



NOTRE DAME HIGH SCHOOL, SHEFFIELD

Diocese of Hallam

*“In the schools teach whatever is necessary to equip
the students for life”*

St Julie Billiart, founder of the Sisters of Notre Dame

Additional Information

2017-2018

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Introduction

Notre Dame High School owes its origins to a French woman, Julie Billiart, who in 1804 gathered together a group of women who dedicated their lives to the education of young people. They bore the name of "Sisters of Notre Dame" and as numbers increased they set up schools all over Belgium. In 1845 the first Sisters came to England and it was not long before their presence was requested in Sheffield.

Four sisters arrived in Sheffield on a rainy day in July in 1855 and had difficulty finding their house or even St Marie's church. Eventually they were directed to the Moor where the 'Holy Green House' had been acquired for them.

When the property became too small to accommodate them and their pupils, they bought two semi-detached houses near the Old Glossop Road Baths, lying between Cavendish Street and Convent Walk. Additions were made to the buildings in 1890, 1908 and 1913 and a very successful school was conducted there. The numbers of pupils presenting themselves to the Sisters of Notre Dame made further expansion necessary.

During the 1914-1918 war, "Oakbrook" on Fulwood Road, the former residence of Mark Firth, was used as a convalescent home and when it became available in 1919 the Sisters bought this property.

In 1935, what was described by the Sheffield Telegraph, of 23 November 1935, as a "splendid new building" was built on the Oakbrook site and it is this building, after some additions and many changes, which forms a major part of the present Notre Dame High School.

Cavendish Street and Oakbrook ran as separate schools until 1948 but after a few years, classes were re-organised so that Cavendish Street became the Lower School Department and Oakbrook became the Upper School Department.

In 1976 Notre Dame admitted boys for the first time and became a mixed comprehensive school. In June 1988 the school left the Victorian building at Cavendish Street with their memories and the ghost of the 'White Lady'. However, the school carries on the traditions and the spirit of those first intrepid Sisters of Notre Dame and the many lay teachers who joined them in later years helping to build the foundations of Catholic Secondary Education in Sheffield.

1995 was a year of celebration for all at Notre Dame. Together with the Sisters of Notre Dame the school celebrated the 150th anniversary of the establishment of the order in England. The school was privileged to be visited by Sister Ellen Geilty the Moderator General of the Order (formerly a Headteacher of the school) and twelve other Sisters. They were pleased to find that whilst equipping students and staff for life and education in this modern technological world the school had continued to foster the timeless values of worship and caring for others, promoted by their dedicated order. In January 1996 a new Technology Suite was opened. New music facilities were completed in January 1997.

In September 1997 mobile classrooms were replaced by a block of eight new classrooms incorporated in a building containing an Open Learning Centre equipped with the very latest information technology systems and library resources. In 1999 sports' facilities were improved by the construction of an all-weather pitch.

In May 2000 the school was visited by OFSTED Inspectors and received an outstanding report. The school also became a Beacon School and subsequently a Leading Edge School.

During 2003 the Hallam City Learning Centre (CLC) was opened on site. The stunning design of the building is complemented by superb facilities for learning. Incorporated within the CLC is a physiology laboratory/fitness suite. The CLC was enhanced in 2009 by the addition of the Environmental Learning

Centre which has been used widely by Sheffield schools, especially the primaries. In 2004 a new suite of classrooms for History was opened and in April 2006 five new Science laboratories came into use.

In autumn 2005 the school was inspected yet again by OFSTED. During the school inspection, inspectors were required to award 51 grades to judge the work of the school. Extraordinarily, every one of the 51 judgements was 'outstanding', a remarkable achievement for the school. Even more remarkably, the Section 48 Denominational inspection which followed also awarded the judgement 'outstanding' in every single category. That year the school was recognised as a 'High Performing School' by the DfE and was invited to apply for a further specialism. In 2008 the school was again judged 'outstanding' in every category and sub-category of the inspection framework.

Recently, the LA wrote about the school, "There is a very positive ethos at Notre Dame embodying the belief that all students are unique and of equal value. Staff work with determination and commitment to abide by the school's aim to build a caring inclusive community which celebrates diversity in ability, disability, race and social class, and where all children achieve their potential. There is a pervading sense of unity existing within the school, which supports the gentle, caring relationships between all of those who are part of it." The School Improvement Partner Report states, 'The school is outstandingly effective'.

The school has continued to develop in the last couple of years with a complete refurbishment of the main building and our new building, St Julie's, which includes our student restaurant, plus a first class all-weather pitch.

Because it is such an outstanding school, in 2011 it was recognised as one of the first Teaching Schools in the country as well as being awarded the title of National Support School. This is a huge recognition of the quality of the staff, who are rated so highly, that other schools come to see their work. It can be seen that your child will be in safe hands at Notre Dame.

Since becoming a teaching school, Notre Dame has become the only 'School Centred Initial Teacher Training' (SCITT) provider in the city. This means that we run and accredit our own course for training teachers, in partnership with other schools across South Yorkshire. This is again testament to the experience and track record we have in helping to develop first class teaching and it has helped us and partner schools to train and recruit the highest quality of teachers.

We have also been actively engaged in leading and supporting educational research, both contributing to the improvement of teaching across the country, but also ensuring that our students benefit from the very best experience, taught by teachers who are innovative, outward looking and informed by evidence of what works best.

The school has moved a long way from 1855 to 2016 but it still retains the crest shared by Notre Dame schools the world over with the words 'AH QU'IL EST BON LE BON DIEU' (Isn't God good!) a favourite exclamation of St Julie Billiart who based her life and work on faith in the goodness of God and creation.

School Dates 2017/2018

Autumn Term

Monday 4th September 2017 – Friday 22nd December 2017 inc

School Opens

Monday 4th September 2017

Half-Term Holiday

Monday 30th October 2017 – Friday 3rd November 2017 inc

Christmas Holiday

Monday 25th December 2017 – Friday 5th January 2018 inc

Spring Term

Monday 8th January 2018 – Thursday 29th March 2018 inc

Half-Term Holiday

Monday 19th February 2018 – Friday 23rd February 2018 inc

Easter Holiday

Friday 30th March 2018 – Thursday 12th April 2018 inc

Summer Term

Friday 13th April 2018 – Monday 23rd July 2018 inc

May Day Holiday

Monday 7th May 2018

Half-Term Holiday

Monday 28th May 2018 – Friday 1st June 2018 inc

Training Days

Wednesday 26th September 2017

Monday 26th February 2018

Friday 13th April 2018

Friday 29th June 2018

Monday 23rd July 2018

A message from the Headteacher

I am very pleased to welcome you to Notre Dame High School. I sincerely hope that this Prospectus, our inspection reports, visits that you make to the school, and discussions with staff, parents and students, will provide you with the information you require to satisfy yourself that Notre Dame High School will provide the quality of education you want for your child.

Notre Dame High School has a distinctive ethos based on Gospel values and expressed in our Mission Statement. We believe that every person is unique and deserves the very best opportunities. For this reason we emphasise traditional academic values and we put great emphasis on the behaviour and appearance of our students. We offer students a happy, hard working atmosphere and a stimulating curriculum. As our last OFSTED report states **“Notre Dame is an outstanding school... Students thrive in an atmosphere where each is cherished as an individual and all are challenged and supported to achieve their best. Throughout the school relationships are exemplary.”**

The school is widely recognised as being at the forefront of new methods of teaching and learning. Again, during our last OFSTED inspection, inspectors commented: **“Teaching and learning are outstanding. This has come about because of the strong determination teachers have to do the best for their students.”**

Over recent years the school has been nationally acknowledged for its outstanding achievements. It has been recognised for its specialisms in Science, Maths, Technology and the Humanities. In 2011 Notre Dame High School was designated as one of the first 100 Teaching Schools in England as the school is seen to be a lead school in helping to improve the quality of teaching and learning within education. Students have access to great facilities like the Open Learning Centre, the fitness suite and the prayer garden on site, which provide students with excellent support for learning and development. Of course, the most important resource for any student is the teacher. We are fortunate at Notre Dame High School in having very committed and hard working teachers and other staff who demonstrate a remarkable degree of loyalty to the school and personal support to students. The individual care, attention and encouragement received by students is a feature of the school.

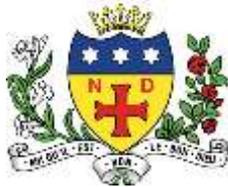
Gospel values such as peace, trust and, above all, love are reflected in our care of students and in the strong emphasis we place on welfare and discipline. An inspection of the Catholic life of the school and religious education, found that **“The provision of Catholic education at Notre Dame High School is outstanding. The school offers a rich range of innovative and imaginative religious experiences, the quality of which is such that it continually inspires students to reflect, consider and act upon Gospel values. The school community is calm and caring, creating an environment which is conducive to the spiritual and moral development of all its members.”** Teachers have high expectations of students both in terms of academic work and behaviour and as a result students develop good learning habits. As a Christian community we ensure that there are many opportunities for reconciliation and personal support in time of need.

Within this prospectus we have attempted to give an idea of what Notre Dame High School is like. This is a snapshot view and does not adequately reflect the quality of school life in this caring and vibrant Catholic/Christian community.

Our students are very proud of their school. In turn, we are very proud of our students, their work and achievements, and would welcome the opportunity to show you around the school.

If you would like any additional information, please contact school.

S Davies
Headteacher



**NOTRE DAME HIGH SCHOOL
MISSION STATEMENT**

**“If you have love for one another, then everyone will know that you are my disciples”
(John 13:35 G.N.B.)**

Each person is created by God to live with Him forever.

Aim: To promote Gospel values through liturgical and other curricular experiences.

To achieve this aim, the school will:

- celebrate the Eucharist as the central act of worship for the Christian church;
- ensure that Prayers are said daily;
- arrange for all students to experience Religious Education;
- provide the opportunity for all students to experience Gospel values in all aspects of school life.

All persons are formed, sustained and strengthened by the quality of relationships with others.

Aim: To build a caring community.

To achieve this aim, the school will:

- actively promote good relationships based on mutual respect;
- recognise and celebrate all types of achievement and endeavour;
- ensure that students experience care, order and discipline;
- meet the needs of all new members of the school community.

We believe that everyone is unique and of equal value regardless of academic ability, class, creed, gender, race or wealth.

Aim: To enable all members of the school community to realise their potential.

To achieve this aim, the school will:

- develop a well resourced, broad and balanced curriculum to meet the needs of all students;
- promote excellence in all aspects of school life;
- invest in the training and development of staff.

We believe that education is a moral transaction from one generation to the next and takes place in the Home, the Parish, the School and the Community.

Aim: To develop links between Schools, the Parish, the Home, and the local wider Community.

To achieve this aim, the school will:

- promote understanding and communal activity;
- be welcoming and promote links with the wider community;
- work in partnership with parents;
- actively work towards developing communication and mutual support between the Parish and the School.

