



SUPPLEMENTARY INFORMATION

2021-2022

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BISHOP CHALLONER CATHOLIC COLLEGE

MISSION STATEMENT

“ ... Our Catholic School is a living and caring community of Faith, an extension of the home, and an integral part of the Catholic community ...”

**IN OUR COMMUNITY OF FAITH IN
BISHOP CHALLONER CATHOLIC SCHOOL
WE GIVE GLORY TO GOD
BY DEVELOPING OUR FULL POTENTIAL
AND IN OUR SERVICE TO OTHERS
IN THE NAME OF THE FATHER
AND OF THE SON AND OF THE HOLY SPIRIT**

AS A CATHOLIC SCHOOL WE AIM:

- To provide the highest standards of Catholic Secondary Education.
- To deliver a broad, balanced, relevant and differentiated curriculum; within which specific moral, ethical and religious issues are taught in the light of the teaching of the Catholic Church.
- To place worship of God and Prayer at the centre of School life through assemblies, Holy Mass and other liturgies.
- To develop the desire in each student to progress academically, spiritually, morally, culturally, mentally and physically.
- To provide a caring and secure atmosphere based on mutual respect within the entire School community.
- To promote respect for, and understanding of, the culture and religious principles of others and to challenge any form of discrimination.
- To promote equal opportunities for all.
- To encourage personal and professional commitment of all staff.
- To encourage the development of each student's unique talents and gifts.
- To promote, a wide range of opportunities for a healthy lifestyle including high quality sporting opportunities in Physical Education and Sport.
- To prepare students to contribute to and cope with today's modern society and to develop the ability to respond positively to change.

TEACHING AND LEARNING

We have built a nationally recognised reputation as a dynamic and innovative school for teaching and learning. We are committed to using the best methods drawn from evidence based practice to promote the most effective learning. All of our classrooms have interactive whiteboards to enable our teachers to create a stimulating environment. Currently all students in Years 7–11 have netbooks which enable our learners to access a purposeful learning environment with all the resources of the internet available at the touch of a button. This helps students to take an active part in their own education. Our Virtual Learning Environment (VLE) contains our school curriculum and makes it available to our students outside school hours.

In recognition of our innovative approach to teaching and learning the school was awarded Teaching School status in 2011 and through this we continue to work hard with other schools and universities to identify what makes great teaching and learning and how we can share this.

CURRICULUM

We are proud of our broad and balanced curriculum. We encourage all students to pursue excellence and to work to the best of their ability. Every encouragement is given to our students to enjoy learning, take responsibility for it and develop good learning habits including cooperation, collaboration, persistence and resourcefulness.

Our curriculum asks students to think about how they learn and solve problems and make decisions, in order to become independent and life-long learners, equipped to deal with work in the

twenty first century. All students follow National Curriculum core and foundation subjects: English, Maths, Science, Religious Studies, Geography, History, Modern Foreign Languages, Music, Technology including Food Technology, ICT, Art, Physical Education, Games, PE and Science.

Through our PSHE programme we include a detailed Health Education Programme that includes Drugs and Sex Education.

TEACHING GROUPS

Students are placed in general teaching groups based upon their prior attainment from KS2. In this group they will be taught all subjects with the exception of: English, Mathematics, D&T and PE. English and Mathematics are taught in bands and this allows students to change their English or Mathematics teaching group without impacting upon their general teaching group. D&T and PE are also taught in bands.

Additional information received from Primary Schools is also used, as is information from the screening process carried out by the School's Special Educational Needs Co-ordinator and her team. All the above ensures that students are placed appropriately according to ability and those with learning difficulties receive prompt attention.

Progress is monitored regularly and, where appropriate, students may transfer between teaching groups. Should this be required, parents/carers will be contacted by the English or Mathematics department or by the Head of Year 7.

All children are organised into mixed ability Form Groups for registration.

SIXTH FORM

We have a happy and flourishing Sixth Form with an excellent reputation. Students consistently achieve impressive results which open doors to future success.

Students in our Sixth Form enjoy excellent working relationships with their teachers and Sixth Form Team. Our Student Services Department ensures that each student receives personalised guidance; be that invitations to master classes tailored to their needs and interests, mock interviews, individual support with university, apprenticeship and job applications.

Students in our Sixth Form continue to live out our Mission

Statement “giving glory to God by fulfilling their potential and in service to others”. There are numerous opportunities to get involved in volunteering; Sixth Form students have served as subject mentors in several departments, volunteered with charity shops, care homes and food banks and run a fortnightly Seniors’ Tea Party, to name just some of their involvement in the wider community last year.

Our Sixth Form students have a rich and varied curriculum. We offer an extensive range of A Level courses and some vocational qualifications, which build on students’ talents and strengths and foster in-depth learning and lead to excellent

rates of progression to top universities and to other high quality Post 18 opportunities.’

In 2020 nearly 50% of our students’ university destinations were to Russell Group universities.

Students are carefully monitored and closely supported with information, advice and guidance throughout their time with us. Our outstanding enrichment programme offers students the chance to develop new, and nurture existing skills, such as the JP2 Award, so that they may play a full part in their local community.

EXTRA-CURRICULAR/GIFTED AND TALENTED

There is an extensive extra-curricular programme run on a weekly basis, providing pupils with an opportunity to get involved in a large variety of clubs. Clubs are run by many departments and students in all year groups are welcomed to take part. Clubs available include; a variety of Sports, Drama, Music and Homework. In addition sports clubs run both before and after school and well as fixtures in many of the clubs. These include Football, Netball, Basketball, Cricket and Rounders.

Furthermore there are numerous extra-curricular trips that run across year groups on a regular basis allowing pupils to develop holistically and gain access to an enriching educational experience outside of the curriculum. Some of these trips include Spiritual retreats, sport development tours, Outdoor Adventurous trips, University and Science visits.

It is hoped that all students choose to take up some of the opportunities that are on offer to them. We would particularly encourage students that are gifted and talented to attend as there are a vast array of opportunities that we hope would encourage them to further develop their skills and abilities including an extensive Performing Arts programme, numerous Sports activities including Ball Crewing for the Nature Valley Classic Tennis tournament and other international tennis events. Additionally clubs such as STEM and Debate Mate help prepare students for Inter school competitions such as the Catholic School Games and even some National competitions, in which Bishop Challoner students have achieved very well in in previous years.

INTERNATIONAL LINKS

Bishop Challoner has links with other schools in many other countries including Australia, Canada, Finland, France, Germany, India, Ireland, Poland, Portugal, South Africa, Spain, Sweden and the USA. These links include joint projects through email and video conferencing, as well as visits by staff and students.

A SUMMARY OF THE SCHOOL'S SEND POLICY

At Bishop Challoner Catholic College all children are entitled to a broad, balanced, relevant and differentiated curriculum. As a Catholic school, we acknowledge the unique creation of every person and endeavour to meet the individual educational needs of all students. We are committed to providing the right support in order to meet the needs of all students so that they can reach their full potential. Every teacher is a teacher of every student, including those with special educational needs and disability (SEND).

At Bishop Challoner Catholic College we aim to:

- provide an environment in which all students are able to reach their potential, raise the aspirations of and expectations for all students with special educational needs and disability, to improve their outcomes
- ensure that the special educational needs of students are identified, assessed and provided for
- identify the roles and responsibilities of staff in providing for a student's special educational needs
- ensure students are partners with school and parents in the decision making about their education
- enable parents to be involved with school and to support their child's education.

Further details of the manner in which our aims are achieved can be found in the school's Special Educational Needs policy document and the SEN Information booklet, which both can be found on the school website.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2014
- Bishop Challoner's SEND Information Report, October 2018 (available on the school's website)
- Statutory Guidance on Supporting Students at School with Medical Conditions, August 2017
- Keeping Children Safe in Education (September 2019)
- Teachers Standards 2012

The principles embedded in this policy link to other policies relating to: Admissions, Attendance, Antibullying, Behaviour, Safeguarding, Complaints Procedures, Disability Equality Scheme and Policy, Freedom of Information, Looked After Children, Pupil Premium and Race Equality Policy.

