



St Richard's Catholic College

Reports to Governors June 2017

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TEAM REPORTS

Emerging Technologies Team

The ET team comprises a range of subject staff who have an interest in the use of ICT to improve teaching and learning.

The aim of the team is to investigate how ICT could be used to improve teaching and learning at St Richard's and to share good practice in the use of ICT across the curriculum. We also plan for changes in teaching and learning, arising as a result of new technologies.

Objectives for 2016-17

1. Continue to investigate the use of new hardware in the classroom: research possible Chromebook and Google for education scheme for all pupils to develop teaching and learning as witnessed at Uckfield Community College.
2. Continue reviewing/improving/embedding good practice and current technologies found in some subjects.

Actioned to date:

1.
 - a. As part of attendance at Subject Leader hub meetings at Uckfield Community College, MF held a number of discussions regarding the use Chromebooks and how they were being implemented and used throughout the school. Most departments are making use of Google Chromebooks, Google for education apps such as Google Docs and Slides along with Google Drive. Maths department still waiting to see impact. 95% of pupils took up the offer to purchase their own Chromebook.
 - b. It isn't without its complications and teething problems. Loss of functionality when staff are so used to Microsoft suite of products and new methods of accessing and saving files. Printing was slightly reduced across the whole school; many teachers' pedagogy will take time to change; others argued that they still need to write, while others argued it was still easier and quicker to mark pupils' work in books. More technical issues for teachers to deal with and downtime of pupils while waiting for response/fixes.
 - c. Departments using as part of a blended learning where tablets were not to replace existing teaching methods but coexist found it beneficial. History and Geography, for example, making use of the collaboration tools provided by Google Classroom. Access to Google Maps etc provides extra benefits to the lessons.
 - d. MF has begun the transition to full use of Google Classroom/Drive and Apps, which was mentioned by inspectors during review at the beginning of the year. Further work within the department to continue and feedback to E-T team next year.
2.
 - a. Everyone within the E-T team were asked to sign up for a particular group looking at different aspects of technology in the classroom. These groups were: 1:1 research team, Thursday T&L tip team and Using ICT to maximise learning.
 - b. '1:1 research' team contributed to the discussions around issues above. Articles/blogs and case studies were reviewed and discussed.
 - c. 'Thursday T&L tip' team produced and prepared advice to be delivered to all staff during Thursday morning briefings. MF delivered advice on digital photos to all staff during term 4, with the rest of the team delivering hints, tips and advice to staff during term 6. MF will lead with advice regarding passwords.
 - d. The 'using ICT' group first looked at current practice within the departments identifying issues or new technology that could be embedded within each subject. Subjects differ in their use of technology and the group focused on how to embed Google Classroom, Drive and Apps. Currently this technology is haphazard across the school but will remain the focus of the E-T team for 2017-2018.

Objectives for 2017-2018

1. MF will continue to liaise with Uckfield Community College with regards to 1:1 policy.
2. Developing a strategy on how to move forward with Google Classroom, Drive and Apps across the whole school.
3. Continue reviewing/improving/embedding good practice and current technologies found in some subjects.
4. Continue to research new ICT tools to enhance teaching and learning in the classroom
5. Develop staff skills in ICT/digital literacy such as further help, advice and tips.

Mr Fegan – Emerging Technologies Team

Finance/Health and Safety

During the financial year 2016-2017 we have changed our finance staff with the departure of a long standing staff member and the introduction of a new Finance Assistant from mid-January 2017. The numbers of trips and charity events have increased; procurement card purchases have increased due to better value and convenience to staff and our Teaching School is continuing to grow.

School Budget Account

This is the main school business account. Our funds are delegated from the Local Authority through a devolved formula and this money is used for most of the college purchases. Teaching School income and expenditure has been set up with its own code and is now easily identifiable and provides a clearer picture of actual spend.

School Fund Account

This account is used to collect money in from our pupils for all college trips and activities and any charity donations. Our LCVAP money is held within this account which pays for our major building works. Since September 2016, we have introduced an online payment system which allows parents to pay for uniform, equipment and school trips. So far, despite reminders in newsletters, the uptake on using the system has remained low. The account runs from 1st September to 31st August following the academic year. It has been scrutinised and agreed by a chartered accountancy firm for 2015-2016.

Governors' Fund

The finance office manages the Gift Aid and the contributions received are very healthy. Julie Jacob is the Gift Aid Officer for St Richard's Catholic College.

SFVS

The college submitted the annual SFVS return by the required date to the Local Authority; no response has yet been received.

Health and Safety

A fire risk assessment took place in August 2016, no issues were identified and under the action plan it stated that all previous recommendations had been resolved to a good standard. A health and safety audit was carried out on 12th May 2017. We are awaiting the results of this and if any recommendations or changes are required following this inspection, they will be implemented as soon as possible to ensure a safe college site for all.

The following building projects/works have been carried out:

- Renewal of the hall windows and installation of blinds
- Further replacement of old lighting to LED in several classes across the college.
- CCTV installation in additional areas of the site
- Ongoing decorating, carpet cleaning and carpet replacement

Miss Pain - Business Manager

Research Leaders

The Research Leaders team is a new initiative set up in September 2016. The team consists of a number of staff representing a variety of subjects. It was set up by Tom Holloway (Science) and John Steele (English) upon completion of their Masters in Education offered by the Teaching School status in partnership with the University of Sussex. The other members of the team include: Louise Avery (History), Alex Lahache (Science), James Campbell (Maths), Suzie Dunster (Drama), Susie Crawley (MFL), Laura Byrne (Science) and Mel Wood (English). The group has met six times during the academic year following the schedule below:

Meeting 1: Launch - Researchers come up with research question

Meeting 2: Discuss research questions and participants - Researchers decide on research tool and sample size

Meeting 3: Co-construct research tool - Researchers collect data

Meeting 4: Analyse data - Researchers make a poster/PPT

Meeting 5: Additional help

Meeting 6: Present findings

Each member of the team has a different research focus. James, Suzie, Susie, Laura and Mel have all focussed on areas concerning the College Improvement Plan.

Laura Byrne	How can we best support PP pupils in Science?
James Campbell	Why are lower attainers and PP pupils making less progress in Maths compared to the rest of the cohort?
Susie Crawley	What rewards and sanctions for homework would motivate persistent homework offenders in MFL?
Suzie Dunster	Why is drama more popular with girls?
Mel Wood	How can we best support pupil premium pupils to make outstanding progress in English language and literature? Should PP pupils be aware of their status?

Louise Avery and Alex Lahache are working with feeder primary schools (Sacred Heart and St Thomas A Becket) to develop transitional links. Both have met with the primary schools to establish their research pathway and are in the data collection phase. Alex is focussing on curriculum mapping with a particular emphasis on Physics delivery whilst Louise is helping Sacred Heart to improve their use of Historical sources. These research initiatives have been funded by the Teaching School's successful Laurel Trust bid. As well as facilitating the research project of the other members of the team, the research leaders (Tom Holloway and John Steele) are additionally mid-way through their own research projects. Tom Holloway is working with Heron Park (an Aurora academy school based in Eastbourne) to assist Year 5 in trialling online intervention in Maths. John Steele is helping Glenleigh Park (another Aurora academy school, based in Bexhill) with English intervention. Both of these projects are also supported by the Laurel Trust. Their work will be presented at the annual BERA conference at the University of Sussex in September. All the other research tasks undertaken will be presented to LMT using a poster presentation format in term 6. John Steele and Tom Holloway are to offer an afterschool twilight session to all staff in term 6 for the following academic year to raise awareness and expand the team.

Objectives 2017-2018

1. To continue with links made in feeder schools to launch new transitional research projects.
2. Some of the current members of the team to become research facilitators.
3. Present findings at the national BERA awards in September.
4. To research other areas of research highlighted in the College Improvement Plan.
5. To establish new practices arising from this year's research.

Mr Holloway and Mr Steele – Research Leaders

Pastoral Care Team

The Pastoral Care team consists of Mrs Bligh, Vice-Principal, our five Pastoral Leaders (Year 7 - Mr Bligh, Year 8 – Mr Carradine, Year 9 - Mr Campbell, Year 10 – Miss Easton, Year 11 – Mr Doherty), Mr Smith, the SENCO, Mrs Hills and Mr Padgham (form tutors with additional pastoral responsibility), Mrs Hoyle (PSHE Co-Ordinator) Mrs Kelly, Mrs Lea-White, Mrs Parks & Mrs Campbell (Teaching Assistant Co-ordinators), Jo Doyle (Lay Chaplain), Michelle Gaines (Assistant Principal with responsibility for Pupil Premium) and our ESBAS school link (Natalie White).

The team meets termly to discuss a range of pastoral care issues such as attendance, behaviour, anti-bullying, emotional health and the College Improvement Plan. A large proportion of each meeting involves discussion of the pupils in our care. Mrs Bligh is in charge of Pastoral Care within the college, as well as being the Designated Safeguarding lead teacher. Essentially, the aim of the team is to meet the needs of all the pupils in line with the college Mission Statement. We are supported in our work by the Chaplaincy team, Behaviour and Attendance County team, The Anti-Bullying team, School Counsellor, School Nurse, the Substance Misuse Service, CAHMS, Young Carers and a range of other services which we buy into when required. We run in-house groups on bereavement and loss, anger management, social skills and social use of language. Each Pastoral Leader is responsible for: providing support to his/her tutors; helping to build up a year identity; organising fundraising activities; overseeing the spiritual, academic and social welfare of the pupils in his/her year group; organising liturgies and assemblies; running a year council and leading the PSHEe/Citizenship programme.

Pastoral Objectives 2016-2017 - Progress

- 1. Improve communication systems related to vulnerable groups.** Michelle Gaines attends Pastoral Care meetings to update on work with Pupil Premium pupils. Great scrutiny is given to all vulnerable groups when tracking progress and attendance. Pastoral Leaders, SENCO and TA Co-ordinators are in contact with pupils and their parents. Pupil voice is gathered from SEN pupils and example of the impact of this is that Year 11 SEN pupils spoke about their increased anxieties over not knowing the base for exams. The top of B Block has now been utilised during exam periods so that pupils always know where their exam will take place: they can go and register there and be given the support needed to enter the exam in a calm and prepared manner.
- 2. To further engage parents fully in pastoral care systems.** All year groups had a parental information evening at the start of the academic year. A significant part of this evening this past year was around the embedding of a 'growth mindset' both at home and in the school and how the home and school could work together to support and encourage the pastoral development of every child. Parental Focus groups have had presentations on a range of pastoral issues which included emotional well-being and LGBTQ. A Positive Parenting evening was held for Year 7 which included a workshop on keeping your child e-safe.
- 3. To increase the involvement of pupils in decision-making by instigating a systematic programme of seeking their views on behaviour, learning, rewards and sanctions, improvements.** Mr Campbell has led on this by utilising Show My Homework and Google Forms in order to collect pupil voice. This has been used successfully with the Lower School and will be rolled out to the whole school next year. Year Councils continue to meet regularly as does the School Council. We also have a pupil 'well-being team' who meet to discuss how best we can promote well-being amongst the pupils. The school nurse team came into the college to collect pupil voice which helped shape our Health Improvement Plan and secure the £10,000 funding available in this area. Governor pupil voice sessions have proven very helpful and we are grateful to those Governors who gave up time to run these and help strengthen this area.
- 4. Improve listening space for individuals/groups of pupils.** We have secured a donation from Charlotte Marshal's Trust to be used alongside a proportion of the Health Improvement grant and are looking to have in place an outside area created for pupils as a listening space, peer support unit in term 6.

Pastoral Objectives 2017-2018

1. To establish a greater range of workshops for vulnerable groups using external speakers.
2. To provide good quality learning opportunities to support a pupil's emotional health and well-being throughout both key stages.
3. To increase pupil knowledge and understanding of risky behavior.
4. To offer opportunities for staff interested in pastoral care to gain experience in this area in order to support succession planning.
5. To further develop the use of rewards in the college, in order to better meet the needs of pupils. This will include a relaunch of the CREST Award.

PSHEe Objectives and Progress 2016-2017

1. **To develop assessment in PSHEe using assessment without levels.** Assessment has been rolled out across the year groups with criteria based on the new assessment without levels system used by the college. Years 7-10 now have assessment embedded within their programmes of study
2. **To audit global learning in line with Ofsted requirements.** We have joined a global learning network locally and we are producing an audit which can be collated in term 6 by relevant departments.
3. **To review and develop schemes of work using pupil and staff voice with a focus upon emotional well-being.** All year groups now have emotional well-being within their programmes of study. A variety of tutor time activities were put in place to support Mental Health week. Staff and pupils were very positive about the initial week that was run and are enjoying the PSHEe materials that now support this on a yearly basis. Pupils have identified that they would like even more curriculum time on this area but this is difficult with all the other pressures on this time.

PSHEe Objectives 2017-2018

1. Follow up actions from the Global Learning Audit.
2. To deliver the Health Related Behaviour Survey and use the data to support the development of the curriculum.
3. To develop resilience skills materials for transition groups in Year 7.

Friendship and Anti-Bullying (Mrs Hills)

Objectives and Progress 2016-2017

1. Work alongside Student Listeners to develop a network of pupils across all Key Stages for peer support. Still being developed, aim to secure for September 2017.
2. Continue to develop clarity and continuity of reporting and recording process re bullying incidents with a particular focus on follow up.
3. Advice and useful links for parents/pupils on the college website is now available with regular updates in the Newsletter.
4. Consistent recording and review process recorded on SIMS continues to be monitored. Possible introduction of new recording systems (CPoms) may help with identifying trends and connections.

Objectives 2017-2018

1. Use of available experts, develop new survey systems for whole school data collection.
2. Advice and useful links for parents/pupils in school newsletter to include Parental Focus Group input.
3. Raise whole-school awareness of what bullying actually is - this is taking place through year group assemblies by Pastoral Leaders and external speakers. Anti-Bullying week to include work in PSHEe, assemblies and information for parents and children in the newsletter.
4. Continue to develop communication via scheduled meetings with Parental Focus Group, pupils, teaching staff and governors.

Other things the Pastoral Care Team have been proud of this year:

- We were delighted to see behaviour rated as exemplary by our internal reviewers at the start of the academic year (October).
- Another successful year for the Spectrum programme.
- SAS course ran successfully for both boys and girls.
- James Campbell's first year as Pastoral Leader of Year 9 has been excellent and the team is strengthened as a result.
- Our monitoring and subsequent actions around attendance have improved greatly. Stronger systems are in place and parents/carers are being made more accountable. As a result attendance is improving steadily, although we recognise we continue to have a real concern around the attendance of Pupil Premium pupils. We are working hard to improve this and the appointment of a new Attendance Officer, Helena Jones, has been instrumental in making headway.
- There is strong tracking of the attendance of intervention pupils, particularly in Year 11.
- Ewan Carradine has led on LGBTQ providing training for staff, governors and parents.
- Anger management programme, under Moira Kelly (TA Co-ordinator), continues to be a success.
- We are proud of the support we have given to other schools by taking some of their most challenging pupils for a term of respite and support here at St Richard's.

Mrs Bligh - Pastoral Care Team

Special Educational Needs

Progress against Objectives 2016-2017:

1. Expand provision for pupils with Dyslexia by using Specialist TAs to provide blocks of intervention. INSET given to staff on Dyslexia.

A Specialist Teaching Assistant, Karen Park, and an additional TA provide blocks of intervention using a set of the Phonic Books series and resources. This is in addition to the provision of a Dyslexia Specialist Teacher, who provides seven hours a week of intervention and has a full caseload. Ian Smith has delivered twilight training to teachers on differentiation and the SEN gap (delivered twice). Karen Park has scheduled training for Teaching Assistants planned to be extended to teaching staff in the next school year.

2. Embed the graduated approach to SEN within the college. Ensure all staff are aware of their responsibilities as teachers of SEN.

The graduated approach, also known as the Assess – Plan – Do – Review cycle, is becoming embedded throughout the college. It is used for all SEN-registered pupils' termly Passport documents, and all pupils with an Additional Needs Plan (formerly known as School Based Plans). Ian Smith has provided all staff with an update on SEN issues at the start of the school year, in addition to regular meetings with staff and information via email to support teachers in their provision for all pupils, including those with recognised Special Educational Needs. This has also been communicated to Governors.

3. Raise awareness of high incidence needs in the college and offer training and advice to staff on how to support the pupils. Ensure targeted revision sessions are offered by departments for pupils with SEN.

The Google Drive has been used to store information on all SEN pupils, which is available to all staff and saved in one location. This includes the SEN register, a list of all pupils with Access Arrangements, all pupils' current Passport documents, and a folder of information resources on high-incidence needs in the college, including dyslexia, Autistic Spectrum Condition and diabetes. One-to-one exam and revision support is provided by TAs and subject teachers for identified pupils. In addition to twilight training provided, referred to above, Literacy Support classes in Year 11 have worked on focused revision techniques, including mind mapping and Cornell notes, to further pupils' independence and reinforce the advice provided to all pupils. These classes include 14 of the year group's 15 SEN-registered pupils.

4. Ensure tutors select pupils with SEN for leadership roles. Pupils with SEN to be supported to complete The CREST Award during tutor time and in Prep Club Plus.

Five current Year 11 pupils are Prefects in the college. Year Co-ordinators support all pupils in their year groups, according to need, during tutor times and this includes encouraging and supporting SEN-registered pupils towards completion of The CREST Award. Pupils are prompted which achievements and participation they have completed which can go towards their Award, such as form charity events, block days, services and assemblies. The popularity of Prep Club and Prep Club Plus in supporting homework means that this alone has been the role of TAs who support this, and the SEN department's support for The CREST is currently focused on tutor times.

5. TAs to support pupils in PSHEe and tutor time if they are not offering interventions.

All Teaching Assistants are engaged in one-to-one or small group intervention during tutor times, including Numeracy and pre-teaching of vocabulary. All Year Co-ordinators see pupils in their year groups regularly during registration and PSHEe lessons. In addition to this, five TAs lead a Rise and Shine Reading intervention group before school for identified pupils with reading ages below age-related expectations.

6. Develop the use of the TA Shadow Timetable for TAs and Cover Supervisors.

A TA Shadow timetable is in operation and populated with lessons we are ordinarily unable to provide lesson cover for. This is cross-referenced for any TA who is not needed in their usual lesson for any reason. Gail Hook also has a copy of this to deploy Cover Supervisors when possible, and it is saved in the SEN folder of the Google Drive for all staff's reference.

7. Support pupils to use appropriate assistive technology in tests, examinations and in class.

All pupils' access arrangements are regularly reviewed and shared with all staff. These are communicated with parents and pupils, and their preferences (e.g. laptop rather than scribe) logged for all staff in different colour type on the Google Drive saved documents. Kirsten Britt and Ian Smith are in close communication with the Exams Officer at all times to enable all information and any changes to be known. Access arrangements for day-to-day testing are arranged through Kirsten Britt at teachers' request.

Objectives 2017-2018:

1. To strengthen communication with parents on pupils' social, emotional health and self-esteem, in addition to academic levels.
2. To audit provision in departments for pupils with SEN on a rolling programme.
3. To raise awareness of disabilities among peer groups to support vulnerable groups.
4. To ensure every lesson has differentiated tasks and differentiated homework.
5. To develop effective TA support and increase independence of pupils with SEN.
6. To support TAs and HLTAs to develop a more specialist role and support professional progression where desired and appropriate.
7. To strengthen the links between SEN, Literacy and Numeracy within the college.

