

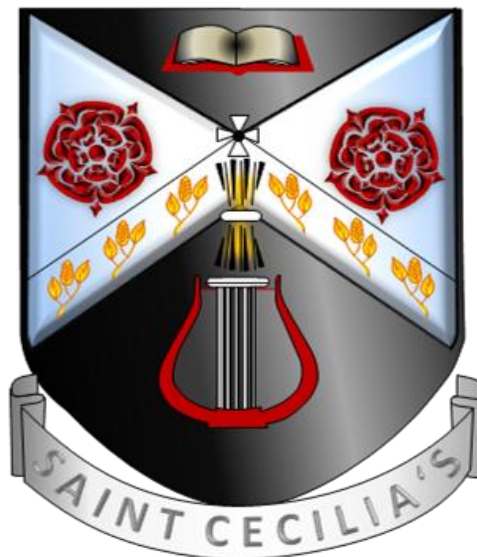
St Cecilia's

R. C. High School



“A truly authentic Catholic School; a place of inclusion and hope.”

Catholic School Inspection – November 2024



Discover – Develop – Rejoice

Welcome

Dear Parent, Guardian, or Friend of St Cecilia's,

At St Cecilia's, we are proud to be a caring Catholic school with high expectations, rooted in Gospel values. We believe every child has unique, God-given talents and strive to help them discover, develop, and celebrate these gifts. Our pupils are encouraged to grow in faith, resilience, and compassion while working together for the common good.

We are delighted to have been graded '**Outstanding**' in all areas by our most recent Catholic School Inspection and recognised by Ofsted for our exceptional provision for **Personal Development**. These achievements reflect our strong commitment to faith, learning, and community.

Our carefully planned curriculum offers a rich foundation of knowledge and skills, preparing pupils for both academic success and life beyond the classroom. We set ambitious goals for all learners, including those with SEND, ensuring that teaching is inclusive, adaptive, and effective.

We aim to provide a well-rounded education, supporting pupils' academic, social, emotional, and spiritual growth. Our school is a safe, happy, and thriving environment where wellbeing is central, and both pupils and staff feel valued and supported.

Continuous improvement is at the heart of what we do. Through a robust, research-led CPD programme, we empower our teachers to deliver high-quality learning while maintaining a positive, respectful culture. Our behaviour systems, quality assurance processes, and collaborative approach ensure that teaching and learning remain our core focus.

Thank you for your ongoing support as we work together to help every pupil flourish.

Mrs Helen Hall, Headteacher



Discover – Develop – Rejoice

Welcome



Welcome



Mission Statement

At St Cecilia's Roman Catholic High School we believe that:

As individuals, we all come with God-given talents to discover, develop and rejoice.

It is our responsibility to make sure we support the growth of our own talents and gifts, along with those of each other.

We celebrate God in all we do, say, think and achieve, as we strive to succeed.

When things go wrong, God's love will help us support each other to start again.

We should never give up but should persist in the face of setbacks.

We all serve and build our community by showing respect for ourselves, respect for each other and respect for the world.



