

Principal's Introduction

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

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



Our efforts have not gone unnoticed. We are a National Teaching School, a National Support School and a Specialist Science College with High Performing Specialist School status. We have Leading Edge status, International School status, a Prince's Teaching Institute 2019 Art Mark, Fairtrade Fair Achiever Award status, an Artsmark Gold Award, a Space Education Quality Mark, Gifted and Talented Lead School status and Investors in Careers at the highest level. Our last Diocesan Inspection (November 2018) graded the school Outstanding, and during the academic year 2018-19, the SSAT awarded the school Exceptional Education Awards at Transforming level in: 'Engagement with Key Stakeholders', 'Climate for Learning' and 'Leadership through Moral Purpose'.

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

Parents are advised to complete the Supplementary Information Form (SIF) available on the website if they wish to apply for a place for their child. Please note that completion of the SIF is not mandatory; however, if a completed SIF is not received, it is likely that Governors will only be able to rank the application within the last category, i.e. 'Any other children' (Category 9).

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

Miss D Cronin
Principal
October 2020

St Richard's *Mission Statement*

Comitas, Scientia, Caritas

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

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

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

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

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

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



Christian Values



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

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

A pupil liturgy team enables pupils to make an impact on the development of the spiritual and liturgical life of the school. The Liturgy Captain and Deputy Liturgy Captain make valuable contributions into all whole-school services.

The RE department was rated 'Outstanding' in our most recent Diocesan inspection (November 2018). The department seeks to help pupils explore their own spiritual journey whilst having the dual role of ensuring academic excellence at GCSE. Opportunities to put 'Faith into Action' and to learn from other religions are always sought in the RE curriculum.

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

The Curriculum

We provide a learning programme that is broad, balanced, motivating, engaging and challenging; a programme relevant to young people living in the 21st century.

In the first three years, pupils will study a wide range of subjects incorporating Religious Education, Maths, English, Science, History, Design Technology, Geography, French/German/Spanish, Computing, PSHEe, PE, Drama, Music, Art and Dance. Some pupils also study Latin.



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

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

Pathway 1

Pupils continue with the Modern Language option made during Year 7; either French, German or Spanish.

Option A Subjects: Geography, History

Option B Subjects: Art, Business Studies, Computer Science, Design Technology, Drama, Food Preparation and Nutrition, Media Studies, Music, PE and Cambridge Nationals iMedia.



Pathway 2 (for pupils not studying a MFL in Key Stage 4)

Option A Subjects: Geography, History

Option B Subjects: Art, Business Studies, Computer Science, Design Technology, Drama, Food Preparation and Nutrition, Media Studies, Music, PE and Cambridge Nationals iMedia.

Option C Subjects: Cambridge Nationals iMedia, BTEC Sport, BTEC Travel and Tourism, BTEC Performing Arts and BTEC Health and Social Care.

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

More Able Pupils

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

Special Educational Needs

All pupils are supported and motivated to excel because their needs are met through a policy of inclusion. This inclusive approach means that most support takes place in mainstream lessons, using the following strategies:

- high quality differentiated teaching;
- adaptations to teaching methods to take account of specialist advice;
- modified resources, equipment and groupings; and
- additional adults deployed to support pupils and teachers.

Teaching Assistants work within departments to support pupils in all year groups, enabling them to provide specialist and subject-specific support. They focus on ensuring that pupils become independent learners with high levels of confidence and self-esteem. Pupils receive appropriate support, tailored to their particular needs. Progress is monitored by the SENCo and a Teaching Assistant Co-ordinator, attached to each year group.

Pupils with additional needs benefit from a range of intervention programmes. Advice is sought from our Specialist Assessor and external professionals such as an Educational Psychologist, Occupational Therapists, Speech and Language Therapists and CLASS. This advice, together with internal assessment procedures, informs the provision made to meet pupils' needs.

