



St. Monica's R.C. High School & Sixth Form Centre



PROSPECTUS 2017



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Number on roll: 1193

St. Monica's is a voluntary aided school in the Roman Catholic Diocese of Salford. It is a comprehensive establishment taking boys and girls from 11 – 18 years. It is based at Bury Old Road, Prestwich, Manchester, M25 1JH.

MISSION STATEMENT

St. Monica's is a Catholic community working in partnership with families, schools and parishes to teach the Catholic faith as a way of life. We provide a caring, supportive environment where everyone is of equal worth. Jesus Christ is central to our school and our main aim is that everyone can develop their God given talents and gifts to the full, while growing in faith through prayer and service.

As a Roman Catholic school, St. Monica's is conducted in accordance with the rites, practices and observances of the Roman Catholic Faith. Religious Education is given according to the doctrines and practices of the Roman Catholic Church.

In addition to the many liturgical celebrations and activities, a daily act of collective worship also takes place. Parents have the right to withdraw their children from daily worship and RE, but it is anticipated that parents specifically choosing a Catholic education for their children will fully support the spiritual and religious life of the school.

GOVERNING BODY

CHAIRMAN OF GOVERNORS	Mr. P. N. Singleton c/o St Monica's R.C. High School Bury Old Road, Prestwich, Manchester, M25 1JH Tel: 0161-773-6436
Clerk to the Governors	Mrs. H. Collier c/o St Monica's R.C. High School, Bury Old Road, Prestwich, Manchester, M25 1JH. Tel: 0161-773-6436
Foundation Governor	Mr. S. Thorpe (Vice-Chair)
Foundation Governor	Miss J. Hilton
Foundation Governor	Mr. E. Robinson
Foundation Governor	Fr. C. McGrane
Foundation Governor	Mr. P. Keane
Foundation Governor	Mr. B. Porterfield
Foundation Governor	Mrs. C. Parkinson
Headteacher	Mrs. A. Letcher
Parent Governor	Mr. S. Garner
Parent Governor	Mrs. C. Devine
Staff Governor	Mr. M. Kehoe
L.A. Representative Governor	Mr. R. Caserta
Co-opted Governor	Mrs. S. Isherwood

School Security

St Monica's has a total of 67 cameras covering both inside and outside the main school building and the Sixth Form Centre. We have increased the number of hand held walkie talkies used on site to 33.

ADMISSION CRITERIA 2017

St Monica's R.C. High School is a Roman Catholic Secondary School provided by the Diocese of Salford and is maintained by Bury Local Education Authority as a Voluntary Aided School. The school's Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. For the school year commencing September 2017 the Governing Body has set its planned admissions number at 230.

The Governors recognise that the first responsibility of the school is to serve the Roman Catholic community for which it has been established. This is focused on designated parish communities and the Roman Catholic primary schools that are partners in providing for those communities. In establishing their oversubscription criteria, the Governors have also taken full account of the Code of Practice produced by the DfE and the emphasis placed on supporting children in public care.

The parish communities served by the school are:

- Our Lady of Grace
- Our Lady of Dolours
- St Bernadette's
- St Michael's
- St Mary & St Philip Neri

The associated primary schools are:

- Our Lady of Grace
- St Philip's
- St Bernadette's
- St Michael's
- St Mary's

Admission to the school will be made by the Governing Body in accordance with the stated parental preferences it receives and subject to the following set of criteria which will be used to form a priority order if there are more applications for admission than the school has places available. Children with a Statement of Special Educational Needs or Education, Health & Care Plan, that names the school, will be given a place.

- (a) Roman Catholic children who are in public care.
- (b) Roman Catholic children living in a contributory parish and who have completed the Diocesan Sacramental programme.
- (c) Roman Catholic children attending an associated Roman Catholic primary school and who have completed the Diocesan Sacramental programme.
- (d) Other Roman Catholic children attending an associated Roman Catholic primary school and who have completed the Diocesan Sacramental programme who have a brother or sister at the school at the time of transfer.
- (e) Other Roman Catholic children who have a brother or sister at the school at the time of transfer and who have completed the Diocesan Sacramental programme.
- (f) Other Roman Catholic children in maintained Roman Catholic primary schools and who have completed the Diocesan Sacramental programme.
- (g) Roman Catholic children in other maintained primary schools and who have completed the Diocesan Sacramental programme.
- (h) Other children in public care.
- (i) Other children.

Footnotes

1. All applicants will be considered at the same time, after the closing date for admission on 31st October, 2016.
2. The Governors will require evidence in support of a claim that the child is a Baptised Roman Catholic and has completed the Diocesan Sacramental programme or equivalent.
3. The Governing Body reserve the right to admit children with proven and exceptional medical or social needs where admission to the school might best help satisfy those exceptional needs: e.g. if the school is adapted to accommodate physically handicapped pupils and such a pupil seeks admission. Parents are asked to explain why St. Monica's is more suitable than any other school and what difficulties would be caused if the child had to attend a different school.
4. **Siblings.** A brother or sister will be defined as a sibling who resides in the same residence as a pupil who occupies a place in the school, if the sibling will still be in attendance at the date of admission of the applicant.
5. **Parish Boundaries.** Parents should check carefully whether they are resident within the parish boundary of one of the designated parishes. Maps illustrating these boundaries are available in the information provided by the primary schools and at this school.
6. **Shared Parenting.** Where a child lives with parents with shared responsibility, each for part of the week, the home address will be decided by using the address on the Child Benefit payment book.
7. **Waiting List.** St. Monica's operates a waiting list for one term in the academic year of admission, in accordance with published criteria.
8. **Multiple Births.** If there is a situation where only one place is available and the next children to be offered are twins or triplets, both twins or the three triplets will be offered places.
9. **Tie Breaks.** If there is a tie break decision, then the tie break will be decided by using a straight line distance measurement from home to school. The distance will be measured using the Local Authority's computerised mapping system, which measures from the address point of the home property to the address point of the school as defined by Bury Council's LLPG (Local Land and Property Gazetteer).
10. **Late applications.** Late applications can only be considered in accordance with the policy. Further offers cannot be made if the school is oversubscribed.
11. **Appeals.** In an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. This appeal must be sent in writing to the Clerk to the Governors at the school within 14 days of refusal. The parents must give reasons for appealing in writing and the decision of the Appeals Panel is binding on the Governors.
12. All admissions will be dealt with by the Local Authority on behalf of the Governing Body.

Admission details for the academic year 2015/16

Admission limit 2015	- 230	Applications received	- 337
Total number admitted	- 241	Admissions limit 2016	- 230

Admission details for the academic year 2016/17

Admission limit 2016	- 230	Applications received	- 490
Total number admitted	- 231	Admissions limit 2017	- 230

Attendance 2015/2016

Total number of pupils of compulsory school age on roll for at least one session 1096
Percentage of pupil sessions (half days) missed through authorised absence 3.5%
Percentage of pupil sessions (half days) missed through unauthorised absence 0.5%
Overall Attendance - 96%

	2016/17	2017/18
5 A* - C including Maths/English	79%	
5 Grade 5+ including Maths/English		70%
Expected progress in English from KS2	88%	
Expected progress in Maths from KS2	77%	
Attainment 8		53

The targets set for 2016/17 and 2017/18, include St Monica's expectations based on trends and are similar to progress made by pupils in the top 15% of schools nationally. Targets set are above national predictors. St Monica's plans for expected progress but aims for significantly better than expected progress (KS2-4).