St Cecilia's Key Information

Headteacher

Mrs H Hall

Chair of Governors

Mrs E Hindley

Contact Information

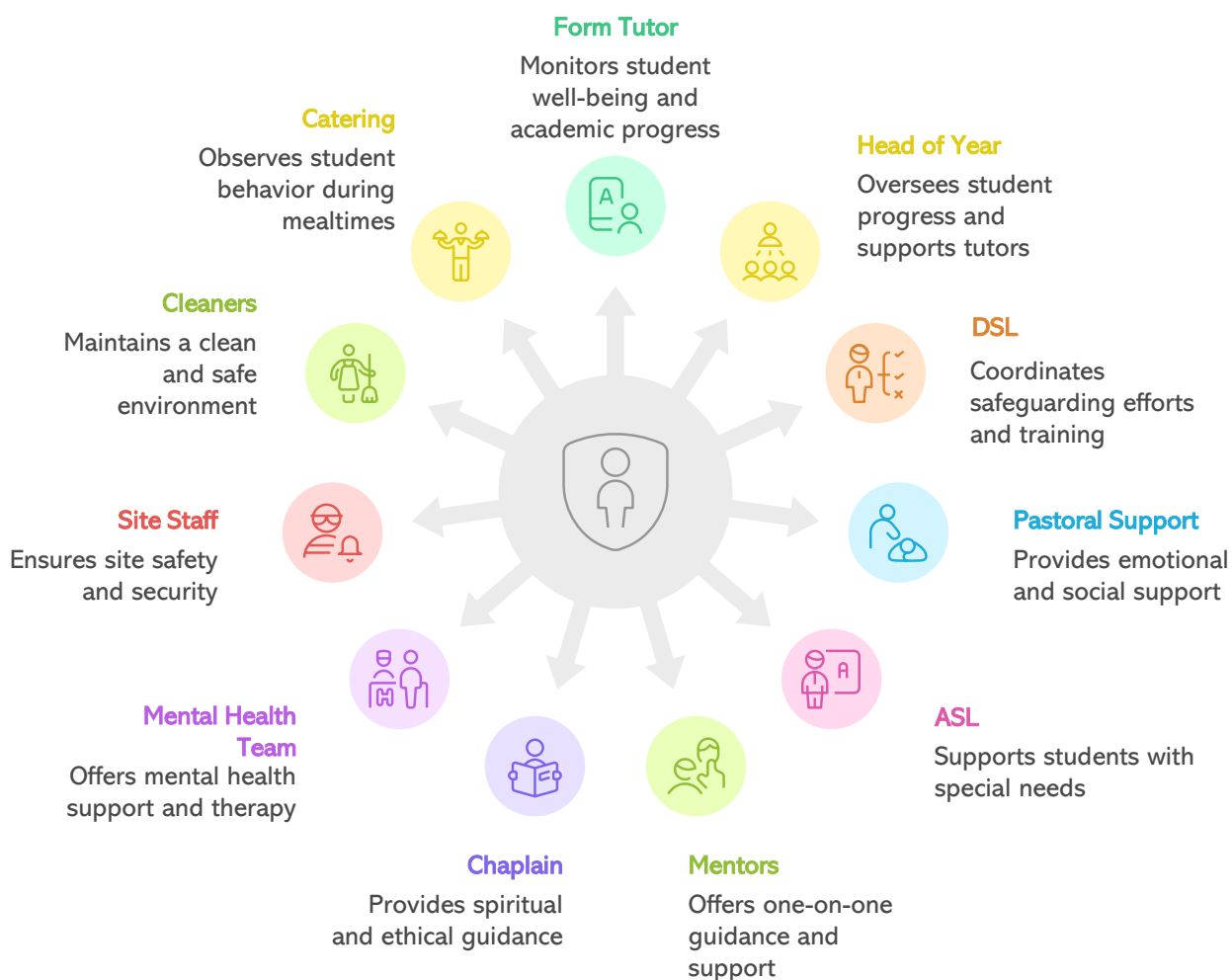
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Website	www.st-cecilias.co.uk	
Social Media	St Cecilia's RC High School	
Address	St Cecilia's RC High School Chapel Hill Longridge Preston PR3 2XA	

Safeguarding

Our number one priority is that all children are safe, happy and thriving in our community. At St Cecilia's, safeguarding is everyone's responsibility; safeguarding is embedded into everything leading to a culture of vigilance, taking the necessary steps when necessary.

Our commitment to safeguarding starts at the very top with Mrs Hall and the Senior Leadership Team dedicating time and resources to ensure we are constantly on guard and evolving, coinciding with the threat of modern-day dangers that our children face. This pledge cascades through to all staff, teaching and non-teaching, who know that abuse can and does happen and are prepared to act if the need arises.

Staff and pupils fully understand the arrangements that we have in place to protect them and feel uninhibited about using them should the need arise. In promoting this culture, your child or children will understand that they will be listened to, supported and known action will be taken on their behalf.



Curriculum

At St Cecilia's, our curriculum supports our school's mission in empowering pupils to become safe, happy, healthy and fulfilled adults who actively engage with the world. With that as our destination, we create a curriculum journey that supports all, no matter their personal circumstances, to reach it. It is enriched with opportunity for Catholic Social Teaching and personal development. The curriculum is our progress model. By this we mean that it describes the journey our pupils need to go on to know more and remember more; the journey needed to produce better outcomes and beyond, in all subjects, in their character, in their awareness and in their appreciation of good. Our curriculum is driven by knowledge, for which there are five key principles in which we believe:

1. All pupils are entitled to equal opportunity within our explicit curriculum. This is the 'best deal' for our pupils. Therefore, we strive for consistency in the knowledge delivered and the order it is delivered in
2. Without assuming what has been learned at Key Stage 2, we understand that knowledge is sequenced as a 'path' that can make learning a subject 'easier' by ensuring, where applicable, that what pupils learn next is connected to what they already know, so that they could build connected knowledge, so knowledge expands and complexity is increased over time
3. We consider the prior knowledge required to make learning the future knowledge more likely and we are not afraid to 'track back to solid ground' when we find evidence of dysfluency
4. We check for the understanding of knowledge and concepts in a variety of formative and summative ways before moving forward, pupils reflect and improve based on this feedback, reteaching and/or addressing of misconceptions
5. We revisit essential knowledge regularly through planned and thoughtful activities for the retrieval and interleaving of knowledge and concepts

"The slow philosophy is not about doing everything in tortoise mode. It's less about the speed, and more about investing the right amount of time and attention in the problem so you solve it."
Carl Honore (Journalist)



Discover – Develop – Rejoice

Curriculum

St Cecilia's provides for all its pupils the fullest possible access to a broad and balanced curriculum within a Christian environment.

We are proud of our reputation for academic success, but we are also committed to ensuring the whole child is developed and that students enjoy their time here.