The views of parents and carers, and their knowledge of their child, are essential to successful inclusion. Parents' evenings provide an opportunity to discuss the progress of the pupils. In addition, we offer an informal drop-in with the SENCo and Teaching Assistant Co-ordinators three times per year, and carry out pupil interviews and panels to evaluate the impact of provision and plan future actions. The caring approach of the school, along with a commitment to helping every pupil develop their full potential, ensures that all with additional needs have the opportunity to progress, thrive and flourish.

Homework

Homework plays an essential part in the learning progress of every pupil. Pupils are given a homework timetable and the homework itself is published on the online 'journal' app EduLink. Pupils and parents will all be given logins enabling homework to be supported and tracked at home. Pupils in Year 7 also receive a journal in which to record extra notes, important events and track rewards. Parents/carers are asked to sign this journal weekly in Year 7. From Year 8, pupils use an online journal only.

Homework is designed to support the learning of pupils in school and develop their independent learning skills. In Year 7, pupils will have a gradual introduction to homework, with subjects being phased in during Term One. We have provision at St Richard's to complete homework at school in Prep Club (3.15-5.00pm) or Prep Club Plus (3.15-4.15pm). Both clubs run from Monday to Thursday. Pupils do not need to 'book' a place and are free to leave after homework is completed. Prep Club Plus is designed for pupils with additional needs and has support staff on hand to help pupils with their homework.

Personal Social, Health and Economic Education (PSHEe)

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

Each pupil will be assigned a Form Tutor when they start at our school. These Tutors will lead them through the programme, which is re-evaluated each year. Issues covered include: the environment, health and hygiene, careers guidance, safety, tolerance, relationships, British Values and economic and political awareness.

Relationships and Sex Education (RSE)

At St Richard's we look at relationships and sex education within the context of family life and consider the wider issues of religious and moral education. The Religious Education, Science and Pastoral staff work together to ensure that the biological aspects of relationships and sex education are taught in conjunction with the religious and moral perspective and are viewed within the context of personal relationships. As they mature, pupils are provided with information and helped to consider the consequences of decisions relating to matters such as contraception, STIs and abortion. The school's RSE curriculum matches the statutory requirements of all schools which came into place in September 2020. If parents/carers wish to withdraw their son/daughter from lessons on relationships and sex education, they should write to the relevant Pastoral Leader at the beginning of the academic year. The policy can be found on the school website.

Assessment

Twice a year, each child is assessed against their targets. "Expected progress" is shown when the pupil is making good progress against their target; "Above expected progress" when they are making exceptional progress and "Below expected progress" indicates under-achievement. Certificates are awarded for pupils making the greatest progress across a range of subjects. For pupils under-achieving in a number of subjects, a plan of intervention is put in place.



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

Organisation of Teaching Groups

Most subjects prefer to teach mixed ability groups at Key Stage 3, with the exception of maths. At Key Stage 4, some subjects are taught in setted groups, whilst the learning pathway groups are mixed ability.



Learning Beyond The Classroom

We believe that pupils can learn as much outside the classroom walls as inside. We therefore place strong emphasis on providing a range of extra-curricular activities with broad appeal. We have been awarded the Healthy Schools Silver Award, the Artsmark Gold Award, a Space Education Quality Mark and International Schools status. In September 2020, St Richard's became a LAMDA accredited school and, as such, LAMDA lessons and exams are now offered. Here is just an overview of some of the activities that your child might get involved in: -

Clubs and Activities

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

<i>Athletics</i>	<i>Trampolining</i>	<i>Drama</i>
<i>Netball</i>	<i>Classics</i>	<i>Young Investigators</i>
<i>Fitness Training</i>	<i>Latin</i>	<i>Orchestra</i>
<i>Basketball</i>	<i>Art</i>	<i>Theatre Visits</i>
<i>Hockey</i>	<i>Design Technology</i>	<i>Interact</i>
<i>Rugby</i>	<i>Creative Writing</i>	<i>School Council</i>
<i>Football</i>	<i>Chess</i>	<i>Duke of Edinburgh</i>
<i>Dance</i>	<i>Songwriting</i>	<i>Maths Challenge</i>
<i>Rounders</i>	<i>Debate</i>	<i>Film Club</i>
<i>Gymnastics</i>	<i>Choir</i>	<i>Mandarin</i>
<i>Cricket</i>	<i>Fab Fizzics</i>	<i>Law Club</i>
<i>Table Tennis</i>	<i>MFL</i>	



Trips

Annually, our pupils have the opportunity to visit Berlin, Austria, Rome, Normandy, Barcelona and Germany, as well as participate in field trips such as the Eden Project and the Isle of Wight. Departments run regular weekend trips including retreats to Whitstable, field trips to Swanage, theatre and dance trips and expeditions for the DofE Award.