Mr Smith - SENCO

Spiritual Life Team/Chaplaincy

Objectives: June 2016-May 2017

1. To launch the Chaplaincy Tutor Prayer Box across all year groups and monitor its effectiveness in helping Tutors prepare for Form liturgy and Form prayer. To continue to provide weekly themes and prayer PowerPoints for use in form Prayer.
2. To continue to offer retreats to pupils including the Year 10 and Year 8 block days, the weekends at St. Vincent's Centre, Whitstable and the Year 6 retreats for feeder primary schools and bi annual Rome Pilgrimage.
3. To promote/organise a 'faith in action' activity in conjunction with the Liturgy Reps to raise funds for a designated charity.
4. Provide liturgy planning training sessions for new staff, and to streamline the role of Liturgy Rep for staff/tutors – giving staff clear outline of responsibilities.
5. Research and book a Mission week for 2017/18; to develop and nurture spirituality across all curricular areas and build on previous Mission in 2012.
6. To continue to work closely with the Music Department and Dance and Drama teacher to develop the planning for liturgical events. To instigate a termly meeting and develop planning paperwork that ensures all parties are significantly more aware of what's coming up and given time to plan their respective parts effectively.
7. Continue to embed the role of Liturgy Captain and Deputy Captain in the liturgical life of the school. To give Liturgy Reps training on the use of the Tutor Prayer box and involve them in the launch of the scheme.

LITURGY, RETREATS, PILGRIMAGES AND PARISH LINKS

St Richard's is very fortunate in its clergy chaplaincy team, who are most generous in their support of the spiritual life of the college. Sincere thanks to them for all their input and hard work, which is greatly appreciated.

Liturgy in School - Mass is celebrated on a regular basis at St Richard's, ranging from whole school celebrations in the hall to the quieter, more informal voluntary early morning Mass each Friday in the Chapel. Large scale Masses have included the Beginning of Year Masses in September 2016, the Year 7 Induction Mass in November 2016, and Year Group Masses. This year, a more concerted effort has been made with the help of the Liturgy Captain to meet with Liturgy Reps from the relevant year group prior to their Liturgy to plan ideas on theme and music. This has allowed their creativity and ideas to flourish and improved the standard of these services. Still to come are the St Richard's Feast Day Masses, one of which is to be celebrated by Bishop Richard, and the End of Year Mass in July.

The Lay Chaplain has made it an aim to increase and improve the cross-curricular collaboration between the Performing Arts departments and Chaplaincy. Termly meetings this year have proved invaluable with the planning sheet outlining basic details of every liturgy becoming an essential planning tool. A termly meeting has been put in the diary next year, as it has proved difficult to find time when all of us are free. We feel this being embedded in the diary will improve the running of Liturgical events in the school. The Lay Chaplain has been working closely with Mrs Byrne to find new Psalms for use in services and this has proved a fruitful task with a number of new hymns being used.

Services other than Mass have also provided unique opportunities for both pupils and staff to encounter and worship God. The Advent and Easter Services drew on the gifts and skills of readers, actors, musicians and dancers throughout the college, with the invaluable help of the relevant staff, to provide meaningful and powerful liturgy. This year we got the RE Department on board for both the Advent and Easter services. They allowed time in lessons to let the pupils prepare reflections and pledges. These were then used in the services. This was received really well by all pupils and is something we would like to ensure is continued across all Liturgies. Pupil feedback said they felt more involved in the services as a result.

Form Masses have been, on the whole, intimate and reflective. Following on from discussions last year, it was established that at times it is difficult for the Clergy to attend both the prep session and the service. Whilst these sessions are appreciated by the pupils and the staff it is felt that it is more important for the Clergy to be in attendance for the Service. To ensure that when there is no Priest available for the prep session that the Tutor and pupils have the tools to plan their liturgy the Lay Chaplain and Miss Wood created a lesson plan, PowerPoint and resources for planning both a Mass and a Service. To ensure this was a workable document it was trialled using IRIS by Miss Wood. This means staff have a video of a planning session to use as a reference point. The Lay Chaplain and Miss Wood delivered a training session at a staff meeting to launch it and ensure all staff understood the concept. General feedback so far has been that the resources and lesson plan make it much more structured for staff to plan their Form

service and, in particular, non-Catholic staff have appreciated the section in the lesson about behaviour in a service and on the meaning behind the Mass.

Tutor liturgy boxes were launched and have proved an invaluable resource to ensure tutors can facilitate times of prayer with their forms. Many form tutors have used the resources to create an area of prayer in the form room.

The Lay Chaplain has sent out a chaplaincy news email each week to staff including in it: liturgical information, chaplaincy notices and a resource for daily prayer in college in the form of a weekly prayer PowerPoint. The PowerPoint has a prayer slide for each day, taking into account liturgical seasons, feast days in the Church's calendar, special UN days and multi-faith/cultural festivals. There is also a slide with a prayer for before lunch and at the end of the day. The Lay Chaplain has reviewed this and has now included the weekly hymn and reading on the opening slide to ensure all staff have access to this.

Parish Masses - In term 2 we visited St Wilfrid's Church, Hailsham for the first of our Parish Masses led by St Richard's. This was our first visit to St Wilfrid's and we were delighted to see their new church and join them for the first Sunday of Advent. Head-boy, Ethan Macdonald, introduced the Mass thanking the parishioners for inviting us to their Sunday Mass. Mr Roadknight and Mrs Byrne prepared and led the wonderful music with a small group of singers. Ben Stotesbury-Byrne, who is from the Parish, sang solo Schubert's Ave Maria during Communion, a beautifully moving moment in the Mass. Mrs Grant and Mrs Dunster (Drama Department) put together a thought provoking piece on the meaning of Advent called 'Presence not Presents' which was delivered by Year 7 drama club pupils. They performed with great confidence. Following Mass we were delighted to join the parishioners in their hall for pizza and Advent activities.

Due to changes in clergy, we were unable to attend the scheduled Parish mass in St Martha's, Bexhill. Unfortunately Fr Stephen Hardaker was not in position in time for the scheduled mass and asked if it could be cancelled. In term 5, we visited St Mary Star of the Sea, Hastings for their Sunday Mass. A number of pupils from the parish were involved in the choir, dance and drama. Mrs Knight's Junior Dance Company members took the opportunity to show how much they have learned in liturgical dance by dancing the Psalm with maturity.

Grandparents' Event in School - St Richard's once again celebrated the Diocesan Grandparents' Week by inviting grandparents of current and former pupils into college. A large number of Grandparents attended and many pupils were involved in the Mass, in the refreshments in the library, and in the tours of the school. Mrs Byrne, Mrs Knight and Mrs Dunster prepared the music and liturgical dance and drama in the Mass, which made it a wonderfully spiritual occasion. This is fast becoming the highlight of the school calendar.

Flame - A small but enthusiastic group accompanied by myself, Dr Durkin and Deacon Brown set off for SSE Wembley Arena bright and early on Saturday, 11th March. Our destination was the Flame National Youth Congress. This is the third of these events dedicated to young Catholics in England and Wales. The theme this year was '10,000 Reasons' - based on one of St Richard's pupils' favourite hymns 'Bless the Lord' (10,000 Reasons) by Matt Redman. Matt Redman was in fact the leader of the music for the day. The focus of the day looked at the many ways God loves us and how we can show that love. Key to this was a look at the refugee crisis and what we can do in response.

In between times of Worship music we heard talks from noted speakers such as: Sarah Teather, Director of the Jesuit Refugee Service (JRS) in the UK; Mike Pilavachi, founder of charismatic Christian festival, Soul Survivor; Fr. Augusto Zampini Davies is an Argentine RC Priest currently working full time as the theological adviser to the UK aid-development agency CAFOD; Cardinal Charles Bo the Cardinal Archbishop of the Roman Catholic Archdiocese of Yangon, Myanmar and David Wells is Director of Adult Formation and Youth Ministry in the Diocese of Plymouth. We were also treated to performances from RISE Theatre a professional Christian theatre company and from praise and worship group One Hope Project. Cardinal Vincent Nichols brought the day to a close with a very moving time of adoration of the Blessed Sacrament. 10,000 young people in silence in the presence of God was such a moving moment and one many will not forget. During the day we also met our own Bishop Richard who came over for a picture with us.

Inset Session for New Staff on what it means to work in a Catholic School - New staff attended an inset session on what it means to work in a Catholic school and to introduce them to the aspects of spiritual life that take place at St Richard's. Each member was given a pack with some useful material such as Glossary of Catholic terms, expectations of tutors in regard to liturgy and sample prayers and liturgy planning sheets. It was attended by new and existing members of staff and a really fruitful discussion was had. Packs were passed to Lis Wood for the Trainees who could not attend due to college

commitments. This is hopefully going to be a recurring event for trainees and new staff. For next year's training we will explain the new Liturgy planning lesson and resources.

Lourdes Pilgrimage - Due to how the Easter holidays fell, it was decided that the Lourdes trip was not feasible this year. We returned to school on the Tuesday of the week it was scheduled and it was deemed too much of a disruption for Year 11 pupils to attend so close to the exams. This issue may occur again in the future but should not be a problem for next year. To this end, the Lay Chaplain will be contacting HCPT Headquarters about renewing our group for next year and seeking a staff member to be deputy Leader of the groups following Mr Campbell's stepping down.

Whitstable Retreats - On Friday, 11th November a small but excited group of pupils boarded the minibus to head to St Vincent's Retreat Centre in Whitstable. On arrival we were greeted by the fabulous team of youth workers and had a lovely fish and chip supper. The theme for the weekend was around teamwork and self-esteem and the team chose to use the film 'Cool Runnings' as a base for the activities of the weekend, so after dinner we settled in for movie time. Saturday involved group activities with the team, followed by bowling and a beach walk. We ended the night with a prayerful celebration of Mass in the chapel of the centre. Sunday involved more activities, and a final liturgy with performances by both the staff and the pupils.

The scheduled retreat for Year 7 was cancelled due to lack of uptake. Following this, the Lay Chaplain has reviewed the use of Whitstable and deemed it unfeasible. The Lay Chaplain is currently submitting an alternative to LMT. The proposal is to create individual 'Days of Reflection' for each Year 7 tutor group.

Rome Pilgrimage - I have just launched the Rome Pilgrimage trip with current Year 9 and 10 pupils. The trip is a wonderful opportunity to see the centre of the Catholic faith. Interest has not been fantastic so far but the Lay Chaplain has enlisted the help of the RE Department to try and boost numbers.

Year 10 Block Day at The Hastings Centre - On Thursday, 13th October, Year 10 pupils took part in a retreat day at The Kings Centre. The theme of the day was 'What are you called to be?' with the emphasis on the Christian vocation that our baptism gives us. After an opening Mass, pupils attended three different workshops on various related topics, and then came together at the end of the day for a closing liturgy. It was well received by the pupils on the whole and my thanks to the RE department who facilitated the workshops. Unfortunately, there was a large number of absences on that day, alongside the rising costs of coaches and the fact the pupils are only asked for a voluntary contribution which meant that costs overran. On reflection, the Lay Chaplain and RE Department is reviewing whether we can offer a similar event in school. With this in mind we may then be able to book a speaker or Vocations team as a result of saving costs on travel and venue hire.

Year 6 Retreats with Feeder Primary Schools - The Year 6 pupils from St Mary Magdalene, St Mary Star of the Sea and Sacred Heart primary schools will be coming to St Richard's in July for a retreat. The pupils will take part in a series of workshops based around the theme of New Beginnings and Trust in God. This will then be brought together in a Service at the end of the afternoon. The hope is to give them a flavour of what we do in St Richard's as liturgy.

The Lay Chaplain will be running a workshop for the Year 6 pupils at St Thomas a Becket Junior School, Eastbourne, at their retreat day at Christ the King, Langney in July. The Lay Chaplain is hoping to link this retreat with the in-school one by basing the workshop around a similar theme and bringing two members of the senior Dance Company to help teach the liturgical dance taught to the other 3 schools.

CHURCH VISITS

In September, all Year 7 pupils visited St Mary Magdalene Church in Bexhill, The pupils were able to explore the various areas of the church and even to try on the priestly vestments in learning what they all are and what they mean!

'Good Shepherd' Celebration at Worth Abbey - A selection of Year 7 and 8 Liturgy Reps will be attending the Good Shepherd Celebration in Worth Abbey. This year, the service will focus on the new Beatitudes proposed by Pope Francis. The pupils will be preparing a piece of artwork shaped as a brick to join it to the other Diocesan school bricks during the celebration. They will have a wonderful opportunity to meet pupils from other Catholic schools.

Training for Special Ministers of Holy Communion in School - Due to Fr David's move, Fr Barry has kindly offered to deliver the training for Eucharistic Ministers in term 6. The Lay Chaplain will offer this to all staff and pupils who have or are about to have Confirmation. It is hoped we will have a good take up.

Objectives: June 2017-May 2018

1. To ensure the resources for planning liturgy are effectively being used across the school and to offer support in using these materials where necessary. To continue to provide weekly themes and

prayer PowerPoints for use in form Prayer. To ensure the Liturgy boxes are refreshed and items replaced.

2. To review provision for retreats and ensure they are meeting the needs of the pupils, including the Year 10 and Year 8 block days, the Year 6 retreats for feeder primary schools, bi annual Rome Pilgrimage and the HCPT Lourdes Pilgrimage.
3. To launch 'Days of Reflection' retreats with Year 7 tutor groups, and look at how this can be expanded to Upper School.
4. Provide liturgy planning training sessions for new staff, giving staff a clear outline of responsibilities. Ensure the resources and lesson plans are explained to Clergy by delivering a session at the Joint Deanery Meeting.
5. Research and book a Mission week for 2017/2018 to develop and nurture spirituality across all curricular areas and build on previous Mission.
6. To continue to work closely with the Music Department and Dance and Drama teacher to develop the planning for liturgical events. To ensure termly meetings are productive and develop planning paperwork that ensures all parties are significantly more aware of what's coming up and given time to plan their respective parts effectively.
7. Continue to embed the role of Liturgy Captain and Deputy Captain in the liturgical life of the college. To give Liturgy Reps training on preparing a form service and their role as Liturgy Reps.

COMMUNITY LINKS AND CHARITY WORK

Rotary Tea Party - In term two, a number of Interact Club members attended the Rotary Tea Party for members of the community of mature years, to help with welcoming the guests, serving tea, and clearing up afterwards. They met the Mayor of Bexhill and his wife and the Rotary Club President, who thanked them for their help at the event. Once again our pupils were exemplary in their behaviour even entertaining the groups on the Karaoke at the end.

Interact Club – End Polio Now Campaign - For our End Polio Now campaign we raised £166.66 with a cake and sticker sale. This will be increased to £499.98 with Bill Gates' tripling promise.

Love in a Box 2016 - Interact Club began Christmas in earnest animating every form group in the school to collect and pack shoe boxes of presents for children in Eastern European countries who, otherwise, would not receive gifts at Christmas. This is the annual 'Love in a Box' appeal for the Mustard Seed Charity. Every year the Interact members try to ensure we collect as much as possible for this wonderful charity and we were overwhelmed with the generosity of each year group. Club President, Emilie-Jayne Ralph and Vice President, Amy Tattersall, and Finance Officer, Megan Tattersall worked hard to ensure all the boxes were wrapped well and appropriately filled. My thanks to the girls for their help with this. Once again the generosity of pupils and their families was heart-warming. We again beat the number of boxes from last year by 9 with an amazing 434 boxes. The Mustard Seed Relief Mission (www.msrm.org.uk) were very grateful for the support and £1278.00 raised.

CAFOD Campaign - On Wednesday, 29th March despite the drizzling rain, about 50 pupils with staff set off on our annual CAFOD sponsored Walk and Foodbank appeal. This year CAFOD supported small fish farmers, who can in turn then educate and help others in their community to become self-sufficient. This year, we also decided to support CAFOD's East Africa Appeal to provide emergency support to those suffering as a result of famine in the region. In total we raised £1430.63, so each appeal received £715.31 which will make a significant difference to many people. However, to ensure we support both home and abroad we also organised a food collection for the Bexhill Foodbank. Pupils from the across the school brought in an item of food along with their donation for Mufti-day. The Foodbank team sent an email to express thanks to both staff and pupils for their fantastic collection of food for the Foodbank. The college collected 530.25 kg of food, an increase from last year when 438.30 kg was collected.

Fairtrade - Fairtrade Fortnight was a busy affair with the newly formed Fairtrade Champions running stalls and tuck shops each day over the week. We had our big brew and Tuck stall which the Fairtrade Champions ran during lunch. Fairtrade tea, hot chocolate and coffee were sold alongside Fairtrade treats. We also had a raffle which was well supported. Alongside this, the MFL department held a Fairtrade bake off where competitors had to use mainly Fairtrade ingredients in their baking. The talented bakers excelled themselves and produced some fabulous efforts. Thanks to Mrs Herring for her efforts in organising and to all the pupils who entered the competition. £130 was raised and donated to Fairtrade. The geography department helped create some colourful banners made of t-shirts and pants with key Fairtrade information on them. Alongside this, Mrs Massey organised a local Fairtrade craft stall to come to school and sell their craft goods. The stall had some beautiful items and proved really popular. It raised over £200 which the group donated directly to Fairtrade Foundation.

Miss Doyle - Lay Chaplain

Subject Leaders

The Subject Leaders team comprises of all Subject Leaders, LMT, R Doherty (Year 11 Pastoral Leader), G Machin (timetabler) and I Smith (SENCO). Some staff who are second in charge of departments or Key Stage Co-Ordinators also attend for professional development. Mr Byrne chairs this meeting.

The team continues to share best practice, look at curriculum design, assessment and marking policies, target setting and tracking of pupils, reports and parent consultation evenings; reflect on feedback from pupils, teachers, parents and Governors and try and plan for changes coming from the DfE. Whole school events such as Open Evening, Curriculum Evening and Block days are planned and reviewed.

Objectives for 2016 to 2017

1. Continue to strengthen middle leadership so that all Subject Leaders have a clear vision for their department and demonstrate strategic leadership rather than simply managing their departments.
2. Celebrate best practice and develop a culture where departments work together to develop new pedagogies and systems that raise attainment e.g. intervention protocols.
3. To introduce departmental reviews.
4. Strengthen KS2 transition in all subjects so that all departments are building on the increased challenge of KS2 and designing their own schemes of work in light of this.
5. Implement the new National Curriculum and reformed GCSEs for subjects other than English and mathematics that start in September 2016 (Please note some subjects have not had their new specifications finalised).
6. Reduce all in-school variation between subjects and gaps in pupil progress.
7. Strengthen the use of 4Matrix so that all Subject Leaders are using it to track progress over time in relation to internal data capture points.
8. Continue to strengthen departmental monitoring through greater collaboration of departments.
9. Increase the quality of Teaching & Learning in all subjects through the use of IRIS.
10. Implement an updated assessment system which embraces the philosophy behind Assessment Without Levels (AWL).
11. Strengthen Progress 8 achievement by relating targets in all years to the new 1 to 9 GCSE points.
12. Improve the quality of assessments so that they accurately assess progress and are reliable predictors of achievement at KS4.
13. Implement new reporting system in all years so that reports incorporate latest data capture and reduce the replication of data.
14. Introduce formal end of year exams in all years in all EBacc subjects.

What has been achieved:

1. Middle leadership continues to be strengthened. The majority of Middle Leaders have a clear vision for their department and promote a culture of high expectations. Inconsistency is tackled through the monitoring and appraisal cycle.
2. Departments continue to share best practice and strategies that have been successfully used to raise attainment.
3. The LMT have reviewed a number of different approaches to departmental reviews. In term 6, we will be trailing our first departmental review with the PE department. Based on the outcome of this, we will agree a format that will be rolled out to all departments in 2017-2018.
4. KS2 transition has improved in most subjects. New schemes of work and assessments are in place that build on KS2 and embed the skills necessary for KS4.
5. The new curriculum for all reformed GCSE subjects have been successfully implemented in Year 10. The remaining subjects that haven't been reformed (Media, Classics, Product Design), will be introduced to Year 10 in September 2017.
6. In-school variation between subjects remains a challenge although we are confident that the majority of 'monitored subjects' will have closed the gap. Gaps in pupil progress, particularly pupil premium, remains a concern.
7. Although the vast majority of Subject Leaders use 4 Matrix for their GCSE analysis, only a minority of Subject Leaders use it for internal data capture points. This is partly due to MH providing a full breakdown. However, there is increased functionality that would benefit all Subject Leaders.
8. Departmental monitoring has been strengthened by a unified approach by all subjects which begins by reviewing the priorities from the previous term.
9. Although the use of IRIS continues to increase, there are still some teachers and departments that have not engaged with this tool. Term 6 is a good opportunity for this to happen.
10. Our new assessment system that uses the new GCSE 1 to 9 system in all years was introduced in September. Although there were initial teething problems, it is now becoming embedded in all

subjects and we are seeing more accurate and robust data capture. It was also useful to use one of our 'Show and Tell' session to allow each department to showcase how they have approached assessment in their particular area.