The Curriculum in Key Stage 3 (Years 7/8/9) The Key Stage 3 curriculum includes all the National Curriculum subjects:

Religious Education	Science	Music	Design and Technology	PSHE / RSE
English	History	Food Technology	Computer Science	Citizenship
Maths	Geography	Spanish	Art	Physical Education

The Curriculum in Key Stage 4 (Years 10/11) During this academic year candidates are being prepared for GCSEs in the following subjects:

Computer Science	Music	Creative iMedia
Art & Design	Physics	Physical Education or Sports Studies *
Religious Studies	Spanish	History
Biology	English Language	Chemistry
English Literature	Mathematics	Food Prep and Nutrition
Geography	Combined Science	Design & Technology

*PE is a GCSE whereas Sports Studies is a Cambridge National. These are two sporting alternate pathways worth the same number of academic points.

Curriculum

Personalised Grouping

In Years 7 - 9, and some subjects in Years 10 and 11, pupils are grouped in personalised classes, using criteria such as different groups e.g. SEND, personalities and starting points, to ensure all pupils are given the best opportunity to make the expected progress and beyond with the appropriate scaffolding when required.



All lessons are 'taught to the top' and have the highest expectations of all children. Lessons will always include challenging academic vocabulary that is explicitly developed, rich in knowledge and key concepts in a clutter free curriculum, in line with the curriculum intent. However, we are also very aware that some pupils are particularly vulnerable and need that extra support, therefore a nurturing group will be used to support these children.



Homework

We use **Synergy** as an on-line tool, to help you keep track of your child's homework. **Synergy** allows you to see the details of the tasks your child has been set, all their deadlines and their submission status and grades.

You will be provided with login details to your personal account.

To view all homework set without login details, please visit St Cecilia's RC High School website and follow the link. A progression from 20 minutes per subject per week in Year 7, building up to upper school of 45 minutes per subject per week (as a guide).

Homework is compulsory for all pupils. Please refer to the Homework Policy for more details on the school website. The school curriculum is organised around 50 x 60 minute periods over a 2 week timetable.

Public Examinations

The policy of the school is to enter pupils for public examinations when they have completed an appropriate course of study

Examples of Extra-Curriculum

Creative Arts & Performing Arts

- KS3 Art Club
- KS4 Art Club
- Open Mic Club
- Battle of the Bands
- Drama Club
- Poetry Club
- Music Theatre Trips
- Playathon

Music & Choir Opportunities

- Senior Choir
- Choir
- Keyboard Club
- Lancashire Sings Performance
- Music Theatre Company Visits

Wellbeing & Personal Development

- Mindful Crafts Club
- Lego Therapy
- Sensory Circuits (EDEN Room)
- Equality & Diversity Ambassador Group
- Wellbeing Ambassador Group
- Gift Team

Faith, Leadership & Social Action

- CAFOD Club
- Duke of Edinburgh Award
- Rosary Club
- Eco Club
- Student Leadership Ambassadors
- Change Impact Youth Group

STEM & Technology

- Science Club
- Computer Club
- KS3 DT Fix-It Club
- Creative iMedia Sessions
- Cyber Festival Preparation

Sports & Physical Activities

- Badminton & Table Tennis
- KS3 Rounders
- KS3 Cricket
- KS3 Athletics
- Year 7 Monster Kickabout Football
- Year 7 Netball
- Year 7 Dart League
- Basketball Fixtures
- Preston City Athletics Squad

Specialised & Seasonal Opportunities

- Philosophy Film Club (KS3)
- Spanish Culture Club
- Open Science Sessions
- Drama Workshops
- Duke of Edinburgh Bronze Award

Explore and learn away from Longridge

We offer many trips throughout the five-year journey at St Cecilia's, including:

- Football stadiums
- Water sports in Spain
- Manor Adventure
- Ladyewell
- Walsingham
- Hadrian's Wall
- Holy Island
- Culture Visit in Spain

Religious Education



The Religious Education curriculum at St Cecilia's contributes significantly to the Catholic nature of the school. It enables pupils to ask deep and often searching questions.

At St Cecilia's, the Religious Education department is made up of four specialist teachers who are enthusiastic and passionate about their subject. The team is committed to delivering the highest standard of Religious Education, rooted in both academic rigour and spiritual formation.

"All religious education teachers are specialists, ensuring strong subject knowledge that enables effective planning and adaptations of lessons. High quality questioning was observed in lessons and is a real strength." Catholic Schools Inspection, Nov 2024.

Our curriculum is fully aligned with the new Religious Education Directory *"To Know You More Clearly,"* written by the Bishops of England and Wales. This was confirmed in our most recent Catholic School Inspection. Our lessons are engaging, thought-provoking, and designed to offer a wide variety of learning experiences. Many of these include a spiritual dimension, such as regular visits to our chapel to explore sacred objects and church features, as well as outdoor learning in our recently created *Laudato Si'* Prayer Garden.

