



Therefore, choose

St Michael's CE High School

A Church of England Academy

Growing in Body, Mind and spirit





*Hello and welcome
to our prospectus*

We hope that our prospectus gives you an overview of life at St Michael's and you are able to see why we are so proud to be Head Boy and Head Girl of this amazing school!

Freya and George
Head Girl and Head Boy

Christian Values

Headteacher's Welcome



I am delighted to introduce St Michael's Church of England High School to you. As a Church of England Academy within the Diocese of Blackburn, our values are rooted in the Christian faith.

We are very much a 'team' at St Michael's; staff, pupils, parents and governors work closely together to ensure that every pupil has the opportunity to grow in body, mind and spirit; to flourish as a child of God and experience the joy and hope of 'life in all its fullness.'

The highest expectations and aspirations are key features of our school life. This helps to create our vibrant learning community with pupils and staff demonstrating a real passion and zest for learning.

Serving God, pursuing excellence and celebrating the uniqueness of each individual are at the heart of our distinctive ethos as we strive to 'be the best we can be'. We create and sustain our caring, Christian community by encouraging positive, supportive relationships, based on Christian values and striking a genuine balance between the highest academic standards and opportunities for personal growth.

"The school's cohesive and deeply embedded Christian vision is integral to all aspects of its life and work. It profoundly and positively influences decision making, policies and practice at all levels"
Statutory Inspection of Anglican and Methodist Schools Report (SIAMS) November 2018



"The school is a beacon of exemplary practice in church school education."
National Society Statutory Inspection of Anglican and Methodist Schools Report (SIAMS) November 2018

As a Vibrant Learning Community

Embracing Opportunities

Our aim is to create a learning environment and a wealth of opportunities that truly inspire our young people. Our academic standards are very high and examination results are well above national average for similar schools. St Michael's has been in the top 10% of non selective schools in the country for pupil attainment at Key Stage 4 for the past six years.

Academic success is underpinned by a focus on the development of the skills required for life-long learning. We know more than ever before about how pupils learn and a sound research base helps to determine our approach to the curriculum and learning and teaching. We want our pupils to be resilient learners, willing to challenge themselves, to take risks, to become happier working in their struggle zone grappling with challenge, because this is where we believe deep learning really occurs.

Success is not just about academic achievements, but the growth of the whole child in 'body, mind and spirit'. It is an absolute joy to see our young people grow and develop during their time with us. Whilst achievement might be the visible fruit of this growth, it is their character that provides the root, the support system for life. Our distinctive Christian ethos and Christian values are integral to our approach to character education.



All aspects of school life, but specifically, a planned 'Character for Life' programme, assemblies, worship and the taught curriculum provide opportunities for pupils to reflect on their character traits and how they might achieve academic, physical, emotional and spiritual wellbeing.

A whole range of enrichment opportunities including The Archbishop of York Award, The Duke of Edinburgh's Award, a vast array of visits, wider extra-curricular activities, Christian Value Enrichment Days, the Curriculum Enrichment Program, charity work and student leadership opportunities provide further character enhancing experiences.

We are confident that at St Michael's we provide a rigorous and productive learning environment where young people are both challenged and supported. All pupils have the right to learn and achieve success, free from disruption. We place great emphasis on all members of our community 'choosing excellent behaviour', treating others with dignity and respect and showing stewardship. Pupils understand that rights and responsibility go hand in hand.

At our last Ofsted inspection St Michael's was named as an "outstanding school that lives out, in a practical way, its aim of pursuing excellence and celebrating the uniqueness of each individual". Since then standards and achievement have continued to rise. Our SIAMs report (2018-19) stated that 'The school is a beacon of exemplary practice in church school education.' However, we are not complacent and are continuing to develop in an innovative way. An engaging curriculum experience and the highest quality learning and teaching is supported by major investment in buildings and technology.

We invite you to visit and experience the life and ethos of St Michael's CE High School for yourself. Our pupils and staff will be delighted to speak with you on open evening and answer any queries you may have.

Mrs Jayne Jenks
Headteacher

We Choose To Serve God

An introduction to St Michael's CE High School

A Church of England Academy

St Michael's CE High School was founded in 1964 with 285 pupils to provide a Christian education for the young people of Chorley. Numbers have risen gradually over the years and St Michael's, the only Church of England Academy in Chorley, now caters for 1125 pupils.

The following words are inscribed on our Foundation stone and form the basis of our life together at St Michael's: "Other foundation can no man lay than that which is laid which is Jesus Christ". At St Michael's the spiritual dimension finds expression not only in Worship and Religious Education but also through the formal curriculum and in the myriad of interactions in our corporate life together.

Our school motto is "Therefore choose...". This encapsulates our aim as a school; to prepare and equip each of our pupils so that they are able to make informed choices in every area of their lives. We believe that successful education addresses the whole of what it means to be a happy, fulfilled and successful adult. We therefore emphasise the development of body, mind and spirit in all we do.

*"Our son has felt very comfortable
and secure in his new surroundings"*

Year 7 Parent

Our concern as a school community is to improve ourselves and the school in every conceivable way and to face the challenge of the Gospel in our community. The family atmosphere here is frequently commented on by visitors. Not everything goes right or works all the time, but one thing is for certain; we will do our best to see that all our pupils reach the highest possible standards in all that they do and enjoy themselves in the process!

Mr C Metcalfe
Chairman of Governors



*"The vision and associated values successfully uphold the dignity
and value of all as children of God. This means that it is an
inclusive, caring school which celebrates the diversity of God's
world."* National Society Statutory Inspection of Anglican and Methodist

Schools Report
(SIAMS) November 2018

Pursue Excellence ...

