

Sacred Heart of Mary Girls' School



GENERAL INFORMATION

ADMISSIONS 2015

Introduction

It is with great pleasure that I introduce our school to you. The Sacred Heart of Mary Girls' School is a warm and caring learning community with a strong family ethos and a distinctive Catholic identity.

Our pupils spend a significant proportion of their lives here. It is a time in which they are gaining the knowledge and developing the skills that will equip them for adult life and enable them to make a positive contribution to society. These years should be spent in a challenging, but supportive and well-ordered environment and we do our best to ensure that our girls are happy and fulfilled throughout their time with us.

We believe in high standards and the pursuit of excellence in all aspects of school life. We place a high value on spiritual and moral values as well as on courtesy and consideration for others. We help the girls to develop self-discipline, a sense of self-worth, independence of thought, and confidence in expressing themselves. It is our hope that every pupil will enjoy learning and thrive on the experience of being a member of our school community. We encourage respect for others and an understanding and tolerance towards all races, religion and cultures.

The last independent inspection of the school was carried out by OFSTED (the Office for Standards in Education) in November 2013 and by Section 48 Inspectors in March 2014. The school was rated on both occasions as 'Outstanding' with inspectors noting that we are a school with a "profound sense of being a warm and welcoming family".

Our school is led by a talented and dedicated staff who work hard for the benefit of the girls and this has resulted in the school earning a reputation as a well-disciplined and caring community where pupils achieve well. The following pages give factual information for parents about the ways in which we try to achieve the mission and the aims of the school but it is no substitute for coming to see for yourselves. A personal visit to our Open Evening will help you appreciate what is so special about our school community.

Mrs K O'Neill
Headteacher

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The School

Address	St Mary's Lane, Upminster, Essex, RM14 2QR
Telephone Number	01708 222660
Fax Number	01708 226686
e-mail	admin@mary.havering.sch.uk
website	www.sacredheartofmary.net
Number of pupils	808
Headteacher	Mrs K O'Neill MA

The Sacred Heart of Mary Girls' School is a Catholic comprehensive school, admitting four forms of entry and offering courses up to university entrance level. Founded as an independent school in 1927 by the Sisters of the Sacred Heart of Mary, it became a voluntary aided school in 1950 at the request of Bishop Beck, then Bishop of Brentwood. In 1977 ownership of the school was transferred from the Sisters of the Sacred Heart of Mary to the Diocese of Brentwood. In September 1978 the school admitted its first comprehensive entry.

The school buildings are set in pleasant grounds. While the older building facing St Mary's Lane dates from 1930, various extensions have been added over the years.

The working areas of the school at present include:

Seven laboratories	Two craft design technology rooms
Three computer rooms	A careers suite
Two Business Studies rooms	Three Art rooms
A Drama Studio	A Library
Two Music Rooms and five practice rooms	A large hall and a small hall
Four specialist language rooms	Old Chapel
A gymnasium, six tennis/netball courts and other outdoor facilities	
Sports Hall	
A sixth form suite with its own private study area, common room and tutorial rooms	
Two Food Technology rooms, one with a resources room	
A multi-purpose conference building	

The school achieved Academy Status on 1 August 2011.

The School's Mission Statement and Aims

The Sacred Heart of Mary Girls' School is a community of faith with Jesus Christ at its centre and where prayer is part of our daily lives. In our school, we aim to bring out the best in everyone and we are committed to the pursuit of excellence. Gospel values such as honesty, patience, kindness and forgiveness are at the heart of our relationships. We show concern and respect for individuals, valuing each member of our school community as a unique person created in God's image and loved by Him. While encouraging pupils to become young Christian adults who have a love and appreciation of their own faith, we also help them to have an understanding and respect for other traditions and faiths. Our aim at all times is to recognise Jesus Christ as 'the Truth'. It is only by believing in Him, and by making Him the centre of our lives, that we can ever be completely happy and completely free.