Our final unit, *Dialogue and Encounter*, builds on this by allowing pupils to explore the beliefs and practices of Islam, Judaism, Hinduism, and Buddhism. Through this unit, students are encouraged to appreciate the richness of other faith traditions and reflect on the importance of building bridges - both between Christian denominations and with other world religions.

Enrichment is a key part of our curriculum. We offer a range of activities, including guest speakers during Mission Week, visits to the Manchester Jewish Museum, and trips to mosques and other sacred spaces from different faith traditions. These experiences help our pupils grow in understanding and respect for others, fostering their development as compassionate global citizens in a diverse world.

"The religious education department is central to the life of the school and supports other departments as appropriate. Teachers from other subjects spoke of the value they place on RE. Resources in religious education are exemplary." Catholic Schools Inspection, Nov 2024.

Discover – Develop – Rejoice

Catholic Life and Mission

At St Cecilia's, we are fully committed to embracing and living out the Catholic life and mission of our school. Our goal is to make Christ known to all our pupils, grounded in the belief that every child is created in the image and likeness of God. We are dedicated to providing meaningful opportunities for both staff and pupils to encounter God in real and tangible ways.

This commitment is clearly reflected in our strong Catholic identity, which is immediately visible upon entering our school. From the sacred spaces in our reception area that reflect the liturgical calendar, to the beautiful artwork celebrating modern saints, and our chapel adorned with newly created stained glass windows, our faith is woven into the fabric of daily school life.

"St Cecilia's is a strong, united and proud Catholic community. The mission 'Discover, Develop and Rejoice' permeates all aspects of the school." Catholic Schools Inspection, Nov 2024.

We have developed a comprehensive programme of prayer and liturgy that mirrors the Church's liturgical year. Our aim is to offer pupils a wide range of prayer experiences that grow in depth and complexity as they move through the school. This spiritual journey begins with Sacred Art in Year 7, continues with Sacred Music in Year 8 and Christian Meditation in Year 9, and culminates in Taizé prayer and *Lectio Divina* in Year 11.

A well-structured retreat programme complements our school mission statement: *Discover, Develop, Rejoice*. Pupils across both Key Stages benefit from plentiful opportunities to deepen their faith and spirituality.

Our Catholic Life and Mission Team - made up of passionate and committed staff - meets regularly to plan and deliver high-quality worship. Pupils are also actively involved through our GIFT (Growing in Faith Together) team and our Altar Serving team, who support every school Mass. We are grateful to our local priests, who regularly visit and celebrate Mass with us each week and on special whole-school occasions.

Daily form time includes guided prayer activities, ensuring a consistent and spiritually enriching experience across the school community.

"St Cecilia's is an authentic Catholic community, rooted in the belief all children are created equally and in the dignity of the individual. It is palpable." Catholic Schools Inspection, Nov 2024.



Discover – Develop – Rejoice

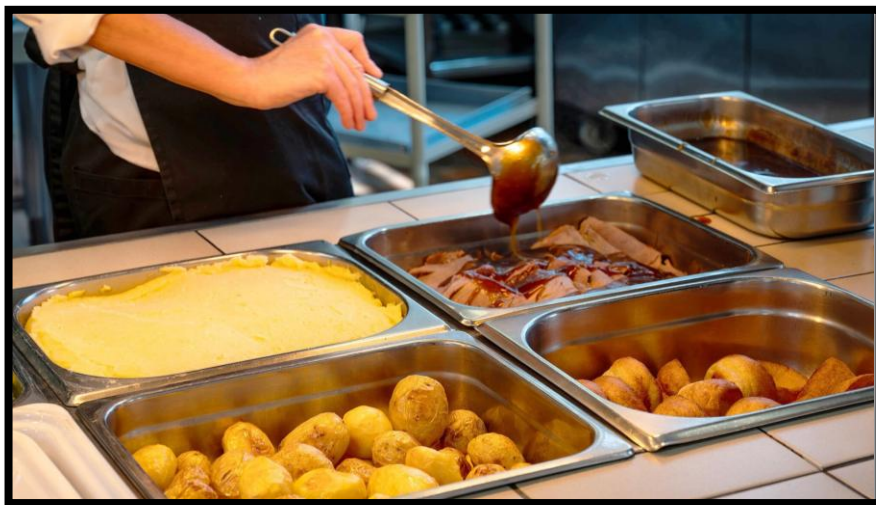
School Meals

The school has its own kitchen with food provided from Lancashire County Council and there are a choice of healthy menus. Provision is also made in the Dining Hall for pupils who prefer to bring sandwiches.

School operates a 'cashless system' which prevents long queues in the serving area and pupils have their own unique pin number with which to purchase their meals.

Our meat is Red Tractor Farm Assured, our fish is MSC certified and our eggs are free-range Lion brand. We use a number of organic products throughout our menus. There is always fresh fruit and salad, bread and locally produced yoghurt available daily. To make the most of seasonal produce we change our menus a minimum of twice a year.