A love of Learning

"Its vision makes sure that academic rigour and focused support is provided for all."

Statutory Inspection of Anglican and Methodist Schools Report (SIAMS) November 2018

Learning is at the heart of everything we do. We believe that learning is enhanced in an environment where both independent and collaborative study are encouraged, where pupils support each other, are confident enough to take risks and are challenged.

Learning enables pupils to develop their knowledge and understanding of subjects together with the skills and attributes needed for lifelong learning so that they are equipped for life beyond school.

High expectations for all and the delivery of clearly sequenced lessons utilising evidence informed strategies, underpinned by a clear behaviour for learning framework, ensure that a learning culture pervades at St Michael's.



and Celebrate the Uniqueness of Each Individual



THE CURRICULUM

Our school Curriculum is ambitious, challenging, engaging and exciting, reflecting the particular needs of our pupils. The education of our pupils in body, mind and spirit, their social, moral, spiritual and cultural development and the promotion of fundamental British Values are at the heart of our learning experiences. These are explicit, not only in all subjects of the Curriculum, but also highlighted in Living Education lessons and in the four Christian Values Enrichment Days. On these days pupils undertake a wide range of creative and teambuilding activities and take part in educational visits based on encouraging tolerance and the understanding of different cultures and beliefs.

Years 7 to 9

In Years 7 and 8 all pupils study: English, Mathematics, Science, French, Geography, History, Religious Education, Technology, Information and Computing, Art, Music, Dance, Drama, Physical Education, Citizenship and Living Education (Personal, Social and Health Education). Most pupils also study German. In Year 7 pupils also follow our unique 'Character for Life' programme. In Year 9 pupils continue with all subjects but opt to study either French or German with the opportunity to study both if they wish. They also take part in the Curriculum Enrichment programme.

Years 10 - 11

In Years 10 - 11 all pupils continue to study English (Language and Literature), Mathematics, Science (either Combined Science or Separate Sciences), Religious Education, Physical Education (non-exam course), Citizenship and Living Education (Personal, Social and Health Education). They must also study a Humanities subject and a Modern Foreign Language during Year 9.

In consultation with parents and staff, pupils can also choose to study the following in Years 10 and 11:

- | | | |
|---------------------------------------|----------------------------------|-------------------------|
| • Art | • BTEC Performing Arts | • German |
| • Art Textiles | • Food Preparation and Nutrition | • History |
| • Computer Science | • French | • Music |
| • Dance | • GCSE Business | • NCFE Music Technology |
| • Design and Technology | • Geography | • Physical Education |
| • BTEC Digital Information Technology | | |

YEAR 9 CURRICULUM ENRICHMENT

The Year 9 curriculum enrichment programme is an innovative series of lessons aimed at encouraging our young people to make a difference in their community. Pupils take part in a range of different activities which are in line with our school vision, providing them with coherently planned opportunities to grow in 'body, mind and spirit,' with the ultimate aspiration of 'becoming the person God wants them to be.'

Voluntary work, community service, environmental projects, charity work and aspects of work experience all play a part in the programme, enabling pupils to gain some valuable life skills and learn a little more about 'life outside school.' By engaging with these activities, pupils will also give something back to their local community, encouraging them to grow in character and reflect the Christian Values of stewardship, compassion, service and humility.

The programme is aligned with the Duke of Edinburgh's Award and is aimed at encouraging our young people to take action, become courageous advocates and perhaps discover a new skill or pastime they really enjoy!

RELIGIOUS EDUCATION

Parents have the legal right to withdraw their children from Religious Education or Collective Worship. The Governing Body would express concern if any parent who had accepted a place in this Church of England Academy were to do so. Any parent who does wish to exercise that right should contact the Headteacher.

PUPIL GROUPING

Pupils are placed in teaching groups based on prior attainment as soon as possible in Year 7 for Maths, English, Science, Humanities and Languages. Grouping is based on the Key Stage 2 results and the Cognitive Ability Tests and NGRT reading tests which are carried out during the first few weeks of term.

Groups are kept under constant review to ensure pupils are taught in a class where the pace and level of work is appropriate to their needs. In other subjects pupils will be taught in mixed ability groups.



LEARNING AND TEACHING



ASSESSMENT

Assessment is an integral part of learning and teaching and teachers are assessing progress every lesson. More formal assessments take place in each subject area at least once a term and in most cases every half term. Ofsted have commented that St Michael's has developed "very effective strategies for evaluating the progress and achievement of its pupils, which are models of their kind." Expectations of pupils are very high and much work is done on an individual level to ensure that learning is personalised and that all pupils are challenged.

REPORTING TO PARENTS

At St Michael's we work extremely hard to make sure parents and carers are informed and involved at every stage in their child's education.

There are four formal points of contact with parents throughout the school year:

- A consultation evening is held where parents and carers make appointments to see each of their child's subject teachers.
- Parents and carers receive a full written report annually. This contains the following:
 - Target GCSE grades in each subject
 - Expected GCSE grades based on current performance
 - Assessment results
 - Attitude to learning grades
 - Tutors' comments describing involvement in all aspects of life at St Michael's.
- A short report is produced twice in each academic year and contains the target grades, expected grades and attitude to learning grades.
- Data collected from each report is analysed by members of the Senior Leadership Team and also by Curriculum and Subject Leaders and Pupil Managers. Additional support and intervention is put into place for pupils who are not securing the progress needed to meet their targets or whose attitude to learning is affecting their progress.
- A strong and positive relationship between school and home is vital. Parents and carers may be contacted for support when improvements are required for pupils to meet their targets.

