



*Love and Serve
through Christ*

St Augustine's School Prospectus 2022/2023



ST AUGUSTINE OF CANTERBURY

The conversion of the English to Christianity was begun in the year 597 by St. Augustine. A Benedictine monk, Augustine was sent by Pope Gregory the Great to carry the light of the Gospel to the English people.

The ruler of the Kingdom of Kent, Ethelbert, was converted to Christianity and made Augustine and his monks welcome by giving them a house in Canterbury.

Augustine's way of life in Canterbury slowly began to make an impression on the English people and the town eventually became the centre of English Christianity.

Although Augustine and his monks were not responsible for the conversion of the whole of England, Augustine did dominate every sphere of the Church's life in England.

Augustine died happy in the knowledge that his long journey had been worthwhile and his work richly blessed by God.

Illustration courtesy of the British Museum Images website.

Welcome

As a Catholic School we place great value on the individuality of each child in our care. We try to provide a happy, safe, caring environment, where your child's needs are a priority. We aim to make Christ known to all through the way we work and act. The values of honesty, humility, faithfulness and truth are what we will teach our students. We also believe that each child in our care is entitled to a stimulating curriculum that meets their needs and celebrates their achievements.

We want excellence in all aspects of learning, priding ourselves on our positive Catholic ethos, which supports and enhances the personal development and well-being of every individual. We aim to provide the very best learning opportunities where students are challenged, inspired and encouraged to reach their full potential.

I believe that there is no limit to what a young person can achieve if they are given the right levels of encouragement and support. I want to work in partnership with students, their parents/carers and the community to ensure that we make the most of these important times.

I would encourage you to explore our school further.

Paul Griffin – Head teacher

Contents

Mission Statement.....	4
Introduction	5
Home and School – The Partnership	6
Staffing.....	7
Admission Policy.....	9
Curriculum and Academic Information.....	14
Pastoral Organisation.....	16
Monitoring Academic Progress	17
Monitoring Behaviour	18
General Information	18

Mission Statement

Our mission at St Augustine's is to love and serve through Christ. This is expressed by:

- Loving God
- Serving others
- Building responsible citizens
- Love of learning

To achieve these aims the school will:

- Provide a balanced curriculum utilising available resources and funding.
- Provide a secure environment in which learning can take place.
- Provide tuition for all pupils to meet their particular needs and to enable them to achieve their full academic potential.
- Provide opportunities for pupils to develop personal, social, moral, economic, political and spiritual awareness.
- Provide careers guidance encouraging pupils to view "career" in the light of "vocation" and use their talents and abilities in the service of others, not purely for self-advancement.
- Provide positive and caring pastoral support for pupils and for staff, developing the supportive network which exists within the school.
- Develop staff pastoral care and structures for staff support and development at all levels.
- Promote positive relationships and effective communication at all levels by making efficient use of existing communications structures and ensuring that all staff are involved in policy decisions.
- Establish appropriate pupil representation in aspects of school decision making.
- Foster community awareness and service to the community by developing links with social, ecumenical and care agencies in the local community and beyond.
- Develop existing links with feeder schools, F.E. colleges and industry.
- Through liaison with the school chaplain and local parishes provide opportunities in school for the celebration of Catholic beliefs through Liturgy and the celebration of the Sacraments.
- Provide opportunities in school for worship and prayer which reflect the beliefs and values of the whole Christian Community.
- Foster and sustain the practice of Gospel values in all aspects of school life, recognising that these qualities lead to self-respect and respect for others.

Introduction

St. Augustine's School is part of the St Margaret Clitherow Catholic Multi Academy Trust (SMCCAT). We are a Catholic Academy for pupils between the ages of 11 and 16.

St Augustine's serves families from Whitby to Bridlington, Scarborough to Pickering and is renowned for helping to develop young people with religious and moral character together with high standards of academic success.

All staff devote their abilities, energy and time to each child and none goes unnoticed. We are a family with Christ at the centre of all that we do. We also gain from the work of our Local Governing body and our Trustees, who actively monitor and support excellence in the school.

Our faith and search for excellence can be found in all aspects of school life including academic learning, pastoral support and a wealth of personal development activities. These combine to nurture young adults with a well-rounded education and the ability to face the future with confidence.

Primary Liaison

Our staff are involved in a full range of liaison with primary feeder schools allowing pupils to familiarise themselves with the staff prior to their move to St. Augustine's.

