



St Cecilia's

R. C. High School



DISCOVER • DEVELOP • REJOICE



PROSPECTUS



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www.st-cecilias.co.uk



Headteacher

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St Cecilia's RC High School

St Cecilia's is a Roman Catholic voluntary-aided mixed Comprehensive School for pupils aged 11– 16 years.

St Cecilia's RC High School

Chapel Hill

Longridge

PRESTON

PR3 2XA

Welcome

Dear Parent / Guardian / Friend of St Cecilia's

At St Cecilia's, our vision is united and shared. We are a caring Catholic school with high standards and expectations for all our pupils, rooted in the Gospel values that we model and build our lives upon. We believe all of our pupils have the potential to discover, develop and rejoice in their God given talents and abilities, whilst answering to their faith as individuals, and actively responding to God's call to work towards a common good. We promote forgiveness and encourage resilience, ensuring pupils do not give up and persist in the face of setbacks when they occur.

Our curriculum promotes a broad range of knowledge and skills, allowing each child to discover and pursue their own interests and passions. It equips pupils with the skills and knowledge needed for them to understand, interpret, and flourish in the world in which they live; this goes beyond exam success. The curriculum is our progression model, instructing our pupils how they can 'better' at each subject. Thus, the knowledge within each curriculum is carefully planned and sequenced as a 'path' that can make learning each subject more accessible. The curriculum is ambitious for all within our school community, including those with SEND; every pupil has access to the same essential knowledge, yet as skilled teachers we adapt our teaching, scaffolding and respond effectively to the needs of all our pupils.

At St Cecilia's, we are continuously monitoring and looking to improve the entirety of each pupil's experience with us, providing a well-rounded education and formation which celebrates our pupils' academic, social, emotional, and spiritual achievement. Personal development flows through everything we do, including our curriculum, whole school events and co-curricular opportunities.

Our school is a happy and safe place where pupils thrive. Pupils are proud to be part of our community and the community are proud of St Cecilia's. Wellbeing is at the forefront of all we do. Staff feel valued and supported and enjoy their job with the workload always being reviewed and monitored.

We are restless and always looking to improve, but we are not driven by 'fads'. Staff are supported to progress professionally through a comprehensive CPD program that is founded in research. We continuously strive to provide the highest standards in everything we do. We provide a positive learning environment that enables pupils to learn and teachers to do their job well, through a robust and well implemented behaviour recovery system.

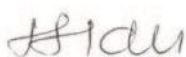
Teaching and Learning is the key focus for our school. Teachers work collaboratively to find creative solutions and share good practice. We try to ensure that CPD is driven by need and cohesive, not simply dictated from the top. If something is proven to work, then we will take the necessary time to embed it rather than shifting from one focus to the next. We provide a robust but low threat system for quality assuring Teaching and Learning allowing staff the freedom to try new things and not being afraid to fail.

Within lessons you will see a range of pedagogical approaches to suit the nature of the task and respond to pupils' needs. This is underpinned by an established set of known principles that promote inclusive learning such as us establishing or revisiting prior knowledge, habitual inclusive questioning, retrieval activities, practice and rehearsal and checking for understanding.

Reading is a key priority for the school. In addition to whole school diagnostic testing which supports bespoke intervention for struggling readers, lessons prioritize reading opportunity as well as being designed into specific tasks that allow it to be manipulated and scrutinized, often at the vocabulary written or oracy level. We read together for pleasure through guided reading, both in form time and 'ERIC' lessons (fiction and non-fiction). Our relentless focus on explicit vocabulary instruction is evident in all planned learning and implemented practice.

We promote and sustain intellectual curiosity, an enthusiasm for learning from others, for both staff and pupils. We are a great school that does ordinary things extraordinarily well. Honesty is key to our community; we will always admit where there are weaknesses, promote trust and phronesis at all levels. This is what drives us forward in our pursuit of sustained academic excellence and in the formation of our pupils.