The School Day

Lessons begin at 9.00am and a warning bell will go at 8.55am at which students must move off to their first lesson. School ends at 3:35pm. There is a 20 minute morning break and a 55 minute break for lunch. Students will have a form time with their form tutors every day. On most days this will be before lunch, and on assembly days it will be after lunch (see the information below). Students are supervised in school throughout the lunchtime.

Warning/move to Period 1 Bell		8.55am
Period 1		9am – 10am
Period 2		10am – 11am
Break		11am
Warning/move to Period 3 Bell		11.15am
Period 3		11.20am – 12.18pm
Early registration	Lunch	12.18-12.40
Lunch		
	Late (Assembly) registration	13.15-13.35
Warning/move to Period 4 Bell		1.30pm
Period 4		1.35pm – 2.35pm
Period 5		2.35pm – 3.35pm
End of School		3.35pm

School Buses

Transport is available to and from school on a range of service buses from around our catchment area. Passes are available for eligible students by applying to the Local Education Authority. Zero Fare Passes are available for eligible students through Sheffield City Council (Howden House) and Mega Travel Passes are available from South Yorkshire Passenger Transport Executive.

Further information on school buses will be available to parents at the Summer Open Evening once a place has been offered.

Every child and family will sign a bus behaviour contract which is sent out with admissions' information and stored in school. This has been developed in partnership with Sheffield Schools, South Yorkshire Police, South Yorkshire Passenger Transport Executive, Transport Providers and the Children and Young People's Directorate. The school and service providers work closely together to monitor behaviour, safety and welfare of students using service buses.

Please be aware that our bus service can be subject to periodic disruption due to weather, road works and other events. This can be exacerbated by the wide catchment area we serve. Where possible we keep parents informed of any disruption through our website, email system and text alerts which we would encourage you to sign up for.

Please note that the buses are not a Notre Dame Service but a public service that serve most Sheffield schools on published routes.

Links with Primary Schools

“We believe that education is a moral transaction from one generation to the next and takes place in the Home, the Parish, the School and the Community.”

Well before your child arrives at Notre Dame High School many activities are arranged which ensure he or she is able to make a smooth and happy change of school. We work very closely with your child's primary school so that we can build on and develop the knowledge and skills they have previously gained.

Notre Dame High School's Primary Liaison teacher visits each of the feeder primary schools to meet all the students and activities are arranged for them which help them prepare for secondary school.

In the summer term of Year 6, our new students will be invited to visit Notre Dame High School for an induction day to meet their Head of Year, other students, and most importantly, where possible their form tutor who will be responsible for them during their first year in school. They will spend the day in their new form. This induction programme continues in September when all new students spend a further day with their new form and subject tutors hence easing a smooth transition from their former schools. In addition, students from non-feeder primaries will be invited to a half-day induction, as well as the full day since they are not visited by the Primary Liaison Teacher.

Parents will also be invited to visit the school on the evening of the Induction Day in order to meet and talk to senior members of staff, Head of Special Educational Needs and form teachers, where possible, and obtain any further information they may need to have about our school.

Working together with students, parents and primary school teachers we are sure we can make the transfer a very positive experience for all students.

The Curriculum

“Teach them what is necessary for life”

St Julie Billiard

“We believe that all pupils are unique and of equal value regardless of academic ability, class, creed, gender, race or wealth.”

The curriculum is the sum of the spiritual, academic and social experiences of our students. The curriculum policy statement is an expression of our School Mission Statement emphasising our shared sense of purpose. It is available from the school on request. The curriculum at Notre Dame High School is organised to provide and encourage all our students to take advantage of the wide range of learning opportunities available to them.

We want every student in our school to achieve their full potential.

All our students are expected to work hard and their progress is monitored regularly and carefully.

Students complete KS3 over a 2 year period and then have choices as to the subjects they study during KS4. The courses on offer during KS4 are usually either 2 or 3 years in duration. We term the two year courses ‘Mid-size’ and the three year courses ‘long thin’. Students make their initial options choices in Y8. At this point they will choose two mid-size options; one subject to study Y9-Y10 and one subject to study Y10-Y11. They will also choose one long thin option to study from Y9-Y11. The organisation of our option blocks for KS4 (and in particular the differing length of the available courses) increases the breadth of choice available to students. Starting KS4 in Y9 gives more time to this phase of education and enables us to tailor progression routes more appropriately to students based on their needs. Students are able to choose a wide range of GCSE courses and other work related and work based courses.

The following section outlines the curriculum that will be followed by students during Key Stage 3 and Key Stage 4.

Key Stage 3 Curriculum

During this Key Stage, all students follow a broadly common course of study in line with the National Curriculum and have an entitlement to:

Religious Education
Mathematics
English
Science
History
Geography
Design and Technology
Art
Music
Physical Education
A Modern Foreign Language (French or Spanish)

In addition, students will follow an ICT course which covers the ICT national curriculum.

Students will receive Personal, Social and Health Education (PSHE) and Citizenship Education within the core subjects listed above. PHSE is also delivered 2 hours a week in Y8, and through Enrichment Days. This will be supported through form time and the assembly programme.

During Y8 students have the opportunity to choose some of the courses they would like to study for Key Stage 4. Advice on how to choose subjects is given and decisions are made by students, parents and staff working together to ensure the best choices for each individual.

The options process usually start with a Enrichment day dedicated to GCSE choices in early January, followed by a parents' options information evening in Late January. We then have Y8 parents' evening in February when we issue the options forms, which are due in for early March.

Key Stage 4 Curriculum

Students follow a common core leading to examination in:

Religious Education

English (and English Literature for most students)

Mathematics

Double award Science (Triple award can be taken by electing to take it as the long thin options choice).

The majority of our students will also be required to take a Modern Foreign Language.

In addition to this core course, students will have some choices about what they study. These courses will either be mid-size two year courses or long thin 3 year courses. The main choices are made during Y8 (for the following September) but depending on the courses chosen, students will also be able to make further choices during Y9 if places on other courses are available. Over the period of KS4 the majority of students will be able to choose three option subjects plus the language they have studied in years 7&8. Extensive support is given to help students make these choices. Not all courses will run each year. It is dependent on student demand and available staff expertise.

Students can choose additional courses from a range which usually includes:

Art and Design

Business Studies

Computer Science

Child Development

Drama

Geography

History

Health and Social Care

Information Technology

Music

Photography

Physical Education

Technology – Food Technology, Electronic Products, Textiles Technology and Resistant Materials

Triple Science

Everyone also follows a non-examined programme of Physical Education.

Personal Health and Social Education (PSHE) and Individual Advice and Guidance (IAG) are delivered within the core subjects listed above and through Enrichment Days. This is supported through form time and the assembly programme. Considerable resources are put towards supporting students making decisions about post 16 study or training-our philosophy of education is about 'educating for life', rather than just the exams!

Core Subject	Option
English Literature *1 GCSE	1*1 GCSE
English Language*1 GCSE	2*1 GCSE
Maths*1 GCSE	3*1 GCSE
Double Science*2 GCSE	
Religious Education*1 GCSE	
Modern Foreign Language*1 GCSE	

Our curriculum allows for 7 GCSEs in the core subjects and up to 3 more in the optional subjects.

Physical Education

Physical Education is taught from Years 7 to 11 – GCSE PE is available and Sports Studies is available as an A-level subject in the Sixth Form. Activities cover the full range of traditional sports for both girls and boys including football, rugby, cricket, netball, tennis, rounders, volleyball, athletics, badminton, trampoline, cross country running, gymnastics, basketball, dance and hockey. Students who started in Y7 from September 2007 onwards receive their entitlement to 2 hours of timetable Physical Education each week.

Students may be taught in the gymnasium, hall, outdoors, on our astro turf facility or in our well-equipped sports hall. We offer a wide range of lunchtime and after-school clubs, including ski club, netball, football, rounders, athletics and hockey. Students from Notre Dame win a variety of awards each year.

Sixth Form Education

In our Sixth Form we offer you the opportunity to study in a vibrant, friendly and highly successful school with strong Christian values at the heart of everything we do. Notre Dame Sixth Form is a warm and welcoming community with students joining us from around 30 different secondary schools each year. We are an inclusive Sixth Form and welcome students from all faith backgrounds as well as those for whom faith is not a part of their lives.

Our Sixth Form draws on a tradition of excellence in education first established in 1855 by the Sisters of Notre Dame, all the way through to our status in the 21st century as a system leading school designated as a National Teaching School and consistently rated as outstanding. We are proud to blend a deep sense of heritage with cutting edge educational practice and are extremely proud of OFSTED's assessment of our Sixth Form as Outstanding in all areas.

We offer a wide range of subjects for study at A-Level taught by well qualified and experienced teachers who are deeply committed to helping you meet the demands of your studies. With an emphasis on supportive pastoral care you will be part of a form group with daily contact from your personal tutor to help ensure you make the best of your time with us.

Although many of our students go on to study at the most highly rated universities in the UK, It's important to us that when you leave our Sixth Form you do so with more than 'just a set of grades.' At Notre Dame there are tremendous opportunities for personal and spiritual development. You are given the chance to take on responsibilities and participate in activities which will develop you personally and allow you to respond to the needs of the wider community. For example, through support work in local primary schools, the Duke of Edinburgh Award scheme, residential weekends, paired reading schemes and by working with staff to run whole school events such as our Summer Festival, Sports Day and other volunteer lead activities; we hope to offer you a rewarding experience beyond the classroom.

Careers and Guidance

Part of our responsibility is to help prepare students for life after school. We have developed links with local businesses and industries and involve people from the business world in our learning programmes.

Students in Years 9, 10 and 11 are supported in considering the choices available and in the decisions they make. Further guidance is given to Sixth Form students as they plan for their future courses and careers after A levels.

Parents and students are invited to information evenings, where they have the opportunity to decide, together with the school, the most appropriate action for the future.

There is a careers library within the OLC and careers software is freely available within school and on the internet. Opportunities for work experience, courses and events will be advertised on Show My Homework and on school noticeboards. Parents are always welcome to make an appointment to discuss the choices available to their son or daughter.

Sheffield Futures supports our school by:

- Providing up-to-date information on education, training and employment.
- Offering individual, impartial careers' advice to students in Years 8, 9 and 10 and particularly in Year 11 when major choices have to be made.
- Working with parents to help them to help their son/daughter.
- Helping young people after they leave school.
- Giving extra support to young people with special needs.

We also have a Careers Assistant working in school to help students to apply for or look at specific careers and a member of teaching staff with responsibility for this area.

The school uses the online UCAS Progress system to manage progression between Key Stages 4 and 5. There is a wealth of useful information on the UCAS Progress website which will help support your child's decision making.

We would also draw your attention to the National Careers Service website: <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> where you can access more information.

Celebration of success

Students are encouraged to recognise their God given gifts and talents and to work together to develop them and use them to the full. Throughout years 7 to 11 opportunity is given at each monitoring cycle to reflect on experiences and achievements and celebrate success. Their talents and achievements are recognised throughout the year in numerous ways including through the logging of Positives, Monitoring Awards, Exceptional Student Award, Headteacher Award, gift vouchers etc.

