sing, HCPT Carol Concert at Westminster Cathedral and at Parish events from Mass to Advent Services.



## Fundraising for Charity

We promote a strong ethos of community living, whether that community is the college or the local, national and global community of which we are all part. Pupils are therefore encouraged to support charities and do something to help others. Each year the college comes together to raise funds for 'Surviving Christmas' in support of the homeless. Mufti days have raised money for charities such as St Michael's Hospice, Breast Cancer Care and CAFOD. We also have an annual fundraising project to sponsor disabled children travelling to Lourdes at Easter and to subsidise the transport costs of some of our Year 11 pupils who act as helpers.

In addition, each Year Group adopts its own charity to support. In past years, CAFOD, Cancer Research, Guide Dogs for the Blind and British Heart Foundation have benefited in this way.

## School Council

Pupils have an opportunity to raise matters of concern through our School Council, the aim of which is to represent the views of pupils to the staff and Leadership and Management Team. Each year group has representatives on the School Council which meets monthly, promoting active citizenship.

Additionally, each year group has its own Year Council which meets regularly with the Pastoral Leader. The aim of the Year Council is to organise charity and social events and to raise issues that concern form groups.

## Eco-Schools Committee

St Richard's has been a member of the East Sussex County Council's Eco-Schools Scheme for seventeen years. This is an environmental scheme aimed at raising awareness of environmental issues beyond the curriculum. It relates these issues to positive action within the college environment. The Eco-Schools Committee is responsible for co-ordinating action within the college and is made up of staff, governors, parents and pupils. The Committee has won a number of awards for its environmental work. It has adopted five sections of Bexhill Beach through the Marine Conservation Society.



## ***Pupil Welfare***

---

Young people can experience many different problems and anxieties as they go through college, both in their personal and academic life. We aim to provide total support for each child so that no-one ever feels alone or unsupported.

Each child is assigned a Personal Tutor when they begin at St Richard's. This Personal Tutor will monitor the child's progress and welfare throughout college life. Pastoral Leaders support Personal Tutors in their work and seek to develop a unity and sense of belonging amongst each year group.

There is also a network of external support agencies such as the Counsellor, a Behaviour and Attendance Consultant and the Community Health Nurse who support our staff in caring for the welfare of pupils.

### **Counsellor**

Our Counsellor, Mrs Helen Blackford, provides a confidential counselling service to all pupils. Pupils may request an appointment themselves by filling in the slip in the journal, or may be referred by staff, fellow pupils or parents. This allows them a safe and private place to explore any difficulties they may have. The issues they may bring can be wide-ranging, for example loss or bereavement, lack of confidence or self-esteem and relationships at home or school.

### **Child Protection/Safeguarding**

In all the work we do we see the rights, safety and welfare of our pupils as paramount. This means that sometimes we have to take actions which some parents and carers could find threatening. In such cases we will work for a mutual understanding. We will explain our professional responsibilities and we will give every reassurance as to our motives but we will always stress that, for us, a pupil's needs have to come first.

### **Anti-Bullying**

Every pupil has a right to learn and to feel safe, happy and secure in their learning environment. We have zero tolerance to bullying behaviour and expect parents/carers and pupils to notify us immediately if there is a problem. We define bullying as the persistent attempt to make someone unhappy. Further details can be found in our Friendship and Anti-bullying policy located on the college website.

### **Attendance/Punctuality**

We have a rewards system in place for good attendance. At the end of the winter, spring and summer terms, pupils who have achieved 100% attendance will receive a certificate to place in their Progress File. Pupils who achieve 100% attendance for the whole year will receive a voucher as well as a certificate.

Punctuality is monitored. Pupils who are late on more than two occasions without a reasonable excuse are given 24 hours' notice of a one hour detention.

### **College meals/ Biometrics/Cashless Catering**

We have a cafeteria that provides snacks at morning break and a varied lunch-time menu. Facilities are available for pupils who prefer a packed lunch. No-one is allowed home for lunch. Menus are published on the website.

Working in partnership with our catering contractor, Chartwells, the college operates a cashless catering system. On their first day at the college, pupils will have a scan of their finger taken, which is then converted into a digital signature. By placing their finger on a reader they can access their accounts. There is a daily 'spend limit' programmed into the system which can be increased or decreased for an individual pupil by making a written request to the college.