LEARNING AND TEACHING

HOME LEARNING (HOMEWORK)

Learning is enhanced and reinforced by regular home learning. All pupils are given a home learning timetable and expected to complete all home learning set.

The demands of home learning will vary throughout the five years at St Michael's with complex tasks being set in Years 10 and 11 in line with course demands. Home learning takes a variety of forms and may include research, consolidation exercises, revision, completion of classwork, reading, creative projects or low stakes quizzing eg via Microsoft Forms of dedicated online platforms and websites.

Pupils record home learning in their personal organisers and we expect parents and carers to check these regularly to ensure it is being completed. Before starting home learning tasks set for the day, pupils are required to read through notes made in lessons that day, to check they have understood the work.

There is a strong link between reading and academic success. We recommend that all pupils engage in reading around their subjects in addition to reading for pleasure. Pupils may be given source material, extracts and rich subject specific text to read at home as part of their home learning and we encourage parents/guardians to read these along with their child. We also encourage reading for pleasure at home both on their own or with their parents/guardians. If you would like anymore information on reading, including recommended reading lists, please see the reading section on the school website.

MOST ABLE PUPILS

At St Michael's every child is unique and special and will be challenged regardless of their ability. Our pupils are encouraged to be the best they can be and adopt a growth mindset in which no limits are placed on what they can achieve in their time at this school and beyond.

Pupils are monitored, in tandem with our whole school monitoring system, to identify individual progress and provision, along with wider curricular activities. Each subject area has particular strategies in place to provide for the needs of the most able and to encourage high achievement from all our pupils.

Many of our talented pupils represent the county (and even the country) in a range of sports and in bands and orchestras. The school has close links to local colleges that provide wider curricular activities for our most able pupils. The biennial school production provides extensive opportunities for our talented musicians, dancers and drama students.

Our gifted mathematicians take part in the UK Maths challenge. Pupils in upper school are given opportunities to attend masterclasses at Runshaw College. We encourage our pupils to aim high and opportunities are offered to pupils wishing to enter prestigious universities by attending Runshaw College's "Oxbridge Bound" activity day and inspirational talks by Oxbridge students.



CAREERS

Our Careers programme at St Michael's has been designed to provide opportunities for all our pupils to raise their aspirations through a suite of activities and experiences where they can develop their skills and self-awareness, gain an understanding of the world of work and start to plan for a successful future.

As part of our PSHE programme, pupils take part in lessons where they develop their reflection skills and start to understand the importance of developing a range of employability skills as well as understanding their own values. During the important transition points in Year 9 and Year 11 additional support is given and pupils are given the resources that they need to make wise choices that will serve them in setting the foundations for their future career, and all pupils have access to our highly regarded independent Careers Adviser within school.

School liaises closely with local colleges and training providers throughout the year to help pupils understand the range of opportunities available to them in today's economy and acquire the skills and qualifications they need to succeed in the workplaces of the future. Through assemblies, discrete careers lessons and our Year 9 Enrichment programme, pupils are able to have a series of meaningful encounters with a range of employers and training providers, meeting the requirements of the Gatsby Foundation benchmarks.

LEARNING AND TEACHING



SEND

Pupils who have a Special Educational Need or a Disability are often considered to require provision which is different from or additional to that which their peers require, but at St Michael's we strive to minimize the 'dilemma of difference.'

Support is discreet wherever possible and focused largely on providing teachers with the information and expertise that they need to both assist and challenge pupils in their lessons. Our focus is very much on abilities and aspirations.

The school recognises the importance of early identification and intervention in order to address the needs of pupils with SEND, as identified in The Code of Practice for the Identification and Assessment of Special Educational Needs (2014). Entry to external assessments and examinations, commensurate with ability is available to all pupils with SEND.

All teachers are teachers of SEND. Under the guidance of the SENCo, Quality First Teaching may be supplemented and personalised as part of a graduated response to the needs of individuals.

A range of approaches to develop independent learning are used to ensure a measure of challenge and support for pupils with SEND. These can include the use of technology, small group working, 1:1 or additional support in lessons.

Pupils with SEND and their parents/carers are involved in decisions about how best to support and further pupil progress and well-being. Co-production is vital in ensuring that the views of all parties are heard, respected and harnessed to maximum effect.

CELEBRATING SUCCESS!