Routes taken by pupils over 16 - 2015 (2016 information not yet available)

EET (Employment/Education)	99.1%
Seeking Employment/Education	0.9%

STAFF DEVELOPMENT

A brief summary of staff development activities is given below. Full details are available in the School Improvement Plan and CPD record log.

Whole School Twilight Sessions 2015-16

All staff attended Twilight training sessions in school on the following:

- Behaviour for Learning
- Target setting
- Bury Collaborative joint training day
- Effective Assessment for progress
- Controlled Assessment Standardisation
- Working in a Catholic School
- Staff well-being
- School Improvement Planning

School Teaching and Learning workshops

Behaviour for Learning – De-escalation techniques.

Using new technology.

Numeracy across the curriculum.

Staff and pupil mindfulness.

Improving Boys' performance and intervention.

Examination Board Training - external exams

To develop examination knowledge and expertise

All subjects - one day

Subject Specific Training

To develop subject expertise;

Courses took place in all curriculum areas, involving individual members of staff

Whole School Training - designated staff

School Improvement - Senior Leadership training
Curriculum Development - Senior Leadership Team
Catholic Schools
Pastoral Care
Teaching & Learning
First Aid
Assessment
PSHCE
Curriculum development
Newly Qualified Teachers
School Direct Trainees
Health & Safety
Leadership & Management at middle and senior levels –NPQML / NPQSL / SLE
Tracking and monitoring pupil progress
Subject Knowledge Enhancement

Performance Management
ICT
Data management SIMS
SEN
Child Protection/Safeguarding
Pupil Tracking and Monitoring
Finance
Safeguarding
Governor training

Sixth Form

Work Based Learning & training all courses
BTEC training L2 & L3
VTCT course updates

HOLIDAY PATTERN 2016/17

TERM	CLOSE	OPEN
RETURN TO SCHOOL		Thursday 1 st September 2016
HALF TERM	Thursday 20 th October 2016	Monday 31 st October 2016
CHRISTMAS	Thursday 22 nd December 2016	Monday 9 th January 2017
HALF TERM	Friday 17 th February 2017	Monday 27 th February 2017
EASTER	Friday 7 th April 2017	Monday 24 th April 2017
BANK HOLIDAY	Friday 28 th April 2017	Tuesday 2 nd May 2017
HALF TERM	Friday 26 th May 2017	Monday 5 th June 2017
SUMMER	Monday 17 th July 2017	

(The Holiday Pattern for 2017/18 will be published on the school website when available).

LITURGY

As we look back over the past year St. Monica's has, once again, experienced a rich liturgical life. Each week has been directed by a particular theme and we have celebrated key occasions and festivals together. Form groups came together to celebrate Mass, which our Pupil Chaplaincy Team organised and prepared with years 7-10.

Our first big celebration was at the end of September. Following a day of working together with classmates and form tutors, we officially welcomed our Year 7 pupils and their families into the community of St Monica's with a special Welcome Mass.

As we journeyed through November we began to prepare ourselves for Christmas. Staff and pupils led Advent reflections focusing on different themes, taking part in different activities. Just before Christmas we held special assemblies for each year group to watch and participate in. These assemblies focused on the celebration of the birth of Jesus and reminded us of the good acts of charity and kindness that were part of our Advent preparations.

In December Pope Francis gave us all a challenge and an opportunity as he called for a Year of Mercy. Throughout this extraordinary year there were key questions to address -What we can learn about God's Mercy? How and when do we receive Mercy? How can we bring it to others? Why is it important to include Mercy in helping our world to be a better place? These are not easy questions, but they could have a great impact on our staff and pupil's personal lives. Many events took place, led by the Pupil Chaplaincy Team to raise awareness of the theme of mercy.

Lenten preparations began with our Ash Wednesday Liturgy service. The whole school came together to receive ashes and make personal lent promises. We then started our special reflections which were held at lunchtimes throughout Lent. The reflections focused on the Stations of the Cross and involved many members of the school community coming together to meditate on Christ's journey to the cross. During Lent we also had 'Reconciliation Day', students and staff were invited, as part of their individual preparation for Easter, to receive the sacrament in school. We also had special assemblies just before the Easter holiday to reflect on the story of the Passion of Our Lord.

As we entered the final term, Year 11 celebrated their time together at St. Monica's. Parents, priests and staff joined the students for the Leavers' Mass to give thanks for their five years at St Monica's - it really was a special occasion.

PERFORMING ARTS

The Performing Arts department has had a very busy year as usual with a wide variety of events and performances held both within the main school and the Sixth Form. Mrs Bryant worked hard to ensure the wealth of experiences for the orchestra continued during the maternity leave of Mrs Lamb.

All students continue to develop their skills and become seasonal and professional young performers and technicians within school and in the wider community. They have continued to raise the bar for standards of performance and high achievement within all subject areas.

The year began with an orchestral trip to Belgium which was, for most, the highlight of their musical careers so far. The behaviour and performance quality was second to none. Highlights included performing in the centre of Bruges and at the War Memorial at Menin Gate. It truly was a trip to remember.

Later the same month we went to the Royal Exchange to see The Crucible with a group of year 11s from Drama and Performing Arts. It was a wonderful day and the pupils were, as always, a pleasure to spend our time with.

The usual Christmas programme began with 'Afternoon Tea' at our successful Christmas Fair. The Wind and Brass performed, directed by Mrs Lamb, the Choir performed and there was opportunity for some vocal soloists to showcase their skills. This was then followed by the usual programme of events in December with the Choir performing at Nazareth House for the residents, the SVP Christmas Party and, of course, the beautiful Hidden Gem church. In addition, this year we held a separate Advent Service at St Philip's.

The Wind and Brass Ensemble were asked to perform at The Rock in Bury, once again entertaining shoppers with their carols on a busy and cold afternoon. They performed well and as professionals as always and look forward to returning again this year.

In February, the Year 10 Performing Arts team performed 'The Musicians' as part of the National Connections Festival to much critical acclaim. The lead role was played by Elizabeth Kozak who stole the show with her fluent Russian and acting ability. This then transferred to The Lowry Theatre in May. The Lowry technicians were amazed at the professionalism demonstrated by our own technicians who provided sound and lighting for the show.

In March, the year 11s performed their examination pieces. Drama GCSE performed DNA and Performing Arts GCSE performed The Tempest. Both examination pieces were enjoyed by all and saw some fantastic performances and very high marks.

This year has been incredibly busy but, as always, very successful. The students have been a pleasure to work with.