## **Conduct and Discipline**

Every organisation needs rules to run efficiently and effectively. At St Richard's we have in place a strict Code of Conduct. This enables us to safeguard the right of every child to learn without hindrance. It also ensures our pupils learn self-discipline and the need to take responsibility for themselves and their actions. These are lessons that will serve them well through life.

The basic principle of the Code of Conduct is 'respect for the person and respect for a person's property'. Pupils must:

- Show respect to staff and their peers.
- Take responsibility for themselves in terms of learning, conduct, homework, uniform and organisation.
- Respect and not interfere with another person's property or their right to learn.
- Exercise tolerance of one another's differences.

As we are a Catholic college we expect pupils to abide by Christian principles and Catholic values in order to show respect and concern for the wider community.

## **Sanctions**

Pupils who misbehave are dealt with swiftly and effectively. A range of sanctions exists from the withdrawal of certain privileges to putting a pupil on a subject or behaviour report. Pupils in Years 7 and 8 will find bad behaviour impacts on their work as at this stage a credit and debit system operates and debits may be given for poor behaviour or lack of effort.

If a pupil is put in detention after college, parents will be notified in writing at least 24 hours before and given the reason for the punishment.

Serious and persistent offenders may find themselves excluded from college for a period of time. Only the Principal can make the decision to exclude a pupil and must follow the procedure laid down by East Sussex County Council.

If a pupil has to be disciplined, we inform parents/carers at all times. We monitor and discuss pupils' behaviour at regular Pastoral Care Meetings and at termly Tutors' Meetings. We aim to get to the root cause of bad behaviour and deal with it before it develops further.

## **Rewards**

As a college concerned with the development of the whole child, we recognise that all children have gifts which must be nurtured. We aim to celebrate all achievements. Rewards exist in the form of: praise, responsibility, representative honours, prefect status, postcards home, reward stickers, certificates, excellent attendance certificates and annual school prizes for achievement, effort and service. Our rewards system, The CREST encourages the development of the whole person through engagement and participation in a variety of activities.

## The CREST

At St Richard's we believe that the development of the whole child is fundamental to all we do. We seek to find ways to celebrate successes outside of the classroom and in doing so help foster confident, emotionally resilient and happy individuals.

The CREST is a way of celebrating your child's wider development. Our pupils work towards it during their five years with us. To achieve the CREST, pupils will have to have taken part in a range of activities to include: leadership, enrichment in sport or the Arts, charity work, peer support, work related learning.

Parents/carers will receive a report on their child's progress in the CREST annually. Special awards ceremonies will be held at the end of each year for those who achieve the full award and families will be invited to come in and celebrate this achievement.

## Uniform/Appearance

A high standard of uniform and appearance is expected. Uniform must be worn in its entirety. Jumpers may be removed in the summer term, following the Principal's directive. Hairstyles must be of a conventional nature. Girls' hair should be tied back. Boys must have short hairstyles above their collars and tram-lines, wedges or shaved hair are not allowed. Styling products, highlighting, colouring or extensions are not permitted. Boys must be clean shaven.

Uniform rules are not open to question, interpretation or negotiation.



As a parent/carer, you play an integral role in the success of St Richard's. We want you to feel part of college life and we aim to keep you fully informed of what's happening in college and how your child is progressing. We also welcome your ideas and input which you can email to [admin@strichardscc.com](mailto:admin@strichardscc.com).

Each term you will receive a newsletter celebrating pupil participation in a range of activities and informing you of important issues including forthcoming events and activities.

We will keep you fully up-to-date on your child's progress through college with Parents' Evenings, held annually and twice yearly in Year 7. Extra evenings are held if there are any important curriculum changes or innovations in relation to a particular year. We also organise evening events related to internet safety, transition, positive parenting, emotional health, drug awareness and how to help your child to revise/study.

We need parents to ensure that their children attend regularly and punctually. We also need your support in ensuring homework is completed well and on time.

Our website contains information on the curriculum and policy documents which will be of interest to parents/carers. These include: Child Protection and Safeguarding, Friendship and Anti-bullying, Equality, Attendance, Sex and Relationship Education, Drug Education, Child Looked After, Complaints, Special Educational Needs and Pupil Premium. The address is [www.strichardscc.com](http://www.strichardscc.com).

If you have any concerns about your child's development, our staff are always available to talk with you. Appointments can be made by calling Reception or emailing the relevant member of staff.