Subject	Entries	9	8	7	6	5	4	3	2	1	U	X	9-7%	9-5%	9-4%
Art	38	0	1	9	15	10	2	1	0	0	0	0	26.3	92.1	97.4
Business	54	3	10	9	11	8	5	7	1	0	0	0	40.7	75.9	85.2
Chinese	1	1	0	0	0	0	0	0	0	0	0	0	100	100	100
Computer Science	15	1	1	2	7	3	1	0	0	0	0	0	26.7	93.3	100
Dance	17	4	4	1	6	2	0	0	0	0	0	0	52.9	100	100
Design & Technology	22	5	0	1	5	7	3	1	0	0	0	0	27.3	81.8	95.5
Drama	18	3	2	2	1	4	4	0	1	1	0	0	38.9	66.7	88.9
English Language	223	35	30	40	38	40	19	12	6	1	0	2	47.1	82.1	90.6
English Literature	221	23	29	43	48	24	31	15	4	2	1	1	43	75.6	89.6
Food Prep. & Nut.	20	2	2	5	4	3	3	1	0	0	0	0	45	80	95
French	66	7	6	8	11	23	3	6	1	0	1	0	31.8	83.3	87.9
Geography	108	18	16	16	26	15	10	6	1	0	0	0	46.3	84.3	93.5
German	77	8	9	8	5	32	8	7	0	0	0	0	32.5	80.5	90.9
History	87	9	12	17	17	12	8	7	4	1	0	0	43.7	77	86.2
Maths	223	21	38	39	40	43	28	6	2	5	1	0	43.9	81.2	93.7
Music	21	7	4	3	4	0	2	1	0	0	0	0	66.7	85.7	95.2
Physical Education	44	6	6	12	4	9	0	5	1	1	0	0	54.5	84.1	84.1
Religious Education	220	52	30	36	32	33	16	13	6	1	1	0	53.6	83.2	90.5
Science Combined	314	16	25	54	62	61	55	30	6	1	4	0	30.3	69.4	86.9
Science Biology	64	10	12	12	15	12	2	0	1	0	0	0	53.1	95.3	98.4
Science Chemistry	64	5	16	11	12	12	6	1	0	1	0	0	50	87.5	96.9
Science Physics	64	6	14	13	18	10	1	1	0	1	0	0	51.6	95.3	96.9
Textiles	29	1	5	9	6	5	2	1	0	0	0	0	51.7	89.7	96.6
Summary	2010	243	272	350	387	368	209	121	34	15	8	3	46	84.5	93
NCFE DMPF															
Subject	Entries	D	M	P											
Music Technology	12	2	7	3											
OCR National															
Name	Entries	D	M	P											
ICT	10	2	3	3											

SUMMARY

2022

Standard passes English and mathematics 91.0%
Strong passes in English and mathematics 75.8%
9-7 grades in English and mathematics 35.4%
Attainment 8 61.8

2021 (Centre Assessed Grades)

Standard passes English and mathematics 95%
Strong passes English and mathematics 79%
9-7 grades English and mathematics 31%
Attainment 8 61.59

2020 (Centre Assessed Grades)

Standard passes English and mathematics 96%
Strong passes English and mathematics 83%
9-7 grades English and mathematics 36%
Attainment 8 62.7

2019

Standard passes English and mathematics 91%
Strong passes English and mathematics 75%
9-7 grades English and mathematics 27%
Attainment 8 58.2

2018

Standard passes English and mathematics 91%
Strong passes English and mathematics 71%
9-7 grades English and mathematics 26%
Attainment 8 58.9

2017

Standard passes English and mathematics 92%
Strong passes English and mathematics 69%
9-7 grades English and mathematics 21%
Attainment 8 55.6

NON-GCSE KEY

D* - Distinction *

D – Distinction

M – Merit

P – Pass

L1 D – Level 1 Distinction

L1 M – Level 1 Merit

L1 P – Level 1 Pass

F - Fail

PUPIL WELLBEING



PUPIL WELLBEING

The wellbeing of our pupils is given the highest priority at St Michael's. We work tirelessly to ensure pupils' safety and happiness within a Christian environment that allows them to grow in body, mind and spirit, to flourish and experience the joy and hope of 'Life in all its fullness'. A growth mindset and emotional resilience are promoted encouraging pupils to live fulfilled and contented lives. The value of friendship and healthy, active lifestyles is regularly emphasised. The school works in partnership with outside agencies, where necessary, to encourage pupils to fully embrace the opportunities available to them. There is a range of information on the website to signpost parents and carers if specialist support and advice is required beyond school.

THE TUTORIAL SYSTEM

Pupils are placed in tutorial groups from their first day in September and they usually remain with that group during the five years at St Michael's. Each tutorial group is named after a patron, someone who embodies the Christian ethos and way of life. Our most talented singers and instrumentalists from Years 9-11 form Hughes tutorial group and take part in many acts of worship.

The tutor meets with their tutorial each day and is therefore normally the first point of contact for parents/carers. They have the oversight of the progress of each child across the curriculum and will contact you should there be any concerns. Tutors work extremely hard in ensuring that every child settles into St Michael's and forms effective learning habits quickly.

During the course of the year each child will have personal interviews with their tutor, (Every Child Matters Interviews—ECM) where they will discuss progress, health, wellbeing and safety along with celebrating their successes. Through the daily interactions in the tutorial group and the Living Education programme, tutors promote the core values of the school and encourage pupils to live within a Christian framework, treating others with dignity and respect.

BEHAVIOUR FOR LEARNING 'Therefore, choose'

At St Michael's excellent behaviour is essential for great learning. Our school motto 'Therefore, choose' is central to our behaviour agreement. Pupils are expected to take responsibility for their own choices, behaviours and actions. This agreement is based on the Christian values of peace, forgiveness, justice, trust and reconciliation. It emphasises that we all have a right to learn and teach, a right to dignity and personal respect and to feel and be safe. All members of Team St Michael's are committed to and proactive in creating a 'culture of success' where both pupils and staff can flourish.

Good behaviour can and should be taught. Treating everyone with dignity and respect is at the heart of our approach and is a message that is communicated constantly and consistently throughout school. Staff model the behaviours we expect to see in pupils in all their interactions. Our expectations are reinforced through our 'behaviour mantras' and 'visible consistencies' with clarity and kindness. The way in which staff behave has a profound influence on creating the culture and climate for learning.

The school's whole educational philosophy is centred on investing time in our young people so they might grow and flourish as individuals with the character strengths to make informed decisions and the integrity to do the right thing.