EDUCATIONAL VISITS

In true St Monica's tradition, there were numerous educational visits and trips this year. These are so important to the education of our students. These visits offer a wider and deeper learning experience as well as being enjoyable and memorable.

The Spanish exchange is now in the eighth year and we have close ties with our partner school in Valencia. The exchange continues to grow and develop and the students who take part gain so much from the experience of living with a Spanish family and being immersed in the language and culture. The students involved have made some life-long friendships.

The PE department ran a football team trip to Benfica in Portugal. A fantastic time was had by all.

The Ski trip was also a great success and the Austrian resort proved to be a perfect venue to learn and improve.

In terms of other residential trips, the music department took the orchestra to Belgium, the English department ran a trip to London and the PE department ran a trip to Boreatton Park in Shropshire.

Reports from the trips inform us that, as we have come to expect at St Monica's, pupils had a fantastic time and were a credit to themselves, their families and their school in the way they behaved and the positive attitude which they applied to all activities and learning experiences on the trips.

There were several trips for our Gifted & Talented pupils to Holy Cross and to Manchester Metropolitan University, numerous theatre trips, sports trips, and visits to Art Galleries, Museums, and of course to Alton Towers, to name but a few!

Trips have already been planned for 2016-2017. In the pipeline are:

Exchange with our partner schools in Spain, a Ski trip, this time to Italy, a Humanities trip to New York. In addition to this, the PE department are running a football trip to Real Madrid and the RE department are running a trip to Rome.

We try to ensure that as many of our young people as possible will have the opportunity to take part in one of these Educational Visits.

MODERN FOREIGN LANGUAGES

Hiroshima University Student Teacher Visit

In September, St Monica's MDFL Department hosted a group of Japanese student teachers, who ran a range of workshops involving Japanese food, art, culture and craftwork. Pupils were intrigued by these activities and previously acquired links with this institution were strengthened by the experience.

French and Spanish Foreign Language Assistants

Last year St Monica's was able to enjoy the support of two foreign language assistants. Aicha came from France and Miriam from Spain. Both foreign language assistants enriched our pupils learning with individual support, resources and sharing cultural stories of their countries.

Spanish Exchange

We continue our relationship with the Santa Maria-Marianistas School in Valencia, Spain. Having hosted Spanish pupils in Manchester in November 2015, a group of Year 10 pupils stayed with Spanish families in April 2016 and enjoyed the Spanish culture and food, improving their Spanish Language skills both in the Spanish school and with the Spanish host families. Visits included the Albufera Natural Park, Altea, Calpe and the historic city of Valencia.

Cambridge Schools Classics project

Last year was the third year of the Cambridge Latin Course, offered as an extra-curricular subject. The students demonstrated great interest, commitment and enthusiasm for Latin. There was a 100% pass rate for the first two Cambridge certificates and the pupils recently took their final examination. It was a resounding success with the group and a new group that started last year enjoying similar success.

Visits to Elms Bank

The success of previous visits to Elms Bank enabled us to be welcomed once again to run a Spanish and French Language and Culture Workshop at this special school. It was commented upon how accessible the material had been made for these pupils for whom Spanish and French is a totally new subject.

European Language Day

The European Language Day was another wonderful celebration of cultural diversity. Year 7 pupils had the opportunity to discover and understand cultures and customs from other European countries. Prizes were donated by the European Language Commission and Morrisons.

CHARITY & COMMUNITY

As a school community St Monica's has raised over £20,000 for various charities over the past year. This is a fantastic achievement and a reflection of the generosity and kindness of the whole school community. The main charities our school supports include: CAFOD, Francis House, Caritas and this year we have continued to support the Macmillan Cancer charity in memory of Ben O'Shea. As well as The Royal Manchester Children's Hospital.

Once again in November we supported the British Legion with the sale of poppies and then throughout Advent many charitable events took place, including our participation in the Samaritans 'Operation Christmas Child'; over 250 parcels were sent from St Monica's to children all over the world in need of love and support. Once again all pupils made a contribution to the Christmas food parcels delivered by Year 11 pupils to those in need in our parish groups.

During Lent the school became a busy community with various fundraising activities taking place. A few events included: individual sponsored activities such as Heaton Park runs and hair-shaving, teachers' bleep test, raffles, tuck shops, cake and pancake sales, car washes, hot dog sales, and of course, the inaugural teacher's 'Rap Battle'. Some individuals and form groups will be recognised through prizes awarded tonight for the outstanding contribution they have made, this year and in previous years, to the charities we support.

This year has seen the continued development of the St Monica's Youth St Vincent de Paul Group. Students representing the group have had the opportunity at the start of the year to go to Nazareth House once a week to spend some time with residents who don't have family and friends to visit them. A group of students have continued to assist teachers at St Michael's, one of our feeder primary schools, by spending time with the younger children in the after school clubs. We have so many students who volunteer their time, they are involved in looking after our school community; helping with the sale of poppies, helping to prepare hampers and selling charity Christmas cards. They regularly try to organise group activities like the Christmas Party for the residents of Nazareth House and residents from other sheltered accommodation, which incorporated a 3 course meal and entertainment from the Choir and music groups. The aim of the group is to help the needs of our local community through a Christian organisation.

Our Year 9 and Year 10 'Caritas Ambassadors' have continued to raise awareness about the needs of others and the work of Caritas. The students have attended training sessions run by the Diocese and are responsible for organising whole school charity events.

The voluntary work and money raised throughout the year shows real kindness and concern for others – 'service to others'. It also reflects what can be achieved when a community works together. The money raised has gone to our school charities to support the great work they do.

SCHOOL FORM AND YEAR COUNCIL

Last year the School Council worked to promote some serious messages in school. In September the Whole School Council worked with Bury CSE team to look at how we can ensure all pupils know about E-safety. They then led Year Council meetings to share valuable information. Whole School Council members are currently working with Mrs Anthony on a campaign to raise awareness of Mental Health issues and hope to present their ideas to the Senior Leadership team.

In the community the councils have shared the message about littering and pupils have designed posters which are displayed in local shops, to encourage people to look after the local environment.

Through the School Council Suggestions box we have had some great ideas shared, and as a result we have liaised with the school canteen for salads to be cheaper and more home cooked food items to be on the menu. We have also increased the training offered to prefects.

SPORTS REPORT 2015/2016

It was another exciting year in sport at St Monica's with success at both local and regional levels. Over 350 pupils represented the school in various sporting activities and we were victorious in a number of sports ranging from Football to Indoor Athletics. Jade Nuttall was awarded the Sports Personality of the Year Award at the Sportsman's Dinner and many of our other pupils were selected for regional and representative honours.

Football

Once again it was another successful season as St Monica's confirmed their standing as one of the strongest footballing schools in Greater Manchester. For the fourth successive year St Monica's reached the last 16 of the English Schools Cup. The Year 7, 9 and 11 teams reached their respective Greater Manchester Catholic Cup Finals and the Year 7 and 11 teams won the Bury Metro Cup. The Year 11 Cup success, completed a 5-year dominance of the competition.