11. By setting pupils 9-1 targets in all years, departments are embedding the GCSE skills necessary for GCSE success and a high Progress and Attainment 8 score.
12. The quality and robustness of assessments in the vast majority of subjects have improved. We are now seeing a more realistic pattern of underachievement in each data capture which would be more reflective of real GCSE outcomes.
13. The new reporting system has been implemented in all years and is generally seen as an improvement upon the previous system. However, further reflection is needed to improve the system further including their timing.
14. End of year exams have or are due to take place in all EBacc subjects and RE.

Objectives for 2017 to 2018

1. Continue to strengthen Middle Leadership by ensuring there is consistency and a culture of high expectations in all subjects.
2. Celebrate best practice and develop a culture where departments work together to develop new pedagogies and systems that raise attainment. Departments to be buddied following the findings of departmental reviews.
3. To implement a system of departmental reviews in which every department is reviewed in the academic year 2017-2018.
4. Strengthen KS2 transition by ensuring that there is a designated transition lead in all subjects who collaborates regularly with their KS2 counterparts.
5. Implement the new National Curriculum and reformed GCSEs for Media, Classics and Product Design,
6. Reduce all in-school variation between subjects and gaps in pupil progress.
7. To improve the efficiency and accuracy of the data capture system so that all assessment data is shared with pupils, parents and staff in a timely manner.
8. To strengthen Subject Leaders' knowledge and understanding of ASP as Raise Online is replaced.
9. Increase the quality of Teaching & Learning through the use of IRIS by ensuring that every department is regularly using IRIS.
10. To review and embed the new whole school marking policy to ensure that teacher feedback is manageable and facilitates pupil progress.
11. To embed revision strategies in all subjects that ensure all pupils are prepared for and feel confident about their terminal exams.
12. Embed new assessment system and review language of progress used during profiles to ensure pupil resilience and confidence is developed.
13. Improve Progress and Attainment 8 performance by embedding EBAC Raising Attainment meetings in all years.
14. To continue to strengthen the curriculum by developing a bespoke non-EBAC pathway for low ability pupils.
15. Review and streamline new reporting system to ensure information is accurate and shared with parents in a time-efficient manner.
16. To review and improve the quality of block days by considering alternatives including an activities week and by ensuring all alternative curriculum days are cost-effective.

Mr Byrne - Subject Leaders Team

Teaching and Learning Team

The Teaching and Learning team consists of: Ms Horton (History), Mr Gallivan (Maths), Miss Henry (RE), Mrs Herring (MFL), Mrs Howis (MFL), Mr Tadros (Science), Mrs Vanvuchelen (RE), Mrs Wood (English) Miss Machin (Maths).

The team's core purpose is to improve the quality of Teaching and Learning across the college by reviewing current practice, sharing best practice and experimenting with new and innovative teaching strategies and interventions.

Objectives for 2016 to 2017

1. Further embed the 'St Richard's 10 Features of an Outstanding Lesson'.
2. To implement a new twilight/meeting schedule that facilitates greater implementation of learning from meetings and INSET.
3. Introduce new termly T&L themes that feed into INSET, meetings and departmental/LMT monitoring.
4. To increase the impact of education research on all aspects of school life.
5. Embed the use of IRIS to improve the quality of T & L in every department.
6. Extend the bank of video resources so that all aspects of the 'St Richard's 10' are covered.
7. Develop a Teaching and Learning section on the new school website that can be used to share best practice, provide resources, and develop staff.
8. Develop the teaching and learning notice board in the staff room so that it impacts classroom practice.
9. Review the first year of Assessment without Levels (AWL).
10. Further strengthen the use of DIRT to improve the quality of marking and follow up across all subjects.
11. Strengthen the use of 'Show My Homework' so that all homework has impact and promotes pupil progress.
12. Further develop cross-curricular links between departments.
13. To develop links with the Emerging Technologies team to ensure that both teams are contributing to staff meetings and improving the quality of teaching and learning across the college.
14. To increase the impact of TA provision through greater collaboration and planning between teacher and TA.
15. Continue to share and promote best practice across the college.

Progress towards objectives

1. The 'St Richard's 10 Features of an Outstanding Lesson' are the basis of T&L based INSET, twilights, T&L tips. They are our vision of what constitutes an outstanding lesson.
2. The 'Show and Tell' sessions have been very successful this year. They have been well received by staff and have assisted the implementation of learning from meetings and Inset.
3. Termly Teaching and Learning themes have fed into Inset, Teaching and Learning tips, Inset and Teaching and Learning Bulletins (introduced in term 4).
4. Research Leaders have met regularly this year and carried out action research. Their work needs to feed further into the training programme for all staff. An academic research reading group was started in term 3. The impact of research on school life needs further work.
5. IRIS has been used but needs to be utilised consistently by all departments.
6. Bank of video resources needs further developing and made available for all.
7. Google Drive has been excellent in facilitating the sharing of resources and ideas.
8. The Teaching and Learning Board has been up-dated and displays the Bulletin which shares best practice from around the college.
9. There has been considerable work done on the implementation of AWL at KS3. All departments have written and used new assessments and assessment criteria. Assessments have been moderated and the flight path model explained to parents and pupils.
10. Strengthening the use of DIRT has been a focus of 'Show and Tell', Teaching and Learning tips and the Teaching and Learning Bulletin. DIRT has been a focus of Subject Leaders and LMT monitoring. Although, DIRT is used more, there is still work to be done on strengthening its impact. Further work needs to be done in supporting SEN pupils to improve their work.
11. 'Show my Homework' has been utilised by staff. All pupils now access it and it has been used well to share resources with pupils.
12. Cross curricular links continue to grow: a History and Science project (SSAT innovation award) was successfully completed with Year 9 on the Space Race; Classics and English have written and implemented a unit of work for Year 7; Dance and Drama worked on a dance piece on the

suffragettes; Art and Science are working on a project on the cacophony of colour (Arts mark award); Science and Dance are working on 3 projects: Newton's splitting light, Creation of the Universe and the life cycle of the star; Crossing the curriculum with Maths and Science takes place in term 6; Blood Hound project was completed by Science and ICT; Science and RE collaborate on the Chichester Cathedral Trip and planetarium visit; Ethical Eden trip is a collaboration between RE and Science.

13. Emerging Technologies is the teaching and learning focus for term 6. All the Teaching and Learning tips have been prepared by the team.
14. Bespoke training has been put in place for TAs. Resources have been shared through Google Drive. However, greater collaboration and planning between the TAs and the teacher would increase the impact of TAs in the classroom.
15. Best practice continues to be shared. Teachers from a wide range of departments have delivered Teaching and Learning Tips. Show and Tell sessions have been a great opportunity to share practice from each department. The new weekly electronic Teaching and Learning Bulletin has shared best practice with staff.

Objectives for 2017 to 2018

1. Further embed the 'St Richard's 10 Features of an Outstanding Lesson'.
2. To develop the twilight/meeting schedule to facilitate greater implementation of learning from meetings and INSET.
3. To strength the impact of assessment at KS3 and KS4 to monitor progress of boys /PP/SEND pupils to plan effective and timely intervention to address under-performance
4. To develop strategies to assess the learning of all pupils effectively and time efficiently in lessons
5. To strengthen the quality of marking across the college including using growth mindset language and providing pupils with clear steps for improvement
6. To increase the impact of TA provision through greater collaboration and planning between teacher and TA and to embed effective differentiation into lessons to help scaffold learning for SEN pupils.
7. To develop strategies that challenge pupils' thinking and skill development, including their use of academic language
8. To increase the impact of educational research on all aspects of school life.
9. Embed the use of IRIS to improve the quality of Teaching & Learning in every department.
10. Further strengthen the use of DIRT to improve the quality of marking and follow up across all subjects.
11. To develop links with Research Leaders and Emerging Technologies teams to ensure that all three teams are contributing to staff meetings and improving the quality of teaching and learning across the college.
12. Continue to share and promote best practice across the college.

Ms Horton - Teaching and Learning Team

Careers and Work Experience

Careers - This academic year the statutory requirement continues to be to provide impartial Careers Education, Information, Advice and Guidance, CEIAG, for all pupils in Years 8-11. To ensure that the college is meeting this statutory requirement the college has commissioned YMCA Connect to deliver 60 one-to-one interviews with highlighted pupils in Year 11. We have been very grateful to Bexhill College who have also provided 60+ one-to-one interviews to our Year 11 pupils, completely free of charge. They also ensured that they remained impartial during these interviews. ESCC provide one-to-one interviews for all pupils in Years 9-11 who have a statement of special educational need. The 3 main local FE providers: Sussex Downs, Sussex Coast and Bexhill have all delivered an assembly to the Year 11. A training session was delivered to all of our trainee teachers in October on CEIAG, the school's statutory responsibilities and how we meet those needs.

The college also commissioned YMCA Connect to organise the employers and FE providers for the careers fayre and Year 9 careers workshops. The careers fayre was very successful with all of the local FE and some HE providers present, as well as a few employers. It ran from 2- 4pm, with Year 9 and Year 10 pupils being brought down for 15 minute slots to try and engage with the exhibitors. Next year, I would like to try and get a few Year 11 pupils along, and target those pupils who are still unsure of what they would like to do when they leave St Richard's.

The college continues to be involved with the employer engagement programme run by ESCC; each school has been paired with an employer. The college has been paired with AXA, and the employer contact is Catherine Brunger, a former pupil. As part of the programme, Catherine is helping to develop the role of the Careers Ambassadors. We currently have 13 Year 9 Careers Ambassadors, who were trained for the role by Catherine and I. The pupils are running a peer mentoring programme with the Year 7 Pupil Premium pupils. We have currently run two sessions: networking and decision making. The Year 9 pupils come along to the session first and are shown how to run the activity; the Year 7 pupils then come and the Careers Ambassadors run the sessions by themselves with myself and Cath acting as facilitators. I have one more session planned for June, where the pupils are taking responsibility for organising the resources, and the theme is communication. I hope next year to expand the programme to run for 6 peer mentoring sessions.

We were lucky enough to secure a talk by Cambridge University for the second year running. This time it ran in September, as a twilight session where parents/carers were invited and also pupils from other local schools. This was really well received by the pupils who attended, with the feedback being that they really want to attend Cambridge now.

In September, 15 selected Year 10 pupils attended Amber Rudd's Jobs Fair at Sussex Coast College. The feedback from the member of staff who went was that this was really aimed at adults looking for employment rather than pupils looking for career ideas. I therefore feel that this is not an event that we will support in the future. The college also sent 10 pupils to the Bexhill Jobs Fair at the De La Warr Pavilion. As part of the event the pupils took part in a Creative Café session on apprenticeships. The idea behind the session is to give pupils direct contact and engagement with businesses from within this sector, undertake practical challenges and learn about the skills needed for apprenticeships from a variety of sectors. The pupils were also able to engage with local employers to gain practical careers advice; I would happily take pupils along to this event next academic year.

Recently, we secured a talk by David Pickard, Director the BBC Proms, via Speakers for Schools. David delivered a talk to all of the Year 10 music and drama pupils, as well as some Year 9 and 7 who had music lessons. The talk was about David's work in the music industry and, in particular, his work at Glyndebourne. David had the pupils captivated, stating that you can do more than teach with a music degree. His key message was that he always did jobs that have made him happy rather than paid lots of money.

We have engaged with Hastings Direct a lot more this academic year, as they have been kind enough to deliver a session on CV writing and interviews skills with both the Year 9 and 10 pupils. Year 10 have a follow up one-to-one session on their CVs for pupils if they want to take up this offer.

We have had many careers workshops delivered this year. Pupils are invited to sign up to the sessions, which have been delivered by local employers, national employers, alumni network members and apprenticeships, with one session delivered via Skype.

Term 5					
Date	Time	Workshop/Event	Provider	Year group	Location
Tuesday, 25 th April	Reg, PSHEe and Period 1	CV writing	Hastings Direct	9	Hall
Tuesday, 2 nd May	PSHEe	Work Experience introduction assembly	Various	10	Hall
Friday, 5 th May	Period 1	Life after St Richard's	James Thompson, Dougie Bengie and Matthew Morley (former pupils)	8	Lab 1
Friday, 5 th May	Period 4	Careers in Teaching	Mrs Wood	10/11	Lab 1
Monday, 8 th May	Period 3	Working in the NHS	Jayne Thwaites	8	Lab 1
Tuesday, 9 th May	10-2pm	Trip to the University of Sussex	University of Sussex	10	University of Sussex, Brighton
Monday, 15 th May	Period 5 & 6	CV feedback sessions	Jay Wooten, Hastings Direct	9 & 10	Miss Cronin's Office
Friday, 19 th May	Period 1	How to use your attributes to identify a possible career path.	James Newport (former pupil)	9	Lab 1
Term 6					
Date	Time	Workshop/Event	Provider	Year group	Location
Tuesday, 6 th June	PSHEE – period 4	MOCK interview morning	Various	10	Hall, Link way and Year 10 form rooms
Tuesday, 6 th June	Period 5 & 6	Interview feedback	Hastings Direct	10	Hall
Friday, 16 th June	Period 1	Making A Level choices	Dominique Newport (former pupil)	9	Lab 1
Monday 26 th – Friday 30 th June		Work experience Block Week	Various	10	N/A
Monday, 3 rd July	Period 4	Taking the IB and attending boarding school	Isi Hamilton-Burns (former pupil)	9/10	Lab 1
Friday 7 th July 2017	Period 1	Law as a career	Tim Crook, Housing Law Services	8/9	Lab 1

Alumni Network - The college continues to use Future First, to run our Alumni network. We have increased the number of former pupils signed up to the network to 437. In February, Future First organised a two hour workshop for our Year 9 pupils. The theme was on 'making informed decisions'. There were approximately 30 pupils in the workshop. The aim of the workshop was to encourage pupils to think about how they make decisions about their future, and, in particular, option choices. Future First have also delivered the Introduction to Work Experience assembly and brought along seven former pupils to help to run this session.

Work Experience - Last year, Year 10 pupils participated in a week's work experience from 27th June – 1st July in placements offered by nearly 200 companies and organisations based mainly in the South East. Whilst on placement the pupils had a work experience diary to complete about their experience and practice of the world of work. They were visited or telephoned by a member of staff who talked to them about their experience and checked on the quality of the placement. Overall, the employers were very impressed with the pupils, some even gaining part time jobs from their placements.

Work experience continues to be run by East Sussex County Council who charges the schools for taking part. It was decided that work experience was a valuable part of a young person's development whilst in school, and that the pupils tend to come back more grown up and with a positive attitude towards work. This year's work experience week will take place from the 26th June – 30th June, as this time of year has the least impact on curriculum time.

The preparation for work experience begins in October with pupils picking three possible placement choices from the online Aspire database of employers, provided by East Sussex County Council. With over 200 pupils to place this is a significant challenge and we are always looking for high quality placements that will stretch our pupils. Some pupils find their own placements which then need to be approved by East Sussex County Council on Health and Safety grounds. Whilst this process continues, the pupils begin to prepare for their placement week through their PSHEe lessons. The final preparations happen one month before their placement in the form of a morning of activities. This year this will be taking place on 6th June. Along with writing their Curriculum Vitae and letter of application to their employer, each pupil takes part in an interview. The interviews are conducted by local employers, parents/carers, alumni network and members of the Rotary club who provide feedback to the pupils including tips and advice for the future. This year's event is looking likely to be very successful with 62 employers and parents/carers taking part. We have decided this year to extend the work experience preparation for the whole day. Following the success of the CV sessions, we have asked Hastings Direct to come and run a session in the hall with the entire year group. This session will use the pupils' feedback from their morning interviews as its basis.

Mrs Adams, Careers and Work Experience Coordinator

PARTNERSHIP LINKS

Teaching School

The Teaching School has completed its third year. The Teaching School Alliance Schools are: St Richard's Catholic College, Robertsbridge Community College, Claverham Community College, Bexhill College, St Mary Magdalene's Primary School, Sacred Heart Primary School, St Mary Star of the Sea Primary School, St Thomas a Becket Infant and Junior School, Battle and Langton Primary School, Catsfield CEP Primary School, Little Common Primary School, Bexhill Academy and St Peter and St Paul CofE Primary School. The TSA also has an expression of interest from King Offa Primary Academy.

Continuing Professional Development and Leadership Development

CPD activities this year include:

- Extending provision as the appropriate body for NQT Induction providing bespoke support and training for NQTs
- Embedding an NQT Induction Tutor Network
- Continuing to support the Local Authority in delivering NQT training and development programmes
- Delivering an Outstanding Teaching Assistant Programme and a Teaching Assistant Development Programme
- Delivering Securing Outstanding Programme and Enhancing Professional Practice Programme for teachers
- Delivering a bespoke Middle Leaders programme for teachers
- Delivering the National Professional Qualification for Senior Leaders and Middle Leaders in collaboration with St Mark's TSA
- Delivering an Aspirant Headteacher Programme bespoke to the TSA
- Developing and delivering Specialist Teacher Training in Maths, Physics, Primary Maths and MFL in collaboration with Inspire TSA and Millais TSA.

In total to-date this year, 140 participants have engaged in one or more activities.

School to School Support

Three further schools were supported in Y3 by securing National College funds. The schools were:

School A - £7500: Funding was allocated to effective development of assessment and data tracking; development of staff to support and develop highly able pupils to secure mastery in Maths and English; to enable KS1 pupils to achieve expected level of attainment in reading. Good progress has been attained in all areas as evidenced by HMI visits and reports.

School B - £7500: Funding was allocated to strengthen curriculum planning and assessment in Y2 and 3; provide support for NQT teacher Y4; to support the Y6 teacher to develop marking and feedback. Implementation has been supported by Newick TSA and is on-going for the rest of this academic year. The headteacher reports positive impact from the support.

School C - £7500: Funding was allocated to embed assessment without levels; to embed Singapore maths in Y2; in early years to improve attainment in reading and writing. The school has since attained Good in all areas, moving from the previous judgement of RI.

Additionally, Thrive TSA extended school to school support through ESCC to an out of area school, supporting provision in Science and English. The TSA has also supported two local secondary schools in curriculum provision, one in Maths and the other in Geography.

Initial Teacher Training

ITT is managed by Elisabeth Wood. School Direct trainees have successfully completed their placements and are in the process of applying for and securing positions. Joanne Calladine-Evans has continued as the Chair of the East Sussex ITT Network, which has now developed an area-wide marketing strategy and coherent identity under a single logo.

Research and Development

Our two research leaders have completed their Masters in Education degrees with distinction. In Y3, they have established a research model across the Alliance schools. With support from the Laurel Trust, three research enquiries have been set in motion. The projects will report at three conferences: the Laurel Trust conference, the University of Sussex Research Network conference and the prestigious British Education Research Association (BERA) conference, which is led this year by the University of Sussex. Additionally, Thrive TSA is supporting the STEAM curriculum in five settings, in collaboration with Artswork.

Mrs Calladine-Evans – Teaching School Director

Rother Education Improvement Partnership Group (EIP)

Participation

Participation in 2015 to 2016 included 22 of the 29 schools in the partnership. In 2016 to 2017, thanks to the outreach work of the moderation managers that number increased to 28 of the 29 schools. The number of staff involved in one or more Rother EIP activities fell from 111 to 78, however the promotion of activities outside the partnership resulted in 42 members of staff joining one or more activity from outside Rother EIP. Early Years Excellence Hub activities also account for an additional 63 participants bringing the total number of participants exceeding last year's by 72.

