



**St. Wilfrid's** R.C. College  
Prospectus 2015/16





St. Wilfrid's is a Roman Catholic College. We offer a broad and balanced curriculum, where each and every student is an equally valued member of our community. The culture of our college is based distinctively on Gospel values, which are reflected in everything we do.

We encourage students to demonstrate high levels of commitment and co-operation while all members of staff endeavour to provide maximum opportunities for learning and progression within a secure and safe environment.

Our education philosophy is based strongly on partnership where home, college, parish and the wider community work closely together to provide maximum support to the educational process.

**T. B TAPPING**  
Headteacher

**P. MELIA**  
Chair of Governors





# St. Wilfrid's R.C. College

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Head Teacher  
**Mr B. Tapping**



Deputy Head Teacher  
**Mr P. Mitchell**



Deputy Head Teacher  
**Mr M. Price**



Chair of Governors  
**Mr P. Melia**

**St. Wilfrid's is an R.C. Aided College. We cater for students between the ages of 11 - 18 years. It is a day college and is co-educational.**

Number on Roll	Approximately 852
Sixth Form	131

## COLLEGE TIMES

College Day:	8.45 am - 15.10 pm
Registration am	8.45 am - 9.00 am
Period 1	9.00 am - 9.55 am
Period 2	9.55 am - 10.55 am
Break	10.55 am - 11.10 am
Period 3	11.10 am - 12.10 pm
Period 4	12.10 pm - 13.10 pm (Lunch for Years 7, 8, 9)
Period 5	13.10 pm - 14.10 pm (Lunch for Years 10, 11)
Period 6	14.10 pm - 15.10 pm
	15.10 pm (College ends)



## St. Wilfrid

Wilfrid (634-709) is one of the greatest and also one of the most controversial English Saints. Born to a wealthy family in Northumberland, Wilfrid was second generation Christian. He had an interest in the things of God from a young age and went to study in Lindisfarne, a centre of Celtic Christianity, under St Aidan.

Intent on continuing his education, Wilfrid set out to travel to Rome, but was beguiled by the high lifestyle of the Archbishop of Lyon and stayed for quite a while living the high-life. Eventually he arrived in Rome about 654, when he was about 20. He stayed for a short while, but returned to Lyon where he continued his education under the patronage of the Archbishop.

At the age of about 27, Wilfrid designed a magnificent new abbey at Ripon in Yorkshire with fine stonework using skilled men he had brought from France.

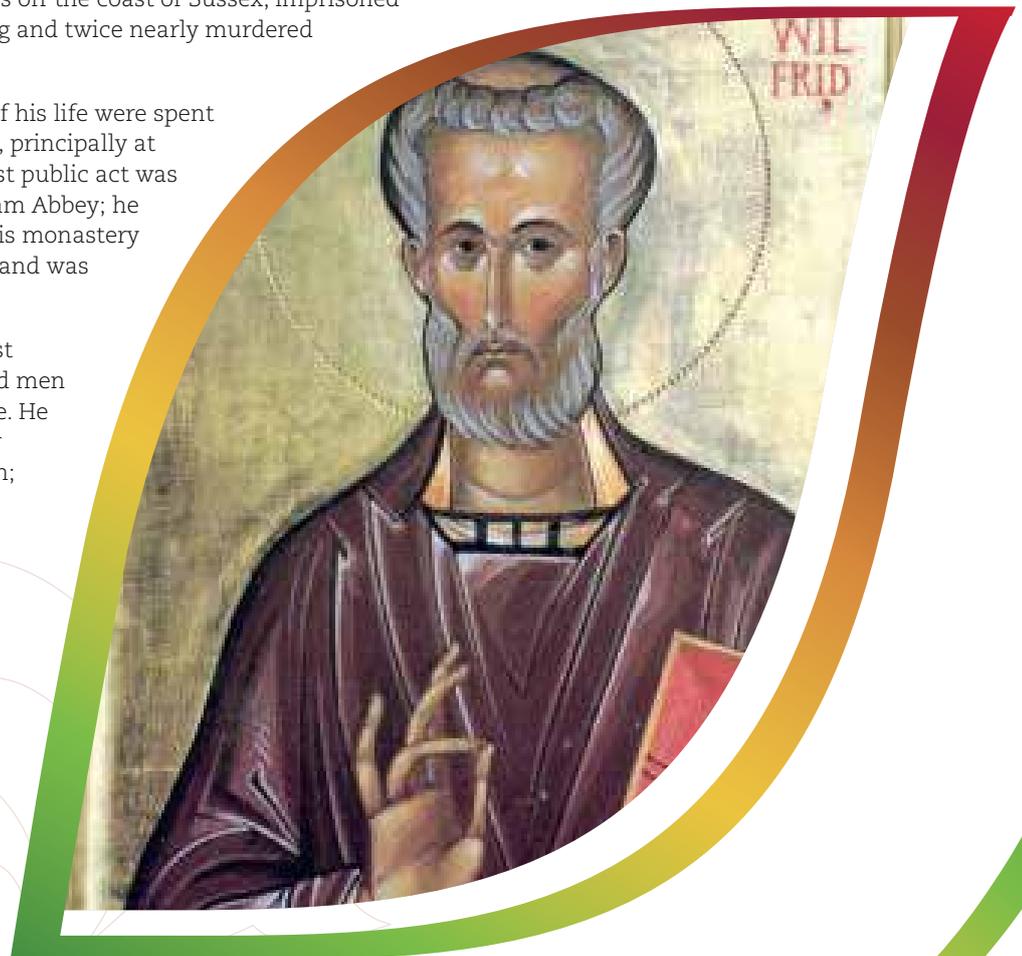
He directly influenced the move away from Celtic to the more orderly Roman church practices and is best known for championing and winning the case for the Roman, as opposed to the Celtic method of calculating the date of Easter at the famous Synod of Whitby in 664.