Liaison currently takes place with our music department through invitations to and participation in our school production and concerts.

In addition to these activities we also hold an open evening in the Autumn Term, which gives pupils the opportunity to visit the school before they transfer from their primary school.

The Transfer Process

A Number of events take place to help reassure your child about transfer.

Our Assistant Head visits local primary schools during the year before they are due to start along with other staff, including the Head of Year 7, the Chaplain and the SENCO. They will speak to relevant staff about any particular needs your child may have.

Pupils visit the school for two days in early July for an induction programme, which includes meeting their new form tutors, sample lessons, having school lunch and becoming familiar with the school building.

Home and School – The Partnership

We believe that regular consultations between teacher and parent are essential for ensuring your child's progress.

Throughout the year there are a number of opportunities for this to take place. In addition to an end of year report parents also receive interim reports as a means of monitoring academic progress. These, coupled with an induction evening in July before your child will start secondary school and a parent's evening during Year 7, allow you to keep up to date with your child's progress.

We also encourage parents to contact school to speak with their child's Form Tutor, Head of Year or a member of the Senior Management Team if they have any concerns at all regarding their wellbeing.



Staffing

Senior Leadership Team

P. Griffin	Head Teacher; Teacher of RE & History
N. Cullen	Assistant Head Teacher – Inclusion, Designated Safeguarding Lead, Teacher of MFL
S. Ewing	Assistant Head Teacher – Teaching, Teacher of RE
S Richards	Assistant Head Teacher – Progress, Teacher of Geography
A. Robinson	Assistant Head Teacher - Pastoral Care, Teacher of PE
R. Earnshaw	Special Educations Needs Coordinator

Teaching Staff

S. Adams	Head of Department - Technology; Teacher of Technology
O. Barron	Head of Department – Music; Teacher of Music
J Beckett	Teacher of Science
E. Button	Teacher of RE
H Chapman	Teacher of Maths
S. Cooper	Teacher of Technology, Head of Year 10
R. Cullen	Teacher of Science
R Davenport	Head of Department - History; Teacher of History
E Eastwood	Teacher of English, Head of Year 9
A. Edwards	Teacher of History
D. Edwards	Teacher of Geography, RE & PHSE, Head of Year 7
K. Edwards	PHSE Coordinator & Website; Teacher of Geography & ICT
S Ellis	Head of Department - English & Literacy; Teacher of English
C. Farrell	Teacher of PE
M Farrell	Head of Department – PE, Teacher of PE
J. Foy	Teacher of Art
D. Gadd	Head of Department – Mathematics; Teacher of Mathematics
R Gomersall	Librarian & Literacy Coordinator
M. Gordon	Teacher of Music
K. Griffin	Head of Department - RE; Teacher of RE
C. Harrison	Teacher of French
J. Harrison	Head of Department – Science; Teacher of Science,
S. Jones	Head of Department - Geography; Teacher of Geography
D. Kirkman	Teacher of English
D Marley	Teacher of Science
K. McCann	Teacher of Science
M. Maycock	Timetable and Data Manager; Teacher of Technology
A. Newton	Teacher of PE
T. Oldroyd	Head of Department - Languages; Teacher of French
J. Pasco	Teacher of Spanish
K. Selby	Teacher of English
P Sutterby	Teacher of Technology
S. Tattersall	Teacher of English
P Taylor	Teacher of Science
S. White	Teacher of Mathematics; Head of Year 8

A. Woods Teacher of Mathematics
R. Yates Head of Department – Art; Teacher of Art

School Chaplaincy

Canon E. Gubbins School Chaplain and Parish Priest
S. Rutter Chaplaincy Co-ordinator

Faculty Support

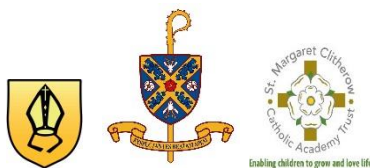
D. Andrico Pupil Premium Coordinator
Ab. Cooke Technology Technician
A. Cooke Cover Supervisor
M. Dufton-Stewart Learning Manager, Deputy Safeguarding Lead
M. Guminski Assistant SENCO (Flexible Provision)
N Hymer Cover Supervisor
G. Jones ICT Manager
M. Jones Technology Technician
S. Krlic Attendance & Behaviour Officer
J. Pasco Careers
T. Ratcliffe LAC Coordinator
M. Robbins Assistant SENCO (EAL)
L. Scott Science Technician