Veritas liberabit vos

The truth will make you free

AIMS OF THE SCHOOL

In the light of our Mission Statement we aim:

- to provide a caring, disciplined and stable environment in which teaching and learning can take place, and in which each pupil is respect and loved as a unique person with God given gifts, qualities and particular needs;
- to enable pupils to achieve their potential in academic studies, and to assist their intellectual, spiritual, moral, cultural, aesthetic, emotional and physical development in preparation for adult life and family responsibilities;
- to help pupils develop respect, tolerance and concern for others, an appreciation of the complexity of the world around them and its cultural diversity, and to become responsible citizens;
- to create a happy and purposeful Christian community which will enable pupils to grow in understanding of their faith and of themselves, to enjoy relationships based on trust, courtesy, kindness and co-operation, and to develop confidence and a joy in learning as a sound basis for further/higher education, satisfying careers/vocations and a full life.

THE CURRICULUM AND ITS ORGANISATION

The school's curriculum aims are as follows:

- 1) To foster the spiritual, moral and religious development of each pupil within a Catholic ethos while ensuring that the values of other traditions in the school community and the wider community are understood and respected.
- 2) To provide a well ordered, stimulating environment which promotes the intellectual, social, cultural, creative and physical development of each pupil.
- 3) To encourage all pupils in the pursuit of excellence in all areas of school life.
- 4) To implement the National Curriculum as specified by statutory orders and Government guidance.
- 5) To provide a balanced choice of subjects and a broadly based range of knowledge, understanding and skills.
- 6) To encourage pupils to follow a curriculum suited to their individual needs, abilities and interest.
- 7) To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- 8) To assist pupils in making informed choices in relation to further and higher education and employment.
- 9) To provide opportunities to develop confidence and self-esteem in the pupils and to promote an awareness of the needs of others.
- 10) To provide for the broader development of each pupil by the encouragement of extra-curricular activities.

On admission to the school, the girls are arranged into four mixed ability Form Groups. The forms are based on the House system, in which the four Houses (Lindisfarne, Rievaulx, Thanet and Whitby) are used for social and competitive purposes. A pupil stays in the same tutor group until she reaches the Sixth Form. Citizenship and Personal, Social and Health Education is delivered implicitly across the curriculum and explicitly in a weekly period delivered primarily by Year Teams.

The First Three Years

In Key Stage 3 (years 7 - 9) girls study the ten core and foundation subjects of the National Curriculum - English, Mathematics, Science, Technology, History, Geography, Music, Art, Physical Education and Modern Languages. Girls also have lessons in Religious Education and Drama. Citizenship and Personal, Social and Health Education (PSHE) are delivered by Form Tutors.

In years 8 and 9 all pupils will study a course in Enterprise leading to an AQA Level 1/2 Certificate in Enterprise and Employability.

Science is taught as an integrated subject in years 7 and 8, but as three separate subjects (Biology, Chemistry and Physics) in year 9.

Technology incorporates Food Technology and Craft Design Technology in wood, metal and plastic. Art incorporates design, and pottery.

There are timetabled classes for Information Communication and Technology (ICT) in years 7 – 9. ICT is also used in other curriculum areas.

In year 7, all the teaching takes place within the form groups except where these groups are subdivided for practical subjects. Pupils are grouped into five ability sets for the teaching of Mathematics and Science in years 7, 8 and 9. English is taught in six ability sets in year 8 and five sets in year 9. Modern Languages are grouped into six ability sets in years 7 to 9.

From the outset emphasis is placed on high academic standards. Members of staff are alert to new developments in course content and teaching methods and the school has a good reputation for curriculum development.

Summary of Curriculum Arrangements for Years 7-9

The school timetable cycle consists of 60 periods per fortnight. Each period lasts 50 minutes.