SAFEGUARDING AND CHILD PROTECTION

At Bishop Challoner Catholic College we believe that every individual is special and made in the image of God. In living out our mission statement, it is the duty of all to respect each other and offer an environment where all feel secure and valued.

Bishop Challoner Catholic College is committed to safeguarding and fully recognises its responsibilities for protecting all members of our community and promoting the welfare of all our students.

We believe that all staff and visitors have an important role to play in safeguarding. All staff, including temporary staff and volunteers, are subject to stringent background checks including clearance with the Disclosure and Barring Service (DBS) to ensure their suitability for working with children.

Safeguarding is defined as:-

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Bishop Challoner Catholic College is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All young people will be listened to.
- All young people have the right to be protected from harm, abuse and neglect.
- That every child has the right to an education and young people need to be safe and to feel safe in school.
- Young people need support which matches their individual needs, including those who may have experienced abuse.
- All young people have the right to express their views, feelings and wishes and voice their own values and beliefs in a safe environment.
- All young people must be encouraged to respect each other's values and support each other.
- All young people have the right to be supported to meet their emotional and social needs as well as their educational needs,
- School must contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours.

Bishop Challoner Catholic College will fulfil their local and national responsibilities as laid out in the following documents:-

- The most recent version of Working Together to Safeguard Children (DfE 2018)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2019)
- Birmingham Safeguarding Childrens Trust
- The Education Act 2002 s175
- Safeguarding and Child Protection Policy – Bishop Challoner Catholic College.

STUDENT SERVICES- CARING FOR YOUR CHILD

Every student matters to us. Our pastoral system is committed to ensuring our children feel secure and happy in their learning. Even before our children come to us our teachers will meet with their Year 6 teachers, so that we know a lot about our students before they arrive. To learn more about our students we have taster days and an open evening in July. In September we have Settling in Evening, where we meet parents/carers to discuss any concerns or anxieties. All of this is to ensure an easy transition from primary to secondary school.

All of our students have three named adults who can support them if they are worried: Form Tutors meet our students everyday and Heads of Year are also available to deal with more serious issues should they arise. Our community also offers every student a Personal Tutor.

Additionally to this, we have a well established Student Services Department, which can offer even more support, advice and guidance where it is required.

FORM TUTORS

Form Tutors have a pastoral overview of the needs of their students. They pray with their students every day, call the register, monitor attendance and punctuality, uniform and homework and respond to routine enquiries.

HEADS OF YEAR

Heads of Year oversee the students' general academic progress, pastoral welfare, attendance, punctuality, appearance and good conduct.

PERSONAL TUTORS

All students are allocated a Personal Tutor who takes a special interest in their well-being throughout their career at Bishop Challoner Catholic College. They encourage them to work hard and to take part in school activities and, of course, they are on hand to help with any problems.

The School reviews student progress and target setting regularly through the Personal Tutor Programme and parents/carers are informed via progress reports that are sent home. Tutors work with students to set subject related targets. Personal Tutors meet with parents/carers at Parents' Evenings and Consultation events to review progress and discuss parental reports.

ABSENCES

Parents/carers should report a student's absence from school by telephone on every day of absence. When returning to the School after absence, students must bring an absence note to their Form Tutor, dated and signed by a parent/carer. (A section in the Student Planner is available for this)

Parents/carers should note that the Principal has no authority to give leave of absence for 'long weekends' or holidays in term time, as such absence may interrupt work on the National Curriculum. If it is unavoidable then application must be made in advance to the Chair of Governors, care of the School.

Rates of Authorised and Unauthorised Absence 2018-2019

Number of Students: 969

The percentage of half days missed through

a) authorised absence:	4.6%
b) unauthorised absence:	0.5%

CAREERS EDUCATION AND GUIDANCE

Careers Education and guidance has never been more important than it is today and at Bishop Challoner Catholic College we will be preparing your child for a rapidly changing labour market and for jobs that do not exist yet. We are therefore committed to providing a full and broad careers education programme and access to good quality information, advice and guidance throughout Years 7 to 13 in order to prepare our students for the world of work.

Year	Activities
7	Year 7 Unifrog activities Careers themed assemblies and form time sessions Careers project Careers themed Citizenship lessons
8	Year 8 Unifrog activities Careers themed assemblies and form time sessions University of Birmingham visit Careers themed Citizenship lessons Careers Fair
9	Year 9 Unifrog activities Careers themed assemblies and form time sessions Careers Fair Year 9 Pathways assemblies Raising Aspirations Day (Careers) CV Building workshop
10	Year 10 Unifrog activities Careers themed assemblies and form time sessions Careers Fair Raising Aspirations day (Employability) Work Experience Managing money Updating CVs HE Fair
11	Year 11 Unifrog activities Careers interviews Post 16 Options assembly Careers themed assemblies and form time sessions Support on GCSE results day

Who can help?

Pupils are well supported by their Form Tutor, Personal Tutor, Head of Year, Miss McGowan (Careers Adviser) and Miss Darby (Careers Leader) who are on hand to advise and guide them to ensure that they make well informed decisions about their future plans.

Careers Education

All students at Bishop Challoner Catholic College will take part in a careers education programme, which is implemented through: Citizenship lessons, assemblies, form time activities, workshops, careers focussed days and one-to-one careers interviews. Pupils will have multiple opportunities to meet with employers, colleges and university representatives (either in person or virtually) as well as to experience the world of work through work experience.

To help prepare your child for key transition times, they will have access to impartial information, advice and guidance in the following ways:

Careers Guidance

Miss McGowan is Bishop Challoner's Careers Adviser. She will be able to give independent, information, advice and guidance about careers and future plans. Pupils can access a Careers Interview at any time. All Year 11 pupils will have at least one careers interview.

Online Careers resources

Throughout the Careers education programme pupils will have access to Unifrog as well as other websites and resources such as the National Careers Service and the icould website. There is also a lot of careers information on 'The Careers Hub' section of the school website.



The Unifrog programme aims to support students to progress into the best and most suitable opportunity for them. Unifrog is a one-stop-shop where students can explore their interests, then find and successfully apply for their best next step after school. It contains a wealth of information about any career or pathway any student might be considering. It is also a fantastic starting point for anyone who is not sure about their future direction.

Careers Library

The Library contains a range of useful resources, as does the Careers Office, which is just off the Sixth Form study centre.

ASPECTS OF SCHOOL LIFE

SPIRITUAL LIFE

This is at the centre of all we do. In learning about the world we are learning about God's world and so everything we do in school is part of our spiritual life. We know that we are unique and created in God's image and we seek to recognise God in each person, in all our words and actions. In recognition of this, our spiritual life programme is vibrant. We pray together each morning in assemblies and form time and we have retreats for all students of all age groups.

Our liturgies, special services, teaching group and year group masses are interwoven throughout the year. Lent and advent are given prominence in

our school calendar and are linked to a number of charitable events that regularly take place and offer increased opportunities for prayer; collective worship and the Sacrament of Reconciliation. All of these experiences ensure that we remain a community centred in prayer.

The school adheres to the Church Authorities' guidelines for healthy relationships education based on the Church's teaching on morality, the sanctity of life and family life education. Healthy relationships education is taught in the context of Religious Education, Science and Personal and Social Education.

RELIGIOUS EDUCATION

All students follow the Religious Education syllabus according to the guidelines prescribed by the Catholic Archdiocese of Birmingham, who are the trustees of the School. The heart of RE is empowering students to search for meaning and purpose. We do this in the light of our Christian faith. Our desire is to provide RE that is meaningful for all our students. We view ourselves as a faith community, as expressed in our Mission Statement. Students of all faiths study not only the Catholic Faith but, in order to have an informed view of and respect for all, are expected to study other world religions.

RECOGNISING AND REWARDING ACHIEVEMENT

As our mission statement suggests, we give glory to God through our service to others and by fulfilling our potential. Such actions are commended at Challoner.

We are extremely proud of our students and their achievements. Recognition is given on a day-to-day basis with rewards and praise for excellent work and attitude. The Key Stage 3 and 4 "Commit to Character" reward scheme encourages students to develop character virtues as well as rewarding their academic achievements. Teachers reward students using our online platform: Class Charts, which is assessable to parents and carers. Students with the most praise are invited to reward activities and have included rock climbing, cake decorating and cinema trips, to name a just a few.