A Celebration Assembly is held at the end of each academic year to recognise the efforts and achievements of the students and the contributions they have made to our school and wider community. This is an opportunity to reflect on the year and give thanks for all that we have shared. Each student is presented with a personalised certificate showing all of their Monitoring Awards and other achievements, as well as a Notre Dame gift, recognising their place and value in the Notre Dame family.

Assessment

It is important to us that each student fulfils their potential. Students arrive with us at a variety of different starting points and it is important that this is taken into account.

When students join us we look carefully at the level at which they are currently working. This will usually be informed by their Y6 performance if this information is available. We then project this forward to a GCSE grade range that students with this starting point typically go on to achieve. In effect, this grade range can be thought of as 'the sort of GCSE grades that students are on track to achieve when they join us.' In calculating this GCSE grade range we take into account that Notre Dame is a high performing school and that students here typically make more progress than the national average. We then monitor the progress of each student to ensure that they remain on track for at least these GCSE grade ranges.

Our firm belief is that the starting point does not cap or limit a student's potential. The GCSE grade range is not a prediction of what a student will get, it is simply a guide as to what each student was on track for when they started with us. We expect many to achieve higher grades as a result of hard work on their part and support from home and school.

Students are assessed regularly by written and practical work, course work, assignments and more formal examinations. Reports providing information about each student's 'approach to learning' are provided on a regular basis (approximately once per half term) with progress reports provided approximately termly. Full details about the information that we report to you and when we publish this information is available in the student journals.

Approach to Learning and Progress information is always available through e-portal. Parents' evenings provide further opportunities for parents and teachers to discuss the progress and development of each student.

All homework is now set electronically via the online 'Show My Homework' tool. Parents and students can download a free app that allows them to keep track of and monitor the homework that has been set.

All students also have a paper journal – this is used for a variety of purposes and students should have this with them at all times. There is space in the journal for parents to notify the form tutor or subject teacher if they have any queries. The form tutors check each student's journal every week and we ask parents to monitor your child's journal regularly.

Homework

This is seen as an essential part of every student's life at Notre Dame High School. Homework will be set regularly, though the amount and type will vary from subject to subject. All homework will be recorded on our online system (Show My Homework), which we ask parents to monitor through your personal logon. We hope that you will support us by ensuring that all homework that is set for your child is completed. For more information please refer to the School's Homework Policy, available on request and via our website.

Progression beyond Y11

Many of our Y11 students choose to go on to our Sixth Form to pursue further study with us. We guarantee places in our Sixth Form for those wishing to stay who meet the entry requirements. However, for some, education, employment and training with another provider is far more appropriate and plays to their strengths and interests. These students will have priority for one-to-one career advice, as well as receiving support to write a Personal Statement and references from a relevant member of staff. Where required, we can provide your child with a Progress File in which they can present evidence to discuss at interview, complete with Monitoring Reports and any relevant certificates. In addition to this, we have a Work Related Learning Coordinator, who can organise extra advice and support.

Religious Education

Students follow courses which are cross-referenced with The Curriculum Directory of the Bishops of England & Wales, which outlines the content and scope of what is taught in Religious Education in Catholic schools and colleges.

The aim of Religious Education in Catholic schools is to

- a) promote the knowledge and understanding of Catholic life and faith (**Learning about**)
- b) an understanding of the response of faith to ultimate questions about human life, its origin and purpose (**Learning from** religion).

In Notre Dame High School, teaching is rooted firmly within our Catholic/Christian tradition while remaining open to and respectful of the beliefs & practices of other faiths. The study of Religious Education in all schools is crucial to develop a religiously literate community who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life. The aim of Notre Dame is to promote the dignity and freedom of every person as created in the image and likeness of God and draw out of young people their God given potential to enable them to fulfil their unique role in creation within the human community.

To be successful, Religious Education must include analysis and reflection, critical appreciation of sources and examples, and a real sense of progression through the different stages of education. The systematic teaching of the Catholic faith in our schools will enable our young people to find their roots in the Catholic tradition and to do so with confidence and pride. Most importantly, of course, they may discover Jesus Christ as their personal Saviour. As Pope John Paul II often said *we must contemplate the face of Christ*. From this understanding comes the capacity to engage in informed dialogue with children and young people of other faiths. This is the basis of their future contribution to social cohesion.

In Religious Education by focusing on the two attainment targets, the department aims to:

- Develop a knowledge and understanding of different beliefs, practices, teachings and sources of authority.
- Develop a knowledge and understanding of celebration and ritual.
- Develop a knowledge and understanding of social and moral practices and ways of life.
- Reflect on and critically analyse the students' and others' beliefs and values.
- Reflect on, analyse and evaluate questions on the meaning of life.

The department will address the mysteries of faith, of God and his saving will, the central place of Jesus, our Saviour, present in the Church, the source of our faith and model of Christian conduct.

In Years 7-9, the Religious Education programme is based on the requirements of the Curriculum Directory. Special emphasis is placed on encouraging respect for other denominations and faiths, and on exploring issues of justice. At KS4 we follow the Eduqas GCSE Religious Studies route B. The course begins in the second half of year 9 when the students do an in depth study of Judaism on which there will be a separate GCSE exam. At Key Stage 5 many students choose to follow an A level course in Religious Studies. We follow the Eduqas A Level course. (Christianity, Philosophy of Religion and Ethics). All students will follow a programme of 'Core' Religious Education. The Core course includes units on, Is God dead? Sex and relationships, Violence and Extremism, Buddhism and materialism, Liberation and Feminist Theology, Volunteering and Christian Leadership.

The Spiritual and Religious Life of the School

Notre Dame is a vibrant, worshipping community. We provide a wide range of spiritual and religious experiences throughout the course of the academic year and indeed across the five or seven years that a student will spend with us.

In this school students will experience:

- Daily prayer at the beginning and end of the day in addition to form prayers during registration.
- Services to mark the special times in the Church's year e.g. Christmas, Easter and Ash Wednesday.
- Weekly Religious Assemblies.
- Voluntary Mass on special occasions.
- A Mass every year for each year team including a special Leavers' Mass in Year 11 and Year 13. In Year 7 students also prepare and participate in a class Mass.
- Penitential, Advent and Lenten services.
- A day of reflection lead by the Chaplaincy team in Years 7, 8, 10, 12 and 13.
- A 'CAFOD Day' to explore issues of poverty and justice in Year 9.
- Shoah service with Y9.
- World Faith Places of Worship visits

Students will also be given the opportunity to participate in;

- The Diocesan Pilgrimage to Lourdes in Years 10 to 13.
- Residential retreats in Years 7 & 8 at 'The Oakes' Holiday Centre

The Chaplaincy Co-ordinator

We are fortunate to have a permanent Lay Chaplaincy Co-ordinator in school. Ms.Suzanne Gomes was appointed in January 2015.

The aim of the Chaplaincy Co-ordinator is to co-ordinate the spiritual activities of the school in order to support everyone in the School community in their journey of faith. Specifically the co-ordinator aims to encourage our students and everyone in the community to fully participate in all of those activities associated with Chaplaincy and contribute to the planning and preparation in advance. The school in particular has set itself the mission to enable the spirituality throughout the school over the whole course of the year to be planned and delivered by and for the students.

Links with the Community

As part of our community liaison programme we aim to work closely with parishes, families and partner organisations.

We regularly invite parishes to participate in liturgical events, from inviting priests to celebrate liturgies to holding services in different parishes. The school has set itself the challenge to further develop liaison with parishes over the coming years.

We regularly hold parent/guardian information and progress evenings. All students, families and friends of the school are also regularly invited to attend services and events. The school also communicates regularly with parents through the eportal reporting system.

We are particularly proud of the school's work to support those in need. The school has made a Covenant with the Poor. This entails working closely every year with CAFOD and St Wilfrid's Drop In Centre to raise awareness of issues of poverty in school, to campaign for justice and provide practical support e.g. supporting the 'Grace' food bank. Fundraising for these charities and the Good Shepherd fund is a major part of school life every year.

Pastoral Care and Discipline

"All persons are formed, sustained and strengthened by the quality of relationships with others."

Students can only be expected to achieve their full potential when there is support for their welfare and personal development. We want our students to achieve not only their academic potential but also to develop into people with well-developed social skills who are prepared to be supportive of Christian values in society. Both pastoral care and relationships were described as excellent in our most recent OFSTED inspection report.

Our system of pastoral care is based on the Form Tutor group and the Form Tutor will often be your first point of contact. Form Tutors and other staff work closely with Heads of Year, and an Assistant Headteacher who has overall responsibility for discipline and welfare.

Anti-Bullying and Behaviour Policies

Our anti-bullying policy encourages consideration for the feelings of others and develops an awareness of the consequences of hurtful and thoughtless acts.

As a Catholic School living by Gospel values we want to create an environment where each student experiences these values and where everyone feels comfortable and safe.

The Notre Dame High School Behaviour Policy promotes respect both in the classroom and the wider environment.

Copies of our policy are available to view on the school website.

By accepting a place at Notre Dame High School for your child you automatically accept the policies of the school including the Behaviour Policy. These are updated from time to time and your comments and suggestions are welcomed.

Special Educational Needs (SEN)

Notre Dame operates an inclusive, 'social' model of inclusion for children with SEN. We seek to always honour the divine origin and eternal destiny of all our students. This means that we strive to create an environment where all our children participate fully in our curricular and extra-curricular life together. We are highly aspirational for our students and are intent on creating a context in which special needs do not limit their ambition or success. This not only fulfils the requirements of the 2015 SEND Code of Practice, it also reflects our Gospel values. We also recognise that our students with SEN have a unique contribution to make to our community.

We provide personalised support based on Quality First Teaching in the classroom. In the core subjects, classes are set so we are able to have some smaller teaching groups. We employ extra teaching staff to ensure that we tailor work to the most appropriate level within these groups. We also have a team of Learning Support Assistants who provide support in many classes.

The progress and well-being of students with SEN is monitored closely and approaches to support are reviewed regularly. Additional support is offered to students in a variety of ways e.g. through an academic support service at lunchtimes, personalised reading and numeracy groups, peer mentoring and through the school's wide range of clubs and activities. The SEN staff are highly visible and always ready to offer support and advice.

The SEN department actively pursues close working relationships with our parents, believing that each plays an essential role in supporting the other. In all of the above, we strive to fulfil St Julie's calling of teaching the children what they need to equip them for life.

Attendance and Punctuality at Notre Dame

A number of recent studies have shown that there is a clear and direct relationship between pupil attendance and achievement.

We are very proud of our students' excellent attendance and punctuality. Our attendance is always amongst the highest of all secondary schools in Sheffield.

Absence through illness

Parents/carers should inform the school of absence **on every day** of absence by either **phone** (student reception) or **email** (ataylor@notredame-high.co.uk).