He became Bishop of York with a See covering the whole of Northumbria. During this time, he built magnificent stone churches at Ripon and Hexham, acquired vast landholdings and established monasteries in Northumbria, Mercia, Sussex and the Isle of Wight and converted Sussex, the last vestige of paganism, to Christianity.

He was the confidant of kings and queens but, made many powerful enemies and was twice banished from Northumbria. He made three journeys on foot and horseback through Europe to Rome and was not afraid to seek papal jurisdiction over both crown and church when he felt badly treated. His life was threatened many times: being shipwrecked and nearly killed by natives off the coast of Sussex, imprisoned in Northumbria by the king and twice nearly murdered whilst travelling abroad.

The few remaining years of his life were spent in comparative retirement, principally at Hexham and Ripon. His last public act was the consecration of Evesham Abbey; he died on his way home at his monastery at Oundle in the year 709, and was buried at Ripon.

Wilfrid was one of the most versatile and accomplished men of his own or any other age. He was a great builder, a lover of learning, and a musician; he knew how to create splendid effects through art and through religious ceremonial. He was also a founder and a builder of people as well as stones. He was, in fact, a great creative artist.





# ADMISSIONS POLICY

## St. Wilfrid's R.C. College in South Tyneside 2016

This Admissions policy has been formally adopted by the Governing Body of the above Catholic Secondary School in South Tyneside.

The Governing Body is the Admissions Authority and is responsible for determining the school's admissions policy. The Planned admission number for September 2016 is 180.

### The partner primaries are:

- Ss Peter and Paul's
- St. Oswald's
- St. Bede's
- St. Gregory's
- St. Bede's Jarrow
- St. Mary's Jarrow

### The partner parishes are:

- Ss Peter and Paul's
- St. Oswald's
- St. Bede's
- St. Gregory's
- St. Bede's Jarrow
- St. Mary's Jarrow
- Sacred Heart, Boldon
- Holy Rosary

The Admissions Policy Criteria will be applied on an Equal Preference basis.

### How and When to Apply

Applications must be made on the Local Authority Common Application Form. Parents applying to a Voluntary Aided Catholic school should also complete the supplementary information form. All forms must be returned by the closing date set by the Local Authority.

### Late Applications

Any applications received after the closing date will be accepted but considered only after those received by the closing date.

### Oversubscription Criteria

Children who have statement of **Special Educational Need** which names our school will be admitted to the school.

Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order:

1. Looked after children in the care of a Local Authority or children that were looked after by a Local Authority and immediately after that became subject to an adoption, residence or special guardianship order. (see note 2)
2. All children who attend a Catholic partner Primary school.
3. Other Catholic children who have an older sibling at the school at the time of admission. (see note 3)
4. Catholic children resident in one of the partner parishes who do not attend a Catholic Primary school.
5. Other Catholic Children who attend a Catholic Primary school.
6. Other Catholic Children who do not attend a Catholic Primary school.
7. Other Children who have an older sibling at the school at the time of admission. (see note 3)
8. Children who are baptised or dedicated members of other Christian Churches as recognised by Churches Together in England (see note 4) and attend a Catholic Primary School.
9. All other children.