Girl's football at St Monica's continued to be an area of strength and growth with all year groups entering the Bury League, Greater Manchester Catholic tournaments and our year 8/9 team entered the 11 a side English Schools' competition. The girls have a fantastic attitude towards training and representing the school.

Basketball

All of the senior teams competed strongly in their respective Bury Competitions, with the Year 10 and 11 teams both finishing their group games strongly, unfortunately missing the play offs by 1 and 2 points respectively. The Year 9 team played in group games for the first time this year and did very well, coming 2nd in the group. From that Year 9 team, several players were promoted to both the Year 10 and 11 squads, The Year 7 & 8 squad competed in the Bury Rally's and created an excellent platform for future success.

Hockey

The Year 7, 8, 9 and senior teams competed intensely within Bury throughout the season. The Year 9 team finished strongly in the Bury league and Bury Rally and the Year 7 team made a promising start.

Indoor Athletics

The Year 7 team performed strongly last season. They won the Bury Competition and went through to represent the Borough in the Greater Manchester County Final. Against strong opposition, both teams performed admirably with the boys in particular excelling and being crowned County Champions. The Year 8 team were runners up in the Bury competition.

Cross Country

It was another successful year for the Cross Country teams competing in both the Bury and Catholic competitions with a number of pupils going on to represent Greater Manchester. The Year 7 Girls won the Bury Championships and the Year 10 and 11 Boys were victorious at the Catholic Championships.

Netball

All the netball teams built upon the great successes of last year and go from strength to strength. All teams compete in Bury, Catholic, County and National competitions. The Year 7 team made a promising start coming runners-up in the Bury Rally. The Year 8 team were crowned Catholic Champions as well as Greater Manchester County Champions. This was a phenomenal achievement which has rarely been achieved in St. Monica's history. The Year 9 team retained the Catholic Cup for the third successive year and also the Bury Rally for the second successive year. They were also runners-up in the Bury League as were the Year 10 team. The Year 11 team concluded their netball careers at St. Monica's by coming runners-up in the Bury Rally and semi-finalists at the County Tournament.

Gym Display

The Gym Display theme last year was 'Divas'. We had exceptional performances from the senior gymnasts and dancers with an amazing opening to the show. Our Year 10 gymnasts and dancers look ready to take the lead in this year's show if their performance from last year is anything to go by! It is exciting to see the increasing number of pupils from all year groups and abilities now performing in the Gym Display.

Athletics

As well as competing in the annual Bury and Catholic Schools meetings, the school also contested the English Schools Athletics Event. Teams were entered in both Junior and Intermediate age categories, with the Intermediate Boys reaching the B Final and the Junior Boys reaching the A Final.

Rounders

The Rounder's teams competed in both Bury and Manchester Catholic Competitions. The Year 11 Rounders' team finished their time at St Monica's on a high, winning the Catholic Tournament and the Year 9 team were runners-up at the Bury Rally.

Cricket

The Cricket teams run as a combined Year 7 and 8 team and a combined Year 9 and 10 team. They enter the Bury and Manchester Catholic Competitions as well as the Lancashire School's Cricket Association Competition. This year we have also entered both teams into a new Lancashire Indoor Cricket Competition which takes place over the winter months. Both teams reached the 3rd round of the Lancashire competition, with the Year 10 team also making it to the semi-final of the Lancashire Plat competition. The Year 7 and 8 team became Catholic Champions in June and the Year 9 and 10 team were runners up.

Rugby Union

The Rugby Union teams competed in the RFU Day of Rugby Festival, Bury league fixtures and friendly games throughout the year. The boys listed below have all been integral to the development of the sport in St Monica's and commended by various opponents on their excellent attitude and application.

ENRICHMENT & EXTRA-CURRICULAR ACTIVITIES

A wide variety of clubs and activities take place on a weekly basis throughout the year including Sport, Art, ICT, French, Spanish, Animation, Poetry, Drama, Liturgy and SVP. The various choirs and the orchestra practice on a weekly basis to prepare for various concerts and events. The Choir and Orchestra provide the focus for all important school events including Prize Evening.

The many sports teams practice before school, at lunchtimes, after school and on Saturday mornings. They are phenomenally successful – as we can see each year by the number of trophies presented at our annual Prize Evening. The annual Sports Day in July is the culmination of the department's success.

As a Catholic School the enrichment activities and events are central to the liturgical life of the school. The Advent and Lenten services and the Masses; Year 7, Year 11 Leavers' Mass and Whole School Mass at the end of the year, form the basis of our community celebrations. The PRE (Personal Relationship Education) days in the Chapel and the Discovery Days we hold in conjunction with the Salford Diocese Just Youth organisation help pupils to explore and celebrate their personal faith.

Pupils from all year groups were afforded the opportunity to learn outside the classroom as part of the Citizenship and PSHCE curriculum. In October we started our programme with the 'B Safe B Cool' day run for the Year 9 pupils, in partnership with GMP, the Fire Service, the Prison Service and Bury LEA. This was an interesting day which allowed pupils to explore the issues and dangers around alcohol, anti-social behaviour and their own health and wellbeing. The day started with an outstanding performance from Bury College pupils which addressed all issues which can affect young people in today's society. This was followed by separate workshops which explored the issues in more depth. The day finished with a presentation by Bury LEA on Internet Safety and Awareness.

This day was followed with Anti-Bullying Week and last year we focused our work around the theme 'Make a noise about bullying'. All year groups explored this issue in assemblies and in form activities, while the Year 7 and 8 pupils also looked at this in more detail within citizenship lessons. This week gave pupils an insight into the effects of bullying on the victims and how it is important not to be a bystander in instances of bullying. Pupils learnt to stand together to stop bullying at all levels. The Year 7 pupils ended this week with a production of 'Hope', which was performed by the Takeaway Theatre. This drama production helped to cement the issues and solutions which were explored in the week.

The spring term also saw a whole school programme remembering Holocaust Memorial Day. The event was remembered in school assemblies, form activities and lessons in History, RE and Citizenship. The theme of 'Don't Stand by' helped pupils to explore the issues which surround the Holocaust and Genocide in different countries and at different times.

Throughout the year, pupils in Years 7, 8 and 9 had guest speakers come in and talk to them on topics such as road safety, behaviour on public transport, water safety and healthy living.

Citizenship lessons had a British Values focus throughout the year and this was in partnership with various workshops and events for pupils throughout the year to help promote interest in Democracy. Year 9 and 10 pupils attended conferences on devolution in Manchester, Hate Crime, the EU referendum and Circles of Influence. A group of pupils also took part in a politics projects run by Manchester Metropolitan University to help pupils explore the topics around local and national politics. This has ended with pupils putting together a Mental Health Awareness campaign which we hope to run this year.

Last year also saw the school hold elections for the 'Make your Mark' campaign, local elections and the EU referendum.