Sharing data

If your child's attendance falls below 95% in any given half term (85% for the first half term) we will write and share this information with you.

Intervention

If your child's attendance falls below 90% overall we will investigate the reasons further and may contact you by telephone, arrange a home visit or set up an attendance panel in school.

Appointments

Wherever possible, we would ask that medical and dental appointments be made outside school hours, but when this is not possible the student should sign out from the medical room on leaving school and sign in on his/her return. For safeguarding purposes it is essential that we know where your child is at all times.

Holidays

Please DO NOT arrange holidays in term time as these cannot be approved. In extreme circumstances, parents may request permission for a leave of absence from the head teacher who may give permission. This is NOT an automatic entitlement of parents. A leave of absence form can be downloaded from the 'Policies' section in the parent tab on our website and must be submitted at least **FOUR** weeks in advance. Where an unauthorised absence has been taken we are obliged to pass the information on to the Local Authority who then make a decision whether or not to issue an attendance fine.

Thank you for your support.

Sex Education

“All persons are formed, sustained and strengthened by the quality of relationships with others.”

Introduction

The 1988 Education Reform Act stated that schools should provide a curriculum which promotes ‘the spiritual, moral, cultural, mental and physical development of students...and of society, and prepares such students for the opportunities, responsibilities and experiences of adult life.’

This is re-emphasised in the 1993 Education Act which requires that sex education be provided as part of the secondary school curriculum as it is an integral part of the growth and development of students and cannot be neglected if the school is to fulfil its statutory obligations.

It is the responsibility of schools in partnership with parents to provide all students with accurate information about health matters, to help them clarify attitudes and values which influence choices and to promote the acquisition of healthy patterns of behaviour.

The Church’s teaching on sex education from the Second Vatican Council supports the provision to our young people of positive and prudent sex education as this is part and parcel of the total formation of a person. As Pope John Paul stated, ‘Sexuality is an enrichment of the whole person – body, emotion and soul’.

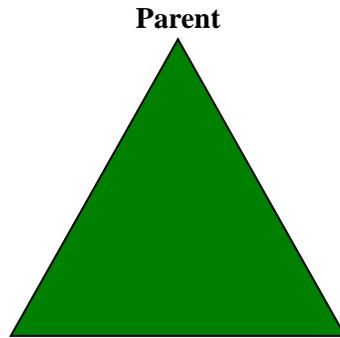
The Educational and Theological justification for providing Education in Sexuality to our Children.

There has been and is a rapid change in our society and the whole moral culture. Our children need to be given positive guidance in order to understand and cope with these changes and the pressures that will come to bear on them. In giving positive education it allows them the potential to develop while enabling them to understand and appreciate dangers and risks. They will have the knowledge, skills and understanding on which to base informed decisions.

Sexuality is a fundamental component of the personality, of communicating with others, of expressing human love. It is an integral part of the growth and development of a persona – spirituality, intellect, morality, socialisation, and culture. If, therefore, it is an intrinsic part of human development, students need to develop knowledge, skills and understanding in order to prepare for their future in society whilst still acknowledging the values of the Gospel. In this way they can achieve the most complete formation possible, and be prepared to adopt an adult role in society.

The Church states that in looking at Education in Sexuality it allows students to appreciate all their human gifts and encourages them in genuineness, warmth, trust and security.

We all have a role to play in order to help our children make sense of our world.



The Role of the Parent School Church

As a school we believe that partnership with our community and our parents is of vital importance. Notre Dame High School cannot function successfully for your child without the support of parents, and parents play the primary role in their child’s development. We wish to support parents by providing their children with a caring environment in school, which contributes to a balanced educational programme in the widest sense.

The Education in Sexuality programme is, therefore, “supportive to the developmental process taking place in young people”, presenting information whilst balancing that with the moral principles and the teaching of the Catholic Church.

Parents are encouraged to have a look at the programme we are delivering and, if they would like to discuss issues with their children but feel they need more information, we can provide them with resources or give them contact numbers.

As stated, we believe in a strong, supportive partnership with parents. Parents, however, do have the right to withdraw their children from the Education in Sexuality programme. We do believe, though, that in order to remain true to our mission statement as parents and as a school, our children’s ‘total formation’ is a moral transaction from one generation to the next.

Aims and Objectives:

The fundamental aim of sex education is the development, growth and journey of the whole person towards becoming ‘fully alive’ as a unique creation made in God’s image.

Objectives of Education in Sexuality

The objectives set out below are drawn from the Bishops’ Conference.

- To have an awareness of where students/children are, in their knowledge and understanding, so that their concerns can be identified.
- To engender growth in self respect and self worth, recognising that each of us is created in the image of God.
- To explore the meaning and value of life, and give some appreciation of the values of a family life.
- To enable pupils to have some understanding that love is central and the basis of meaningful relationships.
- To enable students to have some understanding of themselves, their own bodies, their emotional development, as they grow and change and have an awareness of fertility, the constant fertility of the male and the cyclical fertility of the female, and the changes in feelings the monthly cycle brings.
- To encourage students to become aware of their attitudes and values and have a sense of responsibility for themselves.
- To enable students to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.
- To have some understanding of and to give sensitive consideration to the beliefs, values and cultures of others.

- To provide a forum where students can share their concerns and offer a climate of support where they know that they will be listened to sensitively.
- To correct mis-information in order to help students be aware of peer, social and media pressures, where necessary.
- To help with careful consideration of contraception and family planning, bearing in mind the Catholic Church's stance on contraception.
- To give students an awareness of where they might seek help outside school.
- To explain the process of human procreation.
- To enable students to recognise the importance of the choices they make and that they are responsible for the decisions they take.
- To help with the careful consideration of and teaching on homosexuality.

Uniform

Further guidance and example photographs are available on the school website.

- Bottle green V-neck jumper with school badge. The jumper should be brought to school at all times. The jumper must always be worn under a coat and for more formal occasions such as assembly.
- School polo shirt or plain white tailored shirt with long sleeves and buttoned to the neck. This must be worn with a NDHS tie.
- T shirts/ vests worn under polo shirts should not be visible
- A school tie (worn with shirt collar with top button fastened and tie fastened up to the neck).
- Black school shoes: flat, full shoe covering all of the top of the foot and fastened onto the foot with laces or strap. Approved shoes available at Wyndsors Shoes or similar stockists (see website for approved styles)
- No trainers or shoes which look like trainers
- No boots
- No ballet pump type shoes or plimsolls
- No canvas shoes.
- Bottle green Price & Buckland- style skirt
- Black Price & Buckland style tailored trousers for boys and girls
- Trousers should not be made of stretchy fabric. They must not be straight legged 'skinny' type or jeans style. No patch pockets or additional trim. For safety and comfort, trousers should not trail on the floor.
- Trousers should be worn on the waist
- Plain black belt (if worn)
- Plain black socks or plain black tights. Socks should be ankle socks or worn up to the knee. Students should not wear socks and tights together. No leggings.
- Warm, waterproof coat, not a short jacket. No camouflage.
- It is advisable a waterproof be brought to school in summer. These can be purchased from Price & Buckland.
- No denim, cord, canvas, leather and no conspicuous logos.
- No tracksuit tops or bottoms
- No hoodies
- Students are not allowed to wear coats in class
- In cold weather plain, warm scarves and hats may be worn outside but not fashion scarves, shawls, or football scarves or hats.
- A black or green hijab may be worn
- NDHS caps may be worn on days when there is a risk of sunburn (decision rests with the school)

- No jewellery may be worn, with the exception of one pair of small stud earrings (worn in the lobe of the ear), a religious medal or cross on a chain worn under the shirt. No rings or bracelets
- The school does not allow extremes of hair fashion i.e. no lines, patterns, shaved heads (not no. 1 cuts) or obvious dyeing of the hair. No hair extensions. Hair should look natural. Please check with school first if you are unsure
- No fashion hair accessories.
- Hair must be kept tidy in the interests of safety (long hair tied back)
- No marks/cuts allowed in eyebrows.
- No fake tan.
- No make-up
- No nail varnish/nail extensions or false nails.
- No tattoos (including Henna) or body piercings.
- School bag; must be a rucksack, satchel or messenger bag (see examples on website).
- Bags must be waterproof, large enough to accommodate A4 files and textbooks and be able to fasten. They should have a strap long enough to be carried on the back or across the body. Bags should be in the style of the school bags which are now available to order from our uniform supplier, Price and Buckland.
- No fashion handbags i.e. with short handles/buckles/padlocks
- No camouflage or animal print/skin effect bags

PE/Games Kit

- House coloured polo shirt.
- Plain black shorts or black tracksuit bottoms or black sports leggings
- Green school sweatshirt
- White or black socks
- Sports trainers
- Some activities will require that pupils bring a towel for showering
- No jewellery should be worn
- Jewellery cannot be taped – it must be removed.
- Long hair needs to be tied with a bobble

NB: In the interests of fairness and consistency across the school, please accept Mr Johnson's decision on all uniform matters.

Our Contract

As of September 1999, we are required by law to request that parents sign a Home/School Agreement.

HOME/SCHOOL AGREEMENT

THE STUDENT

I shall do my best to:

- attend school regularly and punctually
- bring the necessary books and equipment
- do classwork and homework to the best of my ability
- log onto SMHW every day
- be polite and respectful to others
- help to look after the school environment.

Signed (Student)

THE PARENT/GUARDIANS

I/We shall do our best to work in partnership with the school by:

- supporting the Catholic ethos of the school
- ensuring that my child attends school regularly (full attendance avoiding holiday/leave of absence requests during term time), arrives on time and is properly equipped
- supporting the school's policies and guidelines concerning school dress and behaviour
- supporting my child with homework by utilising SMHW
- checking and signing the Journal
- attending Parents' Evening and discussions about my/our child's progress
- informing the school about any concerns or problems that might affect my child's work or behaviour.

Signed (Parents/Guardians)

THE SCHOOL

We will do our best to work in partnership with you by:

- caring for your child's safety and well-being whilst in school
- ensuring that your child achieves his or her full potential as a valued member of the school community
- providing a balanced curriculum, meeting the individual needs of your child
- achieving high standards of work and behaviour through building good relationships and developing a sense of responsibility
- keeping you informed of both general school matters and your child's progress.

Signed (Head of Year)

General Information

Visiting the school

Should you wish to visit, please telephone in order to make an appointment. The main reception is located on Riverdale Road.

Parents' Evenings

These are held once a year for each Year Group. Subject teachers will be present to discuss your child's progress.

We also hold Information Evenings in September in order to explain the curriculum which your child will be following

Communication

The school website contains up- to- the- minute information about the school and provides an opportunity to celebrate the achievements of students and staff alike.

Key areas include:

- Curriculum outline
- 'Wisepay' online payment system
- School calendar
- Bus arrangements
- Uniform ordering
- Contact details
- e portal, which contains details of your child's progress

Letters to parents

These are mostly sent by e mail, although you may express a preference for paper versions of any correspondence.