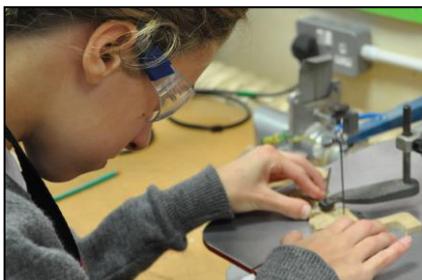
### **Parental Focus Groups**

A morning and evening parental focus group meet termly to discuss aspects of school improvement. This input is invaluable in helping the school evaluate and review its practices. Attendance by parents/carers is voluntary.

### **Parent, Teachers and Friends Association (PTFA)**

The PTFA plays a key role in keeping open links between home and college and enables parents to play an active part in the working of St Richard's. The PTFA organises social functions and is present at many college events providing support and refreshments.

The PTFA also contributes to the development of the college. It has purchased sports equipment, musical instruments, equipment for product design and other subjects, medals for sports day and awnings to provide shade. It has also made a substantial donation to our 'Be the Best You Can Be' programme and pays for the annual lease of one of our minibuses.



## *The Building*

The main college building was opened in 1959. It is a pleasant brick building with excellent specialist accommodation. This includes seven laboratories that have been refurbished, and a well-equipped Craft, Design and Technology area. Facilities for Art, Textiles, Pottery and Photography are provided. We have an Assembly Hall, a Chapel, a Library, a Drama Studio, a Music Block equipped with a recording studio and practice rooms and a fitness suite. ICT has five large, well-equipped rooms.

March 2002 saw the completion of a new Creative/Expressive Arts block, which included expansion to sporting facilities within the college; a new suite of rooms for art and a further suite of rooms for ICT. During 2003, an extra science laboratory and a new technology room were built. During 2005, three new classrooms were built accommodating extra English and maths rooms. These classrooms enabled the college to comply with the Disability Act, providing access for all. During 2007, a new entrance and stairway to the science and technology block was built; a laboratory and technology room were completely refurbished; and the canteen area and the library were extended and refurbished. During 2009, a lift enabling disabled access to the Art Block was installed; a toilet for disabled use was created and a bicycle shelter was built. October 2011 saw the opening of an extension to A Block providing three extra classrooms, toilet facilities and a lift allowing disabled access to nine classrooms. August 2013, a lift allowing disabled access to the science laboratories was installed and two laboratories were refurbished. July/August 2014, two ICT suites were refurbished, the dining area was extended and a new kitchen was built. In the summer of 2015 the Food Technology room and two science laboratories were refurbished, as well as a set of toilets. Summer 2016 saw the installation of a new lighting and sound system as well as replacement windows in the hall. In the past two years, all external windows have been replaced. Annually, we upgrade our facilities.

Outside, the college has three all-weather playing surfaces, accompanying tennis courts, and a netball area. The playing field area is extensive and includes football, rugby and cricket facilities.

We have planning permission to build a new sports complex and a multi-purpose block.

Pupils are encouraged to take an interest in their environment and be responsible for it.



## ***Induction***

---

Moving to a new school can be a difficult process for both child and parents/carers. We have in place a structured induction programme, which serves to ease some of the worries. We work closely with feeder schools to ensure that parents and pupils know what to expect when they arrive at St Richard's. Below is an outline of the induction programme.

- September     The Principal and key staff members visit feeder schools to talk with all prospective pupils and their parents.
- October         St Richard's hosts an Open Evening so that prospective pupils and parents can see the quality and range of work produced in college. Tours during the school day are also arranged, on request.
- Feb-June        The Pastoral Leader for Year 7, who has responsibility for transition, visits feeder schools to explain what life will be like as a secondary school pupil and collect information from the schools on pupils coming to St Richard's. Pupils from non-feeder schools are also visited. The SENCo and our Lay Chaplain also visit pupils. Pupils are given the option of having an e-mail buddy from the Year 7 group at St Richard's. Key subject staff also visit to learn about the pupils' Key Stage 2 curriculum and pupil progress.
- March            Tours of the college are offered to pupils and parents are invited in to meet staff and raise queries.
- June             St Richard's hosts an Induction Evening for all new pupils and parents. Parents and pupils have the opportunity to meet their child's Personal Tutor, find out more about the running of the college and become fully acquainted with the philosophy of St Richard's. After-school tours are also organised to help the new pupils familiarise themselves with the building.
- July              All new pupils are invited to spend three days in the college. They will be given a tour of the college; meet the staff who will be teaching them; meet the children who will be in their form group; follow a typical timetable and complete CATs (Cognitive Ability Tests).
- September      At the start of the academic year a Positive Parenting evening and a coffee morning are organised to support transition.

