



ST NICHOLAS CATHOLIC HIGH SCHOOL

PROSPECTUS FOR 2020-2021



MISSION

WE ASPIRE TO EMBRACE THE GOSPEL AND ITS VALUES, CELEBRATING UNIQUENESS AND DIVERSITY. OUR LEARNING, WITHIN AN ENTERPRISE CULTURE, IS BASED UPON TRUST AND RESPECT WHICH DEFINE OUR RELATIONSHIPS WITHIN THE WORLD FAMILY.

EVERYONE MATTERS.

A MESSAGE FROM THE HEAD PREFECTS

St Nicholas is an inspiring place for any young mind to attend. At St Nicholas, we do not just prepare students academically but also create a rounded individual ready for the challenges of the outside world. As a Catholic School we provide an education focused on providing students with a moral and spiritual understanding which equips the students with all the tools for the multifaceted lives that they will lead. St Nicholas is not just unique because of its Catholic ethos but because of the unique community resulting from this. We provide a range of extra-curricular programmes to accommodate everyone's interests, ranging from school productions and multiple sports clubs to student-led groups such as the Rocket Club! The scope of opportunities offered provides each and every young person at St Nicholas to develop, find and flourish in their interests.

One of the great things about St Nicholas Catholic High School is the Pastoral care offered in abundance so that every need can be catered for. We are very lucky to have a passionate and dedicated team of learning mentors; the expansion of this team has arisen from the students' own voice. This is just one example of how our opinions as students are valued and acted upon not just as Lead Prefects but from everyone, from day one. Pastoral care is always at the forefront of each staff member's mind at St Nicholas Catholic High School.

St Nicholas Catholic High School does not just have a fabulous Secondary school but also a flourishing Sixth Form which is going through ongoing improvements to provide the best possible experience for us as young adults. Having a Sixth Form provides a unique opportunity for younger years to interact with more mature students and, on the flip side, we as Sixth Formers can work closely with students lower down the school, be it through mentoring or tutoring. These links also come in the form of collaborative projects with lower school and upper school such as the Bar Mock Trial and our impressive school choir. Both groups can benefit from these interactions as valuable skills can be gained for all.

St Nicholas Catholic High School is an incredible place not just to learn but to thrive thanks to the welcoming and closely-knit community between all students and staff.

Head Prefects



WELCOME FROM THE HEADTEACHER

On behalf of the governors, staff and students, it is my privilege to welcome you to St Nicholas Catholic High School.

We are a well-established 11-18 Catholic school with Business and Enterprise College status and we enjoy a fantastic reputation for the very highest of standards, outstanding students, exceptional staff and the warmest of welcomes.

We set out to ensure that every child entrusted to our care is made to feel welcome and that their time here is a happy and successful one. I firmly believe that in doing so, we hold fast to our core values and our core purpose as a caring Catholic community inspired by the teaching and values of Jesus Christ. Students are expected and encouraged to work hard and demonstrate the highest standards of courtesy, behaviour and dress at all times as ambassadors for our school community.

As a Catholic school, we strive for academic excellence rooted within the spiritual, moral and personal growth of all our students. All of this we do in positive partnership with our parents and carers, our parishes, our Partner Primary Schools,

the Diocese of Shrewsbury and our many other community partners.

The team of dedicated staff here at St Nicholas are fully committed to providing students with every possible opportunity to become the person God created them to be – to use their gifts and talents to develop their learning and realise their potential, to explore new hobbies and interests, to serve others through charitable works and to deepen their relationship with God through prayer and reflection.

We are all extremely proud of our school and I hope that you find our prospectus both useful and informative. Our best ambassadors are our students and I would be delighted to arrange a guided tour for you should you wish to visit us.

Richard Woods - Headteacher

FAITH LIFE

EXPRESSIONS OF FAITH

St Nicholas Catholic High School is a Voluntary Aided secondary school in the Diocese of Shrewsbury. The faith life of the school is celebrated in accordance with the rites, practices and observances of the Catholic Church. It is expected that our students will take a full and active part in the religious life of the school. This includes Masses celebrated throughout the year, and acts of collective worship including assemblies and Sacred Space. Reflective services and retreat days for students also take place throughout the year.

We foster a community that reflects the teachings of Jesus in all we do, based on the principles of love, compassion, charity and respect for others. With Christ at the centre, we build our community around the Gospel values: love of God, love of neighbour and love of ourselves. An awareness of the rich tradition of the Catholic faith flows through the school so that all members may participate fully and naturally in the life of the Church. Our full time Lay Chaplain walks alongside the school community to promote the spiritual and human development of all its members.