## ADDITIONAL NOTES

### 1. Definition of Catholic

Children who have been baptised as Catholics or who have been formally received into the Catholic Church. Applicants seeking admission under any of criteria 3 to 6 will be asked to provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church. A baptismal certificate or a letter from their priest confirming their baptism or reception into the Catholic Church will suffice.

### 2. Definition of Children in the Care of a Local Authority

A child, who is looked after by a Local Authority in accordance with Section 22 of the Children's Act 1989(b) at the time application for admission to the school is made and who the Local Authority can confirm, will still be looked after at time of admission.

An adoption order is an order made under section 46 of the Adoption and Children Act 2002.

A residence order is an order outlining the arrangements as to the person with whom the child will live with under section 8 of the Children Act 1989.

A special guardianship order is an order appointing one or more individuals to be a child's special guardian or guardians (section 14A of Children Act 1989)

### 3. Definition of Sibling

Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

### 4. Churches Together In England

(See [www.churches-together.org.uk](http://www.churches-together.org.uk)) for further details of membership)

### 5. Where incomplete applications are received parents will be asked to give the following information on the supplementary form:

- Names of any older brothers/sisters in the school at the time of admission
- Baptismal status
- The name, address and telephone number of the priest/minister/faith leader who will be able to confirm baptism.

### Tie-breaker

Where there are places available for some, but not all applicants within a particular criterion, distance from home address to the school entrance will be the deciding factor. Distance will be measured by a straight line from the centre of the front door of the child's home address (including flats) to the main entrance of the school, (Temple Park Road) using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

### Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the Chair of Governors at the school address.



## Home Address

It is the parental address which will be used in applying the admission criteria. This means that when stating your choice of school, you must give the parental/guardian address at the time of application. The address of childminders or other family members who may share in the care of your child must not be quoted as the home address.

## Waiting Lists

If your child has been refused admission, a waiting list is available where priority will be given according to the above criteria based on the information provided at the time of application. The waiting list will be open until the end of the Autumn term.

## Application Information

Places will be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place on 1st March 2016.

“I think the school is a friendly place with happy, nice pupils. I like the amount of school clubs available to us. I feel happy and supported”

Daniel Agar, Year 9





## MISSION STATEMENT

- We recognise that each student has unique and individual God-given talents. We must strive to allow and support each student, to fulfil their potential.
- Different techniques will be required because they will need to be directed towards the needs of the individual.
- A wide programme of studies and opportunities must be provided to allow each student to develop and mature.
- This programme involves not only the usual teaching situation but will involve all members of the college community and make use of and support the wider community in which we live.
- The college should be welcoming and caring and the views of each student valued and respected.
- The college is a community in which all who work and learn therein should respect all others.
- Co-operation is essential in order that the community may function effectively.
- We must actively seek to enhance relationships amongst all members of the college community.
- It is inevitable that relationships break down from time to time. We must be willing to reconcile with others and strive to rebuild broken relationships.
- Each member of the college community is on a personal journey of faith. Support and opportunity must be provided to encourage this.
- Each student must be encouraged to follow not only a high moral code but to accept Christian values and practices with particular reference to the Catholic faith.
- The importance of the family as a unit is fundamental in all our teaching processes.
- All students should gradually be given more responsibility in order that they may mature effectively. This responsibility is not only for their own development, but, to practise gospel values in the wider community.





# THE COLLEGE CURRICULUM

## KEY STAGE 3

### Number of Lessons Per Subject (total 25)

	Years	7	8	9
English		4	4	4
Mathematics		4	4	4
Science		4	4	3
R.E.		2	2	2
P.E./ Games		2	2	2
Modern Languages		3	2	3
History		1	2	1
Geography		1	1	2
Music		1	1	1
Technology/Art		2	2	2
PHSE		1	1	1

## KEY STAGE 3

We offer all of the statutory subjects of the national curriculum at KS3. All pupils will start French in Year 7 and more able pupils will commence a second foreign language in Year 9.

In order to consolidate maximum progress in English and Mathematics, all year groups have up to four hours of each subject on a weekly basis. There is also additional time provided to Science in Years 7&8.

## KEY STAGE 4

All students follow a core curriculum and a number of optional subjects. The core curriculum involves English, Maths, Science, PE, RE and PHSE. Pupils additionally follow one of two routes which contain 'Optional' subjects. In 'Route 1' students will study a range of traditional academic GCSE subjects which must include MFL and a Humanities subject. In 'Route 2' the students will study a mix of traditional GCSE subjects alongside a choice of several high quality vocational courses.