Year 7		Year 8		Year 9	
English	7	English	6	English	8
Mathematics	7	Mathematics	8	Mathematics	8
Science	7	Science	7	Science	6
RE	5	RE	4	RE	4
PE	5	PE	5	PE	5
History	4	History	4	History	4
Geography	4	Geography	4	Geography	4
Music	3	Music	3	Music	2
Art	3	Art	3	Art	2
Drama	1	Drama	1	Drama	2
French	3	Enterprise	1	Enterprise	1
Italian	3	Languages	6	Italian	6
Technology	4	Technology	4	Technology	4
ICT	2	ICT	2	ICT	2
Citizenship & PSHE	2	Citizenship & PSHE	2	Citizenship & PSHE	2
TOTAL	60		60		60

Curriculum in Years 10 and 11

At Key Stage 4 (years 10 and 11) all girls follow a common GCSE course in Religious Studies, English (Language and Literature), Mathematics and Science (double certification), as well as non-examination courses in Physical Education, and Careers. Citizenship and Personal, Social and Health Education (PSHE) is taught primarily by the form tutor in their CP lesson, although Citizenship and PSHE elements are covered across the curriculum.

There is also the opportunity to study Biology, Chemistry and Physics as single sciences.

In addition, four subjects are chosen from the following list of options:

Art	Drama	Italian
Business Studies	French	Music
Child Care & Development	Geography	Physical Education
Classical Civilisation	History	Food Technology
Dance	Information Communication Technology	Product Design

Pupils must choose at least one Modern Foreign Language from their options.

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THE SIXTH FORM

The Sixth Form is open to all girls likely to benefit from what it has to offer. Girls who enter it receive a general education in addition to their specialist studies and are encouraged to acquire new skills and undertake wider reading. They play a full and leading part in school activities and undertake responsibilities as Prefects, Mentors, Senior Prefects and House Officials, enabling them to develop maturity of judgement and qualities of leadership. The school currently offers the following range of subjects:

'A' Levels in:

Art	Information & Communication Technology
Biology	Italian
Business Studies	Mathematics
Chemistry	Further Mathematics
Classical Civilisation	Music
Economics	Physical Education
English	Physics
Film Studies	Psychology
Food Technology	Religious Studies
French	Food Technology
Geography	Theatre Studies
History	Product Design

Vocational Courses in:

Applied Business Studies
Applied Information & Communication
Applied Science
Diploma & Certificate in Financial Services (IFS)

Sixth Form pupils follow a course in general Religious Education. A programme of Physical Education includes fitness and leisure activities. Most 'A' level pupils are expected to follow a course in General Studies leading to an 'A' level examination. The option to re-take GCSE in core subjects may also be possible.

Citizenship and PSHE is delivered by the form tutor in a weekly period.
The school currently offers the opportunity to be part of the UK Careers Academy.

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CURRICULUM COMPLAINTS PROCEDURE

Under the terms of the Education Act 2002, parents may make a complaint should they feel that the school is failing to provide the National Curriculum or failing to carry out other curriculum duties. Complaints should be made initially to the Headmistress who will provide further information. A complaints procedure, approved by the Secretary of State, is available for inspection at the school.

6

RELIGIOUS EDUCATION

Religious Education is a central part of the curriculum. Every pupil is expected to follow the Religious Studies course throughout her school life. In Years 10 and 11 there are courses leading to a GCSE examination. 'A' level Religious Studies is a well established Sixth Form course.

In these lessons, girls learn more of the background of their faith through study of the scriptures. This is extended into lively discussions of the application of this faith to moral and social issues, in which girls are encouraged to think analytically. In this way, the girls will develop a deep and thoughtful base for their spiritual development.

The school is a community of faith. This influences our structures and our values; we are a worshipping community, in which the Good News is proclaimed and all pupils and staff supported in their faith journey.

The school prays together at assembly and in prayer groups as we strive to interpret all aspects of school life in the light of the Gospel. The worship of God in assemblies and in liturgical celebration forms an integral part of school life.

On feast days mass is celebrated for the whole school community. Mass or special liturgies are also celebrated for each House on its feast day and for year groups. Parents are invited to participate with pupils and staff in the year 7 mass and in the annual Mass of Remembrance for deceased relatives and friends of the School.