Year 8, 9 and 10 pupils had the opportunity to watch the Ten Ten Theatre company deliver performances which looked at the issues which arise from different relationships. The Ten Ten Theatre Company are a Christian theatre company who deliver the message of relationships within the message of the Christian faith. These were interactive sessions which allowed pupils to discuss what they are seeing, question why it is happening and express their opinion regarding what they see. Pupils were able to ask the characters questions and discuss whether they thought the outcome of the performances were the correct ones.

In the summer term, Year 8 pupils had a visit from the Manchester Fire Service. They delivered an informative assembly on water safety and staying safe for the summer.

Our final enrichment activity took the form of our Cross Curricular week 'The Human Family' Diversity Day. This included activities within each curricular area aimed to raise awareness of the different strands of diversity within the 'Human Family'. Our Diversity day was run in partnership with GMP and Bury LEA and it focused on the hate crime within different sections of our diverse community.

Overall it was a busy and productive year for the enrichment curriculum within St Monica's and will continue to develop this year.

SMSC: The introduction of various Theatre groups to the PSHCE curriculum enables us to tackle the

difficult issues which face our young people today and help them make sensible choices. Issues tackled are things like: bullying, anti-social behaviour, teenage pregnancy, drugs & alcohol, internet safety and social media. These sessions take place with Years 7-10.

Rewards are an important part of school life and the 3 Rewards afternoons at the end of each term for all those pupils who do not receive any detentions have become an event in themselves – with live Bands playing at the last four.

Collaboration: The MFL department run an annual Spanish Day at Elms Bank High School and last year assisted Elms Bank in their application for International School Award. The SVP group continue their outreach work by helping out at the various functions and Fairs at our Feeder Primary Schools. They hold an annual Christmas Party for the elderly of the area.

The Choir and Orchestra perform at many community events at schools, parishes and nursing homes.

The Governors wish to place on record a thank you to the staff of St. Monica's who give up their free time to enrich the lives of their pupils.

Responsibility for Trips

While staff or other approved persons in charge of the party will take such care of the pupils as is reasonable in all circumstances, they cannot be held responsible for death or personal injury which does not involve negligence on their part, either during the visit or whilst travelling in connection therewith, nor can they be held responsible for any loss or damage to any child's property suffered either during a visit or whilst travelling in connection therewith.

The school reserves the right to determine the composition of the party and the payment of a deposit does not guarantee permission to take part.

CHARGING & REMISSIONS POLICY **(with regard to additional activities organised for pupils)**

Introduction

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips, and residential experiences can make towards pupils' education. While the Governing Body aims to promote and provide such activities, it recognises that some activities may not take place if they are not supported by parents.

Charges

The Governing Body reserves the right to make a charge in the following circumstances:

1. The cost to the pupil for providing individual instrumental tuition.
2. The cost of using public transport between home and work experience.
3. The cost of ingredients and materials when parents have indicated in advance a wish to own the finished product.
4. Optional extras provided wholly or mainly outside school hours.
5. Board or lodging on residential visits where the activity is deemed to take place in school hours or where it forms part of the syllabus for a prescribed public examination or the National Curriculum or fulfils statutory duties relating to religious education.
6. Checking by an examining body of public examination results at parental request and where the case for checking is not strongly supported by the school.
7. Where a pupil has not been prepared for a prescribed public examination by the school, the Governing Body will seek reimbursement for the cost of entering the pupil for the examination and for the incidentals in respect of the examination, as they can for entries for non-prescribed examinations whether or not prepared by the school.
8. If a pupil fails without good reason to complete the examination requirements for any public examination for which the school has paid (or is liable to pay) an entry fee, then the Governing Body may recover the fee from the parent.

9. The Governing Body may charge for breakages, damage and loss of books, materials, equipment and school fabric and fittings resulting from pupils' behaviour, taking into account the age and condition of the item which has been broken, damaged or lost and the circumstances involved.

Note

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made. Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing education for pupils.

Remissions

1. Where the parent(s) of a pupil are in receipt of income support or family credit, the Governing Body will remit in full the cost of board and lodging for any residential activity that it organises for the pupil, if the activity is deemed to take place within school hours, or where it forms part of the syllabus for a prescribed public examination or the National Curriculum or fulfils statutory duties relating to religious education.
2. Where remission of costs is sought by a parent or carer in connection with foreign travel for the purpose of improving linguistic skills, the school may be able to access funds from the British Council and if so, some cultural trips may be subsidised.

THE CURRICULUM

The school works in close partnership with families and parishes in the religious formation of our children. It offers a secondary education which is broad, balanced, relevant and appropriate to pupils' abilities and aptitudes. It aims at the highest standards of attainment and provides a disciplined, ordered and caring environment in which children can be happy and secure, so that they can learn and develop. All pupils have value and are valued equally.

In Year 7 all pupils take the following:

Religious Education	English
Mathematics	Physical Education/Games
Information Technology	Citizenship
French	Design Technology
Science	History
Geography	Performing Arts
Art	Computer Science

Higher up the school opportunities are offered to take up the study of Electronics, Business & Enterprise, Food Preparation and Nutrition, Computer Science, Media Studies, Product Design and Textiles Technology. Economic and Industrial Understanding and Environmental Education are dealt with by many subject areas, and from time to time are given a special place in the timetable. The school provides accommodation for the teaching of instrumental music by the staff from Bury Music Centre and one other agency. The lessons are by private arrangement between the agencies and parents, and generally prepare pupils for the Associated Board Examinations.

A Citizenship programme incorporating Personal, Social, Health and Career Education is offered. Counselling is undertaken to help pupils make wise choices and parents can discuss these choices with the teaching staff and a member of the Connexions service before making a decision. Our aim is to provide a balanced curriculum, which will leave open the options to young people, when they enter employment or continue their full-time education beyond high school.

Homework will be set throughout the school according to a published timetable. During a normal school week, 25 hours are spent on teaching; sessions are from 8.30am - 1.00pm, and from 1.55pm - 3.00pm.

Arrangements for dealing with formal complaints about the curriculum or any related matter will be explained on application to the school.

GROUPING AND SPECIAL ARRANGEMENTS:

Organisation of Education

- (a) Year 7: Form groups for registration, Daily Act of Worship and Pastoral care. All subjects are taught in form groups with the exception of Maths and Physical Education which are taught in sets.
- (b) Year 8: Form groups for registration and Daily Acts of Worship, Pastoral Care and Citizenship, Religious Education, Information Technology, Physical Education, Art, Music, Design Technology, History and Geography. Setting in Mathematics, English, Modern Foreign Languages and Science.
- (c) Year 9: Form groups for registration and Daily Acts of Worship, Pastoral Care, Physical Education, History and Geography. Smaller groups in most subjects. Setting in Religious Education, English, Mathematics, Science and Modern Foreign Languages.
- (d) Years 10-11: Form groups for registration, Daily Act of Worship and Pastoral care; Physical Education is taught in mixed ability groups; broad ability grouping occurs in English and English Literature, setting occurs in Mathematics, Religious Education and Science; Citizenship is delivered in one half-day session per half term; other subjects are set where appropriate and practical;