“ST. NICHOLAS LIVES ITS MISSION STATEMENT.

DIOCESAN INSPECTION 2017



“AS A TRANSITION AMBASSADOR I LOVE WELCOMING NEW YEAR 7S TO A SCHOOL OF WHICH I AM SO PROUD.”

POPPY YEAR 7



BEGINNING YOUR ST NICHOLAS JOURNEY



YOUR ST NICHOLAS JOURNEY

The Transition to High School is an exciting process for all students. We begin this process with our Partner Primary schools from Year 4. There are opportunities to visit St Nicholas Catholic High School and take part in events at the school all year round.

The Transition from Year 6-7 provides an opportunity for all students to familiarise themselves with the school environment and our friendly and inviting school community before they start with us in September. Many activities are run to support our new students in addition to the opportunity for them to visit us and experience life at St Nicholas Catholic High School for two days.

“THERE IS UNEQUIVOCAL AND EXPLICIT EVIDENCE THAT THE CATHOLIC MISSION OF THE SCHOOL IS A PRIORITY.”

DIOCESAN INSPECTION
MAY - 2017

“PASTORAL SUPPORT IS A KEY STRENGTH.”

OFSTED INSPECTION 2019



“ST NICHOLAS CATHOLIC HIGH SCHOOL IS ALWAYS SO WELCOMING - RIGHT FROM THE DAY I STARTED”

FINN YEAR 9



ST NICHOLAS CATHOLIC HIGH SCHOOL



“I THINK THE BEST THING ABOUT ST NICHOLAS CATHOLIC HIGH SCHOOL IS THAT IT FEELS LIKE A FAMILY. IT IS SO WELCOMING AND YOU ALWAYS FEEL AS IF YOU ARE LISTENED TO.”

OSCAR YEAR 10

CURRICULUM



“IT WAS CLEAR EVERYONE INVOLVED WITH THE SCHOOL IS PASSIONATE AND HAS SAFEGUARDING AS A HIGH PRIORITY.”

SAFEGUARDING CHILDREN IN EDUCATION REPORT 2017



“THE LEADERSHIP OF SEND IS VERY STRONG.”

OFSTED INSPECTION 2019

KEY STAGE THREE CURRICULUM

In the last OFSTED inspection, it was recognised that at St Nicholas Catholic High School, “The curriculum is well planned and contributes highly effectively to improving outcomes in achievement.” The school strongly believes in providing a curriculum which meets the needs, interests and abilities of all students.

For the first three years students follow a foundation course to prepare them for the courses in Key Stage 4.

This includes Religious Education, English, Mathematics, Science, Geography, History, French, Spanish, Computing, Design Technology, Food Technology, Drama, Music, Art and Physical Education.

Citizenship and RSE are taught during dedicated days whilst PHSEE is delivered during form time.

To allow students to achieve their maximum potential, there are graded teaching groups (sets) for Mathematics (Years 7-9) and English (Year 9).

Arrangements are made for students with specific additional learning difficulties to have guidance and support on an individual or class basis where appropriate.

KEY STAGE FOUR CURRICULUM

The curriculum at Key Stage 4 consists of a common core of Religious Education, English Language and English Literature, Maths, Science, Complementary Curriculum and Physical Education. The Sciences can be undertaken as either three separate disciplines, Biology, Chemistry and Physics, or a double award Science course.

A range of option subjects are followed by students after consultation between parents/carers, students and teachers, and during the Curriculum Choices Evening. Presently, this range includes Art and Design, Business Studies, Computer Science, Drama, BTEC Business, Food Technology, Geography, History, Languages (French or Spanish), Music, Physical Education, and Product Design.



KEY STAGE FIVE CURRICULUM

Our Sixth Form offers a wide range of A level subjects and the vast majority of our students go on to study at university. In addition to the wide range of courses that are available, there are also opportunities to gain qualifications in other areas such as the Extended Project Qualification, Duke of Edinburgh Award and in coaching and mentoring skills.

In 2019, Ofsted highlighted that ‘The quality of teaching and learning is consistently good. Teachers have strong subject knowledge. They prepare engaging lessons that challenge pupils to make consistently good progress.’