It is our policy to provide a service for those pupils with medically diagnosed food allergies, food intolerance or a medical condition which affects eating requirements.



Sport

The school places great value on the provision of opportunities for pupils to sample and develop interest and skills in a range of sports. Opportunities for representation at form, school, district and county levels exist for pupils.

As an extension of the planned PE curriculum, extra curricular activities are organised in the following sports: football, netball, cricket, athletics, cross country, basketball, table tennis, tennis and rounders.

Several members of the school teaching staff hold National Coaching awards in the above listed activities. The school enjoys a significant level of success at District Level.



Inclusion & Wellbeing

Running through the school we have structures to identify, support and encourage students with special educational needs as well as those with special gifts and talents.

Our effective analysis of data enables us to identify such students together with a series of diagnostic tests; through planned programmes of specific intervention sessions, we are confident that their needs are being met whilst they are with us at St Cecilia's.



St Cecilia's employs a number of key staff to manage and lead in learning support, so ensuring that students identified as having additional needs are effectively supported within and beyond the school curriculum. Our SENCO, is responsible for the operation of the SEND policy.



Support Dogs

Doug and Dennis are our school's wonderful support therapy dogs who we regularly use with students to help with emotional support. You will often see them around school and playing an active role in our school community.

School Buses

We are fortunate to have a number of school bus services to and from the school.

Preston

The Preston Bus, S1, leaves Preston Bus Station and picks up pupils at regular bus stops (Ribbleton Lane/ Ribbleton Ave/Longridge Road/Preston Road). The bus is signed 'St Cecilia's'. This bus picks up pupils at the school gates after school every day. This bus is run by Stage Coach. Pupils can purchase day riders or weekly tickets.

In addition to the S1 service pupils can also get regular service buses from Preston Road (Doctors Row). Buses to Preston are every 10 minutes and is the 1 service. Regular buses from Preston to Longridge drop pupils off at the bottom of Doctors Row, at the rear of the school.

Ribchester

The bus picks up outside the Ribchester Arms. It also picks up outside Ribchester Sports & Social Club a few minutes later. This bus collects pupils from the school gates after school every day. For bus charges please contact the School Transport Hotline.

Chipping & Outlying Areas

The first pick up is at the Kirklands Estate. There are then pick-ups depending on the needs of the pupils. Some pick-ups are for one pupil only and can be arranged with the driver. The Chipping Bus picks pupils up from the school gates after school daily. For bus charges please contact the School Transport Hotline.

Goosnargh / Broughton & Outlying Areas

The bus picks up at Cumeragh Lane, Whittingham. It then travels along Whittingham Lane, Inglewhite, Whitechapel and Goosnargh picking up at regular bus stops. This bus collects pupils from the school gates after school daily. For bus charges please contact the School Transport Hotline.

Lancashire County Council School Transport Hotline - 0300 123 6738

Further info regarding school transport is available at:

<http://www.lancashire.gov.uk/children-educationfamilies/schools/school-transport.aspx>

Reward Systems

We are incredibly proud of our pupils and look for every opportunity to both praise and reward them. The school uses the following rewards so that pupils see the value of good behaviour and therefore learn from their experience:

Verbal Praise:

Every opportunity is given to congratulate pupils on their effort/behaviour.

Achievement points:

These can be awarded in the classroom, when displaying motivation, self-discipline or a reflective nature as well as for displaying any virtue that we are always growing to live for the greater glory of God and the common good; by being eloquent, truthful, learned, wise, compassionate, loving, faith filled, hopeful, intentional, prophetic, attentive, discerning, curious, active, grateful or generous. These achievements will always be communicated to you over Synergy.

Reward Trips and Events:

Allocated to the top achievement point earners in each group (one per term).

Assemblies:

These are used to praise pupils, recognise good effort and celebrate achievement when appropriate. Year groups have a rewards assembly at the end of each term.



Letters, praise postcards and telephone calls home:

Personal contact can be made on a departmental basis and reported to the Head of Year to recognise high standards of effort and/or achievement and/or improvement. All of these can be communicated to parents via Synergy.

Work Displays:

Every opportunity is taken to display work, both within the classrooms, and on notice boards around the school.

Referral to Senior Staff:

When a child has worked with a high standard of effort and/or achievement, or that pupil has performed well during monitoring the pupil can be referred to Curriculum Leaders, Head of Year, Senior Leadership and the Headteacher for special praise. The Headteacher special awards are for pupils who throughout the year have had the top percentages in achievement points, attributes for learning grades and attendance. Previous awards have been IT devices and Amazon gift vouchers.

Personal Development

Our school mission, 'Discover, Develop Rejoice' extends beyond academic excellence. As a Catholic school we are deeply committed to nurturing the whole person - intellectually, spiritually, emotionally, and socially. Our Personal Development programme is a cornerstone of this mission, equipping students with the values, skills, and confidence they need to flourish in life, be an active and healthy citizen, and honour God in all they do.