Mrs. Hall



Headteacher



St Cecilia's

R. C. High School



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.**

Discover Develop Rejoice

Safeguarding Team

A culture of vigilance - safeguarding

Form tutor

Cleaners

Pastoral support

ASL

Head of Year



Mentors

DSL / Deputy

Chaplain

Mental health team

Catering

Site staff

Discover

Develop

Rejoice

Our number one priority is that all children are safe, happy and thriving in our community. It is everyone's responsibility to safeguard and at St Cecilia's, we create a culture of safety by embedding safeguarding into everything we do.

Our culture of safety starts at the very top with Mrs. Hall and the Senior Leadership Team pledging absolute commitment and support to ensure we are constantly on guard and evolving, coinciding with the threat of modern-day dangers that our children face. This commitment cascades through to all staff, teaching and non-teaching, who know that abuse can and does happen and are prepared to take action 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)

Extra-Curricular Activities

The school offers an extensive range of activities e.g., homework club, sports, choir, band, debate team, computer club, design technology group, Duke of Edinburgh Award, Science club and drama.

Your child will also have opportunities to attend various trips, e.g., Manor Adventure, Castlerigg Retreat, theatre and museum visits, water sports trip to France, Geography and History field trips and end of year trip to Blackpool.



Curriculum

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

The Curriculum in Key Stage 3 (Years 7/8/9)

The Key Stage 3 curriculum includes all the National Curriculum subjects:

Religious Education

Spanish

PSHE/RSE

English

Physical Education

Citizenship

Geography

Design Technology

Mathematics

Computing

History

Science

Music

Art

Food Technology

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

Art & Design

Physics

Physical Education

Religious Studies

Spanish

History

Biology

English Language

Chemistry

English Literature

Mathematics

Food Preparation and Nutrition

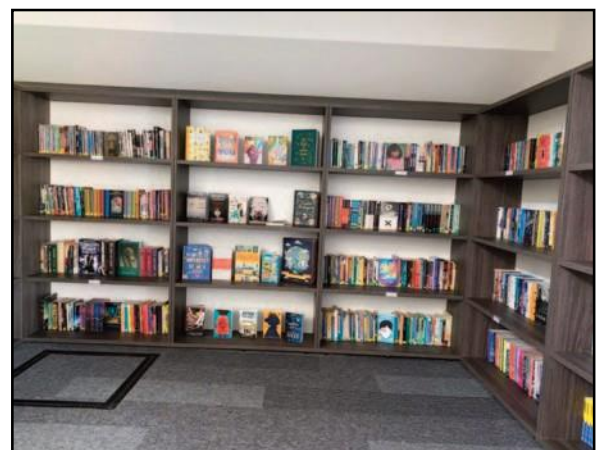
Geography

Combined Science

Design Technology

Cambridge National Qualification for PE . This counts as 2 GCSE's.

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.



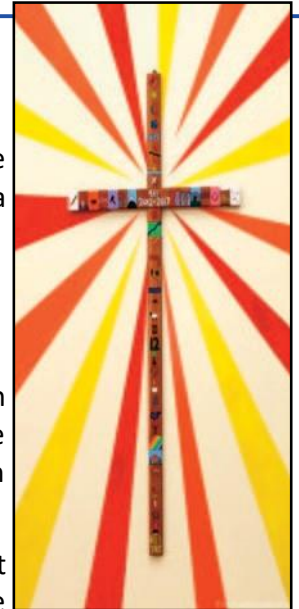
Religious Education

St Cecilia's is a Roman Catholic School, conducted in accordance with the spirit of the Roman Catholic faith. It is expected that children admitted to the school will take a full and active part in the religious life of the school.

“The Religious Education department is seen as a beacon of excellence within the school”. Salford Diocesan Inspection, March 2017.

The 1988 Education Act requires all schools, whether County or Voluntary, to teach Religious Education and to hold an act of collective worship each day. Built into the Education Act is a provision for parents who do not wish their children to take part in religious education or the act of worship to have their wishes respected.

Parents who have sought admission for their children to St Cecilia's will know that they selected a Roman Catholic school conducted in accordance with the spirit of the Roman Catholic faith.