The Sixth Form centre consists of two study areas with computer facilities for the sole use of Sixth Form students and a series of seminar and tutor rooms. The school has further enhanced the Sixth Form centre with a range of computer facilities and wireless technology enabling students to access our virtual learning community at all times.

St Nicholas Catholic High School prides itself on the excellent working relationships between staff and students. Students clearly recognise the positive relationships and sense of community as key strengths of the Sixth Form community and its role within the school.

The Sixth Form welcomes students from a wide catchment area. All students are expected to meet the minimum entry requirements as set out in the Sixth Form Prospectus.



SPECIAL EDUCATIONAL NEEDS

The school encourages the highest level of educational and social inclusion in all aspects of school life, both inside and outside of the classroom, to ensure that each student achieves their potential.

We provide appropriate support for students who have learning difficulties, physical or mental health needs, or communication difficulties.

Some students have special needs throughout their school career, for others it is for a shorter period.

Students with an Education Health and Care Plan and those at any stage of the Code of Practice are placed on a provision map in order to track the help and support that is offered. If additional, specialist assessment is required, the appropriate support is sought from the Local Authority. Throughout this process, the school works with parents to seek their support and ensure they are fully informed.

“TEACHERS NEVER MIND IF YOU DON’T UNDERSTAND SOMETHING.”

MIA YEAR 10

THE PROVISION – AUTISM RESOURCE CENTRE (ARC)

The provision consists of two teaching rooms where students have their own space and resources to aid their individual learning styles. It is staffed by a specialist Autism Spectrum Condition (ASC) teacher and six teaching assistants. Students will access mainstream lessons where possible, but will spend some time in the ARC working on more specific ASC social skills programmes.

SCHOOL LIFE

LEARNING RESOURCE CENTRE

The LRC is managed by a qualified librarian and is well-equipped with a comprehensive selection of fiction and non-fiction titles which support all areas of the curriculum and encourage reading for pleasure across the school. We also subscribe to a wide variety of magazines, newspapers and GCSE and A-Level journals.

Students in Year 7 have one timetabled lesson a fortnight in the LRC to be taught information literacy skills. We also support students using the 'IDL' software package which aims to develop and strengthen their literacy skills to facilitate a deeper learning experience across all curriculum areas.

All students have access to laptops and printing facilities during break and lunch times. Students also have remote access to the LRC's online interactive catalogue and e-book platform. Free apps are available for these resources for the students to download to their own personal devices and access from home.

A variety of activities, groups and competitions are available for enthusiastic readers to take part in. The LRC also provides opportunities for students to train as voluntary pupil library assistants as work experience or as part of working towards their Duke of Edinburgh Awards.

LUNCH

The custom and practice is for all students to remain in school during this time. A food service is provided at morning break and at lunchtime. The school runs a cafeteria system with students exercising their own choice over their selection, and this in turn determines the cost.

ONLINE PAYMENTS

This is the school online payment system which means that parents can make all payments online (uniform, trips, food etc...) This system makes the school a cashless place, which also helps keep children safer.



STUDENT VOICE

At St. Nicholas Catholic High School there is a thriving Student Council. Every form has two members, elected by the form. The Student Council is made up of twenty students from across the year groups. All Student Council members receive training on how to chair meetings and how to take minutes. The student voice is very highly respected, and the Council have been involved in staff appointments, our recent S48 inspections, consultations with staff and working closely with the Chaplain on the faith life of the school and charity work. Students' ideas and suggestions are regularly discussed at staff meetings and a student represents the Council at PTFA meetings. The Student Council post their news on the main school website so that everyone can keep up to date with what they are doing. They also work alongside other organisations such as the UK Youth Parliament and Youth Voice of Cheshire. The Student Council is a wonderful opportunity for students to gain valuable life skills, develop confidence and contribute to the school community.



“BY THE END OF KEY STAGE 4, PUPILS ARE WELL PREPARED FOR THE NEXT STAGES OF THEIR LIVES. IN 2018, EVERY PUPIL WENT ON TO EDUCATION, TRAINING OR EMPLOYMENT.”

OFSTED INSPECTION 2019



PARENTS, TEACHERS AND FRIENDS ASSOCIATION

St Nicholas PTA/Friends Association (PTFA) run regular fundraising and community events throughout the year. Money raised enhances the education and experience of all children at St Nicholas Catholic High School. In the last year, we have contributed to large purchases such as outdoor seating and tables along with smaller items such as sports equipment, technology and art materials and funding for the UK Mathematics Trust Maths Challenge activities and events.