The influence of all teachers and other members of staff in their daily professional contact with pupils is of considerable importance in the pupils' spiritual development. A good indicator of the success of this influence is the general atmosphere of friendliness and happiness prevalent in the school.

7

SEX EDUCATION

Sex and Relationships Education is seen as an on-going process extending through the pupil's school life and integral to her growth in self-awareness and in her capacity to relate to others. Implicit in the general curriculum, it is explicitly provided in Religious Studies,

Science and PSHEE lessons. Parents have a responsibility in this matter and the school wishes to work with parents in helping young people towards maturity. (A full statement of the school's policy on Sex and Relationships Education is available on request from the school.)

8 HOMEWORK

All pupils are expected to do homework and the amount they are expected to do will increase as they progress through the school. Many pupils on admission to the School have already experienced research and project work at their primary schools; homework is a development of this.

Tackling homework requires some organisation, and homework routines need to be established quickly. As pupils move up through the school the demands of homework increase leading up to work for public examinations. Homework is an important part of the learning process.

Homework is set:

1. To encourage pupils to work independently. All pupils need to develop self discipline and the ability to organise themselves. Help is given by form tutors in this area.
2. So that pupils can work at their own pace and the variety of homework encourages this. Not all homework is written, it may involve research, collecting materials, practical activities, surveys etc., and pupils may need to take some time over these.
3. To give pupils the chance to practise skills learnt during lessons.
4. To provide a way that parents can become directly involved. We hope that parents take a regular close interest in the work set, helping if necessary and encouraging always. Discussing homework with a child can be a great help to her. Parents can also help by advising their child on how to use their time and by ensuring that there is a reasonable place to work - a table, chair, good lighting and away from distractions.

All pupils are given a student planner containing a homework diary at the beginning of each school year where work set is recorded. Pupils are encouraged to record their homework carefully and accurately and form tutors check homework diaries. Parents are asked to check the diary and to sign it each week. A homework timetable is issued at the beginning of each school year.

In years 10 - 11 pupils are following GCSE courses which involve a variety of homework and coursework and all pupils will be doing regular homework in all areas studied.

Failure to complete homework is viewed as a serious matter and pupils will be expected to complete the work. Parents are contacted if a girl consistently fails to complete homework satisfactorily.

9

CAREERS EDUCATION

A programme of Careers Education and Guidance from Year 7 is provided in liaison with Pupil Development Co-ordinators and with PROSPECTS. The programme encourages pupils to assess their own interests, values, aptitudes and aspirations and helps them to prepare for key transition points, such as the choice of options at each Key Stage.

Pupils are provided with the necessary guidance and resources to enable them to explore a variety of opportunities in education, training and work. This will include access to computer programmes designed to develop personal awareness and an understanding of particular courses and careers.

Throughout the course there are opportunities for pupils to learn how to make successful job/college applications and how to do well at interview. They will be helped to acquire the skills necessary for a successful transition from school to further/higher education, training or work.

Personal interviews, held with a personal Careers/NEET Adviser, may be arranged in Years 9, 10 or 11.

In the Sixth Form years, the Head of Sixth Form and her Assistant are both available for individual discussion of future employment and application to a University (including Oxford and Cambridge) and other colleges of Higher Education. There is a programme of careers advice, education and guidance, including visits to Universities.

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PUPILS WITH SPECIAL NEEDS

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. In line with this objective, pupils are not routinely withdrawn from classes. Where additional support is funded, this is mainly provided in class with pupils being taught alongside their peers.

Pupils with disabilities, sensory impairments, emotional, behavioural, or specific health needs, may not have special educational learning needs. However, their needs are also supported and their progress monitored through our special needs and pastoral care system.

The provision of extra help for pupils with special needs is the responsibility of the co-ordinator for Special Needs, under the general direction of the Headteacher.