There is a strong support system in place for new entrants to the college. Year 10 pupils take on the responsible role of Student Listeners. They will support Year 7 pupils with any transition and friendship concerns throughout the year. Year 8 pupils take on the role of buddies and provide regular email contact. All year groups have Smile Ambassadors who care for the well-being of their peers.

In addition to the Induction Programme, we are happy to talk individually to parents/carers.

## ***What Next?***

---

These fact sheets have given you an overview of what St Richard's has to offer your child. If you would like further information visit our website at [www.strichardscc.com](http://www.strichardscc.com) or call on (01424) 731070.

If you have now decided that you wish to apply for a place for your child, remember it is advised that you complete the Governors' supplementary information form contained within this pack. If your pack does not contain the necessary forms please telephone the Admissions Secretary, Mrs Frangella-Cramp, and they will be posted to you.

## ***Final Word***

---

It is in the consideration of what we teach, how we teach, and how we assess what has been taught, that the fascination of the work of education lies. St Richard's seeks to achieve as much as is possible for every child, for it is through success in this endeavour that the teacher also gains the greatest possible satisfaction. We maintain the 'tried and the true' in educational terms, but we also seek to look with an open mind at every possibility of improvement and development in our methods and content of our curriculum. We are a Catholic community and so fundamental to all the curriculum requirements are the Christian virtues of Faith, Hope and Charity. We endeavour to instil into our pupils a belief in God that permeates their lives, an outlook for their future that is bright and enthusiastic and a love for their neighbour that forms the basis of their existence. All these ideals are suitably summed up in the Prayer of St Richard.

### **Prayer Of St Richard**

Thanks be to Thee my Lord Jesus Christ  
For all the benefits Thou hast given to me,  
For all the pains and insults Thou hast borne for me.

O most merciful redeemer, Friend and Brother  
May I know Thee more clearly,  
Love Thee more dearly  
And follow Thee more nearly.

Amen

## **Examinations Report – 2015-2016 (as at 28<sup>th</sup> September 2016)**

Congratulations to all staff at the college for the tremendous results achieved by our pupils.

**82%** of pupils achieved 5 or more A\*-C grades including English and maths. This is well above the National and the County averages (63% and 61%).

**87%** of pupils achieved 5 or more A\*-C grades including all subjects.

**55%** achieved the baccalaureate (C+ inc. English, Maths, Science, MFL and Humanities)

**47%** gained at least 3 A\*-A grades

**99%** achieved 5 A\*-G

100% achieved 1 A\* to G. The National average is 98%.

The average points score per candidate was **44.15**

The average GCSE points score was **457**

The average capped (best 8) points score was **364**

The total number of examinations taken by the year group of 188 totalled 1908. This included the full range of ability, from those with special needs to those well above average ability.

The average entry per pupil was 10.1 subjects. This is above the National and County average.

Of the year group of 188:

### **Including English and Maths**

9 pupils achieved 13 A\*-C

30 pupils achieved 12 or more A\*-C

56 pupils achieved 11 or more A\*-C

101 pupils achieved 10 or more A\*-C

122 pupils achieved 9 or more A\*-C

137 pupils achieved 8 or more A\*-C

144 pupils achieved 7 or more A\*-C

144 pupils achieved 6 or more A\*-C

141 pupils achieved 5 or more A\*-C

### **In all subjects.**

9 pupils achieved 13 A\*-C

30 pupils achieved 12 or more A\*-C

56 pupils achieved 11 or more A\*-C

101 pupils achieved 10 or more A\*-C

123 pupils achieved 9 or more A\*-C

139 pupils achieved 8 or more A\*-C

149 pupils achieved 7 or more A\*-C

155 pupils achieved 6 or more A\*-C

163 pupils achieved 5 or more A\*-C

Congratulations to all the following groups and pupils for their results in the early entries:

Year 11 AS RE: Of the 28 entered, they achieved 11 A, 8 B, 8 C and 1 D grade (D is a pass at AS).