Teaching Assistants

K Agars General Teaching Assistant
K Bell General Teaching Assistant
A. Fairbotham General Teaching Assistant
R. Jackson General Teaching Assistant
M. Jasiak General Teaching Assistant
J. Kaye General Teaching Assistant
A. Lee General Teaching Assistant
S. Lovering General Teaching Assistant
A. Rewcroft General Teaching Assistant
A. Sadler Advanced Teaching Assistant
A. Thompson Advanced Teaching Assistant

Admin Support

E Reynolds Operations Manger
K. Barber Site Manager
S. Brown Pupil Admission's Officer and Clerk to the Governors
N. Darke Exams Officer
E. Helps Pastoral Administrative Assistant
P. Luntley Caretaker
S. Spivey Reception Administrative Assistant
C. Thornton School Secretary, Head's Personal Assistant



Diocese of Middlesbrough

St. Augustine's Catholic Secondary School part of the St. Margaret Clitherow Catholic Academy Trust

ADMISSION POLICY FOR SEPTEMBER 2022

St. Augustine's School was founded by the Catholic church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will always be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its Academy Board of Directors as part of the Catholic Church in accordance with its trust deed and articles of association, and seeks at all times to be a witness to Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The Academy Trust Board is the admission authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round. The governing body has set its admission number at **96** pupils to year 7 in the school year which begins in September, 2022.

Pupils with an Education, Health and Care Plan or a Statement of Special Educational Needs (see note 1)

The admission of pupils with a statement of Special Educational Needs or an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with a Statement of Special Educational Needs or Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

Oversubscription Criteria

At any time where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

1. Catholic looked after and previously looked after children. (see notes 2&3)

2. Catholic children who attend a feeder Catholic primary school, namely, *St. Peter's, Scarborough, St. George's, Scarborough, St. Hedda's, Egton Bridge, St. Joseph's, Pickering, St. Benedict's, Ampleforth, St. Mary's, Malton and Our Lady and St. Peter's, Bridlington* (see notes 3&4)
3. Catholic children of members of academy staff who have been employed at the academy for two or more years in September 2022, or who teach a subject where there is a demonstrable shortage (see note 3)
4. Other Catholic children. (see note 3)
5. Other looked after and previously looked after children. (see note 2)
6. Children of members of academy staff who have been employed at the academy for two or more years in September 2022 at which the application for admission to the academy is made, or who teach a subject where there is a demonstrable shortage
7. Children of other Christian denominations (see note 5) from our named feeder schools.
8. Children of other Christian denominations (see note 5).
9. Other children from our named feeder schools
10. Any other children.

Within each of the categories listed above, the following provisions will be applied in the following order.

- (i) The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made. (see note 6)

Tie Break

Priority will be given to children living closest to the school determined by the shortest distance. Distances are calculated using the local authority's computerised measuring system on the following basis. *Distance will be measured by the shortest walking route, from the child's home address to the main entrance of the school. The measurement is made from a fixed point within the dwelling, as identified by Ordnance Survey, to the nearest school entrance, using footpaths and roads.* In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out and supervised by a person independent of the school. All the names will be entered into a hat and the required number of names will be drawn out.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round, you must complete a Common Application Form available from the local authority in which you live.

<https://www.northyorks.gov.uk/apply-place-primary-or-secondary-school>

You are also requested to complete the Supplementary Information Form attached to this policy if you wish to apply under oversubscription criteria 1,2,3,4 and 6. The Supplementary Information Form should be returned to **The Admissions Officer, St. Augustine's Catholic School, Sandybed Lane, Scarborough, YO12 5LH, Email: sbrown@staug.smcacat.org.uk** by **31st October 2022**.

You will be advised of the outcome of your application on 1st March or the next working day, by the local authority on our behalf. If you are unsuccessful (unless your child gained a place at a school you ranked higher) you will be informed of the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.

If you do not provide the information required in the SIF and return it by the closing date, together with all supporting documentation, your child will not be placed in criteria 1 to 4 or 7 to 8, and this is likely to affect your child's chance of being offered a place.