Integrating and growing Early Years Excellence Hubs

Since September 2016, the number of EYEH has expanded from All Saints to include Battle and Langton, and Hurst Green. The headteachers of the three hubs now meet regularly to liaise with regard to their shared activities. EYEH activities are now reported to the EIP executive meetings. Provision has increased to include more moderation meetings; preparation for the 30 hour offer and support for different settings. Thanks to additional funding allocated in January, the hubs are now introducing SEND screening and planning for pre-school settings, and Nurture training.

Distributing leadership of EIP activities

Facilitators for CPD this year have been provided by Little Common, St Mary Star of the Sea and St Richard's. CPD has been hosted by Bexhill Academy, Claverham Community College, St Richard's Catholic College, Battle and Langton CofE Primary, Pebsham Primary Academy, Glenleigh Park Primary Academy, King Offa Primary Academy, St Peter and St Paul CofE Primary and Little Common Primary School, 30% of the schools in the partnership. Examples of the distribution of leadership are:

- Thrive training is being led by Bexhill Academy, Sedlescombe and Little Common.
- Pre-school SEND identification is being led by Battle and Langton.
- School to School support is being led by four Rother schools.
- A financial sustainability report was led by Little Common.
- Literacy action learning project was being led by King Offa.

Activities

In addition to those activities shared with Thrive TSA, Rother EIP has conducted the following:

- Support for pre-school settings in preparing for the extended provision offer.
- SEND support in pre-school settings.
- CPD and support for pre-school settings.
- Key Stage One and Two moderation manager provision for 23 primary schools.
- SENCO and DSL cluster meetings.
- Conducting a financial sustainability enquiry on behalf of ESCC.
- Leading a literacy action learning project.
- A Grappling with Grammar programme in collaboration with the University of Sussex

Mr Calladine-Evans - Coordinator for Rother EIP

COMMUNITY LINKS AND FUNDRAISING ACTIVITIES

During the past academic year, our pupils have once again demonstrated their care and consideration towards their fellow man. Both pupils and staff respond enthusiastically to the needs of the community, whether it be on a local, national or international level.

Whole School Projects

Mufti Day - October 2016

Each year the School Council receives requests from a number of organisations and past pupils to help them in their fundraising. Decisions are made at each Council meeting. A regular request of the School Council is to have a Mufti Day. This helped us raise £1400 which was donated to the following projects:

- £1200 Dragonflies
- £100 St Michael's Hospice
- £100 Royal British Legion

Love in a Box 2016

The Interact club helped promote and organise the Love in a Box campaign which involved a commitment from every form in the school, collecting a record breaking 434 boxes of gifts for children of various ages in Eastern Europe and raising £1278 for the Mustard Seed charity.

Interact Club Members help with Rotary Tea Party

In November, Interact Club members attended the Rotary Tea Party for the elderly at St Augustine's Church Hall, Cooden. The pupils helped to welcome the guests and serve them with refreshments. They then helped with the clearing up afterwards and thoroughly enjoyed the whole experience. As one Rotary Club member commented afterwards, "**Grateful thanks for all that you did yesterday at our Senior Citizens Party. I must say that your students are a credit to you, your college and the community.**"

Remembrance Appeal - November 2016

Loose change collections netted £292.56 for the Royal British Legion Poppy Appeal.

Surviving Christmas - December 2016

For many, many years St Richard's has raised money and organised food hampers in support of 'Surviving Christmas'. This year, the pupils once again exceeded their usual generosity by providing a record number of hampers filled with Christmas fayre and a staggering amount of boxes filled with gloves, coats, scarves, socks, toys and games. £1,634.01 was also donated to help needy families. The organisers were absolutely delighted with the college's contributions calling our pupils 'champion fundraisers' once again.

Interact Club – End Polio Now Campaign

Interact Club members held a sticker design competition in February 2017 to raise awareness and interest in the End Polio Now campaign, choosing the best three designs for the stickers to be sold as part of the fundraising initiative. In March, a week of selling cakes at lunchtime proved very successful, and a total of £166.66 was raised which will be increased to £499.98 with Bill Gates' tripling promise.

Fairtrade

During Fairtrade Fortnight in February and March 2017, Liturgy Reps took charge of the Fairtrade stall in the hall for a number of lunchtimes in the fortnight and successfully sold almost all of the Fairtrade produce we had purchased. The Fairtrade cotton company will be supplying the school Polo Shirt, this summer once again.

CAFOD Campaign

Throughout Lent pupils in their form groups undertook a myriad of fundraising activities to raise money for CAFOD's 'fish' campaign and East Africa Appeal. The campaign culminated with a sponsored walk after school on Wednesday, 29th March, involving over one hundred pupils and ten staff. The route took us from school, along the seafront to end up at St Mary Magdalene's church hall. The pupils also collected items of food for the Bexhill Foodbank and carried these on the sponsored walk to deliver to Foodbank staff at St Mary Magdalene. The experience gave them a small insight into what it might be like to have to travel long distances, carrying heavy items, for those suffering poverty overseas in their search for food and clean water. They collected 530.25kg of food for the Foodbank which will help a large number of people. The total raised from this campaign was £1430.63 which has been donated to CAFOD causes.

St Michael's Hospice

Support of St Michael's Hospice occurred in term 6 2016 with former Subject Leader of MFL, Mr Heseltine, cycling 100 miles for the charity. Pupils and staff supported him raising £1000 for the Hospice.

Miss Cronin

Other Charitable Works organised by Year Groups

Year 7

Year 7 have expanded the good causes we support this academic year. Guide Dogs for the Blind Association received £1000 which is an annual commitment. Chestnut Tree House Hospice received £1000 for a reindeer run and fancy dress disco at Christmas. Pestalozzi International Village project received £550 from a wear a hint of red and black (Ladybird theme) and a cake sale. Cake sales or chocolate raffles seemed to be close to the hearts of Year Seven and several forms undertook the challenge to be Year Seven's Best Bakers!

- 7F organised a Guide Dogs for the Blind badge sale.
- 7L are organising a 'cool you down' ice cream festival and soak a teacher in term 6. The form tutor also ran as Father Christmas in Reindeer Run!
- 7O raised money for Reindeer Run & Christmas disco.
- 7U held a cuddly toy raffle.
- 7R supported The Porridge Project charity with a raffle and clothes sale!
- 7I helped the CAFOD loose change drive buying Christmas presents for developing world countries - trees, bees, water & chickens.
- 7S held a cake sale.
- 7H organised a chocolate raffle.

The total donated so far this academic year is £2767.

Mr Bligh – Year 7 Pastoral Leader

Year 8

The Whole Year Group:

- 'Wear a Hat Day' for Brain Tumour Research raised £118.
- 'Donate 40 Bags in 40 Days', Lenten challenge for Oxfam and the DEC collected 25 bags.
- Year 7 & 8 Disco organised by the PTFA raised £138.
- 'Stay Awake for Sophie Taylor', The Royal Marsden Cancer Charity will take place at the end of June and is expected to raise circa £1,500.

The forms have completed charitable activities and a massive thank you must be made to the tutors and organisers.

- 8F are organising a sweet sale in aid of Cancer Research in term 6.
- 8L are organising a pick and mix stall in aid of Macmillan in term 6.
- 8O have raised £76.49 for Demelza House by holding a doughnut sale.
- 8U raised £96.00 by organising a cake sale and raffle in aid of Cancer Research. For Love in a Box they collected 27 boxes.
- 8R raised £70.00 for Cancer Research through wheelchair basketball and bake for teachers. They have also held a confectionary sale and raised £66.10 for the Royal Marsden Cancer Charity. In term 6 they are holding a class swimathon to raise further money for both charities.
- 8I raised £74.64 by organising a cake sale in aid of Demelza House. Gabriella Russell raised £90 for CAFOD.
- 8S are holding a staff versus pupils football match in term 6 in aid of the Royal Marsden Cancer Charity.
- 8H raised £97.64 by holding a doughnut sale in aid of the Royal Marsden Cancer Charity.

Mr Carradine – Year 8 Pastoral Leader

Year 9

As a year group we have had three successful charity events to date and have a further year wide event planned for term 6.

1. The Year 9 calendar raised £77.56 for the Bexhill Foodbank and £77.56 for Surviving Christmas in terms 1 and 2.
2. A Valentine's cake sale raised £89.23 for the British Heart Foundation.
3. A Year 9 Lip Sync Battle in Term 4 raised £239.15 for "Get Neil Walking," a charity for a parent of a child in the year group currently suffering with MS.

In addition to these charity events we have had a Year 9 social event to the Pantomime and are planning a further social event in Term 6. In addition to year events individual forms held the following charity events:

- 9F raised £100 by holding a cake sale in aid of Stacey Percival-Hide Cancer fight.
- 9L raised £56 completing a loose change collection and form donations to Demelza House in memory of their care for Sophie Taylor.
- 9O raised £41.52 with an inter-form penalty shootout in aid of “Get Neil Walking.”
- 9U raised £62.55 with a Mother’s Day hamper raffle in aid of “Get Neil Walking.”
- 9R raised £10 in aid of TOFS and plan to do a basketball challenge in Term 6.
- 9I raised £20 for good deeds in aid of ‘Get Neil Walking.’
- 9S are planning an egg and spoon relay in term 5. Charity yet to be decided
- 9H raised £44.26 with an Easter Egg raffle in aid of “Get Neil Walking”.

Mr Campbell – Year 9 Pastoral Leader

Year 10

The Year group have been very generous and supportive of our charity/community events this year.

- 10F are in the process of organising a charity football match. They are also organising and running a Name the Teddy competition to raise money for a Teddy Bears’ picnic that Year 10 pupils will be holding for the pupils at Glyne Gap Special school in Term 6.
- 10L organised the Christmas 10eLf post - delivering candy canes, raising £30.
- 10U did the Amazing Chocolate Tombolathon and raised just short of £200 for Demelza House.
- 10R organised a cake sale for St Michael's Hospice and have send funds to support SOS Children's Village, Siem Reap, Cambodia. Furthermore, Bonzinyah Somarib and Bennett Ben Mathew organised a doughnut sale which was very successful.
- 10I continue to support 'Lend with Care' and have also raised £50 for Demelza House.
- 10S held a chocolate raffle and raised £35. Primrose Munro and Katie Nash organised a cupcake sale for Marie Curie Cancer and raised £20. Callum Ralph and Chris Varghese did the sponsored walk for CAFOD and raised £70 between them.
- 10H pupils, Emily Wheeler, Phoebe Hemsley, Sophie Whitbourn and Olivia Robertson raised £37 for Mr Bligh's Guide Dog collection. Panashe Makwiramiti helped boys from another form with a daily cake sale over one week in aid of CAFOD.

Year 10 were also involved in the following year group events/charities: Christmas Carol Singing, The annual Glyne Gap Christmas Party, CAFOD sponsored walk, Fairtrade, Love in a Box.

Miss Easton – Year 10 Pastoral Leader

Year 11

Year 11 have taken part in a number of charity activities this year which reached its zenith with £240 raised by the Valentine's Day sales of roses, songs and chocolates which was very popular. Particular praise goes to Tadi Namadjiwa, Robyn Harlow and all of the senior prefect team.

- 11F took part in a charity raffle raising £32.
- 11L organised activities to support 2 form members travelling to Lourdes.
- 11O raised over a £100 with a doughnut sale.
- 11U are involved with 2 charity events.
- 11R raffled a Star Wars DVD and raised over £20.
- 11I relied on Roshana Iruyharaj and Lucy Jackson again to raise over £100 with bake sales for the third year running.
- 11S have carried out two bake sales raising £45.
- 11H have an ice lolly sale imminent.

Mr Doherty – Year 11 Pastoral Leader

LEARNING BEYOND THE CLASSROOM

As well as participating in Community Links Projects, our pupils have many opportunities during the school year to try something 'new' or extend their talents in some way. Daily, there is a wide choice of extra-curricular clubs ranging from sporting activities, drama, art, chess, computing, orchestra, choir, Young Investigators, Creative Writing Club to extra study support classes in all subjects. We have a Liturgy Council, an Interact Club, a Sports Council and a School Council which meets monthly. Outlined is just a sample of the activities that have taken place since the 2016 Report.

Art Department

All our pupils have had lots of really positive enrichment in the Art and Design Department this year. Mrs McGarvey runs an Art Club every Monday after school for Key Stage 3 and the results have been very positive. Our Year Sevens worked with enthusiasm on their excellent submissions for the 'Design a Front Cover for The Year 7 Welcome Mass' competition. The chosen submission took pride of place on the cover of the Welcome Mass Booklet.

Year 10 took part in a series of art and printmaking workshops to develop their GCSE Art coursework and were taught by art teachers at the School of Education at Brighton University. It was a fantastic opportunity to try new skills and experience life in university. They also took part in a trip to The De La Warr Pavilion to study the Peter Blake exhibition, 'Alphabets, Letters and Numbers'. They made portfolio work inspired by their trip. I ran two staff enrichment evenings – where teachers constructed ceramic nightlights; the work was very professional and all were pleased with the results. We also ran Saturday Morning Art catch-up sessions for the GCSE pupils before their exam.

Moe Murray was presented with her prize from The Lions Peace Poster competition, a cheque and trophy. Anique Crouch also received a runners-up prize. Both pieces are being framed for display in the college. I received a cheque on behalf of the Art Department which we intend to spend on KS4 books which will benefit the GCSE pupils. We will put a stamp inside each one referencing The Lions. We are already planning the next Peace Poster Competition after half term. We have also teamed up with the Royal Navy & Royal Marines Children's Fund for their annual Art Competition. This year's theme is Plant Lifecycles so it is relevant for pupils from 5-16 years and links with the national curriculum. All are judged and ready to post.

The 'Comets and Rockets in Space' competition was very successful with our pupils winning work being represented at the Astronomy and Space Exhibition in Battle Memorial Hall, Battle. The Department was very happy to organise posters for Anti-Bullying week. The most successful ones were displayed in the Linkway. The Christmas Card design competition for Miss Cronin had some fantastic entries and the winning entry was printed and sent out to over 200 supporters of the school. The Department also ran an 'Artful Physics Competition'. I accompanied the MFL Department to Barcelona to provide input on the artists and architects of the city. A photographic display is currently in B Block. The Department also designed and made a stage set for the Advent Service based on Matthew 2:13-15 'Mary and Joseph flee as refugees to Egypt with the baby Jesus.' Year 7 are currently designing the stage set for 'Our House' the end of year drama production.

We had The Towner Gallery from Eastbourne in and they ran a workshop for our Year 9 pupils who intend to study Art GCSE next year. All the pupils were focused and there was a real buzz of activity in the room. The excellent work produced will be exhibited in The Towner Gallery soon. We also ran a mask making workshop on behalf of the MFL department carnival celebrations with fantastically colourful results.

Further enrichment projects for our pupils are as follows: Year 10 GCSE Art pupils are beginning a stimulating project with the DLWP and artist, Felicity Truscott. The pupils will visit the Simon Patterson exhibition at the DLWP and will meet the artist, Simon Patterson, and ask him questions about his work. Pupils will then take part in an exciting drawing workshop with artist, Felicity Truscott, at the DLWP and a second workshop in school next term. Ten Year 7 pupils are taking part in a fantastic sound project with the De La Warr Pavilion. Pupils will visit the Simon Patterson exhibition before it opens to the public for a preview of his work and will then be recorded discussing the work. The recordings may end up as part of the exhibition for visitors to listen to.

Finally, we are running a GCSE Art trip to the Victoria and Albert Museum in London. The pupils will take part in a workshop run by the V&A learning team to help develop their GCSE Art coursework. The pupils will also visit the exhibition – Their Mortal Remains, an experience that will be a spectacular and unparalleled audio-visual journey through Pink Floyd's unique and extraordinary worlds; chronicling the music, design, and staging of the band, from their debut in the 1960s through to the present day.

Mr Peachment

Chess Club

Chess Club takes place after school every Wednesday from 3:15-4:15 in A6. Every week, a group of boys take part in a residential tournament. The chess teacher also sets the boys challenging, professional moves, inviting them to solve it and showing them how it was tackled by professionals. This academic year, one of the parents has taken the lead in taking a core group of boys, accompanied by the chess teacher, to inter-school competitions, which has resulted in the school team winning the Butler Plate.

Ms Vanvuchelen

Classics

Learning – GCSE Classical Civilisation is now in its second year with classes in both Year 10 and 11. The pupils in both year groups are making good progress and are thriving on the challenging nature of the subject. Year 11 have completed their controlled assessment and are predicted to achieve good results in this unit following internal moderation. The opportunity to produce an extended essay and learn accurate referencing was appreciated by many of the group who can see the benefits of developing these skills prior to A-Level. Year 11 completed all units in good time to commence revision from late February. Attendance during the Easter revision session was good and after school revision sessions have also been well received. Further after school revision sessions and a Saturday half term session are planned. Year 10 have particularly impressed with their attitude towards revision and assessments this year including voluntary after school study sessions and a good level of independence towards self-reflection and improvement. Regular lunch and after school intervention sessions have been run for those underachieving in both year groups. A mentor programme will be considered to develop this in the future and provide pupils with further leadership responsibilities within the subject. There will be no Year 10 GCSE group for Classical Civilisation in September due to uptake, but the new 9-1 course will continue to be offered as an option. Preparation for this will be a focus for next year due to the intensity of content and increasing demands of the new specification. Key Stage 3 units of work have continued and developed to fit cohesively within subjects. Unfortunately, this has not translated to a higher uptake at GCSE. A staff survey is being planned to evaluate the success of the History and English units before undertaking further collaboration with other departments.

Trips – The British Museum trip has been made a biannual event in order to develop a residential trip. A joint trip to Italy and Pompeii was researched with Dr Durkin, but was not deemed cost effective for Easter 2017. Instead, a trip to Bath was offered, but failed to procure substantial numbers to run.

Extra-Curricular Classics Club – Classics Club has continued for a third year every Wednesday lunch time. It has been good to see some Year 7 participation this year. We have spent time learning the Greek Myths and storyboarding group creations. This fitted with a school wide competition to write a Greek Myth in term 2. Pompeii is the focus for the summer term, investigating the archaeological evidence through documentaries and model making.

Latin

Extra-Curricular Latin Twilight – This club has continued from last year with the group closed to new members. This was initially to ensure focus towards a qualification because the irregularity in attendance in previous years has made the club too difficult to plan and run. However, the decision was made not to enter pupils for the GCSE due to the changes to the 9-1 specification. The complexity of the subject requires more time than can be offered in a twilight. The time of the club was extended to an hour and a half in the first two terms, but this was not sustainable for all concerned. The Year 10 members also need to prioritise their AS Philosophy currently, which has meant that attendance has significantly dropped in the last term. A Cambridge Latin Course test is planned for the summer term and a certificate will be issued to all regular members at the end of the year to note their achievements in Latin. The twilight will be opened up again to all years in September, but on an after school club basis only.

Mrs Avery

Dance

This academic year has been the most successful to date for the Dance Company, with over 50 members joining and participating. A boys' Dance Company has also been formed with over 20 boys attending on a weekly basis. The Dance Company holds rehearsals 4 times a week after school and also many pupils attend the Imperial Society for Teachers of Dance (ISTD) exam classes.

We had a superb turnout for the auditions this year and it was fantastic to see how much talent there is at St Richard's. We ran the auditions a little differently this year with the Senior Team creating and teaching for the audition for the first time. They also gave a small performance at the beginning.

Boys' Dance Company: The Boys' Dance Company continues to meet every Friday 3.15-4.15pm with 20 pupils attending weekly. I have been really impressed by the work they have produced so far. This year they have taken part in two performances. Their first performance was part of the cast in 'Thoroughly Modern Millie' where they danced as part of the jail scene. Their second performance was at The Annual Time to Dance Festival. The Boys' Dance Company runs alongside the well-established Dance Company with pupils attending from all years and they now have over 70 members between them.

Open Evening: The Dance Company took part in St Richard's Open Evening providing dance demonstrations throughout the evening. The evening started with two of the Senior team leading the dancers in a warm up before the senior team danced competition dances from last year.