Year 10 RE: Of the 28 pupils entered, they achieved 12 A\*, 11 A grades and 4 B grades.

Dr Durkin's Year 9 Astronomy group: 68% achieved C or above in Year 9.

Year 10 Core Science: 78% achieved C or above in Year 10.

### **Individual mother tongue results:**

Spanish: 4 pupils achieved an A\* grade.

Russian: 3 pupils achieved an A\* grade.

Japanese: 1 pupil achieved an A\* grade.

Polish: 5 pupils achieved A-E grades.

Once again, congratulations to all pupils and staff who worked so hard to achieve these results.

## GCSE Academic Results 2015-2016

Subject	A*	A	B	C	D	E	F	G	Entries	APS	% A* to C	% National
Art and Design	-	3	3	7	2	-	-	-	16	40.13	81.25	75.9
Art and Design (Fine Art)	3	10	2	1	-	-	-	-	16	51.63	100	n/a
Biology	9	16	19	3	-	-	-	-	47	49.96	100	90.5
Business Studies	-	7	5	7	4	1	-	-	24	43.25	79.17	64.1
Chemistry	11	26	8	2	-	-	-	-	47	51.87	100	90.3
Computing	2	7	10	6	1	-	-	-	26	46.69	96.15	60.4
Drama	-	4	13	3	3	-	-	-	23	44.7	86.96	73.1
Dutch	-	1	-	-	-	-	-	-	1	52	100	n/a
English all	16	24	56	56	30	4	-	-	186	43.7	81.7	60.2
English Language	16	24	45	19	9	-	-	-	113	47.01	92.04	60.2
English Literature	24	38	66	29	17	6	5	1	186	45.35	84.41	75.1
English Language Opt AS	-	-	-	11	9	3	-	-	23	36.09	47.83	n/a
English Language Opt BS	-	-	11	26	12	1	-	-	50	39.64	74	n/a
Food Technology	1	2	8	6	2	1	-	-	20	43.3	85	n/a
French (Linear)	10	18	22	24	13	3	-	-	90	44.6	82.22	69.7
Geography	5	8	16	21	9	4	1	1	65	42.12	76.92	66.3
German	1	-	-	-	-	-	-	-	1	58	100	n/a
German (Linear)	3	19	11	23	15	3	1	-	75	42.72	74.67	74
History	16	35	34	14	11	3	-	-	113	47.17	87.61	66.1
ICT	2	8	14	9	4	1	-	-	38	44.74	86.84	67.9
Maths All	12	47	46	55	15	6	2	2	187	43.9	85.6	61.0
Mathematics F	-	-	-	1	2	5	2	2	14	23.14	7.14	n/a
Mathematics H	12	47	46	54	13	1	-	-	173	45.58	91.91	61.0
Media Studies	5	15	15	12	4	3	-	-	54	45.56	87.04	66.4
Music	-	3	5	4	1	1	-	-	14	43.43	85.71	75.3
Persian	1	-	-	-	-	-	-	-	1	58	100	n/a
Physical Education	-	3	6	23	12	4	2	-	50	38.32	64	68.4
Physics	11	21	12	3	-	-	-	-	47	51.11	100	90.9
Polish	1	1	-	-	-	-	-	-	2	55	100	n/a
Portuguese	-	1	-	-	-	-	-	-	1	52	100	n/a
Product Design	9	9	7	5	3	1	2	-	36	46.83	83.33	60.9
Religious Studies	43	65	44	20	5	3	1	2	185	48.68	92.97	71.6
Science	2	13	52	42	19	8	2	1	140	41.39	77.86	52.9
Science Additional	3	19	47	41	20	6	1	-	138	42.28	79.71	59.7
Spanish	1	-	-	-	-	-	-	-	1	58	100	n/a
Spanish (Linear)	3	1	-	-	-	-	-	-	4	56.5	100	70.9
Statistics	4	14	7	3	-	-	-	-	29	48.34	96.55	70.2
Textiles	2	3	7	3	4	-	1	-	20	43.6	75	n/a
<b>Total</b>	<b>228</b>	<b>512</b>	<b>637</b>	<b>533</b>	<b>239</b>	<b>68</b>	<b>20</b>	<b>9</b>	<b>2246</b>	<b>46.22</b>	<b>85.36</b>	<b>69.35</b>