Sports

All pupils are encouraged to participate in extra-curricular sporting activities and we try to provide something to interest everyone. Lunch-time and after-school clubs focus on activities ranging from basketball to table tennis and include dance, rounders, rugby, athletics, handball, cross country, football, hockey, trampolining, gymnastics, cricket and fitness training. Through participation in, and enjoyment of, a variety of activities, pupils are encouraged to develop their talents, character and sportsmanship within the Christian ethos of understanding and tolerance. Pupils who show a particular aptitude for a sport may be selected for school teams and play competitively against other schools or within school in inter-form and house matches. We are pleased to report that a number of our pupils have been selected to represent the area and County and have won a number of honours outside school.

Drama

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



Music

We have excellent facilities to promote and develop learning and a love of music. In addition to two spacious teaching areas and numerous practice rooms, our music suite is equipped with a recording studio and fifteen iMac computers, running industry-standard software.



The work of our specialist music teachers is supported by the teaching of peripatetic teachers of guitar, piano, woodwind, brass, strings, percussion and voice. Pupils are strongly encouraged to make use of this facility. The Music Department has a busy schedule of extra-curricular activities including two choirs, an orchestra, songwriting club and 'Music Boost', an after school club which provides additional support to our GCSE music pupils, and various ensembles are created to meet the needs and interests of the current cohort. Pupils are encouraged to perform in front of their peers at assemblies and Masses, and in front of the wider community at events such as The Holocaust Memorial Event, the Eastbourne Prom Concert, Summer Sing, HCPT Carol Concert at Westminster Cathedral and at Parish events such as Mass and Advent Services.

Fundraising for Charity

We promote a strong ethos of community living, whether that community is the school or the local, national and global community of which we are all part. Pupils are therefore encouraged to support charities and do something to help others. Each year the school comes together to raise funds for 'Surviving Christmas' in support of the homeless. Mufti days



have raised money for charities such as St Michael's Hospice, CAFOD and Breast Cancer Care. We also have an annual fundraising project to sponsor disabled children travelling to Lourdes at Easter and to subsidise the transport costs of some of our Year 11 pupils who act as helpers. In addition, each Year Group adopts its own charity to support. In past years, CAFOD, Guide Dogs for the Blind, Demelza House, Brain Tumour Research and Chestnut Tree House have benefited in this way.

School Council

Pupils have an opportunity to raise matters of concern through our School Council, the aim of which is to represent the views of pupils to the staff and Leadership and Management Team. Each year group has representatives on the School Council which meets monthly, promoting active citizenship. Additionally, each year group has its own Year Council which meets regularly with the Pastoral Leader. The aim of the Year Council is to organise charity and social events and to raise issues that concern form groups. We have many pupil councils such as: Anti-bullying Ambassadors, Well-being Ambassadors, Eco Reps, the BLM group and the Interact group.

Arts Award

The Arts Award is a nationally recognised qualification accredited by the Arts Council England which gives young people a chance to develop their skills and knowledge through arts-related activities and research. The term 'arts' is used to include all creative interests from cake-decorating or writing poetry to contemporary dance or photography. Elements range from taking part in an arts-related activity; experiencing the arts as an audience member, to organising/delivering an arts event in the community. Pupils at St Richard's are offered the chance to complete their Discover, Explore, Bronze and Silver Arts Award during their time here, and they can complete the qualification entirely at their own pace. Once the Silver Award is achieved, pupils can complete the Gold Award, which equates to UCAS points, during post-16 study.