Key aspects of our personal development offering include:

Strong values and ethos – our Gospel values of kindness, respect, integrity, compassion and forgiveness underpin daily life at St Cecilia's. This ethos is expressed through our pastoral care and our rich curriculum experiences that take place within and outside the classroom.

Exceptional pastoral care – central to our school community is our strong pastoral care system. Each student is supported by a dedicated form tutor and pastoral team who provide regular check ins, mentoring and a caring presence ensuring students feel safe, supported and listened to as they journey through our school.

Wide enrichment opportunities – we offer a wide variety of educational trips to museums, theatres, heritage sites as well as a cultural trip to Spain. All of these help broaden students' experience beyond the school curriculum.

Extra-curricular activities – we have a healthy extra-curricular sports programme. Three times a year our Music department put on a concert showcasing the depth and breadth of musical talent. We also have a variety of popular clubs such as ART, drama, computing and science.

Inclusive environment –our expectations and aspirations are high for all our students including our vulnerable students and those with SEND. Our school welcomes and celebrates every individual. We foster a culture of respect, inclusion, and dignity, ensuring each student feels seen, heard, and valued.

Faith and moral development – regular prayer, liturgies, retreats, and sacramental preparation provide opportunities for students to deepen their relationship with God and reflect on their purpose in the world.

Pupil leadership and voice – students are encouraged to take on leadership roles within the school and participate in service projects that influence school life and make a positive contribution to our local and global communities.

Healthy lifestyles – we place a high priority on student physical health and mental well-being, offering a comprehensive PSHE curriculum alongside access to trained counsellors and support staff. We aim to build resilience, self-esteem, and emotional literacy, helping students navigate challenges with confidence.



Our Outstanding Careers Programme

1. Leadership & Strategy

- Clear vision, **dedicated careers leader**, and whole-school approach.
- Regular review based on student needs and labour market trends.

2. Structured & Inclusive Provision

- Planned, progressive programme for **all students**, including SEND and disadvantaged.
- Clear outcomes and consistent evaluation.

3. Gatsby Benchmarks Focus

- Stable, well-publicised programme
- Up-to-date labour market info
- Personalised guidance for every pupil
- Links between curriculum and careers
- Encounters with employers & workplaces
- Exposure to further/higher education
- One-to-one impartial advice



4. Employer & Community Links

- Strong partnerships with employers, training providers, and alumni.
- Talks, visits, work experience, mock interviews, and enterprise events.

5. Skills & Student Empowerment

- Develop **employability skills**: communication, teamwork, problem-solving, digital literacy.
- Encourage **self-awareness** and independent career planning.

6. Tracking & Evaluation

- Monitor participation, destinations, and impact.
- Use feedback and benchmarking tools like **Compass+** to improve provision.

7. Parental Engagement

- Keep families informed and involved via events and resources.

8. Future-Readiness

- Prepare students for **emerging industries**, **new technologies**, and **future careers**.

Charities

As a school community, we wholeheartedly embrace Catholic Social Teaching and actively seek ways to put our faith into action. At the heart of all we do is Christ and the Gospel message of love for our neighbour, following the example of Jesus, who showed compassion for the poor and marginalised.

To reflect this commitment, each year group supports a different charity, chosen by the pupils themselves based on causes that are meaningful and significant to them:

- **Year 7** – CAFOD
- **Year 8** – Caritas
- **Year 9** – Macmillan Cancer Support
- **Year 10** – Longridge Food Bank
- **Year 11** – Cash for Kids

We hold two major charity drives each year during Advent and Lent, with events led by our Caritas Ambassadors - students from each form group who lead by example and inspire their peers. A Caritas Trophy is awarded to the form in each year group that raises the most funds, encouraging friendly competition and a shared sense of purpose.

In addition to this, we have a dedicated CAFOD group that meets weekly to respond to global needs as they arise. We also offer targeted support to Longridge Food Bank during the Summer Term, recognising the increased demand for their services during the six-week holiday.

We are continually inspired by the generosity of our families, who support these efforts with kindness and understanding. They share in our belief that faith must be lived through action, as we strive to follow the teachings of Jesus in our everyday lives.



Attendance

Research shows that positive attendance directly correlates with positive outcomes for pupils. Our whole school target for attendance is 97%. If you have 95% attendance, this is equivalent to 50 hours of learning missed! What parents can expect from us.

Incentives

- Regular reward draw for pupils for 100% attendance
- Rewards for improved attendance
- Contributes to Whole School Awards activity eligibility
- A1 achievement points awarded under 'Awareness'
- Form tutors will track, monitor and discuss attendance with pupils fortnightly
- Communication with parents via text message or email

Interventions

- Once your child has missed 3 days of school, interventions will be initiated on a graduated response going forward.
- Parents are made aware of deterioration in attendance.
- Interventions may include Attendance Officer phone calls/letters/meetings in school/home visits, Attendance Contracts.
- Under 90% - Our SLT Attendance Champion will assist the Attendance Officer and family to improving attendance.
- Under 80% the LCC Attendance Improvement Team will also step into support.
- If targets not met - referral to Court Officer for Penalty Notice/prosecution.