As a Catholic school, we value each of our students as a unique individual and we strive to ensure that everyone reaches their full potential. We know that parents and pupils choose to come here because of our reputation, and we rely on their commitment to maintaining standards. Our success is founded on strong pastoral support and an environment in which pupils feel safe and secure.

R.E. lessons and the daily Act of Worship are fundamental elements which parents will have considered when placing their children in our care.

Religious Education is given according to the doctrines and practices of the Roman Catholic Church. The priests of the area visit school regularly and Holy Mass is celebrated weekly in our Chapel.

“Catholic Leadership of the school at all levels is outstanding” Salford Diocese Inspection, March 2017.

As a Catholic School, St Cecilia's seeks to reinforce the teachings of the home in a Christian way of life. The school day begins and ends with prayer. Religious Education lessons are a vital component of the curriculum. A religious retreat to Castlerigg is run by the school for KS3 pupils.

“Pupils are provided with numerous opportunities to contribute to the leadership of the school.... Pupils are recognized that their views and ideas are heard and valued by the Headteacher and Senior Leaders.” Salford Diocese Inspection, March 2017.

We have a School Chaplain, who supports the school in emphasizing its spirituality and catholicity as set out in the school's Mission Statement. The Chaplaincy model adopted will put our pupils at the center of its mission and will give important roles to the liturgy prefects and the Faith in Action Group.

“The school benefits from excellent support provided by the local parish clergy who regularly visit the school” Salford Diocese Inspection, March 2017.

Reporting Progress

Parents will receive three updates on academic progress per academic year. In addition, a Parents Evening will be arranged for each year group. Parents are encouraged to contact school at any time via the info@ email address should they have any concerns, or questions, which by working together, we may resolve.

Edulink is used to enable teachers and parents to communicate more easily, including informing you of when achievement points have been awarded and for what reason.

Our Futures Evening is held for all pupils, and their parents and carers, to provide guidance and support in making decisions about their future career paths.

Careers

For each student at St Cecilia's, our Governors, Senior Leadership Team and staff, share the same ambition; to deliver a fulfilling and comprehensive careers program that is inclusive, individualized and meaningful. We work collaboratively within our community and encompass the expertise of employers, parents/carers and further education and training providers to establish a culture of ambition.

Our pupils benefit by providing a platform to talk openly and receive guidance about their future, improve their labor market and career awareness, improve their decision making, develop their employability skills, provide opportunity for them to learn from experiences of employment and employers, all whilst growing and nurturing their unique aspirations. For more information see our carers page on our website.

Personalized Grouping

In Years 7 - 9, and some subjects in Years 10 and 11, pupils are grouped in personalized 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 is Compulsory for All Pupils



We use **Edulink** as an on-line tool, to help you keep track of your child's homework. Edulink 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 organized around 50 x 60-minute periods over a 2-week timetable.

Home School Agreement

The importance of co-operation and trust between school and parents/carers cannot be overestimated.

Following consultation with parents, pupils and staff a Home School Agreement has been created which reflects our mutually shared expectations. This will be shared with you before the start of each year alongside a copy of our behaviour policy.

Public Examinations

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



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, extracurricular activities are organized in the following sports: football, netball, cricket, athletics, crosscountry, 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.



Special Education Needs and Disability

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, Individual Education Plans and regular reviews 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.

This provision is further enhanced through positive relationships with other professionals, parents and carers who play an active role in their child's education.

Personal Development

At St Cecilia's we promote Personal Development as a whole-school approach to underpin children's holistic development and self-growth. There are many avenues throughout the school, whether that be through more whole school or curriculum opportunity, which drive our personal development forward. These can broadly be categorized as:

SPIRITUAL DEVELOPMENT

We celebrate that we are all made in the image and likeness of God, created in love and for love and entrusted with a unique gift the world waits for.

MORAL DEVELOPMENT

Our pupils are encouraged to take personal responsibility for their words and actions and are expected to reject any form of bullying, discrimination, or cruelty.