Assemblies, post-cards home, reward trips and our annual rewards evening ensures achievement is publicly recognised and celebrated. Our School Council evaluates the success and development of the reward scheme at three different points in the year to ensure it best represents how our young people would like their achievements recognised.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

At Bishop Challoner we recognise the importance of high quality PSHE. We provide our students with the knowledge and understanding of matters that affect their everyday lives within and outside of school, in order that they are able to make best and well-informed choices.

We deliver PSHE through a spiral curriculum of timetabled PSHE lessons, form tutor curriculum, Personal Tutor time activities, collapsed timetable days, assemblies, individualised pastoral support and through the use of external agencies. At the end of each academic year, all students spend a week off-timetable (Character Week) engaging with the most important PSHE issues for their

year groups. During Character Week, students engage with issues such as homelessness, safe relationships, online safety, alcohol and drug awareness, knife crime etc.

The national Citizenship curriculum is also taught through PSHE lessons and the wider PSHE curriculum time. Students engage with topics on modern politics, British and global values, community cohesion and how to live healthy and safe lives. Each year group is challenged with completing an active citizenship project that helps them develop civic virtues at the local, national or global level.

SEX AND RELATIONSHIP EDUCATION (SRE)

Relationships and sex education is delivered in a variety of ways including through Science, Religious Studies, PSHE lessons, assemblies, tutor time and Character Week. It was created in consultation with parents, governors, staff and students and is monitored closely and reviewed regularly. Due to the nature of the content of the new 2020 statutory curriculum, we implement most of the Relationship and Sex Education (RSE) programme into our Religious Studies. We ensure these lessons take place in a safe learning environment and are underpinned by our school ethos and values, which wholly align with those of the Catholic Church. A variety of opportunities are provided for pupils to ask questions to further their understanding and to find out more about what affects them personally.

The resources we use to deliver RSE in Religious Studies lessons are provided by Ten:Ten - a Catholic education organisation. The Catholic Education Service and Birmingham Diocese have endorsed and promoted the use of Ten:Ten resources in all secondary schools. Their programme of study incorporates videos and Power Points specifically created to promote discussion and inform students about RSE issues. Every resource is rooted in scripture and informs students firstly of the Catholic Churches teachings whilst also sharing other world views as per the statutory framework. More information, including information on the right to withdraw, may be found on the RSE section of our school website.

CITIZENSHIP LESSONS

Through key stage three Citizenship lessons students are educated on the national Citizenship curriculum as well as Social, Moral, Spiritual and Cultural (SMSC) issues. Students engage with topics on modern politics, British and global values, community cohesion and how to live healthy and safe lives. Each year group is challenged with completing an active citizenship project that helps them develop civic virtues at the local, national or global level.

STUDENT VOICE

Here at Bishop Challoner we aim to encourage all students to have a voice and use it well for the benefit of their community; one way they can do this is through School Council. Students are encouraged to be part of the school improvement process and to take an active and independent role in their community by working with their council representatives. In order to participate in School Council students must write a letter to their form tutor or verbally present the reasons they should be selected as a form representative. Students are democratically elected and receive leadership skills training.

BISHOP CHALLONER KITCHEN GARDEN

The Bishop Challoner Kitchen Garden is a well-established plot at the side of the Bishop Challoner Sports Centre. Its aim is to enable the school to develop a sustainable, healthy lifestyle culture across the whole school community and to build on the key healthy eating messages that the school delivers. Students are involved in the whole process, from sowing to harvesting and cooking the produce in their food lessons, with an aim of increasing their knowledge and understanding of its links to a healthy lifestyle.

Each year, students take place in our 'Famine Project'. Pupils develop an awareness of how famines impact lives across the world before planting their own potato crop. These plants are looked after by the pupils and are then harvested 3-4 months later. Pupils develop an awareness of how plants grow and the impact that a poor yield can have on those that depend on them for a food source.

COMPUTING HUB

Bishop Challoner has recently been awarded official Computing Hub status by the National Centre for Computing Education (NCCE), in order to provide support for primary and secondary computing teachers in schools in the area.

Bishop Challoner is part of a network of Computing Hubs across England and will be a focal point for local computing training for schools, and will also form links with industry and universities. The NCCE was set up in November 2018 by the Department for Education to increase the number of pupils in schools and colleges who study computer science at GCSE, AS and A level, particularly girls and those in disadvantaged areas, and to ensure that there is a strong pipeline of digital skills in

England.

Chair of the NCCE Professor Simon Peyton Jones said: "It's exciting to be announcing the first Hubs. They will be the local face of the National Centre, providing tailored support to all computing teachers (primary, secondary and colleges), to equip them to make the new computing curriculum into an inspirational reality in every classroom in the land."

We are delighted to be among the first wave of NCCE Computer Hubs and we are looking forward to working as part of the NCCE network to help improve computing education.

PERFORMING ARTS

The Performing Arts Department is dynamic, thriving and is continually developing year upon year. We aim to provide a wealth of opportunities to every student in the school, whatever their particular interest. Our range of extra-curricular activities and the Arts teachers' commitment to excellent Arts provision ensure that Performing Arts is a high profile department which has recently been recognised both regionally and nationally.

Music and Dramatic Arts are taught throughout Key Stage 3 for one hour per week. Music is then offered as a discrete subject at GCSE and A Level. BTEC Performing Arts is also offered as an option at Key Stage 4. Examination results and progress measures at Key Stages 4 and 5 continue to be extremely high quality and reflect the hard work and commitment of both students and staff within

the department.

Our amazing variety of extra-curricular activities include Drama Club, Dance Club, Rock School, 'We Sing' Show Choir, BC Band, Keyboard Club, Christmas Show and Bishop's Got Talent evenings and visits to Theatres and Symphony Hall. Numerous opportunities to work with Professional artists are provided to all year groups and instrumental tuition is offered on 14 different instruments.

Performing Arts subjects enhance academic achievement in every area of the curriculum. Students' involvement in the Arts – both in the classroom and through the wealth of extra-curricular activities – helps boost confidence and self-esteem and provides them with life-changing opportunities.

SCIENCE

As a highly achieving department, the science department has enjoyed great success at GCSE and A level over many years. In 2019 at GCSE level, over 95% of students achieved a grade 4 or above in Biology, Chemistry and Physics and 52% of our students achieved 4-4 in Combined Science. We always have strong science A level uptake with great success in the exams. In 2019, we enjoyed 100% pass rate in Biology and Physics and 88% pass rate in Chemistry.

In lessons, pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Pupils are encouraged to understand how science can be used to explain what is occurring; predict how things will behave, and analyse causes. In years 7, 8 and 9 our students are taught a mixture of Biology, Chemistry and Physics topics covering the key stage 3 curriculum. In Years 7 and 8 we are teaching our new scheme of work using the Exploring Science resource where the emphasis is on a broad, inclusive curriculum aiming to enthuse students about science and the world. In January of year 9 we start teaching the GCSE course to the students. In year 10, all our students follow one of two different pathways. They will either study the three separate sciences

and achieve three GCSEs or follow the Combined Science route and achieve two GCSEs. We deliver Biology, Chemistry and Physics A Levels to the sixth form students.

We integrate the use of outside agencies to bring Science to life and make it relevant to the outside world. We have good links with the University of Birmingham and run trips to attend, for example, the Salters' Chemistry Festival and the Big Physics Quiz. A Level biology students have visited the Lickey Hills and Kew Gardens to complete fieldwork whilst A Level Chemistry students have made use of the Spectroscopy in a Suitcase initiative organised by the Royal Society of Chemistry. Science Club for Year 7 students is also run on a weekly basis throughout the year. Science staff are involved with our local primary schools through the Primary Science Programme run by Bishop Challoner. This programme also includes the very successful Science Week run in the summer term at Bishop Challoner and across local schools.

All in all, a very successful and supportive department in an excellent school.

SCIENCE LEARNING PARTNERSHIP

Bishop Challoner Catholic College is the lead school for the Central Midlands science learning partnership. The partnership is a network of schools, colleges and universities working collaboratively together to deliver a world leading science education for all young people in England.