Praise is an important part of our approach to celebrating success. Our aim is to build 'intrinsic' motivation in all pupils

TYPES OF BEHAVIOUR

Pupils should choose to:

- Treat others with dignity and respect - being polite, kind, not swearing or putting others down, keeping hands, feet and objects to themselves.
- Follow instructions of staff first time - without question, hesitation and argument.
- Show stewardship - by respecting the school premises, especially dining areas, toilets and classrooms, keeping them tidy and free from graffiti and litter.
- Be punctual - arriving to lessons on time, fully equipped and ready for learning.
- Move quickly, quietly and calmly between lessons - keeping to the left hand side whilst on corridors and using the one way system on the stairs.

Pupils should also choose to:

- Accept responsibility for their own behaviour
- Create a positive learning environment free from distractions
- Listen without interruption when others are speaking
- Be appropriately dressed in line with the uniform and appearance policy
- Have their personal organiser signed each week

Pupils who bring banned items or dangerous objects into school will be suspended for a fixed period of time. Pupils who bring illegal drugs, drug related equipment or offensive weapons into school will be excluded permanently.

ABUSIVE AND BULLYING BEHAVIOUR

In keeping with our Christian ethos it is the aim of the school to eliminate all types of bullying. We strive to:

- provide a secure environment for the physical safety of pupils and staff
- provide emotional security where the uniqueness and intrinsic worth of pupils and staff as valuable members of God's creation is recognised
- ensure that pupils have a sense of belonging
- instil confidence and facilitate a healthy, happy and social learning environment where pupils can enjoy their learning and be the best they can be

We strive to be fair and just and are vigilant and responsive to bullying behaviour, working alongside parents and carers to give support, counselling and guidance to victims and transgressors alike. Direct action reminds pupils that all forms of abuse are totally unacceptable and will not be tolerated at St Michael's.

ADDITIONAL RESOURCES

These are available to support pupils who, for whatever reasons, are not making the most of the opportunities available to them or who need additional support. The school can offer the support of our Pupil Engagement Coordinators, the pastoral support leaders and the Christian Youth Worker. Additionally, a wide range of skilled agencies are available to work with pupils including the school nursing team and the Children and Families Wellbeing Service.

REPORTING CONCERNS

Our aim is to make St Michael's a happy, safe and caring place for our pupils so that they can flourish. All our staff, both teaching and support staff, are dedicated to this aim. If parents do have a concern they are asked to speak to their child's tutor, Pupil Manager or come to the weekly drop-in clinic on Tuesday afternoons from 3.30pm-5.00pm.

STUDENT LEADERSHIP AND SCHOOL COUNCIL

At St Michael's we believe passionately in educating the whole person – body, mind and spirit. We have a number of Student Leadership roles across all the year groups which give pupils the opportunity to discover and to develop key leadership skills.

These roles include School Council representatives, Librarians, Science Ambassadors, Bridge Buddies, Peer Mentors, Subject Mentors, Prefects and many more up to Head Boy and Head Girl and their Deputies. Pupils in these roles have to demonstrate commitment, organisation, good communication, initiative and reliability, all of which are key skills for life beyond the classroom. As a school committed to Christian values we also believe in servant-hearted leadership as we seek to follow the examples of Jesus Christ, the great Servant-King. In practice this means student leaders putting the needs of others first and using their positions of responsibility for the benefit of the school and wider community.

Every year pupils in each tutorial elect a representative to join the School Council which has an important part to play in making decisions about the daily life and work of our school community. All pupils at St Michael's have the opportunity to 'have their say' and their ideas are always carefully considered. The work of the School Council in the past has had a real impact on our quality of life with recent suggestions and developments including: the new glasshouse, a new fish tank, food choices in the canteen and improvements in access to the playing field.

PUPIL VOICE

Pupils are regularly invited to contribute their views to many aspects of school life, including learning and teaching and staff appointments. Pupil focus groups are held regularly throughout the year and help to develop staff and pupil dialogue about learning and teaching.

CHRISTIAN YOUTH WORKER

In our school we are very fortunate to have a Christian Youth Worker, Simon Corner. Simon is the only member of staff that pupils address by his first name. This very important role helps to maintain our links with the parishes and feeder primary schools. Pupils are welcome to visit Simon in his office to chat about their successes and concerns. The Christian Youth Worker works closely with Tutors, Pupil Managers and members of the wellbeing team, to help our children feel safe and to be happy.

“The school's vision effectively promotes strong relationships, a sense of belonging and exemplary behaviour.”

Statutory Inspection of Anglican and Methodist Schools Report (SIAMS) November 2018



WIDER CURRICULAR AND ENRICHMENT ACTIVITIES

Pupils are encouraged to embrace the opportunities available to them through our range of wider curricular activities and visits. We want pupils to enjoy school life, to have fun and ensure that they have additional interests and hobbies to complement their academic studies.

Try something new, make new friends, get involved and make the most of the endless possibilities available to you!

EDUCATIONAL/OFF SITE VISITS

Planned educational experiences designed to enrich and enhance the curriculum frequently take place.

St Michael's CE High School has adopted the Lancashire County Council Policy and Guidelines for Educational visits and has a trained Educational Visits Co-ordinator who oversees all visits. All visits must follow statutory responsibilities for Health and Safety and will include appropriate risk assessments.

Visits of low risk (Type A) are approved by the Governing Body and visits which are of a higher risk (Type B) are referred to Lancashire County Council's Educational Visits team for approval. Parental consent and medical information must be provided prior to a pupil taking part in any visit.

We offer an exciting range of educational visits and holidays both in the UK and abroad at St Michael's. These enrich the Curriculum and enhance the pupils' spiritual growth by providing them with 'wow' moments where they can truly experience God's amazing world! Pre-pandemic these have included residential Geography visits to the Lake District and Snowdonia, holidays to Germany, including Cologne and Berlin, a historical trip to Krakow and Prague visiting Auschwitz Concentration Camp, trips to Paris and a biennial ski trip to various locations.