SOCIAL DEVELOPMENT

As members of the community at school students learn social skills and values that will determine their future lives as responsible citizens.

CULTURAL DEVELOPMENT

Culture gives expression to a community's spirituality, morality, and social values. It is the way in which beliefs and values are celebrated and given expression.

CHARACTER DEVELOPMENT

St Cecilia's Virtues are rooted in the Ignatian tradition and, more deeply than that, in the gospel of Jesus Christ. They are intended to offer a very practical model for forming and educating young people who grow to be more truly human, more fully alive, men and women for others for the greater glory of God and the common good.

BRITISH VALUES

As a Catholic Faith school with roots very firmly in British tradition and establishment we understand the importance of a connection with both the past and the very best of contemporary Britain.

CITIZENSHIP

Our high-quality citizenship education fosters pupils' keen awareness and understanding of democracy, government and how laws are made and upheld.

HEALTH AND WELLBEING

The purpose of our commitment to physical health and mental wellbeing is to give our pupils the information that they need to make good decisions about their own health and wellbeing and provide an opportunity to enhance it.

EQUALITY AND DIVERSITY

We see all human beings as of equal value, regardless of any protected characteristic.

PHYSICAL AND MENTAL HEALTH

The purpose of our commitment to physical health and mental wellbeing is to give our pupils the information that they need to make good decisions about their own health and wellbeing and provide an opportunity to enhance it.

PREPARATIONS FOR THE NEXT PHASE

We deliver a fulfilling and comprehensive careers program that is inclusive, individualized, and meaningful.

Reward System

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/behavior.

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 Edulink.

Reward Trips and Events: Allocated to the top achievement point earners in each group (one per term).

Assemblies: These are used to praise pupils, recognize 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 recognize high standards of effort and/or achievement and/or improvement. All of these can be communicated to parents via Edulink

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.



Arrangements for AdmiEng Disabled Pupils

Salford Diocesan Inspectors March 2017 commented:

“The School makes good provision for disadvantaged pupils and those with special educational needs. Leaders at all levels provide an authentic witness to the school mission statement encouraging and enabling all members of the school community to ‘discover, develop and rejoice.’”

The Governors' Admissions Policy does not discriminate in any way against pupils with any form of disability or Special Educational Needs. Three classrooms in the Year 7 block have disabled access. Wheelchair dependent children have limited access to the remaining classrooms.

The accessibility plan is available on request.

Pastoral Care

All members of staff are involved in the pastoral care of the pupils. A child's Form Tutor has the primary responsibility for the pastoral care and welfare of all pupils in the group.

This is reinforced by the PSHE program's approach to citizenship, careers information advice and guidance, student council, our RSE program. We have an equality group and student council.

“The quality of welfare is outstanding. Relationships between all members of the school community were observed to be extremely positive reflecting the belief that each person makes a real valuable contribution to building up a community based on gospel values.”

Salford Diocesan Inspection, March 2017

Pupil Ambassadors



Pupil Leadership and School Ambassadors

Head Prefects
Student Council
Catholic Heart
Anti-Bullying
Physical Health and Sport
Mental Health and Wellbeing
Equality and Diversity
Transition and Literacy

- Our eight specific pupil groups give you the voice to be heard regarding the various themes that contribute to our personal development offer in school.
- Our pupil groups offer a place to talk, enhance attention and create a sense of pupil leadership.
- Each group are led by our Y11 Senior Prefects but any pupil can join any group (aside from Head Prefects and Student Council) as a group ambassador.
- As an ambassador you will receive an ambassador badge in the colour of that group and, under the guidance of a teacher and our Senior Prefects, you will recruit, campaign, raise awareness, offer a comfortable space to chat, and organise/participate in thematic weeks, assemblies and form activities throughout the year.

Be the voice of your school and make a difference

Transition

Transition is an exciting but daunting time for everyone moving up to secondary school. It is our mission here at St Cecilia's to make this transition as seamless as possible, removing many of the natural worries and anxieties that pupils may feel. Our transition program covers pupils from Year 4 onwards, establishing and nurturing positive relationships through curriculum link and annual primary events.