Core:	(i)	Religious Education
	(ii)	English
	(iii)	English Literature
	(iv)	Mathematics
	(v)	Science - Combined

In year 9 pupils make their Option choice. We work in partnership with parents, staff, Connexions and pupils to ensure the best Option choices, currently from the following:

- Art
- Business & Enterprise
- Media Studies
- Design & Technology: Product Design
- Design & Technology: Food Preparation and Nutrition
- Design & Technology: Textile Technology
- Geography
- History
- Information Technology
- Music
- A Modern Languages subject
- Performing Arts
- Drama
- Physical Education (GCSE)
- Physical Education (BTEC)
- Science - Triple

RELATIONSHIPS AND SEX EDUCATION

The school's policy for Relationship and Sex Education is conducted in accordance with the rites, practices and observances of the Roman Catholic Faith. Relationship and Sex Education in school is within the moral framework of Christian teaching which reflects a positive view of God's care and provision for the individual and the community. A whole school approach is adopted and the teaching aims to complement and support the role of the parent. All information given to our pupils is based on sound moral principles and helps pupils develop an appreciation of the values embraced in Catholicism.

The Roman Catholic Church has always recognised that it is the privilege and responsibility of the family to inform and educate their children in all matters relating to sexual development. However, it is also recognised that parents often need a commitment from schools and their parishes to collaborate with the family. Relationship and Sex Education cannot be reduced to simply the giving of biological fact. St Monica's ensures the information is firmly rooted in Christian values and based on sound moral principles. Our main focus stems from Corinthians 13:4-7 *"Love is patient, Love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres."* As part of their education pupils learn to recognise the signs of a healthy and loving relationship, and also to recognise the signs of abuse, including grooming.

Education is a discrete part of the R.E., PSHCE and Science curriculum; although the responsibility for Sex Education is shared by the whole staff, with the whole range of the curriculum contributing to the formation of right attitudes in the children in our care. Dedicated school staff work with the school nurse and the Ten Ten Theatre Company to deliver a cohesive programme of study that develops from Year 7 right through to Year 11. Parents have the right to withdraw their children from the programme.

A copy of the school SRE policy which outlines the SRE curriculum in more detail is available on the school website, http://www.stmonicas.co.uk/school/images/St_Monicas_SEN_information_report.pdf.

SPECIAL EDUCATIONAL NEEDS

Admission Arrangements

The school's Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. All pupils are considered in line with the criteria as outlined in the school's Admission Policy. In establishing the criteria, the Governors have taken full account of the Code of Practice produced by the DfE which includes reference to pupils with special educational needs and those with disabilities as defined by the Equality Act 2010. The Governing Body has reserved the right to admit children with proven and exceptional medical or social needs where admission to the school might best help satisfy those exceptional needs.

Wheelchair access is available throughout school, including chair lifts on stairs along two corridors, lifts and disabled toilets. Many doors have been adjusted to allow access for wheelchairs. Access to the Year 7 playground is available via a newly installed gate and a tarmacked ramp. There is also a rise and fall bed in a designated facility, along with a hoist.

Equal Opportunities

St Monica's applies an Equal Opportunities Policy to both the curriculum and extra-curricular activities. All pupils are actively encouraged to take part in a wide range of extra-curricular activities.

Access to the Curriculum

St Monica's provision is delivered in line with the current SEN code of practice. Indeed, SEN staff have experience working with young people presenting with a range of identified special educational needs. These additional needs include: specific learning; social communication; speech and language; attention and concentration; personal, social and emotional; sensory (visual and hearing impairments); physical and medical (where this affects learning).

The graduated response level has been adopted by school, and the first step to meet additional needs is quality first teaching. Classroom teachers have responsibility for the differentiation of the content of lessons, taking into consideration a pupil's special educational need. The classroom teacher may seek advice from the SEN Co-ordinator, along with liaising with parents and, where appropriate, other professionals.

If children are not responding appropriately and require further intervention to allow them to make full progress, then they will receive support from the SEN department. Provision is always made on a personalised basis and is appropriate to need. It may include: classroom support; access to specific IT programmes; individual/small group teaching from a specialist teacher; supported study with a member of the school's Special Needs Team; support from external agencies.

Should a pupil have a Statement of Special Educational Needs or an Education Health Care Plan, the Local Authority, following consultation with school, parents and external agencies will specify the provision to be allocated to ensure full access to the curriculum.

Parental involvement is perceived as crucial if support strategies are to have maximum impact.

Liaison

Staff work closely with Bury Secondary PRU to ensure that pupils with social, emotional and mental health needs have their needs met. Where appropriate they will also liaise with CAMHS, GPs and other relevant services.

Expert advice, when needed, is sought from Bury Additional Needs Team and the Educational Psychology services and monitoring visits/observations will be carried out (with parental permission) in order to inform learning.

The SEN team are passionate about working with children with special needs and have worked hard to raise awareness and acceptance of special needs. Our facilities, based in rooms 21 and 22, offer curriculum support and provide an opportunity for social interaction. This may be used by pupils who are emotionally/socially vulnerable but is equally utilised by pupils who want to spend their social time in a friendly, relaxed and welcoming atmosphere.

A copy of St Monica's SEN information report can be found on the school website.

PASTORAL CARE AND DISCIPLINE

Child Protection

Parents/carers should be aware that the school will take any reasonable action to ensure the safety of pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the school's Child Protection Procedures and inform Children's Social Care of their concerns. The designated child protection officer is Mrs G Walker.

Aims: Our principal aim is to create a well-ordered school community in which all members function happily, safely and co-operatively, engendering respect not only for oneself, but for one another.

The school has a home-school agreement. This is a statement explaining the school's aims and values, the school's responsibilities towards its pupils who are of compulsory school age, the responsibilities of the pupils' parents/carers and what the school expects of its pupils. This can be found in the front pages of the school journal.

The school's procedures for discipline, its code of conduct and its rewards and sanctions encourage good behaviour and promote self-discipline, which in turn will provide a secure, positive, safe and effective learning environment allowing each individual the opportunity to reach his or her full potential.

All members of staff are involved in the pastoral care of pupils under the overall direction of the Headteacher. A high value is placed on contact between home and school, and parents/carers are very welcome in school. The school liaises with Bury Education Welfare Service which can be contacted on 0161-253-7720.

The pastoral system is founded on the form structure with each Form Teacher taking responsibility for a class of approximately thirty pupils. The Year Tutors each have oversight of a particular year group, comprising eight classes and are available to discuss matters of pupils' education/behaviour if necessary.

The Year Tutors are Mr Gallagher (Y7), Mrs Harland (Y8), Mr Blythe (Y9), Miss Breheny (Y10), Mrs Hylton (Y11).

We have a dedicated pastoral team working with the year tutors including the learning mentor, Pastoral Manager, Assistant Pastoral Manager and key staff assigned to the pastoral team in addition to teaching and support duties. The mix of teaching and non-teaching staff allows for greater flexibility in working with the pupils and families to offer support and guidance.