The science learning partnership is DfE funded via STEM Learning and we deliver high quality continuous professional development for teachers across the primary and secondary state education sector. Examples of activities include one day courses, conferences, after school and INSET training. Since March 2020 we have also significantly expanded our suite

of online and remotely delivered training programmes. Our training is delivered by accredited leading practitioners who have undergone a rigorous development programme.

The science learning partnership covers a large geographical area which includes Birmingham, Solihull, Coventry, Worcestershire, Warwickshire and Herefordshire. We are currently supporting 12 schools in this area to enable them to increase the number of pupils who study Triple Science.

Impact is at the heart of everything we do and our courses are rigorously evaluated to ensure maximum and tangible impact on teachers, pupils and schools.

A LEADING PHYSICAL EDUCATION DEPARTMENT

Our dynamic Physical Education curriculum and extensive extra-curricular programme ensures our work is at the centre of excellence for PE and Sport across the community and continues to be cutting edge.

Our KS3 curriculum supports students moving from primary school and allows them to continue making progress, building on their previous learning. All students get the opportunity to experience a wide range of sporting activities. In year 7, 8 and 9 students develop and apply their skills through activities such as Handball, Creative Movement and Swimming.

At KS4 a diverse PE curriculum is offered – students can opt in to take GCSE PE, BTEC First Award in Sport or BTEC Dance as an academic option. All students

take part in a wide range of extensive sporting activities during PE lessons that include Zumba, Basketball, Dodgeball, Fitness and Badminton.

At KS5 students can choose to take A Level Physical Education or OCR Cambridge Technical in Sport (Single or Double award). These qualifications will give pupils an understanding of the essential skills needed when you are looking to follow a career in the sports sector. It will also support pupils in their progression to either employment or move into further education. All students have the opportunity to take part in PE and Sport in Year 12, as it is timetabled as ‘enrichment’ each week with a variety of activities such as Badminton, Table Tennis or even gain a First Aid Qualification.

Bishop Challoner Catholic College takes great pride in competing in all sports and has weekly fixtures in a variety of sport such as Football, Netball, Basketball, Cricket, Tennis and Rugby. Our PE department ensures that we have a broad enriched extra-curricular programme for all ages, with daily clubs before and after school.

There is also a wide range of educational visits each year such as the European Football Development Tour, International Skiing Trips, Liddington Netball Trip and the Duke of Edinburgh Award.

The school also take great pride in providing the Ball Crew for the Nature Valley Classic, a top International Women’s Tennis Tournament every summer at the Priory Tennis Club.

SCHOOL GAMES PROGRAMME

Bishop Challoner Catholic College works with 36 local primary, secondary and special schools through the School Games (SG) programme to develop competitive and fun sporting opportunities, sports leadership training and workshops and provides opportunities for more young people to be physically active. One of the government aims for all schools is for young people to be physically active for a minimum of 60 minutes per day (30 minutes in school and 30 minutes at home and at the weekend). This can be achieved in a wide range of ways, including through active travel (walking, cycling), active learning across the curriculum (e.g. active numeracy or literacy) and through getting involved in a local sports club or activities in local parks.

We organise a comprehensive event calendar for all schools which provides opportunities for young people to take part in competitions in such sports as gymnastics, basketball, golf, tennis and swimming. Due to the ongoing Covid-19 pandemic, we are now also organising virtual/online activities for schools and young people to take part in as well as providing support, resources and ideas for school staff to ensure pupils still have access to PE, school sport and physical activity and lead healthy, active lives. Some of our events focus on fun and participation and the 6 SG values are used to promote fair play etc. The 6 SG values are Teamwork, Determination, Passion, Self-Belief, Respect and Honesty and we provide certificates and badges to those pupils who take part in events across the year.

MATHS HUB

SCHOOL SPORTS PARTNERSHIP PROGRAMME

The Bishop Challoner PE and Sport Premium Primary Programme uses the government funding to provide a wide range of opportunities for primary schools to develop staff confidence and competence to teach PE as well as providing more opportunities for young people to be physically active.

During the year courses for teaching staff are organised in gymnastics, dance, athletics and swimming etc. and schools can also benefit from having whole school training in any PE curriculum area. PE Coordinators in each primary school meet 3 times per year to network, share good practice and receive local and national updates on PE, school sport and physical activity.

Schools also benefit from Play Leader training whereby 12 pupils and 2 teaching staff attend a training day that provides resources and ideas to play simple, fun playground games. Each play leader then gets allocated 1-2 lunchtimes per week back in their own primary school when they work with younger pupils with the intention that more young people are physically active.

THE OPEN LEARNING CENTRE

Situated in the heart of the school and staffed by a supportive and dedicated team, the Open Learning Centre includes the library and is a vibrant learning environment which is accessible to students throughout the day. It is a flexible space that can be used by a class or for independent learning and reading for pleasure.

Resources inspire wider reading, encourage reading for pleasure and support the curriculum across the ability range. These include a bank of 8,000 texts, subject magazines and a current affairs website with numerous age appropriate articles covering the curriculum and beyond.

Since 2014, Bishop Challoner Catholic College has been proudly serving as the lead school for the Central Maths Hub.

The core purpose of Maths Hubs is to help schools and colleges lead improvement in mathematics education in England. They seek to harness all the maths leadership and expertise within an area, to develop and spread excellent practice, for the benefit of all pupils and students. They are part of the wider development of school-led system leadership in England, fully funded by the Department for Education, and coordinated by the National Centre for Excellence in the Teaching of Mathematics.

Bishop Challoner Catholic College identifies strategic partners, who help plan and evaluate the hub's work, and operational partners who help carry out the hub's work. So, the hub is not just us – instead it is more like a maths leadership network involving schools, colleges and other organisations with maths education expertise from across our area, which covers Birmingham, Sandwell and Dudley. This development of excellent practice is conducted through localised Work Groups as part of wider National Collaborative Projects.

There are 40 Maths Hubs that together serve all the regions of England. Each Maths Hub is open to working with any schools and colleges, from early years providers to post-16 institutions, in the broad geographical area that it covers. The benefits for schools and colleges engaging with their local Maths Hub include:

- Access to free or subsidised professional development programmes
- Up-to-date information about all local maths education activities
- Participation in a network of Local Leaders of Maths Education (LLMEs)

To find out more, please visit our website www.centralmathshub.com, or follow us on Twitter @CentralMathsHub.

DEVELOPING INDEPENDENT LEARNING SKILLS

During the first few weeks of the Autumn term the Open Learning Centre runs an induction programme for all Year 7 students. Students are introduced to the facility and shown how to borrow and use resources. This programme is followed by another initiative to help the students locate the type of book they personally can relate to and enjoy reading. They are shown how to choose reading books independently and encouraged to read for pleasure throughout their school life. In addition reading clubs are run throughout the year and paired reading schemes have been successful.

BROADENING HORIZONS

Several special events celebrating student talents and providing new experiences have taken place in the OLC. These include the performance of the steel band, a sports champion showcase, a pub style quiz, a board games day, a Balloon Debate and a Lesson in Sugar Craft. Chess playing is also encouraged.

CELEBRATING READING

Teachers and support staff are not afraid to share their love of reading and they join in with any reading promotional activities that occur. Parents and carers are invited and encouraged to visit the library on visiting days/evening.

MAINTAINING A STRONG STUDENT VOICE

The open Learning Centre encourages students to become Library Monitors and help run the Library. A structured training programme is in place which encourages the students to take on responsibility and make decisions. It also encourages new friendships and bonding through regular meetings.

In addition the students are encouraged to help plan and participate in various school fundraising activities that keep it involved in the school community.

The Open Learning Centre staff aim to help students use the Open Learning Centre in a way that benefits them and others so that it can be used and enjoyed by the whole school community holistically and educationally.

E-LEARNING

E-learning (using computer based technology to enhance learning) is dramatically changing education. Here at Bishop Challoner we are maintaining our position at the forefront of this development by constantly developing our online curriculum and support for our students. The school is now much more than bricks and mortar, as students can now access, using their personal devices, a wide range of educational resources from every department. Crucially, all the materials contained on the Virtual Learning Environment (VLE) have been designed by Bishop Challoner staff to meet the specific needs of the students we teach.