All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is **31st October 2022**

Late Applications

Late applications will be administered in accordance with your home Local Authority Secondary Co-ordinated Admissions Scheme. You are encouraged to ensure that your application is received on time.

Admission of Children Outside their Normal Age Group

A request may be made for a child to be admitted outside their normal age group, for example if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to **The Governance Officer, The Raylor Centre, James Street, York, YO10 3DW or Email governance@smccat.org.uk** at the same time as the admission application is made. The Academy Trust Board will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher, including the head teacher's statutory responsibility for the internal organisation, management and control of the school, the Academy Trust Board will take into account the views of the parents and of appropriate medical and education professionals, as appropriate.

Waiting Lists

In addition to their right of appeal, unsuccessful children will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out above and **not** in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until **25th July 2023**. **Inclusion in the school's waiting list does not mean that a place will eventually become available.**

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Application should be made **to the Local Authority by contacting The School Admissions Team at <https://www.northyorks.gov.uk/changing-schools-and-year-applications>**

If your application is based on over subscription criteria 1,2,3,4,7 or 8, we require that you also complete the school's Supplementary Information form and return this to The Admissions Officer, St. Augustine's Catholic School, Sandybed Lane, Scarborough, YO12 5LH, Email:

sbrown@staugs.smccat.org.uk Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied.

If there are no places available, the child will be added to the waiting list (see above).

You will be advised of the outcome of your application in writing, and you have the right of appeal to an independent appeal panel.

Fair Access Protocol

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the Academy Trust Board is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The governing body has this power even where admitting the child would mean exceeding the published admission number.

The Academy Trust Board reserves the right to withdraw the offer of a place or, where the child is already attending the school the place itself, where it is satisfied that the offer or the place was obtained by deception.

Note 1

1. A Statement of Special Education Needs is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014. Specifying the special educational provision required for a child.

Notes (these notes form part of the oversubscription criteria)

2. A 'looked after child' has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A 'previously looked after child' is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order, or special guardianship order. Included in this definition are those children who appear (to the Academy Trust Board) to have been in state care outside of England and who ceased to be in state care as a result of being adopted.

3. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child living with a family where at least one of the parents is Catholic.

For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.

4. For the purposes of this admission policy, attendance at a feeder primary school includes those who were prevented from attending a feeder school due to oversubscription of Catholics and whose application to attend was unsuccessful, normally evidenced by a letter of rejection from the feeder primary school.
5. “children of other Christian denominations” means children who belong to other churches and ecclesial communities which, acknowledge God’s revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God’s will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

6. ‘brother or sister’ includes:
 - (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
 - (ii) the child of a parent’s partner where that child for whom the school place is sought lives for at least part of the week in the same family unit at the same home address as the child who is the subject of the application.
7. A ‘parent’ means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.
8. A child’s “home address” refers to the address where the child usually lives with a parent or carer, and will be the address provided in the Common Application Form (“CAF”). Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address given in the CAF, provided that the child resides at that address for any part of the school week.

To comply with the introduction on the new Admissions Code, this policy was last updated on 1st September 2021.

Unless changes are proposed, the policy will next be consulted upon in 2028

Curriculum and Academic Information

Ability Groupings

Our academic structure aims to help cope with the transfer from primary school. Pupils are placed in mixed ability registration groups but most teaching groups are taught according to ability. Beyond Year 7 the timetable is arranged in such a way that departments can set pupils for their own subject area, thus allowing each child to progress at a rate that best suits them in each area.



All pupils in Years 7, 8 and 9 take all subjects in a rich and varied curriculum. More able linguists are also offered an additional language for study in Years 8 and 9, allowing more choice when considering options in Year 10.

Pupils with additional needs are taught in very small groups for academic subjects with targeted support from SEN staff and trained teaching assistants. This support takes place within St Hilda's – a building that acts as a base for pupils with special needs.

Homework

Each pupil is issued with a planner that is used to record homework set and the due date of that homework. Parents are asked to sign the planner when they are satisfied that homework is completed satisfactorily. The planner is an important means of communication between school and home and we ask parents to check it weekly. In Years 7, 8 and 9 all subjects set homework regularly.

Homework tasks may be set via Google Classroom – an online platform that allows the sharing of documents to class groups. Pupils should know how to and be confident in logging on to Google Classroom. Instructions are included in the school planner

We ask you that you encourage your child to complete the tasks set as we consider homework to be of great importance and we hope that you will check your child's work. It is essential that pupils develop the habit of planning their own study.