## PUBLIC EXAMINATIONS

Every student able and willing to profit from examination work in particular subjects should be entered for public examinations, at the appropriate time. Students are therefore, entered by the college, after consultation with parents, for specific subjects at the examination level which is appropriate to each candidate's abilities and aspirations.

## POST 16 PROVISION

We now offer Post 16 provision at St Wilfrid's and our students are able to choose from a number of high quality A level subjects and relevant Vocational subjects. Year 11 students are interviewed individually by a member of the Senior Leadership Team during the Spring Term in order to discuss their options at Post 16, including continuing at St Wilfrid's, apprenticeships or attending other FE institutions.



## ROUTES FOR POST 16 LEAVERS 2015

Destination category	Total	Percentage
Further Education	40	83.3%
Training	2	4.2%
NEET Available	0	0%
Employment	2	4.2%
Moved Away	0	0%
Not Known	4	8.3%

### WORK EXPERIENCE

Every student in Year 10 has the opportunity to undertake a Work Experience placement. This will be available in July during the last week of the academic year. Whilst a number of students make their own workplace arrangements, every effort will be made, with the help of Futureworks to match student requirements with available placements in the local area.

### CATHOLIC ETHOS

All children are taught the doctrines of the Roman Catholic Church, and are obliged to say prayers and attend worship to conform with Catholic doctrine. As the teaching of the Church can be referred to in most subjects it would prove impossible to withdraw a child from certain lessons without having a detrimental effect on that student's education.

Our religious "programme" includes morning prayers and house assemblies. We have a welcome Mass for Year 7 and a whole school Mass on the feast of St Wilfrid. An annual Carol Service also takes place during Advent. We have voluntary Masses on Thursdays at 12.10pm or 1.10pm, Stations of the Cross during Lent and Rosary during October are held between 1-1.10pm. We also have a Prayer Group which meets regularly at lunch times.

Our students and staff are encouraged to support local and national charities throughout the year.





# ACADEMIC STRUCTURE

## Year 7

Students will be placed into 1 of 7 teaching groups: S, N, T, W, L, F, & D from the start of year 7.

Pupil group numbers (Approximate):

S	N	T	W	L	F	D	Total
30	30	30	30	25	25	10	180

Information from primary schools (KS2 results and Teacher Assessment) will form the main criteria for student placement. These groups will be reviewed at the end of term 1 and then again at the end of the year.

## Year 8

As in year 7 students will remain in their teaching groups. These will be split into two bands: (SNTW) & (LFD). English, Mathematics, Science and Technology/Art apply their own setting within the two bands. Teaching groups and bands will be reviewed at the end of Term 1 and then again at the end of the year.

## Year 9

Setting in Year 9 is almost identical to that in Year 8. The key difference is that English and Mathematics teach the whole year group simultaneously and can therefore apply their own setting independently of the other subjects.

## Key Stage 4

English and Maths will teach the whole year group at the same time and therefore group pupils according to ability in years 10 and 11.

Science, RE, PE and ICT will still have the pupils in two bands and group the pupils accordingly within each band (SNTW: band 1 & LFD: band 2)

All other subjects at Key Stage 4 will be in separate option groups that are taught at the same time and run across both bands.

Homework will be set and marked on a regular basis in all year groups

## ACADEMIC REVIEW OF STRUCTURE

At the end of Term 1 setting changes may occur for students who have potentially been incorrectly set or for those who have made exceptional progress. A formal re-setting process occurs at the end of each Academic Year. This process entails evaluating a student's progress across the full year, and with feedback from the class teacher placing the student in an appropriate set/band for the following year.

## CURRICULUM COMPLAINTS

We provide parents/guardians with the opportunity to raise concerns about curriculum related matters. We have adopted a procedure which will enable you to exercise this right. In the first instance, the Deputy Head (Curriculum) will be the contact. If the matter is not fully resolved we can then assist you with making the complaint formal. Information regarding this can be obtained from the college.



## LEARNING SUPPORT UNIT

This established location in the college is designed to support students who are experiencing difficulties in mainstream class or who have had their college career interrupted for whatever reason.

The centre supports:

- Disruptive students who need support and advice on how to cope in mainstream college
- Students experiencing emotional difficulties
- Students who have had a long-term absence from college or a college non-attender

The LSU offers:

- Respite from difficult college situations
- The opportunity to catch up on coursework
- The chance to discuss difficulties and develop strategies to cope in mainstream college



## PASTORAL STRUCTURE

The College is divided into five Houses, with a teacher in charge of each house

These teachers are responsible for the children in their house with regard to general behaviour and appearance in college. Students will register each day in tutor groups and follow a planned pastoral programme. These are mixed ability groups.