PASTORAL CARE

Our School is a family community in which sound relationships are paramount in fostering a climate of growth. Although every member of staff accepts responsibility for the academic and personal development of the girls she/he teaches, immediate responsibility for the personal welfare of the pupils rests with the Form Tutors who register the forms, monitor academic progress and promote pupils' general well-being. The Form Tutors will be able to answer immediate problems, deal with day-to-day difficulties, offer encouragement with reports and teach the programme of Citizenship and PSHE. The Form Tutors are supported in their work by the Pupil Development Co-Ordinators (Heads of Year) and finally by the Senior Leadership Team and Headteacher. The value of vertical grouping is recognised also by the organisation of the School into the four Houses, each with its own Head of House, House Captain and House Prefects and including pupils of all ages in the School.

Emphasis is placed on self-discipline and consideration for others and the school rules, which are kept to a minimum, are drawn up in order to secure the interests and safety of individual pupils and the school community as a whole. Disciplinary sanctions as appropriate are used including school detention on Saturday mornings for the most serious offences, including truancy from school. All girls are expected to work hard and maintain a high standard of discipline and good manners.

We are convinced that rewarding achievements is the best way to create a positive ethos in the school. As well as praising girls regularly we use a Merit system at KS 3 to reward girls for producing work of a high standard, for improving on past achievements and for consistent hard work and service to the community.

Assemblies are used to celebrate girls' achievements as well as the annual prize-giving ceremony which acknowledges academic excellence, quality performance in sports, drama and music, as well as service to others and fortitude.

Attendance

Regulations (September 2013) state that permission by the Head teacher for absence in term-time can only be granted in 'exceptional circumstances'. A holiday to coincide with parental leave or 'family occasions' will not be considered as 'exceptional circumstances' and could result in a £60 fine for parents for failing to ensure their child's attendance at school.

Please note that it is not the policy of the school to give permission for pupils to be absent from school during term-time to participate in commercial activities/performances.

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EQUAL OPPORTUNITIES

Through our Equal Opportunities policy, we seek to foster an appreciation of every individual as a unique creation of God, and to promote the positive aspects of being a citizen in a multi-cultural and socially diverse society. The policy aims to help pupils overcome any obstacle that race, sex, disability or background causes and which hinders their ability to reach their full potential.

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EXTRA-CURRICULAR ACTIVITIES

Pupils are encouraged to widen their interests, improve their skills and develop social skills by joining school clubs and associations. Hundreds of pupils take part in the Inter-House competitions in Music, Drama and Sport and the creative arts have a high profile in the school.

Choirs, bands, ensembles and orchestras flourish and there are a range of formal and informal concerts each year, quite apart from the significant musical contribution to the annual prize-giving ceremony and Mass of Remembrance. Tuition is available in stringed, brass, woodwind and percussion instruments and singing.

The major drama production each year, frequently involves large numbers of pupils.

We also have a strong sporting tradition. Matches and sporting events, which are, after the end of the school day or at the weekend are an important feature of school life and all girls are encouraged to give up their free time to participate and represent the school.

Trips to theatres, art galleries, museums and lecture courses are always well supported, and visits to Europe and beyond are well established. There are pupil exchange arrangements with schools in France and Italy as well as field study courses nearer home.

As well as all these activities, Sacred Heart of Mary girls always find time to think of those less fortunate than themselves by raising funds for charities.

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PARTNERSHIP WITH PARENTS

The school endeavours to work as closely as possible with parents. At least once a year parents are invited to meet the Staff and discuss their daughter's progress. Individual progress reports are issued at least twice yearly. Parents are encouraged to contact initially the Form Tutor or appropriate Head of Year if they have any reason to discuss their daughter's welfare. Staff of the school will also contact parents by letter or telephone if necessary.

There is a strong Parent/Teacher Association, which meets regularly and organises social functions and fundraising activities. The Autumn Fayre and Music, Drama and PE events provide opportunities for parents to see and support the work of the school.