Performing Arts Summer Productions

Thoroughly Modern Millie: The school's Performing Arts departments came together at the end of the academic year to produce a very successful performance of 'Thoroughly Modern Millie'; opting for a small cast of 30 pupils plus both the dance companies. It was also the first year for the Boys' Dance Company performing in the summer show. We also used a pupil-led production team. The show was performed in the penultimate week of term 6. The Dance Company danced in the style of tap which was a first for the school show. The pupils performed on 3 nights to full audiences and the show was extremely well received. The work between Music, Drama and Dance has gone from strength to strength.

Our House: This year's show is 'Our House,' with rehearsals well under way. Rehearsals are being held across drama, dance and music every night. The show will be performed in the penultimate week of term 6 and the pupils and staffs are looking forward to it immensely.

Liturgy

Music, Drama and Dance have regularly worked collaboratively in preparing items for liturgies throughout the year. We have also worked closely with the Lay Chaplain, Mrs Bligh and Liturgy Reps to develop meaningful and powerful liturgy.

End of Year and St Richard's Day Masses: The End of Year Mass and St Richard's Day Mass provided the Dance Company with an opportunity to dance two pieces of liturgical choreography on each occasion. The End of Year Mass also gave the Performing Arts team the chance to perform a medley of numbers from the show after the Mass had concluded.

Grandparents' Mass: In term 2, the Dance Company took part in the Grandparents' Mass. They danced two pieces: 'Mercy' by Matt Redman and the Psalm 'Cry of the Poor'. The pupils enjoy taking part in this Mass every year and particularly like their Grandparents seeing them perform and getting the opportunity to show them around the school.

Induction Mass: The Year 7 pupils took part in their Induction Mass, dancing a piece 'Stand by You'. For many this was the first time they had performed in front of an audience.

All Saints' Mass: The Dance Company took part in this Mass dancing the Psalm 'Cry of the Poor' and 'Mercy'.

Parish Mass: In May, five dancers attended the Parish Mass at St Mary Star of the Sea, dancing to the Psalm 'Turn to me'.

Advent Service: The Advent Service, at the end of term 2, was a meaningful reflection on the theme of refugees. The message was thought provoking, set in the jungle in Calais. The Dance Company set the scene in the jungle before dancing a haunting lyrical piece to 'God Help the Outcast' danced beautifully by the senior team. The junior team presented 'We are the reason'. The dancers ended the Service with 'Mary's Boy Child' and 'Cowboy Carol'.

Easter Service: The Dance Company participated in the Easter service. The message delivered in the service and theme was based on, 'How we can prepare for the resurrection of Jesus thinking beyond Easter' 'How can we make a difference to the world by sharing God's love with everyone we meet.' The Junior Team danced to 'Our God Reigns', beautifully ending with a symbolic cross linked together. 'Who am I', a powerful and moving piece danced by the senior team, explored the idea of 'making a difference', linking to our Advent service's message of hope. A selection of the junior team provided a wonderful visual interpretation of the crucifixion, really setting the atmosphere for the service.

Future Events: Term six will again see collaboration between the dance and music departments including: St Richard's Day Mass, Year 9 Service, Year 8 Service, Year 7 Service, Year 6 Retreat, Block Day retreat and End of Year Mass.

Performances

Great Big Dance Off: In March the Dance Company competed in the Great Big Dance Off. The Great Big Dance Off is a national competition that is open to all schools in England and Wales. The Dance Company were competing in the Southern Regional Heats at the Folkestone Leas Cliff Hall, performing their piece from Time to Dance, 'Suffrage.' It was yet another fantastic opportunity for the pupils to dance in a professional theatre, working with a professional sound and lighting crew, competing against 24 other senior schools. The group, made up of mainly KS3 pupils, were entered into the KS4/5 category competing against GCSE and A level students from different Schools and Colleges across the South East. The only team to represent Sussex, they placed 3rd with 259 points, missing the grand final by 4 points!

Summer Fetes and Fayres: The Dance Company were delighted to open the Summer Fayre last June. They presented a medley of dances from the previous year, including two of their competition pieces and an extract from 'Thoroughly Modern Millie'.

Eastbourne Proms: The music and dance departments headed to the Winter Gardens in November for the Annual Eastbourne Proms performance. We danced to 'Hit the road, Jack' and 'Bugle Boy' accompanied by the choir and orchestra. The collaborative work between music and dance resulted in a spectacular performance.

Time to Dance: The Annual Time to Dance Festival was held at the White Rock Theatre, Hastings on Wednesday, 8th February. This year the theme was 'a long, long time ago.' The first piece was performed by KS3 pupils and was entitled 'Flames of Fire.' It explored London's rebuilding after being destroyed in the Great Fire, The Blitz and, in more recent times, riots. The second piece was performed by KS4 pupils and was entitled, 'Suffrage'. It was based on the suffragette movement of the 19th Century, and followed pupils completing a study on the suffragette movement. The boys Dance Company performed at the event for the first time with their piece 'NYC Wind Back' based on the theme of New York Gangs in the 80s. They received an outstanding reception from the audience.

Holocaust Memorial Day: The Performing Arts team were invited to perform at the Holocaust Memorial Day Service at St Mary-in-the-Castle, Hastings. The Dance Company, accompanied by the choir, performed, 'Dance with me to the end of time.' The song explores the idea that in certain death camps, a string quartet was pressed into performance while horror continued around them. The string quartet would be playing while prisoners were led to their death. A duet portrayed the love between a musician and his girl, and how he felt such huge guilt as he was saved from death by being a musician. The duet was accompanied by the senior Dance Company.

Bexhill College: The Dance Company were delighted to be invited to perform alongside the Bexhill College Performing Arts A level and BTEC students' performance evening in May. The junior team performed 'Fire Flame' and the senior team performed their piece 'Suffrage' at the Izzard Theatre. This also gave the team the chance to watch former pupils perform. The evening was a great success with both groups performing to a high standard.

Workshops

Trinity Laban: The Dance Company welcomed Trinity Laban's Centre for Advanced Dance Training who held a workshop in February. This scheme offers young people who have exceptional talent and potential in dance the opportunity to take part in a training session which can lead to selection to attend Laban's open day and an audition. It is a national programme funded by the Department of Education. Twenty-six pupils, members of St Richard's Dance Company, took part in the workshop and they have now been invited to attend a further open day and audition for Laban's Saturday school.

Trips

Move IT: Both the Boys and the Girls Dance Companies attended Move It at London Excel. Move It is 'everything dance under one roof', offering the pupils a chance to take part in workshops throughout the day, watch professional performances as well as shopping and meeting students from professional dance colleges. Highlights this year for the pupils included the chance to meet Flawless, Twist and Pulse. A highlight for Mrs Knight and Miss Wood was the chance to meet Prima Ballerina, Darcey Bussell.

ISTD: Some pupils are now enrolled on the Imperial Society for Teachers of Dance graded syllabus learning grade 3 and 5 modern, and standard 4 ballet. This allows them to develop their technique and allows them to have all their results recorded which is recognised on the Qualifications and Credit Framework (QCF). This will benefit them as they move forward to college and university.

Arts Mark and Arts Award: Artsmark is a national award scheme managed by Arts Council England. The scheme recognises settings with a high level of provision in the arts. This year, working alongside Dr Durkin, dance has been involved in STEAM projects linked to Artsmark. We have also worked with Drama in the Arts Award. Arts Award is a personal learning programme which develops and assesses the arts.

The Dance Company have begun their working diaries through performances and workshops they have taken part in this year.

Mrs Knight

DofE Activities

Sept to Oct - ASDAN pupils completed their Bronze award expedition near East Grinstead; a massive accomplishment for these pupils, especially given the weather they had! It was a real privilege to do this with them.

Oct to Dec - Year 10 Pupils began their expedition training with a day walk on the South Downs. Mr Howe joined us for the first time and we look forward to having him on the team.

Jan to May - We registered our new Year 9 participants for their Bronze DofE award; another very enthusiastic response. Many Year 11 participants received their awards; others are still working on completing theirs. The Year 10 group completed their second practice walk on the South Downs and also spent a Saturday at school focusing on route planning and first aid. The first aid session was run by a company called Adventure Life Signs. The rest of the day was run by members of the DofE team. The Year 10 practice expedition weekend was successfully completed near Sedlescombe. I feel it's worth noting that we have experienced a higher level of drop out from the Year 10 cohort with several pupils dropping out this year. Most cite stress, time pressures and concerns about studies being affected. One was due to a family situation that meant the pupil would no longer be able to complete her expedition. Is it a concern that pupils/parents feel this level of anxiety?

June onward - The Year 10 group will be continuing to prepare for their final expedition which will take place over a weekend at the end of June. During this weekend external assessors will assess the teams on the skills they have been learning during the training. If successful they will be eligible to pass the expedition section of their Award once they have completed a presentation about their expedition. We hope that all the pupils taking part will be in a position to receive their Bronze award at next year's area awards ceremony.

It has been a rewarding year for all of us involved with the DofE group and I particularly want to thank all the staff (Mrs Nicholls, Mr Padgham, Dr Durkin, Miss Machin, Mrs Gaines and Mr Howe) who have contributed their time and energy to making it happen.

Mr Harwood

Drama Department

Drama Clubs and Liturgy - Year 7 drama club currently takes place on Tuesday lunchtimes and the Year 8/9 drama club has been running on Thursday lunchtimes. Both clubs are attended by up to 30 pupils a week and a core group of Year 8 pupils can be found in the drama studio devising and rehearsing various pieces most other lunchtimes. Their work has become a vital part of school liturgy and they are now an autonomous team who create, rehearse and perform independently of drama club. A range of pupils take part in the dramatisation of various biblical stories not only as part of the school liturgy (e.g. Advent and Easter Services), but also in the community at Parish Masses – namely St Mary Star of The Sea in Hastings and St Wilfrid's Hailsham so far this year. Plans are currently being made to facilitate a Primary school retreat in July, which will involve our feeder schools spending a day with the performing arts department, learning and performing various liturgical pieces as part of their transition programme.

Arts Award - The delivery of the Arts Award is currently under-going change as we look at ways of improving retention. 40 pupils signed up last year, but only 3 managed to complete their portfolios, it is clear that the independent aspect of the qualification is proving a challenge to most. After liaison with Bexhill College and the forming of a local 'Arts Hub' we are looking at how we can support one another to create a holistic Arts Award journey from Primary (Explore and Discover awards) into Secondary (Bronze and Silver awards) ending at Key Stage five (Gold award). The 'Arts Hub' currently consists of teachers from St Richard's, Robertsbridge, Bexhill Academy and Bexhill College who are all encountering similar challenges, and our initial discussions are leading towards projects including Primary Shakespeare workshops (see below); the possible inclusion of Arts Award in 'drop down' days/Block days and the addition of more trained advisors. We plan to launch our new delivery of this in term 6, or possibly in the next academic year once our 'Arts Hub' is further established.

A Play in a Day - As a result of a newfound professional relationship with Kim Byford (Head of Performing Arts at Bexhill College) links are currently being made with the primary feeders for the delivery of a bespoke Shakespeare experience to be hosted at The Izzard Theatre and run by both St Richard's and Bexhill College students. The 'play in a day' concept is designed not only to aid the transition process of both primary to secondary, and secondary to college – but also to stretch and challenge those St

Richard's pupils who took part in the Shakespeare Schools Festival last year and have gained such enthusiasm for it. For the Bexhill College students, the delivery of this project will contribute to their Performing Arts syllabus. The primary pupils who take part will also have the opportunity to complete the 'Discovery' or 'Explore' Arts Award which acts as the start of their Arts Award journey. Lesson resources will be offered to the feeder schools as part of the experience, with the aim of improving understanding of Shakespeare and developing literacy and performance skills. This project is planned for delivery in November 2017, depending on primary school availability.

Shakespeare Schools Festival - At the start of this year, the drama department was dominated by the story of 'King Lear,' as 18 members of the Year 8 and 9 drama club group took to the stage at The White Rock Theatre to perform in the Shakespeare Schools Festival on November 15th. They rehearsed twice a week and took part in a whole day of workshops at the theatre run by professional directors from SSF. They performed alongside two other casts from private schools which were made up of much older pupils so they had the opportunity to watch some top quality interpretations of 'Henry V' and 'The Merchant of Venice.' The director who gave the post-show appraisal said it was a "bold and moving performance from a spirited cast."

National Theatre Connections Festival - A new addition to the extra-curricular calendar this year was the opportunity for pupils to take part in The National Theatre's youth festival – 'Connections.' The purpose of this renowned festival is not only to give young people the chance to perform in a professional environment, but also to launch new writing. The Year 10 GCSE cohort of 14 pupils chose to debut a play called 'Three' by Harriet Braun which told the story of three teenage relationships with the clever inclusion of their 'inner voices' as separate characters. The process concluded on March 24th with the cast spending a day at the famous Marlowe Theatre in Canterbury, where they had the chance to work with in-house professionals towards their final performance. The final product was a hilarious yet moving interpretation of the play, and one pupil mentioned it had given her a "real sense of belonging." The audience response was fantastic, and their skills, teamwork ethic and overall subject understanding have greatly improved as a result.

Summer Production – 'Our House' - Rehearsals are underway for the summer show 'Our House' which is a jukebox musical using the songs of pop group Madness. It tells the story of Joe Casey, a young Londoner who is faced with a series of good and bad life choices. The cast consists of over 60 pupils from Years 7-10 and the production team consists of a further 8 pupils. The pupils rehearse every Tuesday and Thursday after school until 5.00pm, and also take part in extra dialogue and singing rehearsals during various lunchtimes. There are additional dance rehearsals and both the boys and girls dance club will also be involved. The show will be performed over three nights from the 12th-14th July in the school hall to a paying audience.

Holocaust Memorial Service - After the moving contribution from St Richard's pupils last year, we were asked to take part in the annual Holocaust Memorial service held at St Mary in the Castle in Hastings in November once again. A substantial amount of pupils performed as part of a performing arts tribute to the victims of the holocaust, within an ensemble of singers, readers and musicians. The pupils were congratulated and thanked by the organisers for their respectful and touching contribution.

Artsmark Accreditation - Through close liaison with our Teaching School Director, Joanne Calladine-Evans, St Richard's is continuing with its application to gain accreditation from the Arts Council England for all the extra-curricular opportunities on offer to our pupils. The 'statement of commitment' was submitted and we have now begun collating evidence and data with the aim of gaining Platinum status. This is a level higher than our original bid of Silver status as it has become evident that our Arts provision is both varied, consistent and of impact. We aim to progress to the next stage of our application by the end of this school year.

Year 11 Intervention and Revision - The current Year 11 have now completed their practical and written exams and worked tirelessly in revision sessions and extra rehearsal time to achieve their potential. This year sees the end of the current AQA drama specification as we move towards a more well-rounded qualification with the addition of 'set text study.' In order to support the teaching of this new specification I have attended training courses, joined online AQA forums and I have also been observing English lessons in order to extend my understanding and develop my skills around teaching text.

Theatre Trips - The Year 10 cohort are studying 'Blood Brothers' by Willy Russell as their set text, so they went to see this famous show at The Theatre Royal in Brighton on December 1st alongside a selection of English pupils who are also studying the play. The experience gave them a solid basis of understanding to begin their exploration into the text this year and there are plans to take them again before their final exam at the end of Year 11. Further theatre trips are being researched, specifically for Key Stage three pupils.

Visiting Practitioners - In April 2016, the Year 11s spent an afternoon taking part in a workshop with professional actor, Mike Southern, from 'Stage-Ed' exploring performance skills and developing their understanding of character and themes. Mike's practical and engaging workshop was a fantastic addition to their GCSE curriculum and the pupils thoroughly enjoyed it, actively contributing to every aspect of the afternoon; asking questions and challenging themselves throughout. Due to the success of the workshop, Mike is currently looking at his availability for terms 1 and 2 of next year in the hope that he can work with our pupils again.

School Hall Technical Upgrade - The new lighting system is continuing to add a great deal to all aspects of performance on the school stage, and adds a professional touch to the work the pupils produce. In order to further its use, I am hoping to undergo some training with the aim of being able to offer technical theatre elements to the Key Stage four curriculum. I think sound and lighting design would engage boys and create a GCSE syllabus that represents the full spectrum of jobs available in the performing arts. I have many contacts who are willing to assist with this so quotes are currently being compiled.

Hastings and Rother Arts in Education Network - In order to further my own professional development and ensure our pupils have access to all local opportunities, I have joined the HRAEN steering group which is an organisation formed of council members, teachers and local arts in education practitioners. The organisation is currently in the process of transitioning into a charity and offers support to schools with funding and access to all the creative aspects of our community, specifically working closely with the De La Warr. So far, the connection with this group has led to sharing of resources, ideas and information on opportunities, but I hope to be a more active member next year.

Mrs Dunster, Subject Leader - Drama

English Department

Public Speaking - A record number of pupils across both Key Stages participated in a wide range of Public Speaking Competitions, which included the second heats of the English Speaking Union and Rotary Youth Speaks Competitions.

KS4 - Year 10 and 11 pupils attended a series of English A Level masterclasses at Bexhill College and also enjoyed a trip to An Inspector Calls in London's West End.

Creative Writing Club – 'Write Here, Write Now' - Creative Writing Club is in its ninth year and runs every Monday lunchtime in A8. This is publicised by form and English teachers at the beginning of the academic year. The sessions are run in an informal style and the group consists of around six pupils across Key Stage Three, including two more-able pupils and two pupil premium pupils. Each week the pupils are introduced to a different writing focus (for example, conflict poetry, autobiography, narrative style) and the pupils will work on ideas related to that genre or theme. Pupils then receive group and one-to-one feedback to improve their writing skills. Pupils also share work that they have been working on in their own time. Each month we also work on an entry for a different national writing competition. This year has included Young Writers, BBC 500 Words competition, St Michael's hospice 'Capture the Moment' competition and Battle Rotary Young Writers, as well as many more. One of our members won the first round of the Rotary competition and was chosen to read their work to Battle Rotary members in March as part of the celebration evening. Overall this year, creative writing club has been highly successful as the members have been consistently attending and the Year nine established members have been able to guide the younger members with their writing. We hope that we can increase the numbers of pupils attending next year.

Mrs Midghall, Subject Leader - English

Geography

Trips

Year 9/10 – 30 pupils were taken to the Isle of Wight to explore the amazing geography of the area. The 3 day trip was organised to enhance the learning that had taken place in the coastal zone and tourism units and took place in July. Pupils saw and learnt about a range of coastal features, their management and the island economy. This was mixed with the opportunity to stay at the PGL centre on the island where pupils used the outdoor experience facilities such as the Giant Swing. The success of this trip has led to the trip being organised again this year taking more pupils and with a waiting list for places.

Year 10 – Pupils were taken to Birling Gap and Eastbourne for the day to complete their fieldwork for the controlled assessment in June. All pupils were allowed to explore the beach environments using a range of fieldwork equipment as well as their own homemade experiments to measure coastal processes and management. Pupils learnt about the geography of the area as well as the human land uses. We were very fortunate to be given talks from important people caring for this area: one talk from the National Trust

ranger at Birling Gap about the area and the role of the charity caring for the environment, and another from a parent of the school who works for the Environment Agency and looks after this stretch of coastline.

Out of Class Experiences

Year 7 – Pupils were given greater opportunity to explore the geography outside the classroom, with pupils creating contours from rope on the school playing field to measuring and explaining the microclimate of different areas around the school, to name but a few.

Year 8 – Pupils have practised using fieldwork equipment. They have been taken out of the class to learn the techniques around field sketching as well as using a variety of quantitative and qualitative data collection techniques to measure the school environment. All pupils visited the beach at Galley Hill, Bexhill in September to investigate the impact of coastal management on the local area. This was an opportunity to explore the local environment using a range of newly purchased fieldwork equipment. They became fully aware of the future concerns for the local area due to global warming and the standard of work produced was extremely pleasing.