The tutors within a House group are expected to liaise with the Head of House to ensure that effective Pastoral Care can take place. In turn the Heads of House liaise with the Deputy Head teacher in charge of Pastoral Care so that consistent attitudes can be adopted. The four houses in school from Yr 7 - 11 are Aidan, Bede, Cuthbert and Hilda. In Sixth Form, we have St Columba House, where pupils from both Yr 12 and 13 are placed.

Children meet in these groups for tutorial work throughout their college career.

**Credits:** are given for achievements or special effort.

**Debits:** are given for the following: - failure to bring correct books or equipment to class, lack of respect or insolence, consistent untidiness, etc. When a debit is given the child must then complete a Code of Conduct

Where a child collects three debits in one week, the Head of House will then interview that child to discover the reasons for his/her bad behaviour.

Where a child persists in behaving badly, the Head of House may decide to contact the parents, give detention, or, place the child in the Learning Support Unit. Lunchtime groundings are also held. Detentions are also held after college if necessary. The Head of House may decide that the student needs to be put on report, in which case the child will be required to carry a 'Report Form' to each lesson so that the teacher can comment on behaviour, attitude to work etc. Form teachers also monitor this daily and the Head of House checks the report at the end of the day. Parents should also sign the report on a daily basis. Report Forms are kept for students who have previously misbehaved. If a child misbehaves whilst on Report they automatically receive a detention that evening.



## **ABSENCE STATISTICS**

Total number of students of compulsory age on roll for at least one session for 2014/15: 840  
Percentage of student sessions (half days) missed through authorised absence: 4.03%  
Percentage of student sessions (half days) missed through unauthorised absence: 0.678%

## **ATTENDANCE**

Parents and guardians are expected to send their children regularly and punctually. Parents/guardians must ring the college to notify a student's absence before 8.45am on the first day of absence.

## **EXTRA SUPPORT**

We also have a Pastoral Liaison Officer who is available to deal with parents' calls and enquiries. An Educational Welfare Officer works closely with Pastoral staff and has established links with parents. We also employ several Special Educational Needs/Behaviour/Classroom Support Assistants.

## **MEALS**

St. Wilfrid's operates a cashless cafeteria system using a biometric (finger scanning) process.

A selection of savoury and sweet dishes is available for purchase each day within Saint's Cafe, including a pasta bar and healthy hot and cold choices. Students may also bring in a packed lunch.

Students entitled to free meals are allowed to purchase food to the value of £2.10 daily.

We also serve Breakfast from 8.00 a.m. until 8.40 a.m. and during morning break.

## **LOSS AND DAMAGE**

The college cannot accept legal responsibility for the loss or damage to property whilst on college premises. Expensive items are brought in at student's own risk. It is suggested that parents cover college clothing and property on their own household insurance.

## **LOCKERS**

Students are given a locker to use. Any lost keys must be paid for.

## **COLLEGE ACTIVITIES**

Over lunch break there are normally, Choir and Brass Band practices, ICT, Homework, Active Sport and Art clubs. Extra work or projects can be undertaken during this time in most subject areas.

We run numerous sporting activities and additional coaching is offered by 'Community' based clubs and other suitably qualified teaching staff.

The college enters teams in the South Tyneside Leagues and all students attending the practices have the opportunity to represent the college in their year group. The teams are also entered into the South Tyneside Schools Tournaments which take place at the end of the season.

A variety of clubs operate, although because 75% of our children travel by School Bus, activities after college are more limited. Those meeting after college include Drama, Art, Gymnastics and Badminton. Individual sports coaching takes place each week depending on the season.

The college is linked with De La Salle Youth Club. The Club sponsors the Duke of Edinburgh Award Scheme and our local Mayor's Awards. All our students are eligible for membership. The Club visits Lourdes annually, and also promotes interest in Catholic Societies and Charities.





# GOVERNOR'S CHARGING AND REMISSIONS POLICY

## INTRODUCTION

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

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

## CHARGES

The Governing Body RESERVES THE RIGHT to make a charge in the following circumstances for activities organised by the college:

### A. EDUCATION DURING COLLEGE HOURS

#### 1. Boarding and Lodgings

The Board and Lodgings elements of residential activities deemed to take place within college hours.