What we expect from parents.

- Contact school on the first morning of your child's absence and on each subsequent morning.
- Ensure your child is only absent if it is absolutely necessary. Pupils should not be absent for tiredness or minor illnesses, and will be marked as an unauthorised absence.
- Avoid booking holidays in term-time remember these will be unauthorised and often result in a penalty fine.
- Always try to arrange any medical appointments for outside of school hours
- Reward your child for good attendance at school, mutually agree targets, and stick to them.
- Inform school promptly of any issues which may affect attendance.

Attendance facts

- 90% attendance is the equivalent of missing 100 x 60-minute lessons per year
- Five or more GCSE passes can increase wages by up to 42%.
- Missing just 17 days a year can mean dropping a whole grade per subject at GCSE.
- 85 million school days are lost to absence each year.
- 90% attendance is equal to one half day absence per week, four weeks' absence in a year and half a year of absence over five years.
- If a pupil's attendance is 89% or less then there is only a 1 in 4 chance they will achieve five grade 4 to 9 passes at GCSE.

Attendance



EVERY DAY COUNTS

Why is attendance so important?

MISSING **1** DAY
A WEEK



LOSING ONE
YEAR OF SCHOOL
LIFE

GOOD ATTENDANCE MEANS:

Being in school at least **97%** of the time, that's at least **184** days a year

Target
97%+



Remember

175

days are NOT spent in school each year - Plenty of time for holidays, shopping and appointments

190

Days of education

184

Days of education

171

Days of education

162

Days of education

152

Days of education

143

Days of education

Worried

Concerned

Well Done

School Uniform

General Uniform List

Please note our school uniform will be changing slightly for September 2026 Year 7 intake. This will also filter through to all years by September 2027. The main change will be NO BLAZERS. More information to follow.

- Black Blazer with the school badge (removed for September 2026 intake onwards)
- Red jumper with the school badge (optional)
- White shirt
- Long black tailored, loose-fitting trousers worn with plain dark socks
- Knee length school skirt; stitched down knife-pleat waist band skirt worn with plain white socks (no trainer socks) or thick black tights
- Tie (showing 7 stripes); Key Stage 3- red with a black/white stripe Key Stage 4- black with a red/white stripe Prefects- plain black with the school badge (awarded by school)
- Plain black leather/synthetic leather flat shoes with black soles and laces where appropriate; no branded, heeled, platforms, canvas or trainers and trainer type soles
- Black belt (optional)

Although no specific uniform is laid down for outdoor use, leather, denim jackets, football scarves, non-uniform sweaters and tracksuit tops are not considered suitable outdoor wear. No jewellery (including earrings) are allowed.



Uniform Support

We are very aware that purchasing uniform can be a significant financial outlay to families. We therefore offer a 'loved before' uniform supply, to assist where possible.

School uniform is available from:

- Mary Francis, 59 Derby Road, Longridge, Telephone - 01772 784272
- Top One Uniform, 39 St John's Centre, Preston, Telephone - 01772 828616
- Bang Bang, 91 Lancaster Road, Preston, Telephone - 01772 556100

Gym & Sports Kit



Gym and Sports Kit

Compulsory items;

- Red dri-fit t-shirt or racer-back dri-fit t-shirt with the school badge
- Full zip or quarter zip training top with the school badge
- Black football shorts or skort with the school badge
- Red football socks

Optional items;

- Plain black training pants (no branding)
- Black leggings with the school name down the left calf
- Gilbert black/red netball dress
- Plain black sports socks to wear with leggings or training pants (no branding)



Admissions

St Cecilia's exists because of the original, and continuing desire, of parents to provide a Catholic High School to serve local Catholic communities. Any parents genuinely seeking an education for their child in this Catholic Christian school may apply. Admissions to the school will be made by the Governing Body, subject to the following set of admissions criteria forming a priority order where there are more applications for admission than the school has places available.

The current admissions number is 120

The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a Statement of Educational Need or Health and Care Plan naming the school, the Governing Body will allocate places using the criteria below, which are listed in order of priority.

Arrangements for Admitting Disabled Pupils

The Governors' Admissions Policy does not discriminate in any way against pupils with any form of disability or Special Educational Needs. Classrooms in the humanities building have disabled access. Wheelchair dependant children have limited access to the remaining classrooms. The accessibility plan is available on request.