Homework is valued by teachers as a useful support to the work carried out in the classroom and, consequently, should be seen by pupils as an important and relevant part of their school programme.

The school runs a supervised homework club from 3.20pm to 4.30pm on Mondays to Thursdays.

Parents/Carers are requested to sign the planner at weekends while tutors sign it on a Monday morning during the tutor period.

All homework set should be checked and evidence provided of the check.

SEN – homework set should ensure that the needs of 'diverse and vulnerable learners' are met through differentiated homework and, where appropriate, communication with parents.

Target Setting

Within their first term, our staff will establish a target level for your child in each subject area. Throughout the year we will monitor your child's progress using both formal and informal assessments. These assessments allow us to recognise success and where underachievement is identified, work together to overcome any difficulties. Targets are then set annually for every child giving staff a clear picture of progress made throughout your child's time at St. Augustine's.

At St Augustine's we have a proven record of academic excellence, with examination results being particularly pleasing. All staff and pupils will be challenged to attain excellence by achieving their full potential.

Academic excellence can only be achieved through a partnership between school and home. We recognise the excellent work that parents and primary schools do prior to your child coming to us and we continue to work closely with parents throughout the five years they will spend with us. Every child will receive diagnostic assessments to ensure their skills and abilities are recognised on entry to the school. Internal formal assessments take place every half term with reports going home twice yearly to parents/carers.

Individual subject targets for every child are designed to ensure that each pupil, teacher and parent is clear about what can be achieved. In order to allow every pupil to succeed at their own level, classes are set by ability. This allows staff to personalise teaching and learning. It also ensures we maximise the progress and attainment of all St Augustine's pupils.

Pupil Support

A copy of our Special Educational Needs Policy can be obtained from the school. It comprises our aims and the means by which we plan to achieve those aims.

Upon entry to St. Augustine's pupils are placed into ability banded teaching groups. Pupils who experience the highest degree of learning difficulty are taught together in very small groups. These groups are supported by Teaching Assistants. They also receive tuition from the school's own SEN specialist teacher for a number of academic lessons.

Some pupils who have been placed on the SEND register at primary school are placed on our Year 7 SEND Register and IEPs (Individual Education Plans) are formulated for each pupil dependant on need. In addition to this all pupils are screened using standardised tests upon entry in order to identify specific learning difficulties.

Some more able pupils have specific literacy or numeracy problems which can result in underachievement. Consequently we operate an intervention programme which allows those pupils to be either withdrawn from mainstream lessons for short periods of time or work closely with a teaching assistant in specific lessons. This builds self-confidence and can rectify such problems.

Careers Education

Our Careers programme is taught through timetabled PHSE lessons with a focus on employability skills and one to one interviews. Our dedicated careers adviser ensures that our pupils get the best

possible start in life through effective support and guidance. This is enhanced with exciting opportunities from local education institutions and training providers so that students can look at the wide range of careers and vocations available to them.

In order to support Year 9's through the options process, each student will receive impartial information, advice and guidance through a careers interview to help with their decision making at this very important time.

In Year 11 students receive in-depth careers advice to ensure that they are happy with their plans and destinations for post Year 11.

Community Links

As a school we are actively involved with communities both at home and abroad. Various fundraising exercises take place throughout the year that benefit charities locally, nationally and globally.

St. Augustine's choir also performs at various events throughout the school year. This, in turn, raises funds for both school and other good causes.

Sex Education

Sex Education is taught within the programme of PSHE lessons, Science and RE. The policy is in line with both legislation and with guidance provided by the Catholic Bishops of England and Wales.

Relationship and Sex Education are taught using a scheme of work called Life to the Full developed by [TenTen Resources](#).

The schools PSHE and RSE policies are available on the website.

Pastoral Organisation

At St. Augustine's the pastoral system is part of the academic and social structure of the School. Proper pastoral support improves standards and achievement in all areas of school life.

Assistant Head Pastoral, Head of Lower School & Heads of Year

During the summer term the Head of Lower School visits the new Year 7 intake in their primary schools. This gives every pupil the opportunity to meet the person responsible for their welfare.

The Head of Lower School and the Assistant Head Pastoral co-ordinate the work of each year group by:

- Conferring with learning support tutors, staff and parents
- Monitoring attitude to learning and behaviour.
- Ensuring that pupils are able to benefit from an atmosphere in school which is orderly and purposeful.