#### 2. Individual Instrumental Tuition

The cost to the student for providing individual instrumental tuition.

#### 3. Examination Fees

The Governing Body may make a charge for the cost of entering the pupil for examination where the student has not been prepared for the prescribed examination by the college, as they may for entries to non-prescribed examinations whether or not prepared by the college. If the pupil fails, without good reason, to complete the examination requirements for any public examination for which the college has paid (or is liable to pay) any fee, then the Governing Body may recover the fee from the parent.

#### 4. Charging in Kind

The Governing Body may charge for ingredients and materials for some subjects, or require them to be provided, if the parents have indicated in advance that they wish to own the finished product.

### B. EDUCATION OUTSIDE COLLEGE HOURS

#### 1. Boarding and Lodgings

The Board and Lodgings elements of activities that are provided:

- (a) to fulfil any requirements specified in the syllabus for a prescribed public examination, or
- (b) specifically to fulfil statutory duties relating to the National Curriculum, or
- (c) specifically to fulfil statutory duties relating to religious education.

#### 2. Optional Extras

The full cost to each pupil for activities deemed to be optional extras taking place outside college hours.



## C. GENERAL

### 1. Amendments

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

### 2. Voluntary Contributions

Nothing in this policy statement precludes the Governing Body from inviting parents to make voluntary contributions towards the cost of providing education for pupils.

## REMISSIONS

### 1. Income Support and Family Credit

Where the parents of a pupil are in receipt of Income Support or Family Credit, the Governing Body will remit in full the cost of board and lodgings for any residential activity that is organised for the pupil if the activity is deemed to take place during college hours, or where it is provided to fulfil the requirements of a prescribed public examination, the National Curriculum or statutory duties relating to religious education.

### 2. Family Hardship

Where there are cases of family hardship which makes it difficult for pupils to take part in particular activities for which a charge is made, the Governing Body may remit all or part of this charge at the discretion of the Head Teacher.

## VOLUNTARY CONTRIBUTIONS FROM PARENTS

The Education Reform Act, 1988 confirms the right of the LEA and colleges to invite voluntary contributions for the benefit of the college, or in support of any activity organised by the college, whether during or outside college hours.

**“I think the school is a fun place to learn. I like the uniform as it is smart and makes us stand out from other schools. I feel like the school makes me feel safe”**

Freya Byers, Year 9



**“The support from teachers is fantastic”**

Quote from Year 12 student



## SPORTING AIMS AND PROVISION OF SPORT

Physical Education has a unique contribution to make to the overall development of the students in terms of personal, social and physical attributes. Students experience a Physical Education Curriculum which continually stresses the true value of sporting involvement and physical activity:

- **In developing positive attitudes**, encouraging a sense of responsibility to oneself and others as individuals, whilst generating a sense of fairness, honest involvement and good behaviour
- **In ensuring safe participation**, recognising and following relevant rules, laws, codes, etiquette and safety procedures for different activities
- **In promoting health and positive lifestyles through artistic expression and physical activity**, this being of equal importance at all levels of ability

The department of Physical Education has a number of clear commitments

- To encourage an intrinsic enjoyment of the arts, sport and physical activity
- To strive to raise the standard of physical education and sport for all our students
- To promote individuality and creativity
- To continually extend both our department and teaching to benefit the students, and the wider community
- To contribute directly to our primary schools and enhance their work
- To increase participation and attainment in physical education within the whole spectrum of curricular and extra-curricular activities
- Finally, to help today's young people develop into adults with a lifetime commitment to sport and physical activity

Students have the opportunity to take part in the following activities:- Football, Rugby, Basketball, Hockey, Netball, Rounders, Cricket, Tennis, Softball, Athletics, Gymnastics, Volleyball, Badminton, Climbing, Orienteering, Table-Tennis, Weight training, health related fitness, Aerobics, fitness running, Trampolining, self-defence, Dodgeball and problem solving.

BTEC Sport is an increasingly popular and very successful option offered to all students, which incorporates practical and theoretical elements of sport and PE.

Students can benefit from the extensive extra-curricular programme offered by the PE department, qualified specialist coaches and other suitably qualified teaching staff. In years 9 and 10, students have the opportunity to undertake the National Governing Body Awards in Sports Leadership which enhances and develops the sporting pathway.

We have strong sporting links with our primary feeder schools and we offer them an extensive range of sporting opportunities and competitions.

We strive to increase sporting opportunities for more young people through co-ordinated PE, College sport and out of college learning activities that link with the local community sport facilities and development programmes.