Year 9 - Using ARCGIS, which is the latest Geographical Information System, pupils have experienced locations around the world virtually. They have visited locations that we have studied, visited volcanic locations and been able to map events. A real highlight was plotting the earthquakes that happened in the last 30 days on a map in a matter of seconds.

Intervention

Year 11 Weekly Brain Booster Revision Sessions – Pupils in Year 11 have been targeted to attend weekly intervention sessions which have been run on Wednesday lunchtimes. This has focussed on the learning of case study material which carries nearly half the marks per question. Pupils attending receive 15 minutes intensive teaching and leave with a set of revision notes that they can use to hone their own learning.

Year 11 Small Group Intervention - A number of pupil premium and SEN pupils do not like accessing mainstream intervention and prefer working in a small group. These sessions have been run by our Teaching Assistant on a Monday after school. These have essentially developed self-esteem and enabled pupils to ask questions where they would have felt intimidated previously. These sessions are beginning to demonstrate real progress for pupils.

Year 10 Weekly Intervention – This has been run on Wednesdays after school for targeted pupils to attend weekly intervention sessions since Christmas. This has focussed on developing pupil understanding of topic work as well as exam technique.

Enrichment

Visiting Speaker from Bexhill College – A teacher of travel and tourism came to support our GCSE pupils ahead of their summer exams. The session was very interactive and it helped pupils with their revision as well promoting links with the College.

Geography Club – This runs on Monday lunchtimes and allowed pupils in KS3 to explore and enjoy new aspects of the subject. Pupils have created tectonic models, conducted soil erosion experiments and researched what is happening in their world for the interactive 'Geography in the News' display. They have also worked on local and national competitions for the South of England Agricultural Society to Shell's Bright Ideas Campaign.

Google Classroom - In March, we welcomed a visit from Google and their cutting edge virtual reality technology to explore a range of global locations to help broaden their understanding of the places that they have and will study. The department hosted Google for the entire day and pupils were able to wear virtual reality headsets during their lesson to go on their own personal exploration of urban and rural environments. This was an incredible experience with pupils of all years totally immersed and engaged with their visits from rainforests and volcanic craters to shanty towns and earthquake hit Kathmandu. Due to demand, we ran two after school sessions for those pupils who were not able to experience this opportunity in lessons as well as running two staff sessions.

Geography Awareness Week - So far this year, we have run a climate week which focusses on form time and lesson activities to highlight a greater understanding of the weather around the world and our ever changing climate.

During **Fairtrade Week**, we supported the Lay Chaplain by teaching lessons about the topic and creating a display about ethical versus unethical trade. We also organised a Fairtrade sale to run during the event of products made under the scheme from handicrafts to confectionery, for example.

Forthcoming Events in Term 6 2017

Year 8 – A second cohort of pupils will visit Bexhill Beach and Galley Hill to understand coastal issues.

Year 9/10 Residential to the Isle of Wight – 40 pupils will be taken to the island for a 3 day visit to complete geographical and team building activities in July.

Year 10 Field Trip to Eastbourne – All GCSE geographers will complete their fieldwork data collection on a day trip in June so that they can successfully complete the requirements of Paper 3 in the new GCSE. Speakers have been booked for the day from the Environment Agency.

KS3 Visit to the South of England Show - A group of 30 pupils will be taken to visit the South of England show to understand our rural economy. Show staff will take our group on a tour of the livestock and explain about local farming.

Theme Weeks – There are 2 further themed weeks planned supporting the Oxfam Water Week and the Geography Association's Week in June and July.

Mrs Hoyle, Subject Leader - Geography

History

Postcard Competition - The History department launched a postcard competition over the summer holidays 2016. The aim was for pupils to visit a historical landmark and send a postcard about their experience back to school. The winner was Kathryn Payne in 8L who sent a postcard from Valletta in Malta.

Black History Month - October 2016 marked this important month in the historic calendar for Black history. Year 9 historians were learning about the origins of the slave trade, its abolition and the Civil Rights Movement in America. Pupils wrote prayers in their History classes to remember the suffering and abolition of slavery. To commemorate this event, pupils from Mrs Fegan's form, 9H, delivered an assembly to their year group on the importance of Black History Month celebrating key individuals and events.

Holocaust Memorial Day – Friday, 27th January commemorated Holocaust Memorial Day and Mrs Fegan organised this year's event. Pupils from each year group (40 pupils in total) watched a live webcast of Holocaust survivor, Mala Tribick MBE. Mala gave a heartfelt testimony of her experience as an 8 year old child, living in Poland, under Nazi occupation. She shared her experience of ghettoisation, slave labour and Ravensbrück concentration camp in Poland, before she was transported to Bergen-Belsen concentration camp, in northern Germany. St Richard's was one of thousands of schools around the country who were given the privilege to watch Mala speak by the Holocaust Education Trust. Our pupils approached this with maturity and sensitivity which is to be commended. Their learning will be shared within History groups so that the school community can benefit from the lessons of the Holocaust and appreciate the impact it still has on our society today.

History Club - The Key Stage 3 History Club has been run weekly all year by Mrs Fegan and Miss Smith. Members have organised memorial events for Holocaust Memorial Day, including the creation of a pledge tree for pupils to write a pledge against hate. History Club then created a display in the Linkway of the pledges which remains there today. Pupils are currently working on entries for the Historical Association's 'Historical Fiction' competition.

Berlin 2017 - A History-German trip to Berlin for October 2017 was planned jointly by Mrs Fegan and Miss Crawley in the MFL Department. However, due to low numbers the trip cannot run. We hope to advertise the trip for the next cohort of GCSE Historians.

Egg Competition - Mrs Avery ran a Key Stage 3 egg project encouraging pupils to create a model and argue why their choice was the most significant individual in History. Winners were 1st place: Dilys Cornfield Year 9, 2nd place: Grace McMillan Year 8, 3rd: Daniel Guldmond Year 7 and runners up: Andrea de Freitas Rodriguez, Nuala Andrews and Nuala O'Rourke.

New GCSE Specification - The department have been working hard to develop new schemes of work and resources for the all new GCSE Spec for History. There has been considerable change to all units and this has impacted on planning and resourcing. We are continuing to purchase new texts for the department as well as making use of Pearson's online resources.

Mrs R. Campbell, Subject Leader – History

Library Activities

Library activities, changes and innovations may be followed by reading the Library page of the school newsletter, issued each term.

This year we ran 2 book awards, withdrawing from the **Southern Schools Book Award** because of the nature and content of their shortlist, which we felt was inappropriate for Lower School pupils. I await the outcome of the Long List decisions for the September-December Award, before deciding to engage with this one this year.

The **1066 Schools Book Award** ran from January until Easter, and five other local secondary schools were involved this year. Four books are chosen and pupils in the Lower School are invited to join in. Each year I design and produce bookmarks, posters, certificates and a booklet in which pupils can write their reviews, complete a quiz, enter competitions based around the books, and get involved. These resources are also used by the other schools involved in the Award. This year, the final event was hosted by Bexhill Academy, in their new Library, and six pupils out of the 21 who took part were able to attend, with pupils, teachers and librarians from the participating schools all celebrating the books and reading together.

The **CILIP Carnegie Book Award Shadowing** takes place over the summer term. We have again invested in both the long list of 20 books, and the final shortlist of 8. This Award is open to all pupils. Sadly, one of the shortlisted books, 'Beck', has an advisory notice attached, recommending that it be issued to children over the age of 16, due to the themes and handling of the subject matter. More details are available on their website, <http://www.carnegiegreenaway.org.uk>. There are no reviews to write or meetings to attend, I just aim for them to read from the very best that new teen fiction has to offer. There was a concluding summer party in the library, invitations and music designed and decided by the pupils, catering by our school kitchen staff, with the winning book announced live from London via video link. In all cases, pupils may decide to join the Awards themselves, or be encouraged to join by their English teacher or myself.

Film Club: the Library continues its association with 'Into Film', the national film club for schools, colleges and youth organisations. Since September, I have shown a range of films focussing on different genres:

'*The Miracle of Saint Ralph*' – about a boy looking for a miracle to save his mother from cancer by attempting to train for and win a marathon

'*Tales of Earthsea*' based on the fantasy novels of Ursula Le Guin.

'9' – about a futuristic world and survival

'*Eddie The Eagle*', a true story of human endeavour

At this point, it became clear that we needed to reinvigorate and re-launch the film club, and Into Film, the national organisation which supports this, had a new offer specifically targeted at SEN children. Using their resources and co-ordinating with Mr Smith, SENCO, I decided to offer film club to our Year 7 SEN pupils. I now have a steady number coming and enjoying films, interacting with myself and each other, articulating what they think and feel about the films we have watched together. So far, we have seen:

'*Fantastic Mr Fox*', an animation.

'*A Night at the Museum*', American history plus adventure.

'*Pirates! and Scientists*', an Aardman animation.

All have been well received. Our young film critics have submitted reviews on special postcards to the national film club, and received prizes for doing this.

Read for My School: unfortunately started charging for their service, and it was decided not to pursue this activity this year. Pupils who want to read online are encouraged to use a range of websites, including <http://www.gutenberg.org> and <https://librivox.org>.

Scholastic Books Teen Magazine: continues to supply catalogues each term with an excellent range of well-priced books to order. I co-ordinate this with Years 7 and 8, enabling children and parents to purchase books cheaply, and receiving reward points to spend on books for the library. There are always extra catalogues available in the library for older pupils and staff to collect. This company has recently made it possible for parents to order through their online site, awarding reward points to the school, enabling us to claim free books for the Library.

Sainsburys Active Kids Vouchers: The Library is now the main collection point for these vouchers, and so far this year I have collected over 2000. I hope to get some free kit to support the Duke of Edinburgh pupils this year, as PE and Food Tech departments have benefited in recent years.

Book Lists: These have now been compiled for a range of interests and curriculum needs: 25 best books, 15 book series for Hunger Games fans, Local Reading/Writing (to support the reading passports), Summer Reading suggestions, 'One World' multicultural list, 'Remembrance and War Stories' and 'Free Reading online'. I also display recommended reading lists from the National Booktrust, National Literacy trust, newspapers and others. Pupils should always be able to find some inspiration for reading. I have recently added a movie tie-ins list. The school has also invested in a range of books for staff, entitled 'Reading Well', aimed at improving mental well-being.

Year 7 Library Skills sessions are taught to every Year 7 library class over the course of six weeks during the autumn term. These lessons include library rules, how fiction and non-fiction stock is organised, how to access reference books, encyclopaedias and atlases, the careers library, special collections and biographies. Because our library is designed to reflect libraries in colleges, towns and universities, I hope that the skills the pupils learn in these sessions will help them to access any library, anywhere.

New free bookmark designs are regularly provided, encouraging the children to treat the books they borrow appropriately, raising awareness of book related issues or giving information on new books in the library.

Shop-in-a-Box continues to be very popular, selling stationery at cost price to pupils. Calculators are also stored in the library for collection by pupils. I encourage pupils to use their Maths skills to calculate their bill for purchases, embedding numeracy in an everyday shopping task.

The **Librarians' Christmas Party** was a hit again this year, with presents, catering provided by Dominoes and music chosen by the pupil librarians. The **Librarians' Summer Party** will be combined with Carnegie Day in June, when pupil librarians will receive certificates and a small gift to thank them for all their hard work through the year. Small Christmas and Easter gifts also show my thanks and appreciation for their commitment to the running of the library.

Open Evening in October saw our young Librarians interacting with prospective pupils and their parents, encouraging young visitors to make a poster showing their favourite books, authors and websites, and introducing people to our resources and the library. Their conduct was exemplary throughout a very busy evening.

In addition to the Open Evening, the Library is often the host for events such as **Grandparents' Day**, **Work Experience Day**, the **Deanery Meeting**, **SENCO events**, **Union meetings**, **Parents Evenings**, **Science events**, **Author events**, **Book Awards** with pupils and staff from other schools, **Vaccinations** for Years 8 and 10, **Full Governors Meetings**. For all of these events the library helps to form a positive impression of the school as a whole. Keeping it welcoming, tidy and accommodating is an ongoing task. These events often involve liaising with teachers and re-rooming classes, groups and the after school homework group, but are invaluable to those attending them. I also look after Prep Club when needed, as Ms Hubbard's time is taken up with exams for part of the summer months.

World Book Day week in March saw Year 7 and 8 pupils being given a World Book Day Token for £1 to exchange for a World Book Day Book, or to use against the cost of a book of their choice. Additionally, the whole school donated books to Oxfam, with Year 9s writing letters to inform people about the refugee crisis and the good work that Oxfam do in many parts of the world to support refugees in crisis situations. Over 25 boxes of books were collected in school and delivered to Oxfam in Western Road, Bexhill.

Laptops - The library currently holds 15 laptops for general issue and 13 laptops for issue to SEN pupils. I issue them all in and out all day, seeing an extra 80-130 pupils in the course of each school day collecting or returning laptops.

Headphones – Having started September 2016 with 12 pairs of headphones for use in the library with the Library PCs, by April we were down to 2 pairs, due to breakages, and people 'borrowing' them and not returning them. I have now been able to order 18 new pairs, one for each library PC, and these will remain attached to the library PCs, available for use, in the same way as the keyboard and mouse are attached. I hope this will remedy the problem and ensure accessibility for all.

New books and DVDs have been added to our shelves, and old, out of date materials withdrawn with the help of pupil librarians, ensuring that our materials are enticing and appealing to young readers. Surplus stock is retained to add to the Summer Fayre book stall. The Reference Library, non-fiction and fiction continue to be reviewed and updated. Novels more appropriate for older pupils have enhanced our fiction holding, and encouraged older pupils to keep reading - vital for their academic development. We also now have a selection of Revision Guides for lending and reference, useful for those pupils who can't afford to, or don't want to buy their own, or have forgotten to bring their own copy into school.

Our **magazine subscription** from DLT supplies 8 top quality magazines a month, tailored to our needs and supportive of both the curriculum and pupil interests, is proving popular with pupils and teachers alike. Additionally, we also receive support from the Humanities department for a subscription to the *Geographical* magazine and from Science for the *New Scientist*. We also take the *Phoenix* magazine, which appeals to some of our less able pupils. Back numbers are now archived in order to provide a pool of resources for English, Media, Science, Geography, History, Textiles, Music, Computing and Food Technology. These are stored in attractive boxes, and may be borrowed by staff for use in lessons. We continue to subscribe to the 'I' newspaper, delivered into school each day by a pupil in Year 11. The

newspaper is scanned every day and any useful articles copied and disseminated to appropriate staff and departments, giving up-to-date insight into curriculum subjects.

The Careers Library leaflet and book information has been reviewed over the last year, ensuring the information is as relevant and as up to date as I can make it, enabling us to be confident of the validity of the information we hold. PHSEe classes make use of it with their tutors, as well as individual pupils enquiring for themselves. New University prospectuses continue to arrive and to replace older editions on in the Careers Library. Our Pupil Librarians help with updating the prospectus collection.

'**The Oxford Overnighter Trip**' will run again in June, in conjunction with Dr Durkin. We will take a select band of pupil librarians and historians to Oxford, for a tour of the Bodleian Library, the Radcliff Camera and the Pitt Rivers Museum. We will again stay overnight, returning late on Saturday evening.

We have four **new pupil librarians** from Year 7 and 8 who joined us after Christmas and are proving an asset to the running of the Library. My older librarians have been training them up, and encouraging them to see the Library as a safe place to be, whilst they serve the wider college community in a useful way. They are also keen to run errands, such as replacing my '*Weird and Wild Wacky Words of the Week*' notices, or assisting staff with new text books which need labelling and stamping with the college address stamp.

The Library has continued to be a **safe place** for those who are injured or require a refuge to work in, away from the normal run of school activities, as well as providing welcome study space for those in Years 10 and 11 who have dropped some subjects in order to concentrate on others. The Library is also home to reading and maths intervention groups, peer reading groups, and individual catch up groups, including our Dutch, Portuguese, Polish and other first language speakers. This makes for a lively and diverse cross-section of pupils using the library.

Perfect Purple People Cards have again been issued to Year 7 Pupil Premium children, enabling them to borrow from the proof read collection without penalties. These cards were issued to older pupils last year too. The idea is to enable children to always have a book, and to read as much as possible.

I have continued with **central themed displays** in the centre of the library over the past year. I incorporate fiction, non-fiction and reference materials, as appropriate, to help pupils see the links and differences between fact and fiction, and to inspire them to read something different. We have also been able to display pupils' work, engendering a feeling of pride in those whose work was chosen for display in the heart of our college.

I continue to issue **overdue notices** to each form every term, encouraging pupils to return items before they get too overdue, and hopefully before the items are lost. I also issue the overdue lists to the Pastoral Leaders, so that they are able to add the information to the overall picture of each child. If books are lost I send letters home, explaining the need to replace school property. I also appeal for the return of books via the college newsletter, hoping that parents will step in to help with the return of books.

Lifelong Learning - I am a Union Learning Representative, and have organised and hosted several CPD sessions for members over the past year, also attending the Annual ATL Conference in Liverpool during the Easter Break. Our next session will be on Voice Care. I gained a 'Highly Commended' Award at national level, a framed certificate and a voucher from my Union for this work. This shows my commitment to Lifelong Learning and support of others working in educational settings. In addition to this, I have attended the 'Prevent' training session in school. I also had a visit from a Librarian at Bexhill College, who was keen to see what I do in school to encourage reading and correct access of library materials. She was very impressed with our library and the opportunities and guidance available to our pupils.

In conclusion, these notes give a flavour of the opportunities, services and experiences open to pupils in the Library. My contribution to the termly newsletter also gives details of the library activities available. As always, the children are at the heart of all I do to make the library friendly, accessible and accommodating for all.

Ms Tocknell

MFL

MFL Clubs - The MFL clubs meet every Monday lunchtime in the three language areas. Our topics and activities vary from small group games, singing French, German and Spanish songs, bingo games on numbers and the alphabet, spelling quizzes and games to using the interactive whiteboard and MFL tablets. The club is open to Years 7-8 who are enthusiastic about French, German and Spanish and helpers are drawn from Years 9-11. We usually have between 5-10 pupils attending each of the languages. Helpers from Years 9-11 have been involved during the year by planning and leading a variety of activities. It has been a valuable opportunity for the older pupils to forge supportive relationships with

their younger peers, practise their own language skills as well as gain confidence in leadership skills (a number of the Upper School pupils have been able to use their regular commitment to gain references for their Duke of Edinburgh and Crest Awards).

In French, Mrs Herring has led a number of 'French' projects through French club and a new French Ambassadors' group this year. The French Ambassadors' group was set up in September with the aim of working with Mrs Herring to set up activities which would engage them and their younger peers in practising their language skills and also give them a deeper cultural insight into the French culture. More Able pupils from Year 9 and 10 were invited to join the group as well as those with a particular enthusiasm for French. These pupils have then met at various points in the year to plan and take part in extra-curricular French activities. Events and activities this year so far have included a weekly film showing of 'Astérix' for Lower School pupils in term 2, two lunchtime celebrations of the 'Epiphany' following the French tradition of sharing a 'King Cake' (one Year 9 pupil even baked his own following an authentic French recipe), French themed lunchtime socials for the French Ambassadors' group and a 'French baking' cookery session in the Food Technology department. There are plans for a series of creative writing sessions in French for term 6.

In German, we have been holding a number of film clubs and have also been looking at how the Germans celebrate special occasions during the course of the year including Christmas, Carnival and Easter. They have also been using language skills to play well known board games such as Monopoly and Cluedo which have been purchased by the department. Our School Direct trainee, Ms Schwarz, introduced a music club which not only gave pupils a chance to listen to German music but also helped develop their listening skills.

In Spanish we have been watching Spanish language films and also enjoying cultural programmes about Spanish art and history. Each month we choose a Latin American country as a focus for research and attendees create posters and PowerPoint presentations which can be used in lessons to help fellow pupils learn about the wider Hispanic world.