ART CLUB

Pupils in Years 7 have the opportunity to attend workshops at Art Club, where they can enjoy exploring new techniques and follow their own areas of interest.

"Team St Michael's' colleagues share a commitment in holistic educational opportunities that they see as an invaluable foundation to academic success."

UCL Centre for Holocaust Education, March 2019

DANCE

Every pupil can enjoy extending their dance experience through the many after school groups run by staff and our Year 11 Dance Academy. Pupils of all ages and abilities are invited to be part of Super7, Activ8, fIXation, Elevation or our All Boys Dance Company (ABDC) where they can develop and improve their performance and choreography skills, exploring a diversity of styles. Pupils are also invited to take part in GCSE choreographies to experience the challenges of GCSE Dance. There are opportunities to attend dance shows by acclaimed national companies and participate in workshops directed by professional practitioners. Dance presentations feature within worships, assemblies, lunchtime showcases, school events and frequently link with music and drama as part of the St Michael's focus on integrating the Performing Arts.

DISCOVERY CLUB

Discovery Club takes place each week for pupils in Years 7 and 8. The club provides an opportunity for pupils to make friends and ask big questions about life, the universe and everything. Games and snacks are usually followed by a short bible study and time for discussion. Pupils are encouraged to reflect on the relevance of the gospel message today and to put Christian values into action in their lives.





WIDER CURRICULAR AND ENRICHMENT ACTIVITIES

DRAMA

The Drama Department at St Michael's offers plenty of opportunities for pupils who enjoy drama and wish to extend their skills.

There is a Drama club running within the department most lunch times. These clubs are run by the Student Directors within our pupil appointed Drama Council. We play games, work on improvisation skills and perform short plays.

The Drama club's skills are frequently called upon to support school worship through readings and dramatic presentations. We also collaborate with other members of the Performing Arts team to produce highly acclaimed work for the Shakespeare for School Festival and for the biennial school musical.

We warmly welcome anyone who wishes to get involved and get creative.

DUKE OF EDINBURGH'S AWARD

St Michael's offers our young people the chance to get involved with the Duke of Edinburgh's Award Scheme. This is a programme of activities for young people aged from 14–25. The Duke of Edinburgh's Award challenges young people to undertake activities that need teamwork, endurance and a will to succeed.

During Year 9 pupils take part in the Curriculum Enrichment programme, a series of lessons which includes voluntary work, community service, environmental projects, charity work and aspects of work experience. The different sessions allow the pupils to complete three of the four sections of the Bronze Duke of Edinburgh's Award, the skill, physical challenge and voluntary work. To complete the whole award pupils must take part in a two day expedition, opportunities for which are provided at the end of Year 9.

Pupils becoming involved and completing some or all of the award will have an internationally recognised addition to their curriculum vitae, which will be of benefit when starting out in their future careers.

MOODLE CLUB

Moodle is an online platform used by pupils to support further learning. Pupils can seek advice for navigating through the virtual learning environment from Mr Cree at any lunchtime.

LIBRARY (THE ARMSTRONG CENTRE)

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."
Dr. Seuss

The Armstrong Centre is a vibrant and active library with a wide range of reading materials and resources. At St Michael's we encourage all pupils to 'read for pleasure' and cannot stress highly enough the importance of regular reading. Reading is not just about pupils becoming more successful academically but reading regularly and widely, (whether that be fiction the classics, poetry, non fiction, newspapers or blogs,) will in turn improve their reading fluency, widen their vocabulary, improve their comprehension and ultimately lead to better outcomes.

Our bright, modern, comfortably furnished Armstrong Centre boasts a wide selection of recent fiction titles which are regularly updated and is equipped with the latest technology to facilitate research and independent study. The library is very popular and is open to pupils at break, lunch, before and after school.

As part of student leadership all pupils have the opportunity to become part of the library team, being trained in ICT and librarianship skills.





WIDER CURRICULAR AND ENRICHMENT ACTIVITIES

PERFORMING ARTS

The performing arts contribute significantly to St Michael's as a vibrant learning community, offering an extensive range of wider-curricular opportunities which cater for the talents and interests of all ages and abilities.

In addition to the numerous activities run by the separate departments at lunchtime and after school, there are many occasions when Music, Dance and Drama combine to prepare inspiring integrated arts presentations, the highlight being our biennial major school production.

Despite the continued challenges of a global pandemic, in February 2022 we performed *Beauty and the Beast* which offered every opportunity to draw upon the talents of so many – actors, musicians, dancers, props, set design and a skilled technical crew – all ready to take centre stage and do justice to this highly popular musical.

Staff and pupils worked together tirelessly to bring out the very best in each other: nurturing talent, mastering skills, instilling confidence and self-belief to reach standards that were seemingly beyond their capabilities. The determination to succeed and do justice to this wonderful musical inspired us to pursue excellence in performance and uphold the fine reputation that St Michael's enjoys.

As always, the project reached out to many areas of school life and helped support that special ethos of a school where the Performing Arts are respected and valued in helping our whole school community to flourish in body, mind and spirit.

MUSIC

Extensive wider curricular music activities offer opportunities for pupils to further their interests and above all have fun making music with others.

We have three choirs; the largest of which is open to all pupils and staff who enjoy singing, whilst our Chapel Choir and junior counterpart, the Armstrong Choir, carry particular responsibility for enhancing the worshipping life of the school.