Bishop Challoner also makes extensive use of the Office 365 platform for both staff and students. All students are provided with an account in Year 7 that follows them through their career at the school. This account allows them access to OneDrive (cloud storage) and a personal school email account, the later further cementing the digital connectivity between student and learning away from the classroom.

VOCABULARY RICH AND THE THREE TIERS

Vocabulary Banking, our whole school initiative, promotes and rewards vocabulary development. It aims to encourage pupils to understand the power and value that vocabulary has in our lives. Across all areas of the curriculum, pupils are able to harvest words that they feel they will be able to use in their own answers.

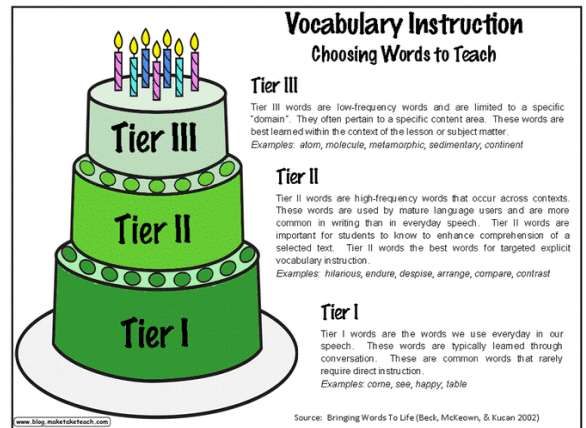
The Vocabulary Bank

It's inspired by the influential researcher Isabel Beck who provides a three tier approach to Vocabulary development.

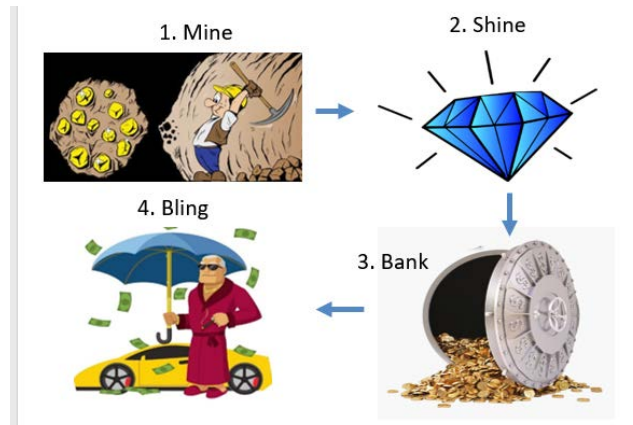
Tier 1 words don't need to be taught.

Tier 3 words are domain subject specific e.g. Photosynthesis, chronology and are overtly taught through subjects.

Tier 2 words are the key. It's very easy to assume pupils know these words. Too often they don't.



Students need 43,000 to successfully navigate higher education and graduate. With over 170,000 in the Oxford English Dictionary to navigate, at Bishop Challoner Catholic College, our focus is on equipping our students with the skills required to access these complex terms and vocabulary choices. Students are encouraged to look out for significant words and phrases and to make them stand out by putting at * next to them. Pupils add these words to their 'Vocabulary Banks' before using them in their own work.



TEACHING SCHOOL

Designated by the National College for School Leadership, Teaching Schools lead the training and professional development for staff to help raise standards.

Steve Munby, Chief Executive of the National College, said: 'To take on this role, teaching schools need to be among the best in the country to meet the demanding eligibility criteria-

outstanding in their own performance and have a track record of raising standards through school-to school support'.

We are proud of our record in teacher training and continue to work tirelessly to embed strategies we uncover, through research and collaboration, into routine classroom practice.

BEHAVIOUR FOR LEARNING AND STANDARDS

As in every school, there are rules at Bishop Challoner; they exist to ensure that the children are safe, feel secure, work well in each other's company and enjoy good relationships. Happily, most students co-operate, they are sensible, hard-working and courteous to one another and to staff, and for them, disciplinary action is quite unnecessary.

The school is a Christian community and individuals within that community are expected to show self-discipline and be responsible for the consequences of their own actions. Students are encouraged at all times to think about the wisdom of what they are doing and its effect on others. These school rules are displayed around the school.

BC Basics

In order for all students to be able to fully engage with learning inside the classroom we insist that students:

- Do not call out
- Do not talk when the teacher is addressing the whole class
- Follow all instructions at the first time of asking

BC 7

We have 7 whole school rules that all students must follow:

- Have good attendance and punctuality
- Follow instructions given by adults
- Be polite and show consideration, care and respect for others
- Respect the right of everyone to engage with teaching and learning
- Respect the environment, school property and the property of others
- Abide by the school dress code and come to school with the correct equipment
- Do not bring valuable items into school

Sanctions will be applied when either BC Basics or BC 7 rules/standards are not met.

Students, parents/carers and school will sign a Home/School Agreement in order to work together to promote high standards of academic study and behaviour.

SCHOOL INFORMATION

Throughout the City of Birmingham Bishop Challoner is recognised for its discipline and sensible organisation. The following procedures are essential to the good running of the school.

HEALTH AND MEDICAL SERVICES

Parents/carers are required to keep the school informed of any medical problems relating to their child. Any medicines brought into school must be handed to the school's first-aider for safe keeping together with a parental letter of consent for medication to be administered. Students who have to receive dental or other treatment must go to the Pastoral Office and show their appointment card and a note from their parents/carers that includes the time the student will need to leave school for the appointment.

The School Nurse visits regularly to carry out routine health checks and will contact you if there

are any concerns. Special appointments can be made with the Nurse via your child if you have any concerns you wish to discuss. The Local Authority medical services also arrange vaccinations and dental inspections; again, you will be informed when these will occur.

The school asks for the details of 3 contacts. It is very important that the school has an up-to-date **EMERGENCY TELEPHONE NUMBER** (in addition to your home number) in case we need to contact you urgently.

CLASS CHARTS

What is Class Charts?

Class Charts is a school management system for teachers, students and parents. It is currently used in over 1000 secondary schools nationally and has been highly recommended by many schools in our local area. Class Charts allows staff, students and parents to keep in touch and communicate better.



How to access Class Charts

Students and parent/carers will be provided with an access code. There are two main ways that both parents and students can use Class Charts-

1. Easiest and most convenient way is an App on either Android or Apple phones
2. The second method is to login through www.classcharts.com

What will be seen on Class Charts?

Initially you will see all Homework set via Class Charts, as the school develops the system further it has the facility to share information with parents/carers about achievement and behaviour, attendance and detentions.

SCHOOLCOMMS

We operate an online payment system. This system will be the only way for you to make payments for your child's school meals and selective school trips.

PERSONAL PROPERTY

With all the peer pressure nowadays for our students to have the correct image, it is tempting for them to bring large amounts of money or valuables to school. Please support Bishop Challoner in insisting that these should not be brought to school. If for some reason items of value have to be brought to school, they should be handed straight into the Pastoral Office. If it is necessary for a student to bring a phone to school, it must be deposited in the Pastoral Office in the morning and collected at the end of school, otherwise the phone will be confiscated until a parent/carer comes into school to collect it. Obviously the school cannot accept responsibility for any loss or damage.

SCHOOL MEALS

A comprehensive range of meals is served cafeteria style in the dining room during the lunch break. Light snacks are also available before school and during break time. Students with special diets must inform the Pastoral Office. The school uses a biometric fingerprint, cashless system. Those who are entitled to free school meals should apply using the link on the school website. If you need further help with any matter relating to your child's school meals provision, please contact Mrs Houldcroft-Flint. It is essential that ALL STUDENTS STAY ON THE PREMISES DURING BREAKS.

TAKING YOUR CHILD TO AND FROM SCHOOL

We would like to stress that parents/carers are not permitted to drive their cars onto school premises when dropping off or collecting children. This avoids congestion and possible danger to children entering or leaving the site.

CHARGING

It is the policy of the school Governing Body to request students to make a contribution towards the cost of visits which take place in school time. A charge is made for maintenance of instruments to students receiving peripatetic music lessons.

PARENTS AND THE EDUCATION ACT

Parents/carers who wish to raise issues, concerns or complaints on any matters concerning their child's progress at school should contact the appropriate Head of Year in the first instance. Any general issues or complaints concerning the curriculum, pastoral care or school management issues should initially be referred to a member of the School's Senior Leadership Team.