Form Groups

Students are placed in mixed ability Tutor Groups in Year 7. These are drawn up in consultation with Primary school teachers. Subject groupings are subject to change as your child moves through school. In many subjects students are grouped according to ability. In Years 9 to 11, groups are also determined by option choices. Years 12 and 13 are open to students who meet the entry requirements and who wish to continue their education as part of a vibrant Christian community

Books and Materials

It is important that students treat school books and other learning materials respectfully. Books are loaned to students and we ask that they are returned promptly. If they are lost or defaced a charge will be made for their replacement.

Parents should provide students with writing and mathematical equipment (which may be purchased from NDHS). Tippex is not allowed in school

As your child will have books and equipment to carry each day it is important that they use a suitable bag (see website for details)

Trips and Visits

We organise a wide range of educational activities in order to enrich the curriculum

On occasion, educational visits are arranged in school time.

You will be asked to sign your agreement to the visit and to a code of conduct which must be adhered to whilst the trip is in progress. School policies, including those relating to behaviour, apply in all instances. You may be asked to make a voluntary contribution towards the cost of a trip.

School Meals

A wide range of food (including vegetarian options) is available, although you may bring a packed lunch if you prefer. Breakfast items may also be purchased between 8.25am and 8.45am. Application forms for free school meals may be obtained from the Local Authority. We encourage you to apply if you are eligible as this benefits the school in terms of enhanced funding. Students who qualify for free school meals also qualify for a 50% reduction in the cost of the school uniform.

Pupil Images

It is the policy of the school that still photographic, digital photographic, (including CCTV footage), webcam and video imagery may be used in the context of:

- Internal display
- The school Website
- Other press situations
- The School prospectus
- School plays and concerts
- Residential activities
- School visits
- Training purposes within and outside school
- OFSTED and other inspection material
- or other similar activities

All images will form part of a student's personal data under the Data Protection Act 1998. Pupils' names may accompany their pictures.

Parents must inform the Headteacher in writing should they wish to withhold permission for the use of their child's image

E-Portal for parents

Notre Dame High School has an excellent reputation for our innovative use of New Technologies. We use the award-winning 'e-Portal' to improve communication between home and school which allows parents to monitor the progress of their child more closely, helping them support their children's learning even more.

Our parents/ carers have live access to their child's information on our school database system over the internet. This means, over a secure account, accessed by the username and password, they can view information including:

- the contact and address details we hold
- their child's timetable and teachers
- attendance data
- behaviour data
- assessment levels updated every half term
- digital copies of all school reports

This means they can check on their child's progress as often as they want and always feel up to date with any issues that may emerge.

Alongside this is a designated area of the school website contained within the parents' web pages where there is lots of useful information about using e-Portal and how parents can support their children's learning from home. There is also a contact form should any problems/ queries arise or if a password is lost or forgotten.

To access the system go to the school website and click on the "parents" tab.

Parents are sent a username and password when their child starts school.

We prefer to send out new passwords to the secure, personal email address we hold for a parent/ carer on the school database. Please make sure that you provide us with an email address and keep us up to date if you change it.

Child Protection & Safeguarding

The Children Act (2004) puts a duty on all Education Service staff to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. The Department for Education and Skills requires each school in the country to nominate a senior member of teaching staff who will have special responsibility for Child Protection. In Sheffield, this member of staff is known as the Designated Safeguarding Lead. They have attended training and can be trusted to deal with these matters with professional confidentiality. In this school Mr Scriven is the Designated Safeguarding Lead.

Alongside Mr Scriven, each of the Heads of Year and Pastoral Managers has received Advanced Safeguarding training. They receive and handle any child protection concerns relating to children in their year groups, serving as Deputy Designated Safeguarding Leads.

As required by the Children Act (2004), the DfE and associated guidance, this school has a policy on Child Protection, which has been agreed by the Governing Body.

The school also has a duty to collate basic information such as who has parental responsibility for a child etc, to pass this information to the statutory agencies (Police and Social Services) if so requested, and to co-operate with these agencies to the best of their ability to safeguard and promote the welfare of the child. Multi-agency partnership is vital.

With this aim we have regular meetings at which the welfare of individual students is discussed and it is possible that your child may be discussed in this way on occasions. We will always seek to work in partnership with the parents of our students and try to ensure that parents are fully informed of, and participate in, any action concerning their child. However, if there is a conflict of interest, the welfare of the child must be the paramount consideration.

Sometimes there are children and families in need of a little extra help to ensure their wellbeing and safety. In such cases, the Heads of Year work with other agencies to secure this help. You may be assured that you would always be fully involved in any attempt to secure support for you or your family.

Should you wish to discuss Child Protection, provisions for children in need or the safety of your child, please feel free to contact Mr Scriven or your child's Head of Year.

Drama

Students experience drama as both a curriculum subject and through a range of extra-curricular opportunities at Notre Dame.

In Y7 and 8 all students study drama to develop subject specific knowledge, skills and understanding that prepare them for study further up the school. It is also a medium of learning to help facilitate the development life skills such as teamwork, self-esteem, communication and creativity that are critical for young people in life and in the modern workplace.

In Y7 students take drama briefly as part of a technology rotation and then as a discreet subject in Y8. Thereafter it is an option at both GCSE and A-level.

The school has a charming, atmospheric studio theatre, formerly the convent Chapel, with a fully equipped lighting and sound system. The majority of lessons take place here along with some lessons in the ELC and others in a multi-purpose rehearsal room in the Music Block with a suite of computers for doing coursework.

The school has a longstanding and high quality extra-curricular provision too. Every Christmas a whole school production is mounted which is always a highlight of the Autumn term. Recent productions include 'Anything Goes', 'Macbeth', 'Guys and Dolls', and 'Annie'. While in the summer term the Summer Showcase provides a more informal 'revue' evening celebrating drama, dance and music, now part of the Notre Dame Summer Festival.

In recent years with the acquisition of Miss Wildes, a dance specialist, dance has become an increasingly popular activity at school for girls and boys. Students have taken part in shows, competitions throughout Sheffield. It also greatly aids the quality of the Whole School production.

The drama department run theatre trips for GCSE and A-level drama students each term within and beyond Sheffield to give students the best experiences available to enhance their studies. Finally we run a residential trip to London during the Summer Enrichment Days where students see West End productions, visit the National Theatre and engage in a professional workshop as well as seeing some of the iconic sites in the capital city.

Music

Part of the Performing Arts Department, Music is housed in a dedicated suite of rooms adjacent to Oakbrook House. The accommodation includes two class teaching/rehearsal rooms and four individual teaching/private study rooms.

All students take Music for one hour per week in Year 7 and Year 8. At the end of Y8 students may opt to continue Music to GCSE level in Y9/Y10/Y11 (a three year course that also includes the Arts Award) and, beyond that, to take the subject to AS and A2 levels.

The school is known for the high standard of its extra-curricular ensembles. These include choirs, an orchestra, brass and saxophone ensembles, a wind band, rock school and a number of smaller ensembles including a string quartet. In addition to weekly lunchtime rehearsals, workshops provided by visiting musicians are periodically arranged for the benefit of the various ensembles.

Significant numbers of students take part in and achieve various levels of the Arts Award.

Annual performances include an Advent Carol Service, two Prize Givings and a Spring Concert. In most years the Performing Arts Department produces a stage musical. The most recent productions have been of "Back to the 80's" and "Guys and Dolls". An important contribution is made to the worship of the school

and to events of a charitable nature. Occasionally the ensembles visit the school's contributory Primary schools to give short concerts. Concert tours to Europe have recently been introduced with Paris in 2011 and over 80 musicians visiting Belgium in November 2013. Ensembles from the school have been very successful in the Regional Festivals of Music for Youth and in 2013 the Y9 GCSE class ensemble 'Notre Notes' was asked to play at the National Festival in Birmingham.

Around 130 of the school's students have individual lessons on instruments in school each week. Twelve peripatetic teachers visit the school covering between them singing, flute, oboe, clarinet, saxophone, recorder, violin, viola, guitar, electric guitar, bass guitar, the brass family of instruments, percussion/drum kit, electronic keyboard and piano. The majority of lessons are provided by Sheffield Music Service staff but the school does not participate in the Music Service's direct billing scheme. All administrative matters, including the payment of fees, are dealt with by the school itself. Instruments may be available for loan from the Music Service or from the school but most students have their own. Fees for lessons are £12 for a twenty-minute individual lesson (shared lessons pro rata; reduced rate for siblings). In line with general school policy, financial assistance is available for families where children are in receipt of free school meals.

Further information about Music at Notre Dame is available from Mr A E A Ward (Head of Music).

Out of School Activities

Notre Dame High School values the importance of widening students' horizons and visits to places of interest are a feature of many subject departments. These visits are sometimes to places in Sheffield but are often further afield.

Examples:

- Biology Fieldwork.
- Year 7 Field Trips.
- Geography Fieldwork & trips e.g. Iceland.
- Year Group Retreats.
- Language visits to Europe.
- Visits to Business/Industry.
- History Visits to France.
- Theatre Trips.
- Art Gallery Visits.
- Duke of Edinburgh Award Scheme.
- World Challenge Trip.
- Rowing, climbing and other sporting activities.
- Visit to Beth Shalom Centre

Trips and Visits

We organise a wide range of educational activities in order to enrich the curriculum. On occasions, educational visits are arranged in school time.

You will be asked to sign a permission slip agreeing to the visit and to a code of behaviour which must be adhered to whilst the trip is in progress. School policies, including those relating to behaviour apply in all instances. There may be occasions on which you are asked to make a voluntary contribution towards the cost of a trip. We hope that, if possible, you will support us on these occasions.

You need to be aware that your child may not be allowed on a school trip if there are significant concerns.

Clubs and Workshops

Students and staff are involved in a wide range of cultural, social, recreational and religious activities.

Extra-curricular activities at lunch times and after school involve a wide range of clubs and workshops, including Duke of Edinburgh's Award. All activities take place subject to demand and the resources available, and may change from year to year. Typical examples include a range of sports clubs, music groups, drama, justice group, revision classes and other subject related groups.

Friends of Notre Dame (F.O.N.D)

The Friends of Notre Dame aim to support the social and educational needs of our students. We comprise a group of parents and staff who organise events whereby teachers, parents and students can meet in order to raise money both to support learning in school and to provide for extra-curricular activities. Currently, we hold a Car Boot Sale, a Spring Ball and a Summer Festival. FOND also helps to organise our annual Alumni morning

Parents make invaluable contributions to our work and we are always receptive to ideas for further events and activities which we can offer. Some parents serve on the committee itself, whilst others fulfil an equally vital role by supporting fund raising events which take place over the course of the year. We also offer the opportunity to join our 200 Club, where cash prizes may be won.

FOND have a dedicated online fundraising platform at:

<http://www.easyfundraising.org.uk/causes/fond/?u=38HXE8>

The link enables you to shop with over 2000 well-known retailers. Whenever you make a purchase, the retailer makes a donation to FOND.