Pupil Welfare

Young people can experience many different problems and anxieties as they go through school, both in their personal and academic life. We aim to provide support for each child so that no-one ever feels alone or unsupported. Each child is assigned a Form Tutor when they begin at St Richard's. This Tutor will monitor the child's progress, behaviour and welfare throughout school life. Pastoral Leaders and a Mental Health Lead support Form Tutors in their work and seek to develop a unity and sense of belonging amongst each year group. We also have a full time Pastoral Support Manager whose role is to support the Pastoral Leaders and the Designated Teacher of Looked After Children in removing barriers to learning. There is also a network of external support agencies which include a Counsellor who comes into school on a weekly basis, a youth worker from the Young Carers charity and the Community Health Nurse, all of whom support our staff in caring for the welfare of pupils. There are designated schemes of work in the PSHEe curriculum that focus on well-being. A full range of the school's support services can be found on the website or by clicking [here](#).

Child Protection/Safeguarding

In all the work we do, we see the rights, safety and welfare of our pupils as paramount. This means that sometimes we have to take actions which some parents and carers could find threatening. In such cases we will work for a mutual understanding. We will explain our professional responsibilities and we will give every reassurance as to our motives, but we will always stress that, for us, a pupil's needs have to come first. A copy of our recent Child Protection and Safeguarding policy can be found on the website by clicking [here](#).

Counsellor

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

Anti-Bullying

Every pupil has a right to learn and to feel safe, happy and secure in their learning environment. We have zero tolerance to bullying behaviour and expect parents/carers and pupils to notify us immediately if there is a problem. We define bullying as the persistent attempt to make someone unhappy. Further details can be found in our Friendship and Anti-Bullying policy, located on the school website. Our designated staff member for anti-bullying issues is Mrs Dann, however all members of staff can be approached for support.

Attendance/Punctuality

We have a rewards system in place for good attendance. At the end of the winter, spring and summer terms, pupils who have achieved 100% attendance will receive a certificate. Pupils who achieve 100% attendance for the whole year will receive a voucher and a certificate as well as House Points for excellent weekly attendance. It is essential that good attendance is maintained throughout the year. As a school we consider attendance that drops below 96% to be a concern and a major barrier to learning. Parents will be contacted by the school if this occurs. If attendance continues to drop, an attendance plan will be developed which may involve the support of the East Sussex Behaviour and Attendance Team. Parents are encouraged to always contact us with regards to any concerns about school attendance. Punctuality is monitored. Pupils who are late on more than two occasions, without a reasonable excuse, are given 24 hours' notice of a one hour after-school detention.

School meals/ Biometrics/Cashless Catering

Our cafeteria provides a breakfast service (8.00-8.30am), snacks at morning break and a varied lunch-time menu. Menus are published on the website. Facilities are available for pupils who prefer a packed lunch. Parents are able to view what their child is eating via ParentPay.

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

Conduct and Discipline

All schools need rules to run efficiently and effectively. At St Richard's we have in place a Code of Conduct. This enables us to safeguard the right of every child to learn without hindrance. It also ensures our pupils learn self-discipline and the need to take responsibility for themselves and their actions. These are lessons that will serve them well through life. The basic principle of the Code of Conduct is 'respect for the person and respect for a person's property'. Pupils must:

- Show respect to staff and their peers at all times.
- Act in such a manner that ensures all who come to St Richard's are able to flourish and grow together in friendship and in faith.
- Take responsibility for themselves in terms of learning, conduct, homework, uniform and organisation.
- Respect and not interfere with another person's property or their right to learn.
- Exercise tolerance of one another's differences.
- Be committed to working together to make positive differences to our community and to the society in which we live.
- Work together to uphold our school motto of *Comitas, Scientia, Caritas*.

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

Consequences

Pupils who misbehave are dealt with swiftly and effectively. A range of consequences exists, from the withdrawal of certain privileges to putting a pupil on subject or behaviour report. Behaviour points may be given for poor behaviour or lack of effort. We ask parents/carers to track this carefully online and to support it with a conversation at home. If a pupil is put in detention after school, parents will be notified in writing at least 24 hours before, and given the reason for the punishment.