ACCOMMODATION OF STUDENTS WITH DISABILITIES

The school makes every effort to accommodate students with disabilities, both physical and sensory. However, the school is restricted in accommodating those children with physical disabilities due to the school being a two-storey building with no lift. Ramps are available to allow access to the ground floor level of the school,

however without access to the first floor it is not possible to access the full curriculum. For those students with sensory disabilities the school calls upon the support and advice of the Visiting Teacher Service. The Sports Centre meets all requirements of the Disability Act.

THE SCHOOL DAY

Monday

Years 7, 8 & 9 – Weeks 1 & 2

8.30	-	8.40	Staff Briefing
8.40	-	8.50	Registration
8.50	-	9.50	Period 1
9.50	-	10.50	Period 2
10.50	-	11.10	Break
11.10	-	12.00	Period 3
12.00	-	12.40	Lunch
12.40	-	1.30	Period 4
1.30	-	2.20	Period 5
2:20	-	3:10	Period 6
3.10			End of School

Years 10 – 11 Weeks 1 & 2

8.30	-	8.40	Staff Briefing
8.40	-	8.50	Registration
8.50	-	9.50	Period 1
9.50	-	10.50	Period 2
10.50	-	11.10	Break
11.10	-	12.00	Period 3
12.00	-	12.50	Period 4
12.50	-	1.30	Lunch
1.30	-	2.20	Period 5
2:20	-	3:10	Period 6
3.10			End of School

Tuesday - Thursday

Years 7, 8 & 9 – Weeks 1 & 2

8.30	-	8.40	Staff Briefing
8.40	-	8.50	Registration
8.50	-	9.50	Period 1
9.50	-	10.50	Period 2
10.50	-	11.10	Break
11.10	-	12.00	Period 3
12.10	-	12.50	Lunch
12.50	-	1.50	Period 4
1.50	-	2.50	Period 5
2:50	-	2.55	Registration
2.55	-	3.10	Form Period/Assembly
3.10			End of School

Years 10 – 11 Weeks 1 & 2

8.30	-	8.40	Staff Briefing
8.40	-	8.50	Registration
8.50	-	9.50	Period 1
9.50	-	10.50	Period 2
10.50	-	11.10	Break
11.10	-	12.10	Period 3
12.10	-	1.10	Period 4
1.10	-	1.50	Lunch
1.50	-	2.50	Period 5
2:50	-	2.55	Registration
2.55	-	3.10	Form Period/Assembly
3.10			End of School

Friday

Years 7, 8 & 9 – Weeks 1 & 2

8.30	-	8.40	Staff Briefing
8.40	-	8.45	Registration
8.45	-	9.45	Period 1
9.45	-	10.45	Period 2
10.45	-	11.00	Break
11.00	-	12.00	Period 3
12.00	-	12.30	Lunch
12.30	-	1.30	Period 4
1.30	-	2.30	Period 5/Registration
2:30			End of School
2.30	-	3.30	Staff Planning

Years 10 – 11 Weeks 1 & 2

8.30	-	8.40	Staff Briefing
8.40	-	8.45	Registration
8.45	-	9.45	Period 1
9.45	-	10.45	Period 2
10.45	-	11.00	Break
11.00	-	12.00	Period 3
12.00	-	1.00	Period 4
1.00	-	1.30	Lunch
1.30	-	2.30	Period 5/Registration
2:30			End of School
2.30	-	3.30	Staff Planning

SCHOOL UNIFORM AND EQUIPMENT

Girls	Boys
Black blazer with school badge	Black blazer with school badge
Royal blue, long sleeved, V neck jumper or sweatshirt (Year 11 jumper is maroon) (Jumpers/sweatshirts must not carry a motif)	Royal blue, long sleeved, V neck jumper or sweatshirt (Year 11 jumper is maroon) (Jumpers/sweatshirts must not carry a motif)
Black plain or pleated skirt of knee to mid calf length worn on the waist not the hips (maximum of 5cm above the knee. Skirts must not be tight or lycra material)	Black school trousers (not black jeans)
Black full length school trousers (not flared/turn ups/skinny/leggings/hipsters/black jeans)	White or blue shirt
White or blue shirt style blouse School tie-royal blue and silver (maroon and silver for Year 11)	School tie-royal blue and silver (maroon and silver for Year 11)
Plain black opaque tights	Formal black school shoes (No trainers and no colours on the shoes)
Formal black leather/leather look (not patent) school shoes with a low broad heel (not wooden/cork) (No trainers and no colours on the shoes)	Trainers/Trainer type shoes and Timberland/Kickers type mountaineering boots are forbidden

Students are required to wear the standard uniform of blazer, tie, white/blue shirt with black school trousers (or knee length black school skirt for girls). Girls are also reminded that if they choose to wear a skirt, then they should wear plain, black, opaque tights. Students are reminded that plain black school shoes should be worn and that trainers/trainer style shoes are forbidden. Patent shoes/boots and shoes with a wooden/cork based heel are also not allowed.

SPORTS KIT Girls & Boys

Navy Polo short sleeved shirt with school badge
Navy shorts/leggings/tracksuit bottoms with school badge
White above the ankle socks
Lace up sports trainers (no fashion trainers- pumps, vans, converse, air max, huaraches are strictly not allowed)

Additional information
Optional navy half zip jumper
Black/Navy plain swimming costume (only required in Year 7)

Performing Arts:
Slipper socks or socks with some grip are recommended

DRESS CODE

Students are not allowed to wear makeup, nail varnish, acrylic nails or jewellery to school at any time. One pair of plain gold studs for girls only to be worn in the lobes. No piercings in any other part of the ear are permitted. These must be removed for PE.

In order to complement the smart school uniform we insist that students' hair is smart in appearance and that students do not have shaved/razored hair styles or lines/patterns shaved into the hair. Extreme changes of hair colour are also not permitted. The final decision as to whether a particular haircut/style is appropriate is at the discretion of senior staff.

We hope that all students will co-operate fully with the above dress code. The final decision as to whether a student's appearance is appropriate or not rests with the school.

SPORTS KIT

Students must bring their PE kit to every PE lesson, even if they have a note, as the PE staff will involve students in refereeing, scoring or to analyse the performance of other students. Students will be expected to wear the PE kit provided if they fail to bring their own. All PE kit is available from Clive Mark and will carry the Bishop Challoner School crest.

PERSONAL EQUIPMENT

Students require all the usual writing materials: pen, pencil, rubber, ruler etc. We strongly recommend that students use a memory stick for backing up their computer files. A strong school bag is essential to keep equipment and books in good condition.

ADMISSIONS

ADMISSIONS CRITERIA SEPTEMBER 2021

The admission limit to Year 7 is 180 students. For admission to the current Year 7, 873 preferences were received, ranking the school 1-6, for 180 places. Applications are made on the LA Preference Form.

A copy of the School's admission criteria is on the next page and it is strictly adhered to.

SIXTH FORM

The annual Sixth Form Open Evening will take place on the evening of Wednesday 11th, November 2020.

ADMISSIONS CRITERIA SEPTEMBER 2020 – SIXTH FORM

Applications are made directly to the School. In the event of over subscription, the School's admission criteria for the Sixth Form will be strictly adhered to.

ADMISSIONS POLICY

Determined Birmingham School Admission Criteria September 2021

School name	Bishop Challoner Catholic College		
School address	Institute Road, Kings Heath, Birmingham, B14 7EG		
Headteacher	Dr J Coughlan	Tel no:	0121 444 4161
Admission Number	180		

The admissions process for Bishop Challoner Catholic College is part of the Birmingham Local Authority co-ordinated admissions scheme. To apply for a place at Bishop Challoner Catholic College in the normal admissions round, an application must be made using the school admission application process of the local authority in which you live naming Bishop Challoner Catholic College on the application form. Applications need to be made by 31st October 2020.

All applications which are submitted on time will be considered at the same time, after the closing date.

You will be advised of the outcome of your application on 1st March 2021, or the next working day, by the local authority on behalf of the school.

Please note that throughout this policy, the term 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.

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education

for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Our Lord Jesus Christ.

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

The governing body is the admissions authority and has responsibility for admissions to this school.