## ARTS POLICY AND PROVISION

At St. Wilfrid's, we are committed to offering all students opportunities to experience a rich and enlightening range of arts and cultural activities.

In Art, students visit galleries and museums to enhance their personal research into artists and art movements. Students experiment with painting, drawing, fine art textiles and printmaking at KS3 and KS4. ICT is an important element in all Art projects. GCSE Art is also offered as an extra curricular subject. Subject specialists in the Music department aim to give students a broad musical experience, and extra curricular activities include the orchestra, choir, steel pan groups and Rock bands. We offer courses in GCSE and A Level Music. Many students also take a variety of instrumental lessons. All groups perform several times throughout the year, in college and in public.

Drama is provided at KS3 in conjunction with English and students take part in a series of workshops. At KS4, students are offered GCSE Expressive Arts, and weekly Drama and Dance clubs as well as a play/musical performance every year. Year 11 students take part in an English Literature/Poetry day. Musical performances are held at the SAGE, Gateshead and students exhibit their personal artwork at the Customs House, South Shields.

**“I like St Wilfrid's because it is a welcoming community with dedicated members of staff who work their hardest to help each student achieve their best”**

Quote from Year 12 student



**“One thing I enjoy about St Wilfrid's is the opportunities gained through extra curricular activities”**

Jasmine Casey, Year 11





## COLLEGE UNIFORM

A high standard of personal appearance is expected of all students and anyone arriving at college in non-uniform clothing may expect to be sent home to get changed.

The college has a rigid policy concerning uniform; it must be worn at ALL TIMES, unless given permission by a member of staff. Uniform issues related to matters of religious observance may be granted, however, regardless of any other decision, a student's face must remain fully visible at all times and must not be covered in any way.

Extreme haircuts (tramlines, patterns, 'V' cuts or colours are not acceptable)

Make-up and jewellery must not be worn – jewellery may be confiscated and will require collection by parents at the end of the day.

Coats must not be worn in the building.

The wearing of Training shoes are not allowed under any circumstances except for in P.E. lessons.

### St. Wilfrid's RC College Uniform – September 2015

#### Boys - Years 7-9

- Black blazer with college badge
- Grey/black regulation school trousers
- Regulation white shirt
- Grey college sweatshirt with badge
- Clip-on tie (green with gold diagonal stripes)
- Sensible outdoor coat (plain, dark colours)
- Plain black formal shoes without logos (not trainers or plimsolls)
- No hats in college

#### Girls - Years 7-9

- Black blazer with college badge
- Grey "knee length" skirt/school trousers
- Regulation white shirt buttoned to neck
- Grey college sweatshirt with badge
- Clip-on tie (green with gold diagonal stripes)
- Sensible outdoor coat (plain, dark colours)
- Plain black tights or white/black socks ankle or knee length
- Plain black formal shoes without logos (not trainers or plimsolls)
- No hats in college





## Girls and Boys - Years 10 & 11

- Black blazer with college badge
- Black “knee length” skirt/school trousers
- Girls and boys-white shirt buttoned to neck
- Black college jumper with college logo
- Clip on tie with college badge
- Sensible outdoor coat (plain, dark colours)
- Plain black tights or white/black socks ankle or knee length
- Plain black formal shoes without logos (not trainers or plimsolls)
- No hats in college

## PE Kit

- White polo shirt with college badge
- Black shorts
- Black tracksuit bottoms (optional)
- Black football socks
- Training shoes
- Boys will need football boots/shin guards

## BAG

It is essential that every student is provided with an appropriate bag for carrying exercise and text books to and from college. This ensures that books and equipment are kept in good condition.

## EQUIPMENT

All students must provide their own black pens, pencils, rubbers and rulers and they must have them at all times. Calculators are sold in college.

## TECHNOLOGY

All students must have an apron to protect their clothing.



“I enjoy my time at St Wilfrid’s because of the opportunities you get from joining sports and drama clubs”

Rose Melia, Year 11



## OUR EXPECTATIONS OF STUDENTS

In order to create an atmosphere in which all students can work to the best of their ability, it is expected that they will: -

- a) observe the college code of practice regarding uniform
- b) observe the college code of practice regarding uniform
- c) ensure that they have the correct items and equipment for each lesson and take good care of any items of equipment provided for them
- d) be caring and respectful to others at all times
- e) concentrate on their work and follow the teacher's instructions
- f) record homework tasks in their diaries and complete them diligently

In addition to ensure the smooth running of the college, students must: -

- a) keep to the left on staircases and corridors and walk quietly
- b) have an appointment outside of college day for visits to Doctor/Dentist/Clinic. If not possible they must bring in the appointment card and show it to their Registration Tutor and follow the correct signing out procedures.
- c) ensure parent/guardian rings in before 9.00am on the first day of any absence
- d) sign the late list if the occasion arises and then report to their Registration Tutor
- e) provide a note if they need to be excused (on medical grounds only) from P.E.
- f) remain in college at lunchtime unless they produce a note from parent/guardian stating that they go home for lunch.