Parents of children attending Notre Dame High School are automatically enrolled as FOND members and attendance at our meetings in The Bull's Head, (opposite school), is very much appreciated when commitments allow. The meetings also provide a welcome opportunity for FOND members to meet in an informal and relaxed environment.

The money raised by the Friends of Notre Dame has made a significant impact on the educational experiences of our students and we are very appreciative of the efforts and support of our members.

Duke of Edinburgh's Award

Notre Dame High School currently offers the Duke of Edinburgh's Award at Bronze and Gold level.

The Award is an established and respected organisation that aims to develop young people by challenging them outside of the classroom and giving them new and exciting experiences. Participants follow activities in four areas: volunteering, physical activity, personal skill and expedition.

We offer some of these activities in school through partnership with other departments and encourage students to liaise with other local organisations including charities, sports centres and music and drama groups to offer participants activities out of school.

Our Bronze expeditions currently take place in the Peak District and are delivered by an experienced outside company. Participants at Gold are trained and supervised by school staff and experienced outdoor instructors. Safety in outdoor education is our main priority and risk is carefully managed.

Diocese of Hallam

Admissions Policy for *Notre Dame High School for the Admission Year 2017/2018*

Introduction - The Admission of Pupils into Hallam Diocesan Schools

The family of Catholic schools across the Diocese of Hallam offers a Catholic, Gospel based education for children whose parents seek a genuine alternative to other good schools. These schools are communities of faith where God is recognised and named. They are rooted in the Church's concept of mission and in living out a Christian lifestyle; they present a picture of Christ to catch the imagination.

Each Catholic school in the Diocese, in partnership with home and parish, has been established to be an integral part of the local Catholic community, which shares the mission of the Church to proclaim the Gospel of Christ. The provision of this network of schools in the Diocese is primarily intended to provide a place at a Catholic school for all baptised members or catechumens of the Catholic Church.

The Admission of Pupils into Catholic High Schools in Sheffield

Within the City of Sheffield, the Catholic community has a rich tradition of nurturing and developing high quality Christian Education. In addition to fourteen Catholic primary schools, the Diocese is responsible for two excellent High Schools: All Saints and Notre Dame. In continuing this rich tradition, the Catholic Diocese of Hallam is committed to maintaining and developing these schools for the benefit of the Diocesan community and the Common Good. A maximum of 170 of the available places in each High School is prioritised for Catholic children. The remaining places each year will be prioritised for children who are practising members of Christian Churches which are full members of Churches Together in England at the time of application and for those children wanting a Christian education.

For Year Seven applications provision has been made to ensure a place at Notre Dame for every Catholic child who attends a designated feeder primary school for Notre Dame, whose application is submitted by the closing date.

Parental Preference

The Children & Young People's and Families Service (CYPF) common application form provides the opportunity for parents/carers to express up to three choices of schools. Please note that ALL applications will be considered on an Equal Preference basis. This means that eligibility for places in the school will be considered first of all by applying the school's over subscription criteria to your application irrespective of whether this school is your first, second or third preference.

Ranking by your preference will only be used in the final allocation of a place within the LA'S co-ordinated scheme where there is more than 1 potential offer.

The Admission of pupils into Notre Dame High School

Notre Dame High School is an 11 – 18 mixed comprehensive school situated on Fulwood Road, Sheffield. The Governing Body is the Admissions Authority. Pupils will be admitted at the age of eleven without reference to ability or aptitude. The governors have set the admission limit for **September 2017** as 210. Where applications for admission exceed the number of places available and subject to the prioritised places policy described above, the following criteria will be applied in the order set out below, to decide which children to admit.

A maximum of 200 places are prioritised for children in categories 1-4 inclusive, of which a maximum of 170 places are prioritised for Catholic children.

Category 1

Catholic children in Public Care (Looked After Children) or previously Looked After Children (footnote) who have been baptised into the Roman Catholic Church, those formally received into the Roman Catholic Church, Catechumens, Candidates for Reception, or those members of Churches who are in full communion with the Roman Catholic Church.

These places will be allocated over and above the 210 admission limit.

Category 2

Children who have been baptised into the Roman Catholic Church, those formally received into the Roman Catholic Church, Catechumens, Candidates for Reception, or those members of Churches who are in full communion with the Roman Catholic Church and who

- a) are siblings of children already attending Notre Dame High School
- b) attend the designated feeder schools of Notre Dame High School
- c) Catholic children who live in the parishes serving the designated feeder schools*
- d) Other Catholic children

* Details of parish boundaries may be obtained from either your parish priest or the Schools' Department on 0114 25664 or email schools@hallam-diocese.com

A list of those Eastern Catholic Churches which are in full communion with the Roman Catholic Church is available from the Diocesan Schools' Department.

Category 3

Other children in Public Care (Looked After Children) or previously Looked After Children (footnote) who are not baptised Catholics.

These places will be allocated over and above the 210 admission limit.

Category 4

At least 30 places will be specifically prioritised for children who are practising members of Christian Churches which are full members of Churches Together in England at the time of application who have the written support of their minister (on Form MR1) and:

- a) are siblings of children already attending Notre Dame High School and who currently attend one of the school's designated feeder schools
- b) are siblings of children already attending Notre Dame High School
- c) attend the designated feeder schools of Notre Dame High School
- d) children who do not attend the feeder schools

Category 5

Children whose parents are seeking a Christian environment for their child's education and who are supported by an appropriate reference (on Form AR1*). Children attending Christian churches which are not full members of Churches Together in England and are supported by a Minister's reference (on Form MR1).

- a) are siblings of children already attending Notre Dame High School
- b) attend the designated feeder schools of Notre Dame High School and are active members of other World Faiths/other Christian denominations and have the written support of their religious leader
- c) are active members of another world Faith/other Christian denomination and have the written support of their religious leader
- d) Attend the designated feeder schools of Notre Dame High School
- e) Other children with an appropriate reference

* References for category 5a, d & e may be obtained from your child's primary headteacher or class teacher.

At least 10 places are prioritised for children in this category.

Category 6

Other children.

The Designated Feeder Schools for Notre Dame High School

At the present time the designated feeder schools are:

St Ann's Catholic Primary School
 St Catherine's Catholic Primary School
 St Marie's Catholic Primary School
 St Mary's Catholic Primary School
 St Thomas More's Catholic Primary School
 Sacred Heart Catholic Primary School
 St Wilfrid's Catholic Primary School – (*Joint Designation*)

Closing date for Applications for September 2017 will be **31 October 2016**. Parents/Guardians will be informed of the outcome of their application by the Local Authority on **1 March 2017**.

Late applications

Late applications will be dealt with in accordance with the Local Authority's Co-ordinated Scheme.

Tie-Breaker

In the event of the School reaching capacity mid category, the Governing Body as Admissions Authority will allocate places using a random allocation process for all of the students in that category, which will be independently monitored.

If your child is unsuccessful in gaining a place at Notre Dame High School, he/she will be placed onto the school's waiting list, which will be maintained according to the school's admissions criteria.

Each time a place (or places) becomes available at the school a new round of random allocation will take place to determine a child's position on the waiting list, each time a place being allocated to the child that occupies top position on the waiting list.

Waiting List

The school will maintain a waiting list following application of the over-subscription criteria.

Appeals

Unsuccessful applicants have the right of appeal against the Governors' decision to refuse a place at the school. Such appeals against non-admission will be heard by an independent Appeals Committee formed in accordance with the DfE Admissions Appeal Code. Details of the appeals process will be made available to all unsuccessful applicants. Reference to this is included in the notes which accompany the application form.

Definition of Sibling

A sibling is defined as children who live as brother or sister in the same house, including natural brothers or sisters, adopted brothers or sisters, stepbrothers or sisters and foster brothers and sisters.

In circumstances where an older sibling attends a school sixth form Sibling priority will only be afforded if the older sibling attended the school prior to Y12.

Definition of Looked After Children

A Looked After Child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (Sect 22(1) of the Children Act 1989). A previously Looked After Child is a child who immediately after being looked after became subject to an adoption, residence or special guardianship order.

Definition of Catechumen

Catechumens are those children who with the support of their parents, have expressed an explicit desire to be baptised into the Roman Catholic Church and who are currently preparing to receive the same by regular participation in Sunday worship and a recognised programme of preparation

Definition of Candidate for Reception

Candidates for Reception into Full Communion with the Roman Catholic Church are already baptised in another Christian Tradition, who have expressed an explicit desire to be incorporated into the Roman Catholic Church and who are currently preparing to be received into the Church by regular participation in Sunday worship and a recognised programme of preparation.

Churches Together in England

Membership of Churches Together in England is subject to regular review. To access an up to date list of member churches please visit their web site at www.cte.org.uk. Confirmation of full membership of Churches Together in England should be obtained via the Minister/Religious Leader's reference on form MR1.

Please note: If you have any queries about completing the application form, then please contact the Headteacher of your child's primary school, the admissions office at Notre Dame High School or the Diocesan Schools' Department on 0114 2566440.

Diocese of Hallam

Admissions Policy for *Notre Dame High School Sixth Form for the Admission Year 2017/2018*

Introduction

Within the City of Sheffield, the Catholic community has a rich tradition of nurturing and developing high quality Christian Education.

In continuing this rich tradition, the Catholic Diocese of Hallam is committed to maintaining and developing Notre Dame High School for the benefit of the Common Good.

Parental Preference

The Local Authority UCAS Progress and Common Application Form provides the opportunity for parents/carers to express up to three choices of schools in rank order of preference. You are invited to submit up to three ranked preferences on the Local Authority's Common Application Form. Applications will be considered on an Equal Preference basis.

The Published Admission Number i.e. the minimum number of places that will be available to external candidates is 120.

Criteria for Admission

In each category places will be prioritised for children who are looked after or previously looked after children who are not Catholic. New Regulations introduced within the new Admission Code of Practice extend this category to also include students who were looked after but ceased to be so, because they were adopted or become subject to a residence order of special guardianship order. (Footnote 1)

Category 1

Students in diocesan secondary schools (Footnote 2) and other Catholic students. (Footnote 3)

Category 2

Other students. Within the category there will be discretion to offer places to students facing exceptional circumstances as described in the Admissions and Oversubscription Criteria for entry to Sheffield Sixth Form schools for External Students – Academic Year 2017-18.

Criteria that will be applied if there are more applications than places at the school

Where there are more applications for admission than the planned admission number stated, the Governing Body will apply the following criteria:

In the event of the School reaching capacity mid category, the Governing Body, as the Admissions Authority will allocate places using a random allocation process, for all of the student in that category, which will be independently monitored.

Each time a place (or places) becomes available at the school, a round of random allocation will take place to determine a child's position on the waiting list, each time a place being allocated to the child that occupies top position on the waiting list.