At the end of term 2 we once again held 'The Great European Bake Off', a Christmas cake competition where all language pupils were asked to bake either a Roscon de Reyes (from Spain), a buche de Noel (from France) or a Stollen (from Germany) or indeed anything else 'Christmas' related! It was wonderful to see so many different Christmas specialities on offer; we had cakes, biscuits, cupcakes, little Christmas trees and even a giant gingerbread man! It was a really lovely event and best of all we raised £103.75 for 'Surviving Christmas'. The 3 winners were: Megan Parslow in 7F, Lily Jackson in 7H and India-Cleo Stevens in 8I.

'Carnival around the World' was the focus of a range of MFL workshops set up by Mrs Herring in collaboration with the music, art and dance departments in term 3 which proved to be popular with pupils in Year 7 and 8. Drumming, mask making and dance introduced the pupils to the way in which the carnival tradition is an important focus in French, German and Spanish speaking countries at this time of year.

Overseas Trips

Spanish: Visit to Barcelona and wider Cataluña region - In October, Mrs Scott and Mrs Herring led a group of Year 9 pupils on an activity packed five days in Barcelona and the surrounding region of Cataluña. The focus of this annual trip is to introduce pupils to the culture of Spain and to practise their language skills in a variety of settings. Pupils were able to benefit from the art department's (Mr Peachment was also a staff leader) worksheets on Dali and Miró, which were a valuable enhancement to the cultural experience when we visited the respective museums. The Flamenco workshop proved very successful and pupils were adventurous in trying out different culinary treats such as paella and tapas. They were given plenty of opportunities to practise their language skills when buying lunch or shopping for souvenirs, but more particularly when we spent a day in Tarragona hosted by our partner school St Pau. Pupils were able to chat with their pen friends with whom we had been communicating via email for a year. It was a joy to see how quickly they chatted in both languages as our hosts led us off on a meticulously organised treasure hunt all around the historic city. After exchanging gifts and tearful farewells it was obvious to all that many lifelong friendships were just beginning. There were many highlights on this trip, including the guided tour of La Sagrada Familia and the afternoon spent at Port Aventura. The true sign of success was that most pupils have asked to do "exactly the same trip" next year! Several volunteers from the visit made a presentation in Year 8 and Year 9 assemblies to encourage pupils to share their experiences and to encourage other pupils to go on these culturally enriching visits.

German Christmas Market trip to Aachen - A trip to the famous Christmas markets in the German town of Aachen gave 35 Year 8 and Year 9 pupils the ideal opportunity to get into the festive spirit! Pupils were able to buy traditional Christmas gifts and try different German foods on offer like 'Bratwurst' and 'Flammkuchen'. The highlight for many was the ice skating on the second day and a visit to the Lindt

chocolate factory shop. The trip was a really enjoyable and valuable experience from the point of view of both language practice and the cultural and personal experience that can be gained from taking part in a visit like this one. Everyone had a lovely time and returned rather tired from a packed weekend but feeling very much in the Christmas spirit. This is what the pupils said: *'I really enjoyed the German trip, I felt that there were a lot of activities and things to do there. The chocolate was delicious!'* Max *'It was amazing! The sausages were extraordinary!'* Adrian *'I think that the ice skating was really fun and so was being with my friends.'* Arthur

French Residential Trip (will be taking place in term 6 of this academic year) - 49 pupils from Year 8 and 9 will be taking part in a 3-day residential trip to the Opal Coast from Friday, 23rd until Sunday, 25th June. The purpose of the trip is to provide our pupils with a cultural taste of France, as well as giving them the opportunity to put into practice the language learnt in school. The itinerary has been put together to maximise enjoyment of the cultural and historical aspects of the area whilst also providing a variety of opportunities to practise the French language in a real-life context. Planned activities include: visits to significant historical sites in the region related to both World Wars, cultural experiences with visits to a Goat Farm, an escargotièrre and a bread workshop at a traditional bakery, a visit to a local market, a town trail around the historic town of Boulogne and opportunities to taste the local cuisine including lunch at a traditional creperie.

Visitors for MFL Enrichment

In January we once again welcomed two German students from the Hollenberg Gymnasium in Waldbröl who spent nearly two weeks work experience with the German department. They worked mainly with Year 10 and 11 pupils on their oral exams, but also provided younger pupils with an insight into life in a German school and answered questions about the main differences between German and English schools. We will welcome Swiss trainee teacher, Nina Küng, in term 6 who will be supporting French and German lessons.

We welcomed work experience student, Marta Maxia, into the department for a week in term 4. Marta is an Italian student who is on an international placement studying for a year at Bexhill College. Her language skills were truly inspiring for our pupils as she has learnt to communicate to a very high level in both English and French. Pupils from all year groups had the opportunity to work with Marta in their French lessons during the week either in group work activities or by having the opportunity for one to one speaking practice in French. Marta gave a fascinating and engaging ten-minute presentation on the theme of 'Why study languages?' to a number of our Year 9 and 10 MFL classes. Her obvious passion and enthusiasm for language learning was infectious. Our pupils could not help but be inspired by Marta's sharing of her own language learning journey with all its challenges but ultimate sense of achievement and rewarding insight into other cultures.

Peruvian Student Visit - Following a successful visit last year, a group of ten Peruvian students aged 14-15 years spent the morning visiting Spanish classes. They gave a presentation on the main cultural aspects of Peru including its specialty foods (guinea pig was a bit of a shock to some of our pupils). Our Year 8 pupils were invited to join in a spontaneous Peruvian dance class which proved very popular, although possibly not for the floor below!

French School visit - We were delighted to welcome 45 pupils and 3 teachers from the 'Collège Saint Joseph' from Cossé-le-Vivien in Mayenne close to Brittany in northern France. They spent the morning in Year 8 and 10 French lessons during which the French and English pupils took part in activities to try out their skills in their respective foreign languages. The value of this experience was expressed by pupils who had the chance to take part. Here are some examples of comments made by Year 8 pupils in their evaluations about what they enjoyed the most:

'It was nice to meet new people from a different country and it was fun to see them have the same interests as me!' (Darren Dela Pena, Year 8)

'It made me feel relieved that French pupils trying to speak English is not really different from our experience in trying to learn French. I learnt a lot being in a situation when I didn't know the person and had to speak to them in a different language' (Moe Murray, Year 8)

'I was pleased with the fact the language barrier wasn't too tricky. I learnt that they don't wear uniform in France.' (Justis Smith, Year 8)

'This experience has certainly improved my French and my way of pronouncing words. I have also gained a new friend.' (Zuleika Smyth, Year 8)

'I have gained a new friend. I have kept in contact with the French girl, Tess, who I met. We are keeping in contact on social media and I have a go at practising my French!' (Lucy Boreham, Year 8)

Following the positive experience had by all during this visit, we hope to plan future projects with the French school in order to offer pupils the opportunity to practise their language skills and gain an authentic insight into French culture through communication with native speakers of their own age.

'My Chinese Teacher' Programme

This is an MFL extra-curricular opportunity that was offered initially to the More Able in Year 8 and Year 9 this year. 15 of these pupils signed up following the 5 week free trial last year. However, other pupils have also shown interest to come along in the course of the year when they heard about the programme in the college newsletter. The programme is running from October until July.

The weekly session involves a Chinese teacher from Beijing being broadcast live using video-conferencing software. In addition to the weekly 30 minute interactive Chinese lesson on a Monday at 8am, we have offered Friday lunchtimes to pupils to come along to follow up what we have learnt in the skype lesson. The lessons have provided our pupils with a fantastic chance to learn Mandarin Chinese with a native speaker and get an exciting introduction to Chinese culture.

In addition to the pupils directly involved, we shared our insight into this world language and culture as part of a whole school approach to community cohesion. In February, a lunchtime event held in the Linkway proved to be a great success with pupils from all year groups and staff getting involved in the range of challenges on offer. The pupils, who have been learning Mandarin this year, shared their new linguistic and cultural knowledge with the wider school community. As one pupil said, 'My role in the Chinese New Year event was to teach people how to learn and say animals in Mandarin. It was lots of fun!' Hannah Chan, Kaira Rubi, Maciej Marczak and Duncan Norris led a 'Hunt the Rooster' and 'Match the foods' game which saw much enthusiasm from participating pupils. Andrea De Freitas-Rodriguez and Zuleika Smith led an activity in which participants discovered how to find and say their animal from the Chinese zodiac system. Finally, Ryan Segal drew in the crowds in teaching groups how to do some tai chi moves which he had learnt from our teacher in Beijing. It was fantastic to see everyone gaining an enjoyable insight into the Chinese culture and language. Pupils and staff who took part in each activity could taste some Chinese traditional snacks as a reward for their efforts.

Miss Chong, Mrs Scott & Miss Auzinger, MFL Department

Mathematics

The Mathematics department at St Richard's has continued in the successful participation in the UKMT Mathematics Challenge. The Challenges are national competitions organised by the United Kingdom Mathematical Trust. The competitions encourage reasoning, precision of thought and fluency in basic mathematical techniques to solve non-standard problems.

The Intermediate Challenge was taken by pupils in Years 9, 10 and 11 in February 2017. The following certificates were awarded to St Richard's pupils: 6 Gold, 16 Silver and 25 Bronze. Year 11 pupil, Jack Denne was awarded a certificate for Best in the School. Following on from their high scores in the intermediate challenge, Year 11 pupils Jack Denne, Angus Morgan, Noah Canby and Dawid Opalka were invited to participate in the next round: the European Kangaroo. Noah Canby and Dawid Opalka each were awarded certificates of merit.

In April 2017, pupils in Years 7 and 8 were entered in the Junior Challenge. In recognition of their high scores the following certificates were awarded to St Richard's pupils: 6 Gold, 16 Silver and 25 Bronze. Year 7 pupil Daniel Guldmond was awarded a certificate for the best in the school. He has been invited to take part in the Junior Kangaroo Challenge which takes place across Europe on Tuesday, 13th June. We wish him luck in the next round.

In 2017 we held our third annual Maths Week. The week consisted of external work with Sussex University, primary feeders, The Royal Institute, De La Warr Pavilion and Sussex Coast College. Women in Mathematics was an extremely successful event encouraging girls from around Sussex to consider A-Level Mathematics. Speakers and workshops were given at Sussex Coast College. The Maths for Parents event for Year 7 parents was given by author Rob Eastaway, although attendance was not as expected, the event was well received by those who did attend. Our series of Primary Maths Master Classes is the biggest in the country. Over 50 pupils attended 6 sessions including a session at The De La Warr Pavilion. Maths in Action Week continues to highlight Mathematics as an engaging and useful subject.

Miss Machin & Ms Gallagher, Maths Department

Music Department

The music department has, this year, reviewed both its KS3 and KS4 curriculums, partly to take account of changes to the way we assess work. We have devised a completely new scheme of assessment, which is proving to be both more effective than previous models, and also very popular with pupils. The current Year 10 cohort are the first group to study the brand new Eduqas syllabus, and again, this is proving to be very popular with pupils.

In addition to its high quality curriculum work, the department continues to offer pupils a wide range of musical enrichment opportunities, and we have worked, this year, on ensuring that there are opportunities for pupils of all abilities and interests to be involved in extra-curricular music at some level. This enrichment element is a vital component of a rounded musical education, particularly as there is quite limited curriculum time at KS3 for our young musicians. A visit to the music area almost any break-time, lunchtime or after-school will give some idea of just how busy and vibrant the area is; pupils are encouraged to participate in a planned range of activities, use the area to practise for a performance, or record.

Pupils have been able to access the following ensembles this year:

- Orchestra
- Choir
- String Orchestra
- Drum Club
- Rock School

Additionally, we have trialled some lunchtime performance work in the music area, designed to give young singers or instrumentalists the opportunity to perform to their peers in a relaxed and supportive environment.

As I write, two of our young musicians have been accepted, after lengthy auditions, onto the 'Zooquarium' programme, and will perform in a concert on Hastings pier in July. Additionally, they will be mentored by professional performers, and will be able to professionally record some of their own material.

Some of the 'high profile' performances pupils have been involved in this year are:

- 'Thoroughly Modern Millie' Summer Show 2016 (Performing Arts team)
- Grandparents' Event (choir and instrumentalists)
- Open Evening (performances in the hall & music area)
- Year 7 Induction Mass (Choir, soloists and orchestra)
- Prize Evening (Choir, orchestra and soloists)
- Eastbourne Proms (Choir, orchestra, soloists)
- Parish Masses
- Advent Service
- Ash Wednesday Services
- Music Showcase (Solos and duets)
- Eastbourne confirmations
- Carol service at Westminster Cathedral
- Holocaust memorial event at St Mary in the Castle

In addition, music has been provided weekly for a full range of form and year services, for end of term services and for Feast Days. We were again fortunate this year, to be able to take pupils to see a Glyndebourne opera. The summer production this year is 'Our House' (Performing Arts team). This involves a large cast of singers, actors and dancers, and is based around the music of the band 'Madness'.

The collaborative work of the Music, Drama and Dance departments continues to build in strength. Regular planning meetings are held by the team, so as to be able to provide the best possible experiences for pupils. Examples of strong collaborative work include: Eastbourne Proms, end of term services, parish masses and, of course, the annual summer show.

Ongoing developments:

- Continuing to develop the opportunities for pupil led extra-curricular work.
- Exploring new opportunities for pupils to perform work.
- Developing innovative ways of bringing technology into performance work, for pupils without 'conventional' performance skills.
- Continuing to make new links with outside agencies, such as performers and composers.
- Encouraging more GCSE music pupils to form ensembles.

Mr Roadknight, Subject Leader - Music

PE Department

Staff and pupils have contributed to the most successful and enjoyable year in the St Richard's history. Extra-curricular activities have seen College teams continue to have outstanding performances at

national, county and local level. This led to the college being awarded the BRONZE Sportsmark by the Youth Sports Trust.

The college has also seen a rise in the number of primary school events our trained sports leaders have organised and run both at the college and in other schools.

The college had taken a leading part in the resurgence of the local area schools sports competitions. Over 400 pupils represented the college in over 50 sporting competitions throughout the year. Their successes resulted in the winning of the boys overall trophy, the girls overall trophy and the combined trophy, a first for any school in the Hastings and District schools area.

Individually, there was a rise in the number of pupils representing local area and county teams in a wide variety of sports including: football, rugby, hockey, triathlon, golf, basketball, cricket, karate, horse riding, athletics, cross country, swimming and squash.

Team Successes

Year 7 Boys:

- Football - Hastings and District Schools League Runners Up
- Football - SE Sussex Schools Cup Runners up
- Rugby - Hastings and District Schools Tournament Winners
- Basketball - Hastings and District Schools League Winners
- Cross Country - Hastings and District Schools League Runners
- Athletics - Hastings and District Schools Indoor Sportshall runners up
- Athletics - Sussex Schools Games Super 6s runners^s up
- Cricket - Hastings and District Schools Super 6s runners up

Year 7 Girls:

- Football - Hastings and District Schools Tournament third place
- Athletics – Hastings Area Town Sports Runners up
- Cross Country - Hastings and District Schools Runners Up
- Rounders - Hastings and District Schools League Winners

Year 8 Boys:

- Football - Hastings and District Schools League runners up
- Football - SE Sussex Schools Cup Finalists Runners Up
- Rugby - Hastings and District Schools Tournament runners up
- Basketball - Hastings and District Schools League Winners
- Athletics - Hastings and District Schools Sportshall athletics runners up
- Athletics – Hastings Area Town Sports Runners up

Year 8 Girls:

- Football - Hastings and District Schools Tournament Winners
- Athletics - Hastings and District Schools Sportshall athletics – runners up
- Rounders - Hastings and District Schools League runners up
- Stoolball – Hastings and District School Tournament winners
- Athletics – Hastings Area Town Sports Runners up

Year 9 Boys:

- Football - Hastings and District Schools League Runners Up A League
- Football – Hastings and District Schools League B League
- Football – SE Sussex Schools Cup Finalist Winners B League
- Football - SE Sussex Schools Cup Finalist Runners up A League
- Rugby - Hastings and District Schools Tournament Runners Up
- Basketball – Hastings and District Schools League Winners
- Athletics – Hastings Area Town Sports Runners up

Year 9 Girls:

- Football - Hastings and District Schools Tournament Winners
- Football - Sussex Schools Cup Semi-finalists
- Cross Country - Hastings and District Schools Runners Up
- Athletics – Hastings Area Town Winners
- Rounders Hastings and District Schools Tournament Winners
- Sussex Schools Swimming relays – 5th place

Year 10 Boys:

- Football - Hastings and District Schools League Runners Up

- Football SE Sussex Schools semi – finalists
- Basketball – Hastings and District Schools League - Winners
- Rugby - Hastings and District Schools League Runners Up

Year 10 Girls:

- Cross Country - Hastings and District Schools League Runners Up
- Football English Schools third round
- Football Sussex Schools semi – finalists
- Football Hastings and District schools tournament winners

Year 11 Boys:

- Rugby - Hastings and District Schools Tournament Winners
- Football Hastings and District Schools League Winners
- Football SE Sussex Schools Cup semi - finalists
- Basketball - Hastings and District Schools League Runners Up

Year 11 Girls:

- Football - Hastings and District Schools League Winners
- Football - Sussex Schools Cup Semi-finalists

The achievements by pupils at the college would not have been possible without the time put in by staff. Thanks to all the PE department and Mr Feery, our Cover Supervisor.

Mr Varney, Subject Leader - PE

Philosophy Club

Philosophy club facilitated the rehearsals of Year 11 pupils' speeches for the school's debate on freedom of speech. This led to the very successful whole school debate which was chaired by local MP, Huw Merriman and the Home Secretary, Amber Rudd. Both guests were impressed with the speeches and debating skills shown. Philosophy club also ran the RE award which invited pupils to write an essay on their choice. This was won by William Brown in Year 9, who wrote on the challenges and understanding of the Church's position regarding homosexuality. Philosophy club has given pupils an opportunity to discuss and challenge each other on questions around truth specifically if it is ever acceptable to lie, the necessity of justice for the functioning of an ordered society, and the different theories related to the afterlife concerning the question of whether heaven, hell, and purgatory are physical places or eternal realities.

Miss Henry, More Able Coordinator for the RE Department

Prep Club

There are a number of St Richard's pupils who find it difficult or impossible to study at home, and so the after school Prep Club provides an invaluable opportunity for them to complete homework or undertake independent study in a calm, orderly environment. It is very popular with girls and boys in all year groups and runs immediately after lessons finish from 3.15 to 5.00 pm.

Most pupils will choose to work entirely independently, but there is always at least one member of staff on duty who can assist with queries and provide guidance. Staff consistently encourage and support pupils to achieve their full potential and they are also there to be a source of inspiration. The St Richard's ICT network is freely available for internet access and a comprehensive range of educational software. Pupils can choose to print their homework in the ICT suites.

Prep Club promotes our ethos of inclusion and dedicates itself to providing for all pupils and all learning needs. All children entitled to Pupil Premiums are encouraged to make use of the welcoming environment to make progress in achieving high standards of homework, research and revision.

'Prep Club Plus' is now firmly established; it is aimed at pupils who require Specific Learning Support and all children entitled to Pupil Premium. Two members of staff are always available, often on a 1:1 basis, to inspire, encourage and support children with Special Education Needs.

Ms Hubbard

Product Design Club

A fun, relaxed club that allows pupils to catch up on class work especially practical, learn to use the department laser cutter and any of our range of tools and equipment. The club has a good mixture of Upper and Lower School pupils attending and it is a great way for the pupils to make friends across the year groups. Pupils can design and make new products or work on those started in the department.

We have a small 3D printer and pupils are able to experiment using this. Alongside the laser cutter, this allows for some very professional results. This year has seen the Year 11 pupils making good use of the workshops during club time to work on their wonderful lights. The results of the practical this year have been outstanding.