## COLLEGE POLICIES

The college has a number of policies e.g. Examinations, Behaviour etc. available either from the college office (for a charge) or can be viewed on our Website [www.st-wilfrids.org](http://www.st-wilfrids.org)

## SEX EDUCATION

Education on sexual matters will include both the moral and physical aspects of this topic and will be covered in Religious Education, Biology and PSHE lessons where appropriate, in a suitable context and within the general religious and moral attitude of the college. It provides knowledge about the process of reproduction and the nature of sexuality and relationships.

It encourages the acquisition of attitudes which allow students to manage their relationships in a responsible and healthy manner. Parents may withdraw their children from all or part of the sex education provided.



## SPECIAL NEEDS

We are committed to providing quality education for all our pupils. We seek to offer appropriate, stimulating and enriching opportunities to challenge all pupils, some of whom will be less able than others and may have additional learning needs or disabilities. We are committed to the principles of equal opportunity and inclusive practice.

Working together with parents and pupils, we will:

- Provide access to a balanced and broadly based curriculum, and set suitable learning challenges for pupils
- Encourage pupils with disabilities and special educational needs to engage in school activities together with all pupils
- Help them to overcome any potential barriers and assessment, learning or wider school activities through the application of reasonable adjustments
- Respond positively to the diverse needs of pupils

The Special Needs Department will:

- Undertake Initial assessments and use records from previous schools attended, together with our assessment data to help us consider each pupil's needs
- Work with parents to plan and set targets and review progress
- Implement support programmes where additional or special educational needs are identified.

Parents or Guardians who wish for further clarification regarding Special Educational Needs in the college should, in the first instance contact the Special Educational Needs Coordinator (SENCo).

**“I think that the school is very good and the students are nice. I think that the teachers are kind and help you settle in well. I have enjoyed my first year”**

Ellie James, Year 9





# GCSE EXAM RESULTS 2015

	A*	A	B	C	D	E	F	G	% (A*-A)	% (A*-C)	Entries
Art	1	3	8	24	6	0	0	0	10	86	42
Biology	2	8	16	3	0	0	0	0	35	100	29
BTEC Sci A	0	0	1	29	0	4	0	0	0	88	34
BTEC Sci P	0	0	0	28	0	7	0	0	0	80	35
Business Studies	0	3	8	16	8	8	2	2	6	56	48
Chemistry	2	7	15	6	0	0	0	0	30	100	30
Computer Science	0	0	10	8	3	0	1	0	0	82	22
Core Science	0	3	21	41	27	5	0	0	3	67	97
D&T	0	3	7	22	15	9	1	0	5	56	57
ECDL	10	0	0	0	0	0	0	0	100	100	10
Engineering	0	6	20	7	0	1	0	0	18	97	34
English Literature	8	19	43	53	9	0	0	0	20	93	133
English	5	28	52	53	19	4	1	0	20	85	162
Expressive Arts	3	2	5	0	0	0	0	0	50	100	10
French	3	6	23	35	5	0	0	0	13	93	72
Further Maths	3	5	9	11	0	0	0	0	27	93	30
Geography	0	5	22	17	20	1	4	1	7	63	70
German	0	2	8	14	4	2	0	0	7	80	30
Health & Social Care	3	2	11	6	0	0	0	0	22	96	23
History	3	10	15	6	11	5	5	0	23	60	57
IT	0	3	5	7	4	0	0	0	16	79	19
IT CIDA	0	1	13	16	0	0	0	0	3	100	30
Mathematics	6	15	32	75	18	10	5	1	13	79	162
Media	3	5	3	6	8	1	0	0	31	65	26
Music	0	2	1	1	0	0	0	0	50	100	4
PE	6	8	15	12	0	1	0	0	33	98	42
Physics	3	11	11	4	1	0	0	0	47	97	30
RE	15	38	38	31	15	9	1	0	36	83	147
Science Additional	1	2	17	32	32	12	0	0	3	54	96