Discipline

Sanctions are imposed according to individual situations. School discipline is re-enforced by:

1. Reprimand
2. Detentions
3. Letters home
4. Form Teacher pastoral support plans.
5. Daily pastoral support plan
6. Post exclusion pastoral support plans.
7. Contracts of good behaviour
8. Short periods working away from class
9. Parent accompanying pupils to class
10. Exclusion from school trips/team
11. Internal Exclusion in the TRUST unit
12. Fixed term exclusion from school
13. Permanent exclusion

Pupils may be charged an appropriate sum for repair or replacement of materials, equipment and school fabric damaged as a result of their behaviour.

A copy of the school code of conduct is published in the pupil journal and on the school website.

School works closely with the Pastoral team, SEN department, Educational Welfare Service, the School Psychological Service, the Pupil Learning Centre and Connexions in an endeavour to bring about change in pupils' behaviour which is giving cause for concern and which puts them at risk of exclusion.

Teaching staff should inform parents/carers of initial concerns by telephone, writing comments in the journal, by behaviour slip or letter. Parents/carers can access information on their child's attendance and behaviour by contacting the school's Head of Year or attendance officer, by accessing their records through the School Gateway.

School employs Relateen to offer a confidential counselling service to pupils. The school Health Advisor is available to pupils and parents/carers each Monday lunchtime and at other times by appointment. We also have a Learning Mentor who assists pupils with further education, work experience, social skills and behaviour issues. To support with attendance and pastoral issues we have an Attendance Officer and a Family Inclusion Support worker, who work with staff, pupils and families to ensure the good attendance and well-being of all of our pupils. Additionally, we work closely with our Community Support Police Officers and the agency Early Break to help provide additional support for pupils and families.

Standards Cards

All pupils are issued with a standards card which they will need to carry with them every day in their top blazer pocket. These cards will monitor the following standards:

Correct Uniform and appearance at all times.

Correct Equipment for lessons such as a pen/pencil/ruler, books, journal, P.E. Kit, Food Tech ingredients etc. Each subject will tell pupils exactly what the required equipment is.

Punctuality to lessons. If pupils are late because they have been with a member of staff, they will need their journal signed or a note.

Standards around school - good behaviour on the corridors, not being in the school building during break or dinner without good reason, using the correct toilets, no fizzy/energy drinks or littering.

Form tutors will check that pupils have their card with them every morning. If pupils do not meet a required standard, then staff will sign their card. If a pupil gains three signatures in one particular row, then a standards detention will be issued.

The card also has a space to record merits earned for good behaviour out and about in school.

Pupils will be rewarded termly for receiving no signatures on their card and for receiving no standards detentions.

Detentions

From 1st September 1998, schools have clear legal authority to detain pupils on disciplinary grounds after the end of a school session without the consent of the parent. (Section 5, Education Act 1997). Parents and carers can access their child's behaviour record through the School Gateway/Comms System to keep up to date with detentions, achievements and attendance.

Pupils will be properly supervised and will be given suitable work to do in detention.

Isolation from Peers

The Headteacher and the Deputy Headteachers, in consultation with the Year Tutors, can remove pupils from normal lessons for serious persistent misbehaviour, or breaches of the school rules.

Accompanied Pupils

In extreme cases where other sanctions have failed to resolve the difficulties, the Headteacher or Deputy Headteachers may invite parents/carers to accompany their child to lessons.

Internal Exclusion

The school has an internal exclusion unit called the TRUST unit – which stands for Timeout, Reflection, Understanding, Support and Try again.

The TRUST programme is designed to support pupils whose behaviour has led to a period of internal exclusion from the main school for a period of time, as an alternative or addition to external exclusion. It is also based on the following words of Jesus in John's Gospel ***“Do not let your hearts be troubled. Trust in God, trust also in Me” (John 14:1).***

The aim of the programme is to look at the child as a whole, not just the behaviour that has led to the internal exclusion. Staff will work with the child, staff and parents/carers “in partnership” in order to identify and remove any barriers to learning that have not yet been addressed and create a tailor made package of support. In doing this we hope to instigate long term changes to behaviour in order to support the child in making positive choices to engage fully in their education. We want to remove all barriers to success and excuses for poor behaviour.

External Exclusion

Exclusions will be used for serious breaches of the behaviour policy, including assaults on staff or fellow pupils, intimidation, persistent disruption, fighting, drug offences, bullying, theft and vandalism.

Exclusion will be used when other sanctions have failed to result in positive improvement. There will, however, be occasions when it is necessary to impose exclusion without having used any other form of punishment or intervention due to the very serious nature of the incident.

Fixed term exclusions will not exceed 45 days in any one school year. The majority of fixed term exclusions should not normally exceed 15 school days in a single period. Exclusions send a clear message to pupils that particular behaviour is not acceptable in a school environment. It also informs the parents/carers of the seriousness of the situation and should indicate the need to assist in changing behaviour through exercising their parental responsibility.

Parents/carers are responsible for ensuring that their child is not present in a public place in school hours during exclusion unless there is reasonable justification. Parents/carers must be advised that they may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates. If so, it will be for parents/carers to show reasonable justification.

Parents/carers are expected to attend their child's re-integration interview on request. Failure to attend a re-integration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.

After Health & Safety issues have been satisfied fixed term exclusions may be applied for:

- i. persistently smoking on the premises
- ii. being found drunk on the premises or when alcohol is found on a pupil
- iii. being on the premises under the influence of solvents
- iv. being on the premises under the influence of controlled drugs.
 - It would not be unreasonable to permanently exclude if there have been earlier concerns of a similar nature.
 - The Headteacher reserves the right to permanently exclude any pupil found in possession of class A, B or C drugs or illicit substances, including so called “legal highs”.
 - Any pupil found dealing in drugs; supplying, selling or sharing drugs will be permanently excluded even for a first offence. This includes “legal highs”.

- Any pupil carrying a knife or any other offensive weapon will be permanently excluded, even for a first offence.

Pupil Journal

All pupils are issued with a journal.

Functions:

1. To record:
 - Homework
 - Achievements
 - Targets
 - Responsibilities
 - Merits/Awards
 - Effort
2. To advise and inform of

Uniform	Bullying
Conduct	Transport
Child Protection	Internet use
Daily Worship	Assessment
Sex Education	Detentions
Discipline	Support services
3. To facilitate communication between the school and the home.

Personal Property

The school rules specify items which all pupils should bring into school and those which are not allowed. The pupils are responsible for their own property. The Governors can accept no responsibility for personal property while on the school premises. This includes mobile phones, iPods, iPads, MP3 players etc.

Mobile Phones in School

Pupils are not allowed to use mobile phones in school. Any pupil seen with their mobile phone out on school premises will have their phone confiscated. The school operates a Three strikes policy for mobile phones.

- Strike one – the first time a pupil is caught with their phone it is put into the office and they can collect it at the end of the day.
- Strike two – The second time a pupil is caught with their phone it is put into the office and a parent or carer can collect it the next school day.
- Strike three – the third time a pupil is caught with a mobile phone it will be kept in the school safe until the end of the half term.