Y4-6 Primary Cross Country—March

Covering Year 4-6, a team competition covering the cross-country course at St Cecilia's and Longridge High School.

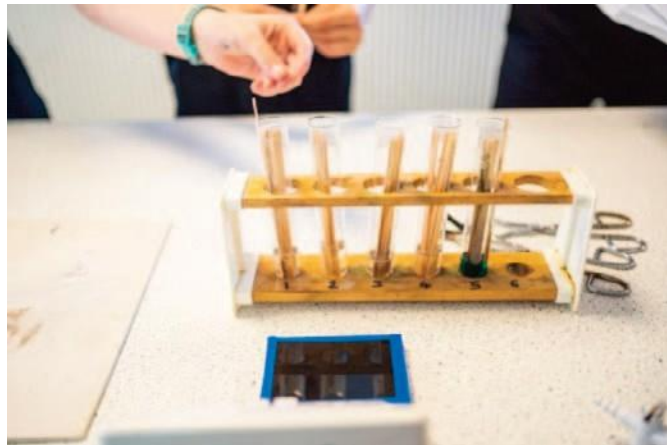
Schools can bring as many runners as they wish, but the top 5 runners will count towards the team competition.

Y5 Next Step Day – May

Year 5 get the chance to experience a full day in school. Lessons covered may vary but if there are any requests from our feeder primaries we will do our best to accommodate them.

Subjects include:

- Mathematics
- English
- Science
- RE
- MFL-Spanish
- History
- Geography
- PE
- Art
- Music
- Food and Nutrition
- Design Technology



Primary Rounders Tournament – June

Primary rounders tournament is annually held at St Cecilia's in June.

Teams will consist of 10 players and can mixed. Games played will consist of one innings or 20 good balls for each team. Referees will be provided, in the form of our Year 10 students.

Y6 Transition day – July

A full day spent in school, where pupils meet their Head of Year, Form Tutor and their new classmates. Pupils will be introduced to our school systems, expectations and learn what the first day will look like in September. They will also have lessons in core subjects such as English, Mathematics, Science and RE.

Y6 Transition Evening – July

An evening for parents, guardians and pupils to gain all the information needed ready for September and ask any questions. The evening will cover:

The school policies and structures for attendance, behavior recovery, rewards and school expectations and standards.

Attributes to learning and the St Cecilia's virtues

Pastoral support

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 at 7:46 am 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 at 3.05 pm 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 at 8.15 am. It also picks up outside Ribchester Sports & Social Club a few minutes later. This bus collects pupils from the school gates at 3.15 pm each day. For bus charges please contact the School Transport Hotline.

CHIPPING & OUTLYING AREAS

The first pick up is at the Kirkfields Estate at 8.20 am. 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 up pupils from the school gates at 3.15 pm daily. For bus charges please contact the School Transport Hotline.

GOOSNARGH/BROUGHTON & OUTLYING AREAS

The bus picks up at Whittingham Lane, Broughton at 8.05 am. It then travels along Whittingham/Cumeragh Lanes via Goosnargh, picking up at regular bus stops. This bus collects pupils from the school gates at 3.15 pm 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-education-families/schools/school-transport.aspx>



School Meals

The school has its own kitchen with food provided from Lancashire County Council and there is a choice of healthy menus.

Provision is also made in our newly extended Dining Hall for pupils who prefer to bring sandwiches.

Children are NOT allowed to leave the premises during lunch time.

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.

All menus are planned to comply with School Food Standards and all new dishes are tested by children.

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.

Charities

It has always been at the very foundation of our Christian Faith that we not only profess our faith and belief in the love of God but that we express that Faith in an active care and love for our neighbor. If we claim to believe in the Gospel and ignore the plight and suffering of others around us, then we have made our Faith an empty and useless vessel.

Our Caritas Ambassadors in school put their Faith into practical action; caring for those in need and fighting the disease of poverty that so threatens the well-being of our society and our world. They recognize the innate dignity of every person and are showing the way to others how we respond to people's needs.