Many parents contribute generously to a Gift-Aid scheme run under the auspices of the Parent/Teacher Association. Funds raised by the Gift-Aid scheme have been used to make major contributions to all capital projects.

15 SCHOOL DAY

School hours:-

Morning session: 8.45 a.m. - 12.45 p.m.

Afternoon session: 1.45 p.m. - 3.30 p.m.

Registration and Assembly 8.45 - 9.05

Period 1 9.05 - 9.55

Period 2 9.55 - 10.45

Break 10.45 - 11.05

Period 3 11.05 - 11.55

Period 4 11.55 - 12.45

Lunch 12.45 - 1.45

Registration 1.45 - 1.50

Period 5 1.50 - 2.40

Period 6 2.40 - 3.30

The total time for which each pupil is taught per week is 25 hours.

This excludes break, registration, lunch and assembly times.

16 SCHOOL UNIFORM

The uniform which the girls are required to wear is simple and practical.

The uniform comprises:

- Blue blouse
- Navy V-necked cardigan or pullover
- Navy pleated skirt
- School tie
- Navy blazer with school badge
- Winter coat or raincoat (navy or black)
- Plain black shoes
- White socks or tights

The full uniform regulations list, including sports clothing, is issued to all new pupils; the wearing of correct school uniform is rigorously enforced. A uniform shop is available at the school – also available for purchase: PE Kit, pens, pencils, stationery, Maths, Art equipment and much more. School Shop opening times:

Tuesday - Before school
Wednesday - Lunchtime
Thursday - After school
Other times and during school holidays – as advised.

Please contact Mrs K Jones on kj@mary.havering.sch.uk

Prices are available from the school website: www.mary.havering.sch.uk

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CHARGING POLICY

Parents will be asked to make voluntary contributions towards the cost of activities during the school day such as visits to museums, etc. and to supply or meet the cost of some ingredients and materials used in practical lessons.

Girls will not, however, be excluded from an activity because of the cost. Parents should contact the Headteacher in confidence if they need financial assistance.

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SCHOOL TERMS AND HOLIDAYS 2015-2016

<u>TERMS</u>	<u>INCLUSIVE DATES</u>
AUTUMN	Monday, 1 September 2015 to Friday, 18 December 2015
SPRING	Monday, 4 January 2016 to Thursday, 24 March 2016
SUMMER	Monday, 11 April 2016 to Tuesday, 19 July 2016

<u>HOLIDAYS</u>	<u>INCLUSIVE DATES</u>
SUMMER 2015	Monday, 20 July 2015 to Friday, 28 August 2015
AUTUMN HALF-TERM 2015	Monday, 26 October 2015 to Friday, 30 October, 2015
CHRISTMAS 2015	Monday, 21 December 2015 to Friday, 1 January, 2016
SPRING HALF-TERM 2016	Monday, 15 February 2016 to Friday, 19 February 2016
EASTER 2016	Friday, 25 March 2016 to Friday, 8 April, 2016
MAY DAY 2016	Monday, 2 May 2016
SUMMER HALF-TERM 2016	Monday, 30 May 2016 to Friday, 3 June, 2016
SUMMER 2016	Wednesday, 20 July 2016 to Friday, 2 September, 2016 (provisional date)

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SCHOOL MEALS

The school catering service provides wholesome hot meals and a variety of cold snacks and drinks at morning break and lunchtime. A breakfast service is available between 8.00 and 8.30 a.m. each morning.

The school also holds an Internet Café with eight computers to enhance our extended school programme.

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EXTERNAL EXAMINATIONS

At the present time the school prepares pupils for:

- (a) the General Certificate of Secondary Education (GCSE) of Edexcel, OCR, AQA and WJEC.
- (b) the Advanced Level and A/S Level examinations of Edexcel, OCR, AQA and WJEC.
- (c) Edexcel Applied, in connection with business subjects and ICT.
- (d) AQA Applied Science.
- (e) Diploma and Certificate in Financial Services from IFS.