All parents and carers are asked to sign the home school agreement supporting the policies of the school. Year 7 pupils are able to leave their phone in the school office during the day for safe keeping and collect at 3pm.

Policy on Care and Control of Pupils (Restraint)

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. The full policy, adopted by the Governors, is available in school. Any parent wishing to view the policy may do so on request.

THE SCHOOL UNIFORM

All pupils must wear a suitable black or navy outdoor coat to and from school – no logos. Tracksuit tops, hoodies, denim and fleeces are not considered suitable. No jewellery is permitted. False nails, make up and fake tan are not permitted.

GIRLS

Blazer - bottle green with school badge on pocket

Jumper - dark green V-neck (optional)

Skirt - plain grey A-line (we only allow one style which must be purchased from the school suppliers)

Trousers - black (optional) (no jean style, skinny cut or fashion cuts allowed)

Blouse - white polyester/cotton (optional white crested polo shirt to be worn from May to July only)

Tie - green with white and gold stripes

Socks/Tights - white socks, black unpatterned tights, or black socks only to be worn with uniform trousers

Shoes - plain black, sturdy, suitable shoes. No trainers, boots, sandals or high heels allowed. Slip on shoes must have a strap across

Coats - black or navy (no logos)

No jewellery, nail polish, make-up or fake tan is allowed.

P.E. Netball skirt - bottle green (for Games)

P.E. Polo shirt - gold

P.E. Socks - amber

P.E. Sweatshirt - bottle green (optional)

P.E. Shorts - bottle green (to be worn under Netball Skirt)

P.E. Shorts - black

P.E. Tracksuit bottoms - black

P.E. Trainers (no 'pumps' allowed e.g. Converse or Vans)

BOYS

Blazer - bottle green with school badge on pocket

Jumper - dark green V-neck (optional)

Trousers - charcoal grey (no jean style, skinny cut or fashion cuts allowed)

Shirt - white polyester/cotton (optional white crested polo shirt to be worn from May to July only)

Tie - green with white and gold stripes

Socks - plain black/grey (no patterns or logos)

Shoes - plain black suitable shoes (no trainers or boots allowed)

Coats black or navy (no logos)

P.E. Soccer shirt - bottle green/gold stripes

P.E. Soccer shorts - bottle green/gold stripe

P.E. Tracksuit bottoms - black

P.E. Socks - amber

P.E. Socks - white (certain times of year)

P.E. Athletics vest - green with gold trim

P.E. Football boots (optional for extra-curricular activities)

P.E. Trainers (no 'pumps' allowed e.g. Converse, or Vans)

N.B. All PE kit must have initials visibly sewn onto all items, including socks and the full name of the pupil on the inside (preferably a name tag).

There is a visual guide to the uniform on the website. If you are unsure about any aspect of school uniform, please contact the school office who will be happy to assist.

The school reserves the right to decide what is considered to be suitable in terms of uniform - including haircuts and colours. Shaved heads are not allowed. A n°2 cut is the shortest acceptable cut, unnatural and/or extreme hair colours, including ombre or two tone colours, are not allowed.

Pupils who fail to comply with the school's dress code may be isolated or sent home for repeated infringements.

Suppliers

Monkhouse, 116 The Rock, Bury

PTs, Unit 14, Bury Market Hall, Bury

PTs, 7 Radcliffe Road, Radcliffe, M26 1LS

PUBLIC EXAMINATIONS – 2016

The School recorded 75 % of pupils gained 5 A* -C and 64% including English and Maths. Fifteen students gained nine or more A* / A. 100% gained 5 GCSE's.

Subject	Entries	A*	A	B	C	D	E	F	G	U	X
English/English Language	201	12	35	48	71	27	6	2	0	0	0
English Literature	200	15	43	52	63	16	9	0	2	0	0
Mathematics	200	9	18	32	76	35	14	9	4	3	0
Science Core Award	139	0	2	21	56	32	21	5	1	1	0
Science Additional Award	86	0	3	14	49	19	1	0	0	0	0
Science Biology Award	62	2	27	23	10	0	0	0	0	0	0
Science Chemistry Award	62	5	16	28	10	3	0	0	0	0	0
Science Physics Award	62	8	16	29	9	0	0	0	0	0	0
Art & Design	35	3	8	9	7	1	4	3	0	0	0
Art and Design Textiles	24	6	2	7	7	1	1	0	0	0	0
Business Studies	19	0	4	4	6	2	2	1	0	0	0
Computing	40	0	6	10	7	7	6	3	0	1	0
Drama	8	1	5	1	1	0	0	0	0	0	0
DT Electronic Products	13	1	0	2	1	3	2	2	0	2	0
DT Product Design	13	0	2	0	3	3	4	1	0	0	0
DT Textile Technology	11	0	1	1	6	3	0	0	0	0	0
French	101	4	11	30	43	9	2	1	0	1	0
Geography	115	13	17	29	28	18	5	5	0	0	0
History	57	11	20	12	6	4	3	0	1	0	0
ICT	31	0	4	11	10	3	2	1	0	0	0
Music	11	0	4	1	4	0	2	0	0	0	0
Performing Arts	20	6	1	4	9	0	0	0	0	0	0
Physical Education	62	6	5	15	13	13	8	2	0	0	0
Polish GCSE Full Course	9	3	5	1	0	0	0	0	0	0	0
Polish AS Level	1	0	1	0	0	0	0	0	0	0	0
Polish A Level	1	0	1	0	0	0	0	0	0	0	0
Religious Studies	202	13	45	42	53	18	12	12	5	2	0
Russian	1	0	0	0	1	0	0	0	0	0	0
Spanish	89	4	8	22	22	16	9	8	0	0	0

Double Awards	Entries	A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG
Health & Social Care	8	0	0	0	0	1	1	2	1	1	0	0	1	1	0	0

Subject	Entries	D*	D	M	P	D	M	P	U
Business & Enterprise L2 Cambridge - National Award	1	0	0	0	0	0	0	0	1
Business & Enterprise L2 Cambridge - Certificate	22	0	0	0	4	6	10	2	0
ICT Entry Level	1	Level 2							

Provisional Summary of G.C.S.E. Results 2016

Pupils achieving 5 or more A* - G Grades			Pupils achieving 5 or more A* - C Grades			Pupils achieving 5 or more A* - C Grades (inc Eng & Maths)		
National*	St Monica's	LA*	National *	St Monica's	LA*	National *	St Monica's	LA*
(93.3%)	100%	(96.6%)	(65.1%)	75%	(69.6%)	(55.9%)	64%	(56.2%)

* Figures as at 2014. 2015 figures not yet available.

S.E.N. Examination Results 2016

17 pupils from this year group were identified as having a special need at the time of the G.C.S.E. examinations.

The 5 A*-C pass rate was 17.65%

The 5 A*-C pass rate including English and Maths was 11.76%

The 5 A*-G pass rate was 88.24%

For further up to date information on all aspects of St Monica's RC High School community,
visit the school website: www.stmonicas.co.uk