Our instrumental groups provide a platform for our musicians, many of whom receive instrumental tuition from our variety of peripatetic staff, enabling them to extend their skills through ensemble playing of varying standards. Where possible, a number of different "music academies" cater for our particularly talented musicians who direct their own groups.

Our steel pans are a further highly popular facility, with a different steel band in most year groups. Performance opportunities are available through our highly popular lunchtime concert series with one concert taking place each half term.

Our summer concert each year sees over 100 musicians coming together to celebrate the achievements of the music department.

We continue to offer opportunities for pupils to extend their performance skills through the taking of exams through the various music colleges as well as catering for our pop musicians through the Rock School syllabus.

“Collective worship is inspirational and exemplary.”

Statutory Inspection of Anglican and Methodist Schools Report (SIAMS)

November 2018





WIDER CURRICULAR AND ENRICHMENT ACTIVITIES

SPORT

Our wider curricular programme at St Michael's gives pupils the opportunity to stretch their sporting skills further and also to experience the exhilarating feeling of participating in school teams and competitions.

We expect high standards of behaviour, effort and attendance. The Physical Education Department enjoys excellent sporting facilities with extensive playing fields, a large sports hall, good tennis/netball courts, a spacious gymnasium, and a climbing wall. These facilities afford a diverse range of activities both within the curriculum and also in the wide ranging extra-curricular programme.

Activities include: Netball, Badminton, Football-both boys and girls, Fitness, Basketball, Cricket, Climbing, Orienteering, Rugby, Rounders, Handball, Hockey, Tennis, Swimming and Athletics. There are many links with outside clubs such as the All Seasons Leisure Centre, Chorley Inferno Netball Club and Wigan Warriors.

Most notable recent successes have been:

- Chorley and District Netball Champions in Yrs7, 8, 9 and 11.
- Netball Yr11 Chorley and District Champions, U16 Lancashire Runners up and in top 16 in North West, Yr8 Chorley and District Champions, Yr9 A team Chorley and District Netball Champions, B team 3rd.
- Badminton Chorley and District KS3 girls Gold Medalists, KS3 boys Bronze Medalists, KS4 girls Silver Medalists, KS4 boys Gold Medalists.
- Athletics Chorley and District Champions for Yr7, 8, 9 and 10, Overall Chorley and District Athletics Champions.
- Elite Swimming at District Gala squad 4 Bronze, 10 silver, 6 gold.
- Indoor Athletics Yr7 girls Silver medallists at Chorley and District, Yr8 girls Gold medallists at Chorley and District and Lancashire Champions, Yr7 boys Gold medallists at Chorley and District and 9th in Lancashire, Yr8 boys Gold medallists at Chorley and District and 5th in Lancashire.
- Table Tennis Yr7 boys Chorley and District Gold Medalists, Yr8 boys Chorley and District Bronze Medalists.
- Handball U15 Boys North West Champions, U15 Boys North of England Champions, U15 Boys 8th in the England National Finals.
- Indoor Cricket Yr7&8 Chorley and District Bronze medallists, Yr9&10 Chorley and District Gold medallists and Lancashire Runners up.

STEM CLUB

The STEM (Science, Technology, Engineering and Maths) Club is open to all Year 8 pupils after school each week. Members have the option of entering a range of national competitions and challenges or they can just compound their interests in a range of subjects.

Each year we run STEM related trips and have invited STEM ambassadors into school in order to bring topics to life and to hear about real life experiences from experts. We are very lucky in Lancashire to have a great deal of STEM support from 'STEMFirst' a government funded body providing advice, access to ambassadors and a number of excellent resources.

- Designed and produced Zoetropes
- Created a 3D sundial
- Made our own 3D glasses and watched 3D films with them
- Worked out how to fit an egg into a glass bottle without breaking the shell
- Competed in the Tomorrow's Engineers Lego Robotics Challenge

Last year's Lego challenge involved programming a robot to complete a series of tasks related to sustainability, humanitarian aid and recycling. The club got through to the national finals!



GENERAL INFORMATION

ADMISSIONS

If you wish to apply for a place for your child at St Michael's, **please do so online** via the Lancashire County Council website when your child begins Year 6. Applicants will be asked to express all three of their secondary school preferences on one application. If you live outside Lancashire County Council you will express your three preferences to your own education authority e.g. Bolton or Wigan, and they will forward your choices to Lancashire if any of your choices is a Lancashire school. The closing date for applications for high school is 31st October 2022.

St Michael's, along with many church schools has its own Supplementary Information Form. This form **MUST** be completed if you wish the application to be assessed under the faith criteria for admission and returned to the school by 31st October 2022. The supplementary form can be found on our school website. Please note that verification of church attendance will be sought from the vicar/minister you name. Applications received after 31st October 2022 will be marked as late.

Our school is privileged to regularly receive more applications than there are places available. The information provided on the Supplementary Form enables us to rank your application in accordance with our admissions criteria, as set out in our Admissions Policy.

It is the responsibility of applicants to read thoroughly the Admission Policy and arrangements for our school, both of which can be found on our school website and are included within this prospectus as inserts. Parents may wish to note the variation to the admissions criteria to address the impact of the COVID-19 pandemic on church attendance.

St Michael's CE High School Admissions policy and procedures comply with Lancashire's Coordinated Admissions Scheme and are approved by Blackburn Diocesan Board of Education.

Enquiries about admissions can be made using the contact form on our school website. Staff are available at our annual Open Evening and Open Mornings to address any queries from prospective parents.