The governing body has set its admission number at 200 pupils to be admitted to Year 7 in the school year which begins in September 2021. (See Note 1 below)

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

In Criteria 1-6 inclusive If there is oversubscription within a criterion, the Governing Body will give priority

to children living closest to the school determined by the shortest distance (see Note 6 below).

In criteria 7-10 inclusive, if there is oversubscription in a criterion the Governing Body will give priority firstly to those applicants who have a brother or sister (see Note 4 below) attending Bishop Challoner Catholic College at the time of admission and then to those children living closest to the school determined by the shortest distance (see Note 6 below).

Oversubscription Criteria

1. Baptised Catholic children (see Note 2 below) who are looked after or previously looked after (See Note 3 below).
2. Baptised Catholic children (see Note 2 below) who have a brother or sister (see Note 4 below) attending Bishop Challoner Catholic College at the time of entry.
3. Baptised Catholic children (see Note 2 below) currently attending a named feeder school (see Note 5 below).
4. Baptised Catholic children (see note 2 below) who currently live in the parish area of a named Catholic feeder school (see Note 5 below) who are not currently attending a named Catholic feeder school (see Note 5 below).
5. Baptised Catholic children (see Note 2 below) of staff appointed by the Governors to permanent positions at Bishop Challoner Catholic College for two or more years at the time at which the application was made and/or the member of staff recruited to fill a vacant post for which there is a demonstrable skill shortage.
6. Other Baptised Catholic children (see Note 2 below).
7. Non-Catholic children who are looked after or previously looked after (See Note 3 below).
8. Non-Catholic children currently attending a named feeder school (see note 5 below).
9. Non- Catholic children of staff appointed by the Governors to permanent positions at Bishop Challoner Catholic College for two or more years at the time at which the application was made and/or the member of staff recruited to fill a vacant post for which there is a demonstrable skill shortage.
10. Other Non-Catholic children.

Note 1

Children with an Education, Health and Care (EHC) Plan that names the school **MUST** be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

Note 2

In all categories, for a child to be considered as Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic, see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism or Reception into the Church should contact their Parish Priest.

Parents making an application for a Catholic child **should also complete a Supplementary Information Form (SIF) which should be returned directly to the school.** If you do not provide the information required in the Supplementary Information Form and return it by the closing date, together with all supporting documentation, this is likely to affect the criteria that your child is placed into, which is likely to affect your child's chance of being offered a place at this school. The SIF form can be found on our website.

For the purposes of this policy, a looked after child living with a family where at least one of the carers is Catholic will be considered as Catholic. The carer must forward a copy of their own Catholic Baptismal or Reception certificate directly to the school in order for this priority to be given to the child as failure to do so will result in the looked after child being ranked as a non-Catholic.

Note 3

A "looked after child" has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of the local authority or (b) being provided with accommodation by them in the exercise of their social services functions (eg children with foster parents) at the time of making the application to the school. A "previously looked after child" is a child who immediately moved on from that status after becoming subject to an adoption, child arrangement order or special guardianship order.

Note 4

For all applicants the definition of a brother or sister is:

- A brother or sister sharing the same parents
- A half-brother or half-sister, where two children share one common parent
- A step-brother or step-sister, where two children are related by a parents' marriage or where they are unrelated but their parents are living as partners.
- Adopted or fostered children

The children must be living permanently in the same household.

Note 5

The named feeder schools for Bishop Challoner Catholic College are:

- Our Lady of Lourdes Catholic Primary School (Billesley)
- St Alban's Catholic Primary School (Kings Heath)
- St Bernard's Catholic Primary School (Moseley)
- St Dunstan's Catholic Primary School (Kings Heath)
- St Jude's Catholic Primary School (Brandwood)
- St Edward's Catholic Primary School (Selly Oak)

SS John & Monica Catholic Primary School (Moseley)
St Martin de Porres Catholic Primary School (Moseley)
St Mary's Catholic Primary School (Harborne)

The parish areas for the named feeder schools are as follows: Our Lady of Lourdes Yardley Wood, St Dunstan Kings Heath, English Martyrs Sparkhill, St Jude Maypole, St Edward Selly Park, St John & St Martin Balsall Heath and St Mary Harborne. Parish maps are available in the parishes or at the schools or by post on request.

For the purposes of this policy, parish boundaries are as shown on the Archdiocese of Birmingham parish boundary map which can be accessed at <http://www.birminghamdiocese.org.uk/parish-map/> and will be applied to the admission arrangements for the academic year 2020/2021.

Note 6

Distances are calculated on the basis of a straight-line measurement between the child's home address and the front gate of the school. The Local Authority uses a computerised system, which measures all distances in metres. Ordnance Survey supplies the co-ordinates that are used to plot a child's home address and the address of the school.

In a very small number of cases, where the school is oversubscribed, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and the school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria, as an exception, the Governing body will give careful consideration to offering a place above the published admission number.

The governing body will, where possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's published admission number.

A child's home address refers to the address where the child usually lives with a parent or carer and will be the address provided in the Local Authority's Common Application Form.

Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address provided in the Local Authority's Common Application Form, provided that the child resides at that address for any part of the school week.

Parents may be requested to supply documentary evidence to satisfy the Governing Body that the child lives at the address put forward by the parents.

If a place in the school is offered on the basis of an address that is subsequently found to be different from a child's normal and permanent home address, then that place is liable to be withdrawn.

APPLICATIONS FOR CHILDREN TO BE ADMITTED INTO A CLASS OUTSIDE OF THEIR NORMAL AGE GROUP

Parents have the right to request, but not insist, that their child be considered for admission to a class outside of their normal age group. This could be the case, for example, if a child is gifted and talented, has experienced problems such as ill health, or is already being educated in a class outside of their normal age group at their current Primary school. Parents who wish for their child to be considered for admission to a class outside of their normal age group must make an application for the normal age group in the first instance. Parents must then submit a formal request to the Governing Body for the child to be considered for a different age group class instead.

This request should be in the form of a written letter of application outlining the reasons why they wish for their child to be considered to be admitted into a class outside of their normal age group and enclosing any supportive evidence and documentation that they wish to be taken into account as part of that request.

The Governing Body will consider requests submitted for a child to be admitted into a class outside of their normal age group and advise parents of the outcome of that request before national offer day, having taken into account the information provided by the parents, the child's best interests and the views of the Head Teacher.

If the request is refused, the original application for the normal age group class will progress through the Local Authority co-ordinated admissions scheme, be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is a current year group in the school, then the application will be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is for a future year group, ie Year 7 in September 2022, then the original application is withdrawn and the parents must submit a fresh application for Year 7 2022 when applications open in the autumn term of 2021. Please note that parents only have the right to re-apply for a place. Where the Governing Body agrees to consider an application for Year 7 the following year, that application is considered alongside all other applications received and parents will be advised of the outcome of that application on national offer day. No place is reserved or held for the child in advance.

If parents are considering submitting an application for their child to be admitted into a class outside of their normal age group, it is strongly recommended that they also read the DFE guidance which can be found at:

<https://www.gov.uk/government/publications/summer-born-children-school-admission>

APPEALS

Parents who wish to appeal against the decision of the Governing Body to refuse their child a place in the school should make that appeal request in writing to the Chair of Governors at the school address. Appeals will be heard by an independent panel.

Please note that parents do not have the right to appeal if their request for their children to be admitted to a class outside of their normal year group has been refused, but the Governing Body have offered a place in the normal age group instead.

REPEAT APPLICATIONS

Any parent can apply for a place for their child at any time outside of the normal admissions round. Parents do not have the right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the Governing Body has accepted a second application from the parent because of a significant and material change in the circumstances of the parent, child or school, but have still refused admission.

LATE APPLICATIONS

Late applications will be dealt with in accordance with the Local Authority's co-ordinated admissions scheme. This states that in exceptional circumstances applications submitted to Birmingham local authority after the final closing date, but before the date that Birmingham local authority forwards the applications to the school to be considered by the governing body, may be considered at the same time as those which were received by the final closing date. Discretion will be used when considering the individual circumstances. For example where:

- There were exception reasons which prevented the parent from applying by the closing date.
- A child and the parent have moved home.
- Where the parent has been contacted regarding the information contained within their application, for example, an incomplete application or potentially misleading information requiring further investigation.