Serious and persistent offenders may find themselves excluded from school for a period of time. Only the Principal can make the decision to exclude a pupil and must follow the procedure laid down by East Sussex County Council. If a pupil has to be disciplined, we inform parents/carers at all times. We monitor and discuss pupils' behaviour at Pastoral Care Meetings and at Form Tutors' Meetings. We aim to get to the root cause of bad behaviour and deal with it before it develops further.

Rewards

As a school concerned with the development of the whole child, we recognise that all children have gifts which must be nurtured. We aim to celebrate all achievements. House points are awarded for success, hard work, participation and kindness. Rewards also exist in the form of: praise, responsibility, representative honours, prefect status, reward stickers, postcards home, early tuck/lunch passes, certificates, excellent attendance certificates and annual school prizes for achievement, effort and service.

The CREST

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

The Crest is a way of celebrating your child's wider development. Our pupils work towards it during their five years with us. To achieve the Crest, pupils will have to have taken part in a range of activities to include: leadership, enrichment in sport or the Arts, charity work, peer support, and work related learning. Parents/carers will receive a report on their child's progress in The Crest, annually. A Special Awards ceremony will be held at the end of each year for those who achieve the full Award and families will be invited to join us to celebrate this achievement.

Take part in a school performance, or represent the school through a team, club or organisation for a sustained period of time.

Have the opportunity to meet a person/people who can widen our knowledge of the world we live in.

Experience a professional performance or event.

Contribute to a campaign for justice, a community based project inside or outside of school or make a significant contribution to the liturgical life of the school.

Role of leadership: take on a leadership role within the school or in the local community.

Experience work related learning.

Spiritual visit to a place of worship of religious importance in order to gain an understanding of other cultures within our society.

To undertake a peer support or mentoring role for other pupils.

Uniform/Appearance

A high standard of uniform and appearance is expected. Uniform must be worn in its entirety. Jumpers may be removed in the summer term, following the Principal's directive. Hairstyles must be of a conventional nature. Girls' hair should be neatly tied back. Boys must have short hairstyles (minimum grade 3). Regardless of gender: tram-lines, wedges, undercuts or shaved hair are not allowed. Styling products are not permitted. Highlighting and colouring of hair is not permitted and neither are extensions. Boys must be clean shaven.

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



Parents and the School

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

Each term, we publish an on-line newsletter celebrating pupil participation in a range of activities and informing you of important issues, including forthcoming events and activities.

We will keep you fully up-to-date on your child's progress with profile and summative reports, and Parents' Evenings held annually (twice yearly in Year 7). Curriculum Information Evenings are held to update you on any important curriculum changes or innovations in relation to a particular year group. We also organise evenings related to emotional health, internet safety, positive parenting, drugs awareness and how to help your child to revise.

We need parents to ensure that their children attend regularly and punctually. We also need your support in ensuring homework is completed well and on time. Pupils access homework electronically and parents are able to see the homework set and are asked to check this at least once a week. We have an online communication system, 'EduLink', that allows parents to see their child's timetable, track their rewards and monitor their behaviour and attendance. If you have any concerns about your child's development or well-being, our staff are always available to talk with you. Appointments can be made by calling Reception or emailing the relevant member of staff.

Parental Focus Groups

A morning and evening Parental Focus group meets informally each term to discuss school life and aspects of school improvement. This input is invaluable in helping the school evaluate and review its practices. Attendance by parents/carers is voluntary.

Parent, Teachers and Friends Association (PTFA)

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

The PTFA also contributes to the development of the school. It has purchased picnic benches, football goals for the field, musical instruments, equipment for Design Technology, Art and other subjects, medals, a House Cup for sports day and awnings to provide shade. It has also made a donation towards equipment for the new sports hall and it pays for the annual lease of one of our minibuses.