Candidates are prepared for the most appropriate examinations and this is a matter for the professional judgement of the staff of the school. It is the policy of the Governing Body that each girl will be entered for examinations for which she has been prepared unless the pupil has failed to complete essential coursework by prescribed deadlines or has seriously neglected her studies in other ways.

GCSE examinations are taken normally by pupils of 16+ years of age, but it is possible for others who are younger or older to sit them.

A/S level GCE examinations are taken at the end of year 12 or 13 and the Advanced level GCE the end of year 13.

Full details of subjects and syllabuses are obtainable on request.

Results for the 2014 examinations are enclosed.

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SCHOOL POLICY DOCUMENTS

From time to time, parents and others connected with the school will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a 'General Complaints Procedure'. The procedure is devised

with the intention that issues will be resolved informally if at all possible. Any parent who wishes to inspect the policy documents of the school relating to its statutory obligations, our departmental schemes of work or examination syllabuses, should contact the Headteacher, who will arrange for copies to be available. A charge may be made for photocopying. A number of school policy documents are available on the school website.

The Governing Body's Publication Scheme on information available under the Freedom of Information Act 2000 is provided on the school website in the Governors' section.

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THE OFSTED INSPECTION (NOVEMBER 2013)

"Students' achievement is outstanding. All groups of students, including those who have special educational needs or are supported by the pupil premium, make rapid progress in relation to their starting points and abilities."

"The quality of teaching is outstanding. All students are engaged and many lessons proceed at a quick pace. Questions are probing and tasks set are imaginative and challenging."

"Students' behaviour is exemplary both in and out of lessons. Students feel safe and attitudes to learning are excellent. The quality of relationships is characterised by respect and courtesy."

"Much of the teaching is outstanding and never less than consistently good. It is characterised by very high levels of engagement and good pace and challenge. It is supported by the good subject knowledge of teachers, their excellent relationships with students and the high expectations they have of, and for them."

"Behaviour is outstanding in lessons and around the school. Students are polite to adults, helpful to visitors and very respectful of one another. In corridors and recreational areas behaviour is orderly and respectful, even when free from explicit supervision."

"The new Headteacher provides outstanding leadership and her vision and energy are shared among the wider leadership team. She and her colleagues ensure students have excellent opportunities for personal and academic development. Consequently, students thrive, have a real commitment to their community and achieve at the highest levels."

"There is an exceptional range of opportunities for students to develop their spiritual, moral, social and cultural skills both in lessons and the wider curriculum. This includes a broad range of out-of-hours activities, visits and community-based projects. The promotion of the spiritual, moral, social and cultural awareness is evident in many aspects of school life and features events such as fund raising for the many charities that the school supports."

SECTION 48 INSPECTION (MARCH 2014)

“The Head and her team have developed the profound sense of being a warm and welcoming family.”

“Sacred Heart of Mary Girls’ School is an outstanding school with a Catholic ethos which inspires its pupils. Prayer and worship are central to the life of the school and opportunities for pupils’ spiritual and moral development are excellent.”

“Relationships within the school are excellent and pupils feel well cared for and supported in their learning.”

“Pastoral care is very good and given a high priority by staff and governors who work closely together to promote the spiritual development of pupils and the Catholic life of the community. Pupils feel safe, well cared for and know where to go when they need support. They value being in a friendly familial environment where they are listened to and encouraged to help each other. Parents value the care given to their children, the quality of education and the approachability of staff.”

23 CODE OF CONDUCT

At the Sacred Heart of Mary Girls’ School, a very high standard of self-discipline and behaviour is required from all pupils.

We recognise that all members of our community are equal in the sight of God and we should endeavour to:

- develop a sense of responsibility;
- show respect for everyone and for their opinions;
- be polite, courteous, considerate and show friendship towards everyone;
- show respect for our property, the property of others, and our environment.

Certain rules must be adhered to by all pupils in order to ensure a safe and secure school environment for everyone, and to help develop a sense of personal responsibility.

Keep to the right on stairs and corridors; do not run.