Mrs Robertson

Pupil Leadership

There are numerous leadership roles in which pupils are encouraged to partake, many of these are mentioned elsewhere in the report, and these roles include:

- Head Boy/Head Girl
- Senior Prefect team
- Prefect team
- Student Listeners
- Pupil Researchers
- Pupil Interviewers
- School Council
- Sports Council
- Liturgy Representatives
- Form Representatives
- Eco Representatives
- Play Leaders
- Career Ambassadors
- Interact Club
- Librarians
- Anti-bullying Ambassadors
- Sound technicians
- Smile Ambassadors
- Year 8 transition buddies

The CREST Award has become further embedded this year with more pupils gaining Awards. The CREST is comprised of eight letters and it is regulated by different members of staff with Mr Holloway co-ordinating the roles and Awards. Every pupil was given a CREST logbook last year to see them through their journey at St Richard's and there is a digital version should a pupil misplace their copy. Reminder assemblies will be run in term 6 as pupils have the opportunity to back date the entire academic year. Once a pupil has fulfilled the criteria laid out by a certain letter they write a short reflection, and in some cases produce a report, or present to a class or year group. Each letter is a celebration of different leadership opportunities. Upon completion of four letters a pupil will be awarded the bronze Award, completion of six letters will be awarded with a silver Award and completion of eight letters will be awarded the gold Award. Several bronze, silver and gold badges have already been awarded as this new initiative has developed.

Prefects - To help with prefect applications, Year ten pupils are required to achieve a minimum silver accreditation of The CREST to be successful with their application. We believe that this will not only be an Award for a long term commitment to college life but it will also select more committed pupils who will be fulfil their prefect roles dutifully. The senior team are then whittled down through a process of interviews by myself, Miss Easton, Mr Doherty and the LMT. To assist in the selection of the senior team and Head Girl/Boy the shortlisted candidates have to prepare a one minute video which not only expresses why they are suitable applicants but also what they will bring to the college. These videos will then be shown in assemblies and PSHE so that all staff and pupils can be made aware of who they are voting for and who is hoping to represent them. This has proved very successful in previous years.

This academic year, we have run prefect training four times. This has helped not only with duties and timetabling issues, but has also helped to raise any concerns around the college and helped to create a supportive peer network where prefects can help other prefects if they have any concerns.

Pupil Researchers - Following last year's training the pupils reported their findings to LMT in term 6 with some interesting insights.

Youth Councils – Mr Holloway has met numerous times throughout the year with the Bexhill Youth Council support group. However, the current leader has decided to step down and the group is currently on hiatus. Hopefully, we will be able to establish further links in term 6/ the new academic year.

School Council – Again this year, myself and Mrs Bligh ran a School Council training session, which was very successful. The School Council was further divided into sub groups (buildings team which have met afterschool with Arthur the caretaker to discuss pupil voice; the canteen team who have met with catering staff to discuss concerns and possible new initiatives; the democracy team who helped to lead a whole school campaign for ‘the big vote’ where the school had a return rate of 800 votes and the transport team who have raised issues regarding public transport). The School Council has been used to represent pupil voice with issues including: uniform, homework, block days, facilities, the new school gym, to name just a few. The School Council has also been used to discuss the new PE uniform and they have provided an insight into the working of the current journal. The Council meet on a termly basis.

Student Listeners - The Student Listeners have continued to be vital with transition into the St Richard's community, as well as dealing with individual issues. They have been integral members of the forms to which they are allocated and the Year 7 playground during break and lunch time.

Interact Club - The Interact Club have also had another very successful year. Again breaking the record for ‘Love in a Box’ with over 400 boxes (four records in a row!), helping with the Senior Citizens tea party with the local Rotary Club and along with Bill Gate's contribution, helping to raise over £300 for the End Polio Now campaign. We are now looking to support a local charity at the summer fayre, most likely adopting last year's ‘guess the teacher’ from their baby photos.

Mr Holloway

Science Trips

Cross-curricular enrichment remains a key focus for the science department and we continue to enjoy shared extra-curricular ‘Learning Outside of the Classroom’ for pupils across both Lower and Upper School. The strong links we share with RE continue in the form of a day trip to Chichester with thoughtful reflections on the nature of faith in times of conflict in the Cathedral and an imminent return to Cornwall for our annual ‘Ethical Eden’ residential adventure break.

The summer term of 2016 saw pupils return to Farnborough International Air Show and Future's Day with its sharp focus on STEM careers in addition to a truly inspirational talk from Sir Ranulph Fiennes at the Royal Institution. In October half term, Lower School pupils ventured to mid-Wales for a residential stay at the Centre for Alternative Technology eco-cabins which served as our base for an energy themed break in the mountains. Our adventures saw us explore the surrounding landscape with sojourns deep underground to the Big Pit coal mine and to Dinorwic, a hydro-electric power station while staying in cabins powered by solar panels and wood-burners. Pupils experienced the joys of pumping their own water and fundamental recycling including fetching and chopping their own logs for the heating and water too!

StAR Club pupils who had spoken with Tim Peake during the hugely successful ARISS contact were invited to meet the British astronaut personally at the University of Portsmouth's Principia Schools Conference. In addition to giving a presentation about the St Richard's ARISS experience, ‘Principia Passion’ the pupils had a really inspiring chat and photograph with Tim himself, a truly inspiring experience.

There are plans for a forthcoming return to the United Nations and CERN in Geneva in February 2018 for our Upper School pupils in conjunction with Bexhill College. This is an extension of our previous trips to CERN with the college and our most recent joint trip, to JET (the Joint European Torus) facility at the Culham Centre for Fusion Energy in Oxfordshire. As a European venture, the future funding for the facility is uncertain and it seems that future visits may not be as readily available so the pupils were very grateful for the opportunity to visit.

In February half term, a minibus of pupils of all ages attended the ‘Flash, Bang Science Show’ at Rutherford Appleton Laboratories (RAL) in Oxford and we return with keen female science ambassadors and librarians alike to explore the Pitt Rivers Museum, the Bodleian Library and Jesus College at the end of June.

Pupils headed to the UK Midlands for our second residential Space Camp UK which proved just as popular as last year. Again, the pupils' exemplary behaviour was remarked upon and it was a real pleasure to take them away. Our planned cross-curricular trip to the West Country with Astronomers and Upper School Classics pupils did not generate sufficient interest to proceed.

The IoP Public Lectures and the Sussex University undergraduate lecture series were both well supported during the winter months by Upper School pupils. In the Lower School, regular events in the school year including ‘Stargazing Live’; the Herstonceux Telescope Supper Tour and Year 7's Block Day visit to the Royal Park, Observatory and Museums at Greenwich, maintaining an enduring focus on space science.

Pupils travelled to London for the New Scientist Live event and will return to Cornwall in the next few weeks for our 7th annual Ethical Eden trip.

Dr Durkin

Science Week 2017

In a cross-curricular event with Computing, Year 7 St Richard's pupils hosted other local schools in the Bloodhound 'Race for the Line' Rocket Car Challenge and the Year 7 nurture pupils attended the 'Cool Maths & Science Show' at St Mary's. Year 9 pupils were victorious at the IMechE Slots Trucks Challenge at the University of Brighton.

8 of our Thrive Teaching School Alliance primary partner schools spend a morning in the college laboratories accompanied by 30 Year 8 Science Ambassadors as the theme returned to 'Sherlock', foiling Moriarty's dastardly plans with the aid of the Year 6 science sleuths. St Mary's pupils joined us for our Special Science Supper hosted by Dr Durkin and Mr Lahache with help from the Year 8 Science Ambassadors.

Space Ambassador Role

In round 2 of Tim Peake Primary Project, I liaised with 7 local primary schools, delivering outreach activities relating to Tim Peake's Principia Mission and Newton's experiments with white light and the spectrum and the RSC's Global Experiment: Mission Starlight. At least one of the schools has successfully applied for Bronze Award as a Space Education Quality Mark School (SEQM).

Competitions

At STEMfest 2016, StAR Club pupils won an Institute of Physics Prize for team work and GCSE Astronomy pupils, Dilys Cornford and Christian Whiteley, won through to the final STFC Schools' Prize Competition at Rutherford Appleton Laboratories, considering 'Why I Love Science'; this reflecting pupil success in this national competition for the second successive year. In other competitions, St Richard's pupils won first prize in both Art and Digital art categories at the Hastings 950 Competition; competed in the RSC 'Top of the Bench' Competition; won through to UK final selections in the European CanSat Competition and hosted the Hastings Hub for the Bloodhound SSC: Race for the Line model rocket car contest with 3 Year 7 teams winning through to regional finals in Crawley. Year 9 pupils brought home STEM silverware from their second place at the 2017 Slots Trucks Challenge at the University of Brighton.

Lower School pupils have enjoyed designing and construction model race cars in a joint STEM focused club supported by Science, Maths and Computing. Our pupils' cars then competed against other local schools' cars as St Richard's hosted the Hastings Hub meeting for 'Race for the Line: Bloodhound Rocket Car Challenge'. Three pupil teams won through to the South East Regional finals for the competition representing the school against a field of 15 other schools. We have registered to host the 2018 Hastings Hub at St Richard's again.

Dr Durkin

Science Curriculum Enhancement

Science curriculum enhancement has embedded much that is familiar in the science school year: Science Week, STEM Competitions, CREST Awarded project work and many trips. In developing my new role as an ESERO Space Ambassador, I secured further funding to support seven more Tim Peake Primary Project (TPPP) schools. The project culminated in a day of two 'Talk Tim' stage shows for over 300 visiting pupils representing all 7 TPPP2 schools

The Astronomy and Physics Outreach team from University of Sussex, joined us for Astro Taster Day and an 'Ask an Astronomer' revision session for the Year 9 GCSE cohort.

Year 8 Space Ambassadors supported 'Space Week' activities at St Thomas a Beckett and 50 Year 7 pupils trialled a CREST enrichment day from URENCO and STEMSussex, earning CREST Discovery Awards in the process.

CREST (Creativity in Science and Technology) Awards have been awarded at Discovery, Bronze and Silver level in recognition of club attendance, completion of project work and competition entry during the 2015-2016 academic year. Extra-curricular clubs have included: Young Investigators, Fab Fizzix, F1 in Schools and StAR Club.

Our plans for the year included building on the ARISS success; research work to support associate partner status for PTI and fresh enrichment opportunities including authorship of an article featuring St Richard's space focused cross-curricular learning called 'The Case for Space', for the SSAT magazine. Our proposed PTI research project has been deferred for a year in light of the challenges presented by

the reduction in technical staff in the department. New and exciting enrichment opportunities have resulted from successful bids for grants from SSAT, the Magdalene Lasher charity and Artsmark.

The science department retains Prince's Teaching Institute recognition for our 2016 work and after successfully acting as a PTI Science Consultant last year, for the Schools' Programme Day, I have been invited to return again this summer. St Richard's continues to lead the Sussex Science Subject Leaders' Network and retains links with Millais School as partners in the Sussex Science Learning Partnership.

The SSAT grant is one of only 10 Innovation Grants available nationally each year and was awarded for a cross-generational and cross-curricular research project (with History) entitled 'Space Stories'. The Magdalene Lasher grant will support an extension of that project entitled 'Solar Stories' which will support equipment purchase and an outreach programme to primary pupils about origin myths and oral history and the Artsmark project will facilitate STEAM project work to incorporate a 'Cacophony of Colour' series of workshops trialled with Year 7 pupils this summer and then across 4 primary schools, These workshops include science, art and dance work.

The Science and Maths departments have been jointly planning a day of teacher CPD for the end of the Summer term called 'Crossing the Curriculum': An adventure with Science and Maths'. The day will feature keynote speakers Michelle Miller and Stephen LeComber delivering a 'How to Reduce Your Workload' workshop and a truly inspirational and cross-curricular address, 'Maths, Murder and Malaria', interspersed with specialist led break-out workshops considering 'Maths in Your Subject'.

Dr Durkin

The **Young Investigators Science Club** has been running on Friday lunchtimes from the start of Term 2. The club has been run by Mr Lahache all year. The club has given Year 7 pupils an opportunity to experience scientific investigations and phenomena that they would not otherwise encounter in Year 7. The reduction of technician support has significantly reduced the variety of experiments that we have been able to perform as I am unable to request the preparation of any chemicals or biological specimens. Therefore, experiments have mostly been confined to Physics based experiments (Van de graaf generator, optics, air propulsion etc.) where the equipment is easy for me to obtain without the need to trouble our technicians. Despite this setback, the pupils seem to enjoy them and we have been able to run different experiments on a weekly basis that enjoyed attendances in excess of 20 pupils for a significant period of time. The numbers have reduced in recent weeks, as they tend to at this time of year, but we still get a group of between 5-10 pupils in regular attendance. A register of these pupils has been kept and the names of regular participants will be passed to Dr Durkin for Science awards in term 6.

The new **F1 Club** was launched at the start of the academic year with a view to competing in the F1 in Schools competition. The competition is centred on the designing and building of a model F1 car that will be raced along a track. We have a small nucleus of very enthusiastic Year 7's and one Year 8 pupil still currently involved. They attended the regional finals in February which allowed them to get a feel for the competition. I hope to introduce a small summer project to run parallel with the current Key Stage 3 summer projects to introduce the competition to interested individuals. I have held successful talks with the University of Sussex who will help us overcome our manufacturing costs. I am also chasing some leads with regards to funding. I have also spent some time at Robert Mays School in Hampshire (former multiple time national champions), this has given me some valuable insights into the competition and how to prepare the pupils effectively for it. I am confident that next year we will be able to compete formally in the competition for the first time.

Mr Lahache

Ski Trip

Once again, the ski trip was an amazing experience and all 48 of us had a great time. Unlike previous years, concerns about the lack of snow were absent. As we arrived in the car park at Alpendorf, we could see that people were skiing all the way down to the resort, something we were unable to do in previous years. The hotel we stayed in, The Forsthoff, was stunning and situated at the bottom of the ski run, a luxury we hadn't experienced before. The meals they provided were delicious and it was great to see the pupils enjoy traditional Austrian cuisine.

The quality of the snow was excellent and we were blessed with blue skies and beautiful conditions, apart from one day when it snowed. For the majority of pupils, it was their first time skiing. It was amazing how quickly everyone progressed and by the middle of the week everyone was using the chair lift and skiing down challenging terrain. A particular mention must go to Maisie Southon who missed the first two days of skiing due to illness but managed to catch up and was using the chair lift on her first day on snow! Quite amazing, and a first for any pupil on any of the previous ten trips we have run.

The days were structured as a two and a half hour lesson in the morning, lunch in a mountain restaurant, followed by another two and a half hour lesson in the afternoon.

At the end of the week, the pupils took part in a timed race against pupils from other schools. This was followed by a prize ceremony on the last evening. Ben Stotbury Byrne, Year 10, won the cup for being the overall fastest skier with an impressive time that left his challengers in no doubt of who the fastest skier was.

Each evening we took part in fun activities including tobogganing, swimming, a bowling evening and a party at the hotel on the last night. The 'Limbo Dancing' and 'Mr and Mrs Alpendorf' rounds were particularly funny. As always, this is a hilarious and fun packed evening and one everyone will remember. The pupils were excellent throughout the week. They gave 100% all week and joined in the skiing and activities with a real sense of fun and enthusiasm. As always, our pupils were complimented on their polite, respectful and helpful conduct throughout. Serena Coyle, Year 11 pupil and Head Girl, summed up the experiences of all the pupils, "It was an amazing week! The skiing, the activities in the evening, everything, was brilliant!" Finally, my thanks to Mr Carradine, Dr Durkin, Mr Hollingsworth and Miss Gallagher for making the trip possible by accompanying the pupils. My thanks also to Mr Hollingsworth who has created a nine minute video of the trip that can be watched on the following link: <https://drive.google.com/file/d/0B4NiJOyOhS6rOWJMa2VEU3dfcnM/view>

Mr Byrne, Trip Leader

PARENTAL INVOLVEMENT

PTFA

The PTFA goes from strength to strength led by a committed team of helpers. At the AGM in September 2016 Heather Mulligan and Lisa Segal were elected as Chairs with Carole Clifton agreeing to be Vice-Chair. Carina Hilton was, once again, elected Treasurer.

Parental attendance at meetings this year has been up and down. Some events requiring refreshments have struggled to be fully staffed. The Summer Fayre is always well-supported with in excess of £3000 being raised. Plans are already in place for a successful fayre on June 17th.

The PTFA continue to supply a refreshment counter for all Open Evenings, Consultation Evenings, sports day, as well as performances in music and drama. These generally raise a few hundred pounds a year as well as satisfying the parents, children and staff. Some new PTFA members have volunteered to man these events plus a list of 'helpers' who are parents who cannot commit to the meetings but are willing to help.

The PTFA continues to invite requests for funding from all those within the college community to ensure that we bring the maximum benefits possible to the college. We discuss a 'Wish List' devised by the teachers and pupils at most meetings. Last year, the PTFA purchased various items for most departments. This year so far we have purchased liturgical costumes for the Dance Company and liturgical items and symbols for the form liturgy boxes. We continue to pay for the lease for one of the minibuses. We are currently assessing very recent requests for financial assistance and we shall continue to support requests made in the future, on the basis that the pupils benefit.

Our Principal, Miss Cronin, is a keen advocate and enthusiastic supporter of the PTFA's activities and has been ably supported by Mr Clark and Mr Byrne. Staff input remains as ever an invaluable element of the PTFA's work and activities.

The PTFA members continue to be a willing and enthusiastic group of volunteers who give their time and effort to a wide range of activities that reach far beyond the fundraising events. In addition to a very strong core of stalwart members within the PTFA, we have been pleased to welcome a number of new members this year that we hope may step into office at some future point. My thanks go to all of them for their support and commitment. Particular recognition and thanks go to Nicky, Carina, Caroline and Ann, who put an awful lot of time into making everything run smoothly.

Heather Mulligan & Lisa Segal, PTFA Chairs

Parental Surveys

Surveys (anonymous) are distributed at all Parents' evenings with about 50% of the parents completing them. All issues raised by the parents are published and Pastoral Leaders feedback on issues raised in the newsletter following the Parents' Evening. Feedback is generally positive but the points do alert us all to issues that concern them, particularly related to pupil behaviour. Issues of concern in particular, this year included:

- Long term absence of two staff members
- Train strikes
- Mobile phone use
- Jumpers
- Testing
- Option choices
- Homework

Pastoral Leaders monitor responses and address, where appropriate. This term – term six, they will revisit the surveys to ensure everything has been actioned in preparation for the new academic year. The surveys provide an extra dimension to feedback which is invaluable for moving the school forward. It is also interesting to note the parents' perspective of school life.

Parental Focus Groups

Parental Focus Group (PFG) meetings occur termly: in the morning 9.15-11.00am and an evening meeting 6.15-7.45pm. These are informal meetings led by an agenda. Miss Cronin is always present and often one of the LMT is leading an aspect of the agenda e.g. this year Mrs Bligh has presented on Mental Health; Mr Byrne has given a talk on the new assessment measures and Ms Horton has spoken about Sound Training and Growth Mindset.

Copies of the meeting minutes are emailed to parents attending and then placed in the Parents section of the website enabling all parents to access.

A loyal group of committed parents attend regularly, however attendance has dropped this year. I have placed regular adverts in the newsletter which have impact short term. In the meetings this term (term six) I will discuss with parents ways to reach out to more parents in the next academic year. Those parents/carers who do attend say that the meetings are invaluable for getting a taste of school life and understanding the philosophy behind many of the activities. Topics this year have included:

- College Improvement Plan – Year 2
- Healthy School Grant (Mrs Bligh)
- Rewards
- Pupil safety, particularly on-line
- School Review
- Show My Homework (Mr Byrne)
- John Muir/D of E Award (Mr Harwood)
- LGBT issues (Mr Carradine)
- Diocesan Interim Inspection
- Sexting
- Anti-bullying Issues (Mrs Hills)
- School Funding
- Arts Award (Mrs Dunster)
- Food/Canteen Service (our Cook and her staff)
- Journal 2017-2018

Alongside these topics, parents have raised issues of concern or suggestions for improvement. For myself and the staff, the meetings are really important in providing us with feedback on what we are doing/planning. Strong relationships have been built with many parents who attend and I will be sorry to see a number leaving this year, who have been members since 2009.

Miss Cronin