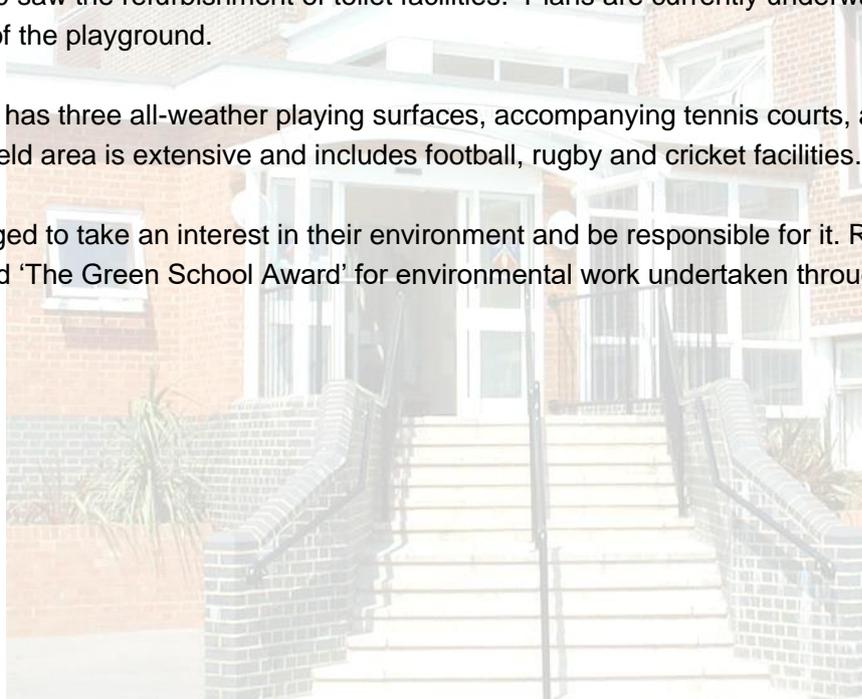
The Building

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

Annually, we upgrade our facilities. March 2002 saw the completion of a new Creative/Expressive Arts block, which included the expansion of sporting facilities within the school; a new suite of rooms for Art and a further suite of rooms for ICT. During 2003, an extra science laboratory and a new technology room were built. During 2005, three new classrooms were built, accommodating extra English and Maths rooms. These classrooms enabled the school to comply with the Disability Act, providing access for all. During 2007, a new entrance and stairway to the Science and Technology block was built; a laboratory and technology room were completely refurbished, and the canteen area and the library were extended and refurbished. During 2009, a lift enabling disabled access to the Art Block was installed, a toilet for the disabled was created and a bicycle shelter was built. October 2011 saw the opening of an extension to A Block providing three extra classrooms, toilet facilities and a lift allowing disabled access to nine classrooms. In August 2013, a lift allowing disabled access to the science laboratories was installed and two laboratories were refurbished. In July/August 2014, two ICT suites were refurbished, the dining area was extended and a new kitchen was built. In the summer of 2015, two science laboratories and the Food Technology room were refurbished, as well as a set of toilets. Summer 2016 saw the installation of a new lighting and sound system as well as replacement windows and blinds in the hall. In the past three years, all external windows in other blocks have been replaced. January 2019 saw the completion of a 4-court Sports Hall on the field. Easter/Summer 2019 saw the refitting of the roofs to B Block, C Block and the gym. Summer 2020 saw the refurbishment of toilet facilities. Plans are currently underway to build a chapel on the end of the playground.

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

Pupils are encouraged to take an interest in their environment and be responsible for it. Recently, the school was awarded 'The Green School Award' for environmental work undertaken throughout the year.



Induction

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

September The Principal and key staff members visit feeder schools to talk with all prospective pupils and their parents.

October St Richard's hosts an Open Evening so that prospective pupils and parents can see the quality and range of work produced in school. Tours during the school day are also arranged, on request.

Feb-June The Pastoral Leader for Year 7, who has responsibility for transition, visits feeder schools to explain what life will be like as a secondary school pupil and collects information from the schools on pupils coming to St Richard's. Pupils from non-feeder schools are also visited. The SENCo and our Lay Chaplain also visit pupils. Pupils are given the option of having an e-mail buddy from the current Year 7 group at St Richard's. Key subject staff also visit to learn about the Key Stage 2 curriculum and pupil progress.