Form Tutors

Pupils are registered in their house groups and see their form tutors during morning registration. Each week either a year assembly or house assembly is held.

Contact time with learning support tutors is important for pupils who are used to being with one class teacher. This contact can promote a secure and trusting relationship where problems can be discussed and queries answered. During these periods Year 11 pupils who have been chosen to act as mentors to Year 7 pupils discuss any issues with new pupils and allay any fears they may have. They also eat lunch with new pupils and generally help them to settle into their new school.

Communication between Parents and School

St. Augustine's School operates an 'open door' policy and we welcome contact with you as a parent. School and home need to work together for the benefit of your child. If you wish to see a member of staff please make an appointment through our School Secretary.

If you have any concerns regarding your child at school it is always better to contact us and make us aware of the problem before it becomes a serious issue.

For safety reasons, we ask you to contact us before 8.45am if your child is absent from school. Failing this we will contact you for your child's first day of absence.

We also ask that you send a note when your child returns to school. The school will inform you if absences take place that are not covered by a letter from you.

Monitoring Academic Progress

Formal assessments take place with all students in all subject areas. Full internal examinations take place with all pupils in Years 7, 8 and 9 in English, Maths and Science. As early training for public examinations, these are regarded as important. The results of these examinations are used, along with class work, as the basis for pupil reports and movement between ability groups. In addition to this we carry out regular monitoring procedures and pupil progress is reported using:

Reports – this is an assessment of the level at which your child is working and their target level for the end of the autumn term and the end of the academic year. This information will be accompanied by an Attitude to learning (A2L) grade denoting their attitude towards work. Attendance details and behaviour are also reported.

Recognising Success

The rewards system at St. Augustine's helps pupils of all abilities to foster a positive attitude. By rewarding attainment, effort and service within school, we create a climate of success and promote a positive attitude to learning.

Our four-house system (Matthew, Mark, Luke and John) is one which allows pupils to earn additional positive points in every lesson for themselves, their tutor group and house. There are also additional points available for good work, commendations from Head of Year 7, the Pastoral

Assistant Head and the Head teacher, "Star of The Week "award and phone calls home to celebrate success.

Certificates are also awarded to pupils who excel academically, in sport and music, or have a 100% attendance record.

Many competitions are promoted on a house basis as we believe that healthy competition is good for the individual and the school.

In the last week of the summer term, awards for individual students take the form of awards ceremonies with certificates and rewards as we believe that excellence in school in any form should be publicly acknowledged.

Monitoring Behaviour

At St. Augustine's we have developed a system of monitoring the performance and behaviour of pupils so that problems can be identified and action taken. We make every effort to ensure that pupils and their families are aware that we are trying to develop young people as responsible adults in our society.

On occasion the need arises for pupils to be made aware that their behaviour or attitude is unsatisfactory. This may involve contact with parents and can result in pupils being placed on report to monitor behaviour in school. The report acts as a means of communication between home and school and parents are asked to sign the report.

With incidents where poor behaviour is a persistent problem, parents may be asked to come into school in an effort to overcome the problem.

General Information

Activities

Pupils at St. Augustine's are encouraged to become involved in activities during and after school. A list of activities and after school clubs is sent to parents at the start of the school year. The School Library is open at break and lunchtimes and the ICT suite is open every lunch time, a homework club is also available allowing pupils to complete set assignments with the help of ICT facilities if required.

The School Uniform

Girls

Checked Pleated Skirt

Black trousers

(not skinny trousers or jeans)

White shirt with collar

School house clip on tie

Boys

Black Trousers

(not cords/jeans or chinos)

White shirt with collar

School house clip on tie

Navy v-neck jumper or cardigan with gold piping and school crest

Sensible black school shoes
(no canvas shoes or boots)

White or navy socks or tights

Navy v-neck jumper or cardigan with gold piping and school crest

Sensible black school shoes
(no canvas shoes or boots)

In warm weather pupils will be allowed to wear a shirt and house tie without a jumper. We will inform pupils when this is appropriate.

All pupils will require an apron (available in school). A protective apron must be worn for Design and Technology.