Eating or drinking is not permitted in classrooms or corridors or in public places while wearing school uniform. Pupils may, however, ask permission to drink water during lessons. Chewing gum is not permitted.

Mobile ‘phones should be switched off during the school day and locked in lockers during the school day.

No pupil may leave the premises at morning break.

Only pupils in the Sixth Form may leave the premises during the lunch break.

Large sums of money or valuables should not be brought to school. Any valuables should be locked in lockers during the school day.

Full school uniform must be worn at school, for all school events, and on the journey to and from school.

Make-up and nail varnish may not be worn with school uniform.

A pair of plain round gold or silver stud earrings, worn in the lobe of the ear, a watch, and a cross and chain inside the blouse may be worn. No other jewellery is permitted.

No IPODS, personal stereos, or radios may be brought to school.

Smoking, or the consumption of alcohol is forbidden in all areas of the school and on the journey to and from school. Pupils may not be in possession of, supply, or use illegal substances in any area of the school or on the journey to and from school or on a school trip. Any form of physical violence or racist behaviour is unacceptable. Any breach of these rules would be regarded as very serious.

SANCTIONS

The main sanctions used in the school are detentions. Girls are disciplined for not doing homework, not giving in homework on time, unpunctuality, misbehaviour and breaking school rules. Detentions after school are usually for one hour and, if set, parents are given at least 24 hours written notice. Saturday detentions are issued for truancy and other serious misdemeanours. For very serious breaches of school rules pupils may be excluded. An exclusion from school may be for a fixed term or permanent.

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THE LEADERSHIP TEAM OF THE SACRED HEART OF MARY GIRLS' SCHOOL

Mrs K O'Neill – Headteacher

Mr S Beck – Senior Leader (Finance, Premises & Personnel) / Clerk to the Governing Body

Mr T Bright – Senior Leader (Curriculum) / Head of Rievaulx

Mr S Corless – Senior Leader (Pupil Progress) / Subject Leader ICT / Head of Lindisfarne

Miss B McConville – Senior Leader (Behaviour & Well-Being) English / History

Mrs O Munday – Senior Leader (Secondment to Leadership Team) / Assistant T & L

Co-ordinator/Subject Leader History

Mr G O'Shaughnessy – Senior Leader (Teaching & Learning) & SENCO

**THE GOVERNING BODY OF THE SACRED HEART OF MARY GIRLS'
SCHOOL**

Foundation Governors

Mr A Berry
Mrs J Brown
Mrs V Davin
Mrs M Devlin
Mrs M Gregory
Mr D Gricks
Mr R Hoggett (Chairman)
Mr D J Leech
Sister Rosemary Lenehan, RSHM
Mr M O'Riordan
Mrs R Yates

Member Governor

Mr S Hartley

Parent Governors

Mr G Dennis
Mr J Fedorow
Mrs G McCardle
Mrs T Osaze-Omonuwa

Co-opted Governors

Mr K Clarke
Mrs B Gopal

Staff Governor

Mr M Woodgate

Teacher Governor

Mrs B Tsocos

Head Teacher Governor

Mrs K O'Neill MA

Clerk to the Governors

Mr S Beck

The Governing Body has responsibility for the general direction of the conduct and curriculum of the School.

The Governors are also responsible for the admission of pupils, the appointment of Staff, finance, the maintenance of the buildings and the arrangements for school holidays.

The Headteacher is appointed by the Governors to control the internal organisation, management and discipline of the school.

There are 21 members of the Governing Body, 11 of whom are appointed by the Bishop of Brentwood as Foundation Governors. There are four Parent Governors, two Co-opted Governors, one Member Governor, one Teacher Governor, one Staff Governor and a Head Teacher Governor.

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FURTHER INFORMATION

Detailed information concerning the day-to-day organisation of the school, including a copy of the school rules, is sent to the parents of each girl who is accepted for admission.

The school's Privacy Notice arising from the Data Protection Act is available on the home page of the school's website.