March After-school tours are organised to help the new pupils familiarise themselves with the building, and parents are invited in to meet staff and raise queries.

Please note that during 2020, the transition programme moved on-line with weekly videos and activities to support Year 6 pupils and their parents/carers. These can be viewed [here](#).

June St Richard's hosts an Induction Evening for all new pupils and parents. Parents and pupils have the opportunity to meet their child's Form Tutor, find out more about the running of the school and become fully acquainted with the philosophy of St Richard's.

July All new pupils are invited to spend three days in the school. They will be given a tour of the school; meet the staff who will be teaching them; meet the children who will be in their form group; follow a typical timetable and complete activities in each Modern Foreign Language.

September At the start of the academic year, a Transition/Curriculum evening and a coffee morning are organised to support transition.

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

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

What Next?

These fact sheets have given you an overview of what St Richard's has to offer your child. If you would like further information visit our website at www.strichardscc.com to view a range of school policies, our Roadshow video and our Open Evening video, or call on (01424) 731070.

If you have now decided that you wish to apply for a place for your child, remember it is advised that you complete the Governors' Supplementary Information Form (SIF) available on the website. Please get in touch with the Admission Secretaries, Mrs Oliver or Mrs Frangella-Cramp, if you have any concerns.

Final Word

It is in the consideration of what we teach, how we teach, and how we assess what has been taught, that the fascination of the work of education lies. St Richard's seeks to achieve as much as is possible for every child, for it is through success in this endeavour that the teacher also gains the greatest possible satisfaction. We maintain the 'tried and the true' in educational terms, but we also seek to look with an open mind at every possibility of improvement and development in our methods and content of our curriculum.

We are a Catholic community and so fundamental to all the curriculum requirements are the Christian virtues of Faith, Hope and Charity. We endeavour to instil into our pupils a belief in God that permeates their lives, an outlook for their future that is bright and enthusiastic and a love for their neighbour that forms the basis of their existence. All these ideals are suitably summed up in the Prayer of St Richard.

Prayer Of St Richard

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

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

Amen

Centre Assessed Grades Report – 2019-2020

My sincere congratulations to all staff at the school for the tremendous results achieved by our pupils. The Centre Assessed Grades were scrutinised thoroughly by teachers, Subject Leaders and LMT and we strongly believe them to be a fair reflection of what the pupils would have achieved had they sat the GCSE exams. It has always been believed that 2020 would be a record year for attainment and progress and the figures below reflect this.

89% of pupils achieved English and Maths at grade 4 or above.

66% of pupils achieved English and Maths at grade 5 or above.

43% of pupils achieved grade 7 and above in a variety of subjects.

57% achieved the baccalaureate (% grade 4 incl. English, Maths, Science, MFL and Humanities)

44% achieved the baccalaureate (% grade 5 incl. English, Maths, Science, MFL and Humanities)
EBACC score was 5.4 (just below B) based on a 61% full entry. Our overall attainment score 8 was 58.3

Grade 9 summary:

2 pupils gained 10 grade 9s

2 pupils gained 8 grade 9s

2 pupils gained 6 grade 9s

4 pupils gained 5 grade 9s

1 pupil gained 4 grade 9s

6 pupils gained 3 grade 9s

7 pupils gained 2 grade 9s

21 pupils gained 1 grade 9

Congratulations to the following pupils who achieved Centre Assessed Grades early in the following languages:

May Fogarty-Stevens - Grade 9 GCSE French

Evlampia Zacon - Grade 9 GCSE Russian

Isabel Hernandez-Kirienko – Grade A* Russian A-level

Rita Smirnova – Grade A* Russian A-level

Ilie Zacon – Grade A Russian A-level

Congratulations to all pupils and staff who worked so hard to achieve these results.