Admissions

1. Looked after children and children who have previously been looked after. Including those from overseas.
2. Roman Catholic children with special medical circumstances affecting the child where these needs can only be met at this school. Professional supporting evidence from, for example, a doctor, psychologist, or social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

3. Roman Catholic pupils, living in a contributory Parish:

Chipping	St Mary's
Alston Lane	Our Lady & St Michael's
Longridge	St Wilfrid's
Ribchester	St Peter & St Paul's

4. Roman Catholic pupils, attending an associated Catholic primary school:

Chipping	St Mary's
Alston Lane	Our Lady & St Michael's
Longridge	St Wilfrid's

5. Roman Catholic pupils, who attend ST FRANCIS HILL CHAPEL PRIMARY SCHOOL
6. Other Roman Catholic pupils, who have a brother or sister at the school
7. Other Roman Catholic pupils, in other Catholic primary schools
8. Other Roman Catholic pupils
9. Non Catholic pupils, who have a Catholic brother or sister in the school.
10. Other Non-Catholic pupils with proven and exceptional medical and social needs where admission to the school might best help satisfy those exceptional needs, providing that such application is submitted with appropriate evidence or reports.
11. Non Catholic pupils attending Catholic primary schools
12. Other Christian pupils
13. All other children

Admissions

If category (1), (2), (3) or (4) is over-subscribed, places will be allocated by reference to subsequent categories in order; for example, if category (1) is over-subscribed children who satisfy both categories (1) and (2) will have priority over children who satisfy only category (1).

If any of the categories is over-subscribed, places will be allocated first to children living nearest to the school. Distance will be measured using a computerised measuring system from the address point of the school (centre of the building) to the address point of the child's home (centre of the building).

In the event of a tied distance measurement between address points the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

Shared responsibility

Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. If there is any doubt about this, then the address of the Child Benefit recipient will be used. Parents may be asked to show evidence of the claim that is being made for the address used.

Siblings

Brothers or sisters including step, half, foster and adopted siblings living at the same address.

Twins/Triplets etc

Where there are twins wanting admission and there is only a single place left within the admission number, then the Governing Body will exercise as much flexibility as possible. If places for twins or all triplets, etc cannot be offered, the family will be advised accordingly. This may also apply to siblings who are in the same year group. If only a single place can be offered for twins, then the Local Authority's system for a random draw will decide which pupil receives an offer.

Waiting List

A waiting list will be maintained by the Governors for the full autumn term in the academic year of admission. This waiting list will give priority to children in accordance with the school's published oversubscription criteria and not on any other basis.

Late Applications

Where there are extenuating circumstances for an application being received after the last date for applications (backed up with evidence), and it is before the governors have established their list of pupils to be admitted, then it may be considered alongside all the others. Otherwise, applicants which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.

In-year Admissions

In-year admission is the process of applying for a school place during the school year. Any applications for the intake made after the start of the autumn term will be treated as an in-year application. The in-year admission process is managed by the school. Parents are required to complete the in-year application form, which is available from the school website. Where a place cannot be secured, parents will be offered a legal right of appeal to an independent appeal panel. Lancashire County Council administers the appeals process on behalf of the school.

Amazing School Inspections In 2025

January 2025



Leadership and Management – Good
Behaviour and Attitudes – Good
Personal Development – Outstanding
Quality of Education- Good

- *“Pupils are polite, kind and considerate. They enjoy the positive relationships that they have with staff, who care for them well.”*
- *“Pupils make a strong contribution to the calm and respectful atmosphere that exists at the school. They are happy here.”*
- *“Pupils respond well to the high expectations that the school has of their achievement and conduct.”*
- *“Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school.”*
- *“The school provides pupils with access to many activities that help them to develop their talents and interests.”*
- *“The broad range of activities on offer at the school helps pupils to become confident, resilient and independent young people.”*
- *“The school has designed an ambitious curriculum... staff appreciate the time that they have been given to develop their subject curriculums to include global issues.”*
- *“Pupils read books that help them to learn about justice, democracy, bereavement and how to recognise the features of a healthy relationship.”*
- *“The school’s provision for pupils’ personal development helps them to flourish. It prepares pupils exceptionally well for life in modern Britain.”*
- *“Pupils learn how to keep themselves safe, including online.”*
- *“The arrangements for safeguarding are effective.”*

November 2024



Overall Effectiveness – Outstanding
Catholic Life and Mission – Outstanding
Religious Education – Outstanding
Collective Worship - Outstanding

- *“Leaders at all levels bear witness to the school’s mission statement, ensuring that St Cecilia’s is a truly authentic Catholic school.”*
- *“The exemplary quality of relationships between all members of the community has created a family atmosphere in which every person is highly valued.”*
- *“Pastoral care and well-being for all students, especially those who are most vulnerable, is of a very high standard.”*
- *“St Cecilia’s is a strong, united and proud Catholic community. The mission, ‘Discover, Develop and Rejoice’, permeates all aspects of the school.”*
- *“Students feel known and loved and are grateful for opportunities to enhance their faith.”*
- *“Moral development of students is exceptional and is woven into curriculum areas.”*
- *“The school’s ethos is based on respect and excellent behaviour is underpinned by a strong sense of reconciliation.”*
- *“Staff actively embrace serving this community with unbridled joy, and this is felt deeply by the students.”*
- *“Parents feel part of this community and appreciate the support and exceptional care shown.”*
- *“Leaders know the strengths of the school but are not complacent and always seek ways to improve.”*

Discover – Develop – Rejoice