Minimum Entry Requirement

The minimum entry requirements apply equally **to all categories**:-

In agreement with other schools, this will be based on the criteria set out in the Admissions and Oversubscription Criteria for entry to Sheffield Sixth Form Schools for External Students – Academic Year 2017-18, which sets out grades for students who are predicted to meet the general minimum entry requirement, and subject grades. Within the category there will be discretion to offer places to students facing exceptional circumstances as described in the Admissions and Oversubscription Criteria.

All students must meet a **minimum entry requirement** for entry to the sixth form:

- for AS/A2 (level 3) courses the minimum entry requirement is **normally 5 or more A*-C grades at GCSE** including English Language and/or Maths (except under exceptional circumstances)
- for double or single award A Level (level 3) the minimum entry requirement is **normally 5 or more C grades at GCSE** including English Language and/or Maths (except under exceptional circumstances).
- A further minimum requirement may be set in terms of the **required subject grade** for some specific courses. These indicate the kind of performance at GCSE that is required to be successful in the post 16 course applied for. A table of school subject entry requirements is available in this prospectus.

For further details of the Sixth Form Admissions arrangements, please contact Mr Dransfield, Sixth Form Manager: sdransfield@notredame-high.co.uk

Footnote 1

Definition of "Looked after children"

A 'Looked After Child' has the same meaning as in Section 22(1) of the Children Act 1989, and means a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (Sect 22(1) of the Children Act 1989). A previously Looked After Child is a child who immediately after being looked after became subject to an adoption, residence or special guardianship order

Footnote 2

Catholic Feeder Schools for Admission into Notre Dame VI Form

- All Saints High School, Sheffield
- St Mary's High School, Chesterfield
- St Bernard's High School, Rotherham
- The McAuley School, Doncaster
- St Pius X, Wath upon Dearne
- Holy Trinity, Barnsley

Footnote 3

Catholic children are children who have been baptised into the Roman Catholic Church, those formally received into the Roman Catholic Church, Catechumens, Candidates for Reception (those formally preparing to be received into the Roman Catholic Church) or those members of Churches who are in Full Communion with the Roman Catholic Church.

A list of Eastern Catholic Churches which are in full communion with the Roman Catholic Church is available from the Diocesan School's Department.

Footnote 4

Exceptional Circumstances

It is important that proper provision is made for students in exceptional circumstances. For some applicants the Admission Authority may wish to exercise reasonable discretion for an individual young person who could benefit from the programme offered in a sixth form school but because of his/her exceptional circumstances has not met the normal entry criteria. These circumstances may, for example include asylum seekers, students with special educational needs which can only be met at a particular school and students with a physical disability who require adapted buildings and/or facilities. These circumstances may also include students with English as a Second Language where the current school can demonstrate that the pupil would benefit from attending the sixth form, but may not meet the normal admission criteria.

Footnote 5

Place of residence

The Child's ordinary place of residence will be deemed to be a residential property at which the person or persons with parental responsibility for the child resides at the closing date for applications for admission to the school. Where a child resides at more than one address, for example where parents have shared responsibility, the child's address for the purpose of allocating a place at the school will be at the address of the parent who ordinarily has responsibility for the child. Where the care is split equally between parents, parents must name which address is to be used for the purposes of allocating a school place. Documentary evidence may be required. 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.

Footnote 6

Late Applications

Late applications will be dealt with in accordance with the criteria as set out above.

Footnote 7

Waiting List

Waiting lists will be dealt with in accordance with the criteria set out above.

Footnote 7

False Information

1. Where the Governing Body has made an offer of a place at this school on the basis of a fraudulent or intentionally misleading application from a parent, which has effectively denied a place to a student with a stronger claim to a place at the school, the offer of a place may be withdrawn.

2. Where a student starts attending the school on the basis of fraudulent and intentionally misleading information the place may be withdrawn by the Governing Body, depending on the length of time that the student has been at the school.

3. Where a place or an offer has been withdrawn, the application will be re-considered, by the Governing Body and a right of independent appeal offered if the place is refused.

Appeals against the Governing Body's decision to refuse admission

If a place is not available, parents have the right of appeal to an independent panel.

CHARGING AND REMISSIONS POLICY

This policy needs to be read and reviewed in conjunction with the Pay Policy, Reasonable Adjustment Policy and Equality Duty.

The principle of free education for all is central to the 1944 Education Act; however, it is recognised that, whilst wishing to provide additional and enriching experiences for all pupils, the funding available is not always sufficient to do so without asking for contributions from those able to make them.

The criterion governing any contribution/charge will be that no profit shall be made. At all times we will endeavour to ensure that a student's educational experience is not diminished by financial hardship. In line with the requirements of the Education Reform Act of 1988, and the Charging for School Activities 2009 legislation, it is our policy that:

- 1.1. No charge will be made for an admission application to the school.
- 1.2. *No charge will be made for examination entries except where:*
 - 1.2.1. **The school has not prepared students for the examination in the year for which the entry is made or where the student is repeating an examination at their own discretion.**
 - 1.2.2. **A student has failed for no good reason, to complete the requirements of the examination or to attend for it.**
- 1.3. *No charge will be made for books, materials, equipment, instruments or incidental transport provided in connection with the National Curriculum, statutory religious education or in preparation for prescribed public examinations or courses taught at the school except where parents have indicated in advance their wish to purchase the product.*
- 1.4. *A charge will be made for voluntary musical tuition, i.e. musical tuition which is requested by parents/carers and is not an essential part of either the National Curriculum or a public examination syllabus being followed by the student(s). Those in receipt of Free School Meals will not be charged for music tuition.*
- 1.5. *A charge will be made for board and lodging costs on residential visits. The school will draw parents' attention to the categories that may entitle them to statutory remission. This presently includes those students whose parents can prove they are in receipt of any of the following:*
 - Income Support*
 - Income based Jobseeker's Allowance*
 - Support under part VI of the Immigration and Asylum Act 1999*
 - Child Tax Credit provided the parent is not entitled to Working Tax Credit and their annual income does not exceed £15,575*
 - Guaranteed State Pension Credit*
 - An income related employment and support allowance that was introduced on 27 October 2008*
- 1.6. *A charge will be made for activities wholly or mainly outside school hours, which are not part of the National Curriculum, statutory religious education or in preparation for a prescribed public examination. Such activities are known as optional extras.*
- 1.7. *Requests for voluntary contributions from parents will be made for school activities, in or out of school time, for which compulsory charges cannot be levied but which can only be provided if there*

is sufficient voluntary funding. The school will ensure that no pupil is excluded from such activity by reason of inability or unwillingness to make a voluntary contribution.

- 1.8. *Payment from parents will be sought for damage to, or loss of, school property caused wilfully or neglectfully by the children.*
 - 1.9. *It will be left to the Headteacher to decide the proportion of costs of an activity which should be charged to school (public) or non-public funds.*
 - 1.10. ANY INDIVIDUAL CASE ARISING FROM THE IMPLEMENTATION OF THIS POLICY WILL BE DELEGATED TO THE CHAIR OF GOVERNORS AND THE HEADTEACHER FOR DETERMINATION.
-

Online Payments & Trip Permissions Using WisePay

We operate an all-online trip system for trip payments, trip permissions and payment of music and any other invoices.

You can give parental consent for a trip online at the same time as paying for the trip. We no longer use paper permission forms or take trip payment by cheque or cash.

We realise that for some this may cause particular difficulties. If you anticipate this may be the case please contact us by email at: finance@notredame-high.co.uk. We will do our best to help.

If you have a concern

Parents who are unhappy about anything the school is involved in should contact us at once. A copy of the School Complaints Procedure is available from the school on request. The procedure outlines a number of stages in resolving concerns. Initially, this involves discussing the concern with the appropriate member of staff and, if no resolution is obtained, then contact should be made with a senior member of staff.

We are always prepared to attempt to resolve any difficulties parents might have. Any parent who is still not satisfied can then contact the Chair of Governors through the Clerk who is based at the school. Should there still be no satisfaction, then parents may make representation to the Diocese. It is the practice of the school to attempt to resolve concerns as quickly and as amicably as possible. You can make contact with the school regarding any concerns you might have via the 'Concerns Contact Form' which can be found on the website.

MAKE

GOOD CHOICES.

WEEK ONE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Meal 1	Traditional Lamb Kofta with Flatbread & Salad	Fresh Southern Style Cajun Chicken in a Bun	Roast of the Day with Traditional Accompaniments	Spicy Chicken Jalfrezi served with Mixed Rice	Deep Fried Fish with Lemon & Tartare Sauce
Vegetarian	Creamy Herb Crumbed Macaroni Cheese	Freshly made Rainbow Vegetable Frittata	Authentic Chinese Style Vegetable Stir Fry	Fresh Oven Baked Cheese & Tomato Flan	Traditionally made Mexican Vegetable Burritos
Vegetables	Jacket Wedges Peas Mixed Vegetables Baked Beans Mixed Garden Salad	New Potatoes Roasted Vegetables Broccoli Baked Beans Mixed Garden Salad	Roast Potatoes Carrots Savoy Cabbage Baked Beans Mixed Garden Salad	Herby Potatoes Green Beans Sweetcorn & Pepper Baked Beans Mixed Garden Salad	Chips Mushy Peas Baked Beans Mixed Garden Salad
Available Daily	Filled Jacket Potatoes, Assorted Snacks, Various Filled Sandwiches, Rolls & Wraps, Fresh Salads. Hot Sweet of the Day or Fresh Fruit Salad, Hot and Cold Drinks				



WEEK TWO

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Meal 1	Traditional Farm House Grill	BBQ Turkey Meatballs with Noodles	Roast of the Day with Traditional Accompaniments	Fresh Oven Baked Chicken & Sweetcorn Pie	Deep Fried Fish with Lemon & Tartare Sauce
Vegetarian	Chick Pea & Lentil Dahl with 50/50 Rice	Vegetable Hot Dogs with Onions served on a finger roll	Freshly made Braised Winter Vegetable Hot Pot	Italian Tomato & Wholemeal Pasta Bake	Freshly Made Homemade Assorted Hot Paninis
Vegetables	Herby Potatoes Grilled Tomatoes Cauliflower Baked Beans Mixed Garden Salad	Potato Wedges Sweetcorn Green Beans Baked Beans Mixed Garden Salad	Roast Potatoes Seasonal Greens Carrot & Swede Baked Beans Mixed Garden Salad	New Potatoes Broccoli Carrots Baked Beans Mixed Garden Salad	Chips Mushy Peas Baked Beans Mixed Garden Salad
Available Daily	Filled Jacket Potatoes, Assorted Snacks, Various Filled Sandwiches, Rolls & Wraps, Fresh Salads. Hot Sweet of the Day or Fresh Fruit Salad, Hot and Cold Drinks				

MAKE GOOD CHOICES.