All late applications received after the date that Birmingham local authority forwards the applications to the school to be considered by the governing body, but before the offer of places, will only be considered after those applications which were received on time have been considered. Such applications may therefore be less likely to be offered a place. All late applications received after the offer of places will be considered. In the event that Bishop Challoner Catholic College is undersubscribed, a place will be offered. Applications made on or after the start of the Autumn Term 2021 will need to be submitted directly to the school and will be treated as an in-year application.

You are encouraged to ensure that your application is received on time.

CHANGE IN PREFERENCE

Once parents have submitted their preference, they will not be allowed to change them without an exceptional change in their circumstances, for example, if the family has recently moved address or an older sibling has changed schools. All requests to change preferences should be made in writing to the Local Authority to whom the parents submitted the original application. Where a change of preference is submitted for an oversubscribed school, without an exceptional change in circumstances, then the application will be refused.

WAITING LIST

In addition to their right to appeal, children who have not been offered a place at Bishop Challoner Catholic College but were offered a school that was ranked as a lower preference on their application form will be added to a waiting list. The waiting list will be maintained until the last day of the summer term 2022 and will then be discarded.

A child's position on a waiting list is not fixed. When a new child joins the waiting list, all applicants on that waiting list will be re-ranked to ensure that the list is always maintained in oversubscription criteria order. This means that a child's position on the waiting list could go up or down during the time that it is on the list. Any late applications accepted will be added to the waiting list in accordance with the oversubscription criteria.

Inclusion on the waiting list does not mean that a place will eventually become available. It may be that those already offered places may accept them, thereby filling all available places.

Children who are the subject of a direction by the Local Authority to admit or who are allocated to a school in accordance with the Fair Access Protocol take precedence over those on a waiting list.

IN YEAR FAIR ACCESS PROTOCOL

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

APPLICATIONS OTHER THAN THE NORMAL INTAKE TO YEAR 7 (IN-YEAR ADMISSIONS)

An application can be made for a place for a child at any time outside the normal admission round and the child will be admitted where there are places available. Applications should be made to the school by contacting L O'Brien 0121 444 4161 or enquiry@bishopchalloner.bham.sch.uk and all families approaching the school will be given an application form. Where there are places available but more applications than places, the published oversubscription criteria, as set out for the normal round of admissions, will be applied.

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

Parents will be advised of the outcome of their application in writing and, where the Governing Body's decision is to refuse their child a place, have the right to appeal to an independent appeal panel.

There is no charge or cost related to the admission of a child to this school.

ADMISSION TO THE SIXTH FORM

The school operates a sixth form for a total of 300 pupils. 160 places overall will be available in Year 12. Whilst the admission number is 50, if fewer than 110 of the school's existing pupils transfer into Year 12, additional external pupils will be admitted until Year 12 meets its capacity of 160.

Applications for the Sixth Form should be made directly to the school using the application form available from the school's website. Completed application forms must be returned to the school by the last working day of September.

Both internal and external pupils wishing to enter the sixth form will be expected to have met the same minimum academic entry requirements for the sixth form. These are:

ACADEMIC REQUIREMENTS:

- AS courses (including Applied 'A' levels) – a minimum of 6 GCSEs at Grade C (or grade 5) and above and a minimum Grade B (or grade 6) in the subject to be studied at AS, or an equivalent subject. In certain circumstances students with 5 GCSE's may be accepted. Very exceptionally, students who do not quite meet these entry requirements may be considered. This will be at the discretion of senior staff and Heads of Subject and the offer of a place will be subject to the completion of a trial period, the length of which will be determined.
- Level 3 BTEC courses – a minimum of 5 GCSEs at Grade C (or grade 5) and above, preferably to include GCSE Maths and English at grade 5.
- For external students a reference will be required from their current institution.

In addition to the sixth form's minimum academic entry requirements pupils will need to satisfy minimum entrance requirements to the courses for which they are applying. If either internal or external applicants fail to meet the minimum course requirements they will be given the opportunity of pursuing any alternative courses for which they do meet the minimum academic requirements. Course requirements are published annually in the school's prospectus and on its website.

When Year 12 is undersubscribed all applicants meeting the minimum academic entry requirements will be admitted or permitted to progress.

When there are more external applicants that satisfy any academic entry requirements priority will be given in accordance with the oversubscription criteria set out below.

Where there is space in Year 13, ie where there are few than 140 pupils in the year group, the school will

admit additional pupils up to this number using the oversubscription criteria set out below.

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority. If there is oversubscription within a category, the Governing body will give priority firstly to children who will have a brother or sister (see Note 4 above) attending Bishop Challoner Catholic College at the time of admission and then secondly to children living closest to the school determined by the shortest distance (see Note 6 above)

Please note that Children with an Education, Health and Care (EHC) Plan that names the academy MUST be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

OVERSUBSCRIPTION CRITERIA FOR SIXTH FORM

1. Baptised Catholic children (see Note 2 above) who are looked after or previously looked after (see Note 3 above).
2. Baptised Catholic students with brothers or sisters (see Note 4 above) attending at the time of entry.
3. Other Baptised Catholic children (see Note 2 above).
4. Non-Catholic children who are looked after or previously looked after (see Note 3 above).
5. Other students who desire to be educated in a Catholic Sixth Form

APPENDIX

DEFINITION OF A “BAPTISED CATHOLIC”

A “Baptised Catholic” is one who:

Has been baptised into full communion (Cf. Catechism of the Catholic Church, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome. Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place (Cf. Code of Canon Law, 877 & 878).

Or

Has been validly baptised in a separated ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their baptism and reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases, a sub-section of the Baptismal Registers of the church in which the Rite of Reception took place (Cf. Rite of Christian Initiation, 399).

WRITTEN EVIDENCE OF BAPTISM

The Governing bodies of Catholic schools and Boards of Directors of Catholic Academies will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for categories of “Baptised Catholics”. A Certificate of Baptism or Reception is to include: the full name, date of birth, date of Baptism or Reception, and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of Baptism or Reception.

Those who would have difficulty obtaining written evidence of Catholic Baptism/Reception for a good reason, may still be considered as Baptised Catholics but only after they have been referred to their parish priest who, after consulting the Vicar General, will decide how the question of Baptism/Reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of Baptism/Reception due to persecution or fear, the destruction of the church and the original records, or where Baptism/Reception was administered validly but not in the Parish church where records are kept.

Governors and Boards of Directors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not).

For the purposes of this policy, a looked after child (see Note 3) living with a family where at least one of the parents/carers is Catholic will be considered as Catholic.

GCSE Results

- 88% 4+, 80% 5+ in English Language
- 94% 4+, 84% 5+ in English Literature
- 84% 4+, 62% 5+ in Mathematics
- 93% 4+, 86% 5+ in Religious Education
- 98% 4+, 90% 5+ in Physics
- 95% 4+, 84% 5+ in Chemistry
- 99% 4+, 88% 5+ in Biology
- 85% 4+, 73% 5+ in Geography
- 70% 4+, 58% 5+ in History
- 99% 4+, 91% 5+ in French
- 100% 4+, 83% 5+ in Art
- 89% 4+, 78% 5+ in Music

POST 16 RESULTS 2019

A LEVEL

- 40% of A level entries at grades A* - B
- 70% of A level entries at grades A* - C
- 98.4% pass rate at A level. National Pass rate 97.6%
- 65% of vocational entries at Distinction*/Distinction
- 100% pass rate in vocational qualifications

YEAR 13 DESTINATIONS 2020

- 77% attending university with 49% of those at a Russell Group Universities
- 13.8% attending university in 2021
- 3.5% attending Further Education
- 3.5% have secured apprenticeships
- 2.2% in employment

FURTHER INFORMATION

POLICIES

Policies available on the school website: www.bishopchalloner.org.uk
Select School Info from the menu and then School Policies.

OFSTED REPORT

The most recent Ofsted Report is available from www.ofsted.gov.uk

ACHIEVEMENT AND ATTAINMENT TABLES

Available from the Department for Education website: www.education.gov.uk. Select School Performance Tables from the Tables and Statistics section.



www.bishopchalloner.org.uk