TERM DATES 2023-24

MICHAELMAS

Staff Training Day	Monday 4 th September 2023
Term Begins	Tuesday 5 th September 2023
Staff Training Day	Monday 2 nd October 2023
Staff Training Day	Monday 23 rd October 2023
Half Term	Monday 23 rd October – Friday 3 rd November 2023
End of term	Friday 22 nd December 2023

LENT

Term Begins	Monday 8 th January 2024
Half Term	Monday 12 th February – Friday 16 th February 2024
End of Term	Thursday 28 th March 2024

TRINITY

Term Begins	Monday 15 th April 2024
May Day Closure	Monday 6 th May 2024
Half Term	Monday 27 th May – Friday 31 st June 2024
End of Term	Thursday 25 th July 2024

ACADEMIC YEAR

Pupils begin in September in Year 7 and remain in this year group until July. A few weeks prior to the summer holidays they will begin Year 8. This transition from one academic year to the next occurs annually at the same time thereafter.

SCHOOL TRANSPORT

Please see the Lancashire County Council website for information on Home to School Transport. This can be accessed at www.lancashire.gov.uk and entering 'School Transport' into the search engine on their website. Various school bus services operate from a number of locations. If your child lives further than three miles from school then you may be entitled to assistance with transport costs. The Home to School Transport policy on the Lancashire website describes the application process for transport assistance and any entitlement for low income families.

TIMING OF THE SCHOOL DAY

Period 1	8:50 – 9:15
Period 2	9:15 – 10:00
Period 3	10:00 – 10:40
Period 4	10:40 – 11:25
BREAK	11:25 – 11:45
Period 5	11:45 – 12:30
Period 6	12:30 – 13:10
LUNCH	13:10 – 13:55
Period 7	13:55 – 14:40
Period 8 (<i>no period 8 on Friday</i>)	14:40 – 15:25

GENERAL INFORMATION

ATTENDANCE

We want all pupils to have the opportunity to achieve their very best and believe that high levels of attendance are crucial to this. Studies show that there is a clear link between pupil attendance at school and achievement. Leave of absence may only be granted by the school in exceptional circumstances and regardless of the circumstances no leave of absence will be authorised if a pupil's attendance is below 93% or they are in Years 10 or 11. Parents/carers are requested therefore not to arrange leave of absence (family holidays) during term time.

Leave of absence may only be granted by the school in exceptional circumstances and regardless of the circumstances no leave of absence will be authorised if a pupil's attendance is below 93% or they are in Years 10 or 11. Parents/carers are requested therefore not to arrange leave of absence (family holidays) during term time.

If your child is unwell you should contact school to explain the reason. Where there is no contact from parents to explain an absence, an unauthorised absence will be coded. All absences from school must be explained by a note or phone call from parents and as much notice given as possible.

UNIFORM

We are very proud of the positive image our pupils project in the local community in our St. Michael's uniform. We insist on very high standards of dress and are not at all tolerant of pupils who attempt to defy or bend uniform rules. The school uniform list is non-negotiable and the school will be the final arbiter regarding suitability of dress and appearance.

All items of uniform can be purchased from the school uniform preferred supplier – JADA, apart from shirts which can be purchased from any supplier.

No jewellery apart from a wrist watch is allowed (no smart watches). Hair must be of a natural colour with no shaven heads (no shorter than a number 2 back or sides) or lines cut into the hair. Hair bands slides and bobbles should be plain black. Make-up, Fake tan, nail varnish, false nails, cosmetic eyebrows, false eyelashes etc. are not permitted.

INDOOOR CLOTHING

- Blazer: Maroon badged blazer as supplied by the school preferred supplier JADA.
- Jumper: Strongly recommended. School crested V-neck as supplied by the school preferred supplier. Years 7-9 maroon Years 10-11 black
- Shirt: White, traditional style, good quality with stiff collar, tucked into waistbands at all times.
- Tie: School crested clip-on tie only. Years 7 and 8 Maroon. Years 9, 10 and 11 Black.
- Skirts: Regulation badged skirts supplied by the school preferred suppliers. Skirts must be no more than 3 inches from the knee. Skirt waistbands must not be rolled over.
- Trousers: Regulation badged trousers supplied by the school preferred suppliers. Belts should be black with a discreet buckle.
- Tights: With skirts - black opaque (minimum 40 denier) preferred except in warmer weather when white ankle socks or white knee length socks may be worn. Over the knee socks or trainer socks are not permitted.
- With trousers plain black socks with no motifs.

- Shoes Black, traditional style. No boots, trainers or 'trainer style', pumps, suede or canvas material. Black laces if lace-ups. Heels no higher than 2". No logos/colour flashes, therefore brands such as Vans, Converse etc. are not permitted.

OUTDOOR CLOTHING

- Coats Plain black with no exterior markings or logo (except for reflectors).
- Scarves Only plain black (no football scarves)

PE GIRLS

- Maroon shorts (printed initials optional)(also used for dance)
- Maroon shirts (printed initials optional)
- Maroon sweatshirt with logo
- Maroon polo shirt (printed initials optional)
- Plain black joggers/leggings (leggings used for dance only)
- Maroon PE socks
- Trainers
- Gum shields
- Shin pads

PE BOYS

- Maroon shorts (printed initials optional)
- Maroon rugby shirt (printed initials optional)
- Maroon polo shirt – also used for dance (printed initials optional)
- Plain black joggers (also used for dance)
- Maroon football socks
- Shin pads
- Trainers
- Football boots
- Gum shields





Astley Road, Chorley, Lancashire, PR7 1RS • Telephone: 01257 264740 • Email: admin@saint-michaels.lancs.sch.uk • www.saint-michaels.com

 @SaintMichaelsCE