WEEK THREE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Meal 1	Freshly Made Hot Pulled Pork Sandwiches	Oven Baked Salmon & Lemon Crunch Fishcakes	Roast of the Day with Traditional Accompaniments	Smothered Chicken with Tangy BBQ Sauce	Deep Fried Fish with Lemon & Tartare Sauce
Vegetarian	Vegetable & Chickpea Curry served with Mixed Rice	Fresh Oven Baked Red Onion & Cheddar Quiche	Traditional Mediterranean Lasagne	Fresh Spicy Mexican Style Vegetable Quesadillas	Vegetable Chili Served with Braised Rice
Vegetables	Jacket Wedges Peas Cauliflower Baked Beans Mixed Garden Salad	Spicy Diced Potatoes Roasted Vegetables Green Beans Baked Beans Mixed Garden Salad	Roast Potatoes Carrots Savoy Cabbage Baked Beans Mixed Garden Salad	Boiled Potatoes Broccoli Sweet corn Baked Beans Mixed Garden Salad	Chips Mushy Peas Baked Beans Mixed Garden Salad
Available Daily	Filled Jacket Potatoes, Assorted Snacks, Various Filled Sandwiches, Rolls & Wraps, Fresh Salads. Hot Sweet of the Day or Fresh Fruit Salad, Hot and Cold Drinks				

TARIFF

BREAKFAST

	<i>Pupil</i>	<i>Adult</i>
Cereal & Milk	0.70	0.84
Toast	0.25	0.30
Crumpet	0.35	0.42
Teacake	0.50	0.60
Cheese on Toast	0.70	0.84
Bacon Breadcake	1.20	1.44
½ Bacon Baguette	1.00	1.20
Petit Pain & Butter	0.40	0.48
Breakfast Pizza Slice	1.00	1.20
Pizza Breadcake	1.00	1.20
Sausage Roll	1.00	1.20
Toasted Bagel	0.70	0.84
Half Bagel	0.35	0.42
Filled Bagel Slice	0.80	0.96
Cheese Slice	1.00	1.20
½ Panini	1.00	1.20
Cereal Bags	0.60	0.72
Jam Portion	0.15	0.18
Sauce Portion	0.10	0.12

LUNCH

Soup of the Day	0.80	0.96
Main Meal	1.80	2.16
Meal Deal	2.10	2.52
Jacket Potato & Side Salad	0.80	0.96
Jacket Potato + 1 filling 1 side	1.50	1.80
Jacket Potato Cheese & Beans	1.70	2.04
Extra Jacket Fillings	0.75	0.90
Hot Pasta Pots	1.75	2.10
Chipped Potatoes	1.00	1.20
Jacket Wedges	1.00	1.20
Portion Veg/Baked Beans	0.50	0.60
Chip Butty	1.60	1.92
Large Pizza Slice	1.70	2.04

SALADS

Mixed Salad	0.90	1.08
Cheese/Tuna	1.30	1.56
Meat	1.70	2.04
Pasta Large	1.70	2.04
Pasta Small	1.00	1.20

SANDWICHES

	<i>Pupil</i>	<i>Adult</i>
Bread	1.30	1.56
Rolls	1.40	1.68
Wraps	1.50	1.80
Baguettes	1.80	2.16
½ Baguette	1.00	1.20
Panini	1.80	2.16

DESSERTS

Hot Sweet of the Day	0.60	0.72
Homemade Cookies	0.55	0.66
Muffins / Traybakes	0.80	0.96
Cheese & Crackers	0.60	0.72
Scone	0.70	0.84
Cheesecake	0.80	0.96
Instant Delight	0.65	0.78
Jelly	0.50	0.60
Fresh Fruit	0.50	0.60
Yoghurt	0.50	0.60
Melon & Pineapple Slices	0.60	0.72
Fruit Pots	0.70	0.84
Fruit Bags	0.70	0.84
Iced Fingers	0.70	0.84
Baked Doughnuts	0.65	0.78
Homemade Cake Slices	0.80	0.96

DRINKS

Radnor Fizz	0.90	1.08
Radnor Still	0.95	1.14
100% Fruit Juice Cartons	0.75	0.90
Plain Water	0.80	0.96
Fruit Cuplets	0.35	0.42
Innocent Fruit Smoothies	1.00	1.20
Fun Time Milk Shakes	0.70	0.84
Rapidz	0.90	1.08
Yazoo	1.30	1.56
Tea	0.55	0.66
Coffee	0.85	1.02
Hot Chocolate	0.85	1.02

YEAR 7

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Choir Lunchtime	Orchestra Lunchtime	Badminton Lunchtime	Wind Band Lunchtime	Cipher Challenge Lunchtime
Football/ Boys Lunchtime	Netball Lunchtime	Rugby Lunchtime	Trampolining After School	Brass Ensemble Lunchtime
Volleyball Lunchtime	Homework Club- Languages Lunchtime	String Quartet Lunchtime	Reading Group Lunchtime	Allotment Club Lunchtime
Dance Lunchtime	Girls Football Lunchtime	Chess Club Lunchtime	Basketball Lunchtime	String Quartet Lunchtime
			ECO Team Lunchtime	Geography Club Lunchtime
			Rock School Lunchtime	Creative Writing Club Lunchtime
			Rowing Lunchtime	Cheerleading Lunchtime
			Gymnastics Lunchtime	
			Stem Club Lunchtime	
			Singing Group Lunchtime	

YEAR 8

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Choir Lunchtime	Netball Lunchtime	Badminton Lunchtime	Wind Band Lunchtime	Cheerleading Lunchtime
Dance Lunchtime	Girls Football Lunchtime	String Quartet Lunchtime	Stem Club Lunchtime	Brass Group Lunchtime
Volleyball Lunchtime	Orchestra Lunchtime	Chess Club Lunchtime	Basketball Lunchtime	Geography Club Lunchtime
	Homework Club- Languages Lunchtime	Rugby Lunchtime	ECO Club Lunchtime	Allotment Club Lunchtime
			Singing Group Lunchtime	Creative Writing Club Lunchtime
			Rowing Lunchtime	Football Lunchtime
			Gymnastics Lunchtime	Cipher Challenge Lunchtime
			Rock School Lunchtime	
			Trampolining After School	
			Reading Group Lunchtime	

YEAR 9

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Design Technology Drop-in-Session Lunchtime	Girls Football Lunchtime	Football Lunchtime	Rock School Lunchtime	Badminton Lunchtime
Dance Lunchtime	Netball Lunchtime	Chess Club Lunchtime	Basketball Lunchtime	Cheerleading Lunchtime
Volleyball Lunchtime	Orchestra Lunchtime	Rugby Lunchtime	ECO Team Lunchtime	GCSE Technology Coursework- classes Lunchtime
Choir Lunchtime	Lyrical Dance Team Lunchtime	String Quartet Lunchtime	Gymnastics Lunchtime	Allotment Club Lunchtime
GCSE Technology Coursework- classes Lunchtime	Design Technology Drop-in-Session Lunchtime	GCSE PE Lunchtime	Wind Band Lunchtime	Brass Ensemble Lunchtime
Fitness Lunchtime	Homework Club- Languages Lunchtime		Design Technology Drop-in-Session Lunchtime	Creative Writing Club Lunchtime
			Reading Group Lunchtime	Cipher Challenge Lunchtime
			Trampolining After School	Design Technology Drop-in-Session Lunchtime
			Singing Group Lunchtime	
			Stem Club Lunchtime	

YEAR 10

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Volleyball Lunchtime	Lyrical Dance Team Lunchtime	Fitness Lunchtime	Wind Band Lunchtime	Brass Ensemble Lunchtime
GCSE Technology Coursework- classes Lunchtime	Design Technology Drop-in-Session Lunchtime	String Quartet Lunchtime	Duke of Edinburgh Training Lunchtime	Badminton Lunchtime
Choir Lunchtime	Girls Football Lunchtime	Rugby Lunchtime	Trampolining After School	Allotment Club Lunchtime
Design Technology Drop-in-Session Lunchtime	Netball Lunchtime	Chess Club Lunchtime	Rock School Lunchtime	GCSE Technology Coursework- classes Lunchtime
	Homework Club Languages Lunchtime	GCSE PE Lunchtime	ECO Club Lunchtime	Design Technology Drop-in-Session Lunchtime
	Orchestra Lunchtime		Reading Group Lunchtime	Creative Writing Club Lunchtime
			Football Lunchtime	Cipher Challenge Lunchtime
			Basketball Lunchtime	
			Singing Group Lunchtime	
			Stem Club Lunchtime	
			Design Technology Drop-in-Session Lunchtime	

YEAR 11

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GCSE Art Lunchtime	Homework Club- Languages Lunchtime	GCSE Food & Nutrition Coursework & Exam Lunchtime	Wind Band Lunchtime	Cipher Challenge Lunchtime
Volleyball Lunchtime	Orchestra Lunchtime	String Quartet Lunchtime	Duke of Edinburgh Training Lunchtime	Brass Group Lunchtime
Art Club Lunchtime	Girls Football Lunchtime	GCSE PE	Rock School Lunchtime	Creative Writing Club Lunchtime
GCSE Technology Coursework- classes Lunchtime	Netball Lunchtime	Chess Club Lunchtime	ECO Team Lunchtime	Allotment Club Lunchtime
Design Technology Drop-in-Session Lunchtime	Design Technology Drop-in-Session Lunchtime	Rugby Lunchtime	Design Technology Drop-in-Session Lunchtime	Design Technology Drop-in-Session Lunchtime
Choir Lunchtime	Orchestra Lunchtime		Singing Group Lunchtime	GCSE Food & Nutrition Coursework & Exam Lunchtime
	Lyrical Dance Team Lunchtime		Trampolining After School	Badminton Lunchtime
			Reading Group Lunchtime	Fitness Lunchtime
			Basketball Lunchtime	GCSE Technology Coursework- classes Lunchtime
			Football Lunchtime	
			GCSE Technology Coursework- classes Lunchtime	

YEAR 12 & YEAR 13

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Choir Lunchtime	Netball Lunchtime	Christian Union Meetings Lunchtime	Wind Band Lunchtime	Brass Group Lunchtime
Volleyball Lunchtime	Homework Club- Languages Lunchtime	Rugby Lunchtime	Rock School Lunchtime	Cipher Challenge Lunchtime
	Orchestra Lunchtime	Chess Club Lunchtime	ECO Team Lunchtime	Allotment Club Lunchtime
	Girls Football Lunchtime	String Quartet Lunchtime	Singing Group Lunchtime	
			Duke of Edinburgh Training Lunchtime	
			Basketball Lunchtime	
			Trampolining After School	

Sports Clubs & Activities

Summer PE Extra-Curricular					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH TIME	Y8/9 +10/11 MIXED ROUNDERS GOLD DofE TRAINING	Y7 MIXED ROUNDERS Y8 MIXED TENNIS	Y7 CRICKET Y10 GIRLS CRICKET	Y8 CRICKET	Y9 + 10 CRICKET Y7 MIXED TENNIS
FITNESS SUITE		Y10 MIXED	Y9 MIXED	Y7 BOYS ROWING CLUB	Y7 GIRLS ROWING CLUB
AFTER SCHOOL				ALL YEARS ATHLETICS	

Unless stated all practices begin at the start of lunch time.