Girls' PE Dress

Compulsory Items

Spirit black/amber polo

Black skort

Football boots/Shin pads

Training shoes

Black ankle socks

Black long socks

Boys' PE Dress

Compulsory Items

White polo shirt (Gym)

White shorts

Football boots/Shin pads

Training shoes

Black shorts

Spirit reversible sports top – Black/amber

Long black socks – Winter

Short white socks – Summer

Optional items

Plain black tracksuit bottoms

Spirit reversible sports top

Spirit ¼ zip top – black and amber

Optional items

Spirit ¼ zip top – black and amber

Plain black tracksuit bottoms

Jewellery

The wearing of jewellery in school is not permitted. This is particularly important from the safety point of view with regard to bracelets, rings and earrings. A watch may be worn. Pupils with pierced ears may wear one set of discreet studs in the ear lobe, which must be removed for safety during P.E. No other piercings are allowed.

Mobile Phones

Mobile phones brought into school must generally be switched off and used only when travelling to and from school, not during the school day or break times; unless the classroom teacher allows pupils to use their phone to support their work in class.

Pupils should contact parents using the phones in the school office. They must never be used in changing rooms. Phones will be removed if used without permission during the school day.

Care of Property and Valuables

Large amounts of money and valuables should be handed in to the school office at the beginning of each day and collected before pupils leave school. Each item of uniform and kit should be marked with the owner's name for easy return in case of loss.

Lunchtime Arrangements

For pupils who wish to take lunch at school we have a cafeteria that offers a varied menu and a meal will cost about £2.40. Pupils who bring a packed lunch are expected to eat this in the dining hall.

We operate a cashless system in school and all pupils are registered to use the cash machines around school to keep their accounts in credit. Parents/Carers to pay for school lunches from home using 'ParentPay'.

Students are in the care of the school at lunchtime and should not leave the premises unless written consent from parents is presented at the school office.

Equipment

All pupils are expected to bring the following items to every lesson:

Pens, Pencil, Ruler, Calculator, Eraser, English Pocket Dictionary, Pencil Case, Pencil Crayons, Memory stick & Earphones (small, in-ear type)

Pupils are also expected to bring a suitable bag to carry books and property. Stationery is available from the school library at a low cost.

School Hours

School Starts	08.55
Tutor Time/Assembly	08.55 - 09.15
Lesson 1	09.15 - 10.15
Lesson 2	10.15 - 11.15
Break	11.15 - 11.30
Lesson 3	11.30 - 12.30
Lunch Time	12.30 - 13.20
Lesson 4	13.20 - 14.20
Lesson 5	14.20 - 15.20

Newsletters to Parents

The School Newsletter is emailed or sent home with students each half term. This helps to keep parents up to date with what is happening in school.

Medical Arrangements

It is important that parents fill in the admission forms that each child receives on entry to the school, and it is essential that the school office is informed of all changes to telephone numbers so that we can contact you should we need to.

It is important for the School to be fully aware of any medical problems. School must be kept up to date with any changes to your child's health. Please contact the School Office if you wish to pass on any medical information regarding your child.

If your child needs to take medication during school hours a note of authorisation from home is essential and should include instructions regarding dosage and frequency of administration. All medication brought into school is kept safe in the School Office and should be handed in by your child upon arrival at school. The only exception to this is the holding of asthma inhalers. We cannot administer painkillers unless supplied by you.

Absence letters are required at the end of any period of illness.

We have a school nurse who visits the school regularly to conduct health interviews. The school will notify parents regarding medical inspections or inoculations taking place within school.

Complaints Procedure

SMCCAT has an official procedure for parents/carers regarding complaints. In the first instance, such complaints should be made to the Head Teacher who will inform the parent about the procedure should the need arise.

The Home and School Agreement

For St. Augustine's School to succeed in fulfilling the aims of its Mission Statement, it is essential for a strong and meaningful relationship to exist between our pupils, their parents and the school.

As such we have a home and School agreement in place which pupils hold in their planners. The agreement is signed by the pupil, a parent/carer and a member of staff with all parties being expected to work towards the main points of the agreement.

Attendance

In law, each school is required to report its annual attendance figures. Attendance levels at St. Augustine's are good but some parents still arrange family holidays during term time. This is discouraged as it can have an effect on academic progress.

Attendance is the single most important thing that you can ensure as a parent or carer. Our expectation is that students attend 100% of the time, of course we realise that sometimes illness or other issues may happen.