The CAFOD group meets one lunchtime each week. The aim of the group is to look for ways to 'put our faith into action'. Each week we keep updated as to what projects the CAFOD organization is undertaking, and we look for ways to support and get involved. CAFOD has a special focus on Fairtrade, campaigning, prayer and fundraising. Each meeting begins with a prayer, and we discuss ways to fulfil our duty to 'love our neighbor as ourselves'. and how we can live out the gospel. Currently, we are looking at the Pope's encyclical 'Laudato Si' and discussing climate change issues. We have discussed our roles as 'Stewards of God's creation', and how the Pope is encouraging each and every one of us to care for our 'common home' the environment.

This year we raised money for Caritas by collecting money in our St Joseph's penny boxes. This was done all the way through Lent. This money will be used in the Salford Diocese to help those in need of financial help. The Charity Crew held a campaign to collect personal items to help the earthquake appeal for Turkey and Syria. This collection was taken to the British Red Cross for distribution. The school collected toys for a local charity Task Christmas to help deliver toys to families who were struggling to give presents to their children at Christmas. We also at Christmas time collected food for the local foodbanks and delivered pet items to the RSPCA.

One of the biggest charities we supported this year was The Macmillan Coffee Morning where students chatted and made tea and offered homemade cakes to parents, grandparents and other visitors.



Attendance

Attendance at school throughout the year is required by law. Government regulations exist concerning pupil attendance at school. All absences are to be noted in the register as authorized or unauthorized. All schools now publish attendance figures on an annual basis.

The school must be informed of the reasons for any absence. This should be done on the day of absence by contacting the school. **Please inform the school by telephone and/or Edulink.**

Requests for absences during term time must be made in writing to the Headteacher. Leave of Absence will only be authorized by the Headteacher where **exceptional** circumstances apply. Parents are respectfully requested to consider the effects of taking their child out of school during term time may have on their child's progress.

St Cecilia's has an excellent attendance record, well above the National Average. Parents receive a text to alert them of a pupil's absence. Registers are taken at morning registration and then at each lesson throughout the day.

The summer terms are particularly important with internal and external examinations.

School Uniform

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

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.



Admission Procedure for St Cecilia's

Roman Catholic High School

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.

- 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

Admission Procedure for St Cecilia's

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 computerized 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).

ADDITIONAL INFORMATION

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

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine or in-year admissions. Parents wishing their child to attend this school should arrange to visit the school. They will be provided with an application form once they have a definite local address. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no place, then the admissions committee will consider the application and information about how to appeal against the refusal will be provided. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, e.g., exchange of contracts or tenancy agreement with rent book. If the Governing Body has any concerns about the behavior or attendance of any pupil for a non-routine application, they will only accept such admissions on the basis of a managed transfer from their current school.

Parental Feedback 2023

I would recommend this school to anyone. It is amazing and they have done wonders for my son.

Cohesive, caring and consistent staff support has been demonstrated to my child when they have experienced frequent episodes of anxiety at school.

My child feels constant support from teachers, school leaders, classmates. I would like to thank the school staff for everything.

Thank you for all you do, my boys are both happy at school, they have good friends, and they are making good progress.
Couldn't ask for anything more.

St Cecilia's is a very nurturing school where both of our children feel happy and safe. Thank you for all your efforts.

Exceptional, pastoral, cohesive support has been provided to my daughter who is currently experiencing anxiety.

Excellent school will be sending my younger children 100%.

Great attention is paid to education, support, thank you!

The uniform is outstanding. The pupils look the part and are proud to show Longridge who they are.

My daughter is very happy at school and enjoys coming every day, which as a parent is fantastic. She also enjoys all the clubs and activities which are available to her.

St Cecilia's has grown and grown over the last few years under its new leadership. Its reputation in the local area is outstanding.

St Cecilia's has grown and grown over the last few years under its new leadership. Its reputation in the local area is outstanding







St Cecilia's

R. C. High School

Chapel Hill | Longridge | Preston | PR3 2XA

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