GCSE Centre Assessed Grades 2019-2020 (as at 16th September 2020)

Details			7 or Above		5 or Above		4 or Above		Grades								
Subject Name	Entries	APS	#	%	#	%	#	%	9	8	7	6	5	4	3	2	1
Art & Design (9-1)	16	7.44	12	75	16	100	16	100	4	4	4	3	1				
Art & Design: Fine Art - GCSE (9-1) Full Course	14	8.36	12	85.71	14	100	14	100	9	3		2					
Biology Tier H - GCSE (9-1) Full Course	50	7.32	37	74	50	100	50	100	8	15	14	11	2				
Business - GCSE (9-1) Full Course	16	6	5	31.25	14	87.5	16	100	1	1	3	5	4	2			
Chemistry Tier H - GCSE (9-1) Full Course	50	7.32	38	76	50	100	50	100	9	13	16	9	3				
Chinese (Spoken Mand) Tier H - GCSE (9-1) Full Co	1	9	1	100	1	100	1	100	1								
Computer Science - GCSE (9-1) Full Course	21	6.95	13	61.9	21	100	21	100	2	6	5	5	3				
Design and Technology - GCSE (9-1) Full Course	37	5.51	10	27.03	26	70.27	33	89.19	2	3	5	9	7	7	2	2	
Drama - GCSE (9-1) Full Course	15	6.47	7	46.67	13	86.67	15	100	2	3	2	3	3	2			
English Language - GCSE (9-1) Full Course	192	6.07	79	41.15	152	79.17	183	95.31	15	23	41	44	29	31	8	1	
English Literature - GCSE (9-1) Full Course	192	5.81	65	33.85	143	74.48	177	92.19	12	17	36	50	28	34	13	2	
Food Preparation and Nutrition - GCSE (9-1) Full	12	6.08	4	33.33	10	83.33	12	100		1	3	6		2			
French Tier F - GCSE (9-1) Full Course	24	4.5	0	0	15	62.5	21	87.5					15	6	3		
French Tier H - GCSE (9-1) Full Course	23	7.13	15	65.22	23	100	23	100	3	6	6	7	1				
Geography - GCSE (9-1) Full Course	89	6	35	39.33	69	77.53	84	94.38	8	10	17	18	16	15	5		
German Tier F - GCSE (9-1) Full Course	17	4.88	0	0	15	88.24	17	100					15	2			
German Tier H - GCSE (9-1) Full Course	15	6.93	10	66.67	14	93.33	15	100	2	2	6	4		1			
History Option FJ - GCSE (9-1) Full Course	46	6.15	19	41.3	37	80.43	43	93.48	4	6	9	13	5	6	3		
History Option FM - GCSE (9-1) Full Course	49	6.57	29	59.18	40	81.63	46	93.88	8	9	12	7	4	6	2	1	
Mathematics Option F - GCSE (9-1) Full Course	45	3.71	0	0	10	22.22	29	64.44					10	19	10	5	1
Mathematics Option H - GCSE (9-1) Full Course	147	6.31	61	41.5	132	89.8	147	100	15	15	31	41	30	15			
Music - GCSE (9-1) Full Course	14	6.5	7	50	12	85.71	14	100	3	1	3	2	3	2			
Physical Education - GCSE (9-1) Full Course	28	6.04	9	32.14	25	89.29	27	96.43	1	5	3	8	8	2	1		
Physics Tier H - GCSE (9-1) Full Course	50	7.48	39	78	50	100	50	100	12	13	14	9	2				
Religious Studies A Option ZZ - GCSE (9-1) Full C	188	6.02	77	40.96	146	77.66	174	92.55	13	29	35	40	29	28	12	2	
Spanish Tier F - GCSE (9-1) Full Course	20	4.65	0	0	13	65	18	90				2	11	5	2		
Spanish Tier H - GCSE (9-1) Full Course	21	7.29	16	76.19	21	100	21	100	5	3	8	3	2				

Details			7 or Above		5 or Above		4 or Above		Grades															
Subject Name	Entries	APS	#	%	#	%	#	%	9-9	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3	3-3	3-2	2-2	2-1
Combined Sci: Trilogy Tier F - GCSE (9-1) Full Co	38	3.71	0	0	8	21.05	19	50									8	3	8	7	5	5	1	1
Combined Sci: Trilogy Tier H - GCSE (9-1) Full Co	100	5.94	18	18	88	88	97	97		2	6	2	8	13	26	28	3	4	5	3				