Please make sure that if your child is absent you telephone school before 8.45am on each day of sickness on 01723 363280, alternatively you can send a text to 07786208896 and send in a note when your child comes back to school.

There are several things that you can do to make sure that your child's attendance does not fall below 96%:

Ensure your child arrives on time and comes every day

Try to make hospital, doctor and dentists appointments outside school hours where possible.

Don't plan or book holidays which are in school term time.

Always inform the school if and why your child will not be in school.

Authorised Absences

These may include genuine illness, or days of religious observance. We do not authorise any holidays for students.

Unauthorised Absences

The following are not reasons which the school can accept for not coming to school:

Minding the house

Looking after brothers, sisters or parents

Going shopping

Celebrating a birthday

Sleeping in or missing a bus (parents are expected to get their child in to school)

Arriving late for school

Day trips

Where absence falls below 90% letters will be sent out automatically and, in those cases, where attendance is persistently low we will use the statutory legal powers available. Our Attendance Officer works closely with families to ensure good attendance is maintained, ensuring that our children get the most from school and are ready for the world beyond school.

School Policies

The school policies are available on our website and will provide you with further information regarding educational provision at St. Augustine's.

Charging Policy

The School Governors have agreed to implement the LA policy on charging for school activities. For further information please contact the school.

In the event of damage to school property caused by deliberate intent or unreasonable behaviour on the part of a pupil, then parents may be billed for the cost of repair or replacement at the discretion of the Governing Body.

Child Protection Policy

As a school we are committed to ensuring the welfare and safety of all children. All North Yorkshire schools, including St. Augustine's School, follow the North Yorkshire Area Child Protection procedures, the LA and the Diocesan procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents/guardians about their child. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.





St Augustine's School

Part of the St Margaret Clitherow Catholic Academy Trust

Please detach
and return
this page

Name of child	
Address:	
Contact telephone:	
Current school:	
Date of birth:	
Does your child have Education Health Care Plan? Yes No	Is your child looked after (fostered), subject to special guardianship, or adopted? Yes No
Are you a member of staff at this school or another SMCCAT school? Yes No	Does your child have a sibling at St. Augustine's School? Yes No
Name of school:	Name and year group:
Has your child been baptised in the Roman Catholic Church? Yes- please attach baptism certificate No	
Has your child been baptised or a dedicated member of another Christian Church? Yes- please attach baptism certificate No	

This form is for the school to use against our admissions policy criteria in order to place your child. The policy is on the school website and in the prospectus. It must be returned to the school even if all your answers are no and even if we are not your 1st choice of school.

Please return this form and any relevant attachments as soon as possible to:

Sandra Brown, Clerk to Governors, St Augustine's School, Sandybed Lane, Scarborough, YO12 5LH

St Augustine's School will acknowledge receipt of the SIF and any baptism certificate you send us. Please contact the school if you do not receive an acknowledgment.

OFFICE USE ONLY Date SIF returned to school by Parent/Guardian	
--	--

Criteria

Please see the full admission policy for details and definitions. Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order:

Catholic Children

1. Catholic 'children looked after' (in public care) and Catholic children previously 'looked after' but ceased to be so because they became adopted or became subject to a residence or special guardianship order immediately following having been looked after.
2. Catholic children from our named feeder schools.
3. Catholic children of members of academy staff who have been employed at the academy for two or more years in September 2022 or who teach a subject where there is a demonstrable shortage.
4. Other Catholic children.

Other Children

5. Other 'children looked after' (in public care) and other children previously 'looked after' but ceased to be so because they became adopted or became subject to a residence or special guardianship order immediately following having been looked after.
6. Children of members of academy staff who have been employed at the academy for two or more years in September 2022 or who teach a subject where there is a demonstrable shortage.
7. Children from other Christian denominations from our named feeder schools.
8. Children from other Christian denominations.
9. Other children from our named feeder schools.
10. Other children.

Tie-breakers

Siblings. First priority in each category will be given to siblings that is, children who will have older brothers or sisters attending the academy in September 2022.

Distance. 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.

Parents are asked to note that admission to Catholic Primary Schools is no guarantee of entry into St Augustine's School.

If applicants are seeking admission under criteria 1, 2, 3, 4, 7 or 8 o above, they will be asked to produce a certificate of Baptism or suitable equivalent