ST NICHOLAS CATHOLIC HIGH SCHOOL OFFERS A FRIENDLY AND WELCOMING ATMOSPHERE, WHERE EVERYONE MATTERS. THE TEACHERS SHOW A REAL PASSION FOR THEIR SUBJECT AND THIS IS REFLECTED IN THE WAY THEY TEACH IT AND THE EXTRA OPPORTUNITIES PROVIDED.

MILES, YEAR 12



PROGRESS & ACHIEVEMENT

TRACKING AND MONITORING

Students in Key Stage 3 and 4 have targets which are set by the Fischer Family Trust (FFT). All teachers monitor these targets and they track them at various times throughout the year. Parents / carers receive a tracking and monitoring report several times each year which identifies current performance with their target grade. If a student is not on target to achieve their target grade then an intervention is put in place in order to aid progress.

For students in the Sixth Form, targets are set by A-Level Performance System, which is based on GCSE scores. The procedure for tracking and monitoring is the same, with a report sent home on a regular basis.

REPORTS AND EXAMINATIONS

Parents / carers receive a full report about their child's progress every year and meet with teachers at a Parents Evening to discuss progress in more detail. Reports often follow an examination period and subject teachers are keen to set specific targets in order to encourage students to reach their potential. This examination period is common to every year group, with specific weeks set aside for each year group's examinations.

For all students, examinations in each subject are usually based on the topics studied over the course of the year, and it is expected that students prepare for these examinations in advance. Students in Key Stages 4 and 5 may be given past GCSE or A Level examinations during their



examination weeks, particularly in Year 11 where the school examination week is set aside for mock external examinations.

MONITORING AND REWARDS

The correlation between behaviour, attendance, and attainment is monitored by all teachers using an electronic system known as Lesson Monitor. Students are awarded a grade for each lesson which helps identify trends within groups or individuals.

This enables interventions to be put in place and for students to be rewarded in a range of different ways.



"ST NICHOLAS CATHOLIC HIGH SCHOOL HAS PROVIDED ME WITH MANY OPPORTUNITIES TO IMPROVE MY SKILLS IN A VARIETY OF WAYS. I HAVE ALWAYS FELT SAFE AND I KNOW I WOULD ALWAYS BE ABLE TO TALK TO SOMEONE IF I HAD A PROBLEM. TEACHERS HAVE ALWAYS HELPED ME WHEN I HAVE NEEDED IT. LESSONS ARE ALWAYS FUN AND FULL OF VARIETY. I HAVE MADE MANY NEW FRIENDS. ST NICHOLAS IS LIKE A FAMILY TO ME AND I LOVE EVERY DAY HERE."

ALANA - YEAR 8

"IT'S JUST FULL OF GREAT PEOPLE - OLD AND YOUNG"

ALENA YEAR 10

STUDENT PLANNERS

Every student is given a school diary into which they enter homework, as it is set. In addition, homework is set on the school's interactive learning platform. Parents are asked to sign the diary each week in order to stay informed of some of the day-to-day work and to support students in completing work at home.

Each subject sets a specific amount of homework over each fortnightly cycle, reflecting the number of lessons students have in that subject. Students are expected to complete homework on time, and to a high standard, in order for homework to be a valuable part of each student's education.

SIXTH FORM EXPEDITION BORNEO 2018

"This was a trip of a lifetime and a trip in which lifetime memories were created. From teaching young kids to being immersed into the Malaysian culture, it was an experience I will never forget and for that I am grateful."

AN ACCOUNT FROM BORNEO – MIA HENDLEY

In July of 2018, a small group of our Sixth Form students took part in an 18-day expedition to Borneo, Malaysia. It was an amazing experience from the outset and throughout. For the full year before departure many members developed organisational skills in arranging fundraising events to cover the expenses of the trip, whilst others earned their funds through consistent part-time work. The trip developed our teamwork as well as independence, whether it be through planning our own itinerary, coping with injury, or supporting each other when the going got tough.

Upon arrival at Kota Kinabalu, after a couple of days of orientation we moved to the second phase of the expedition – where the adventure really kicked off. In the depths of the Malaysian jungle, with unforgettable views of Mount Kinabalu, and the unforgiving terrain that came with it, the team spent three days trekking between camps and

practising traditional jungle skills such as blow dart practice and building shelter. Whilst the treks were indeed challenging, the scenery, interaction with our local guides and general sense of achievement ultimately proved worthwhile.

The trek continued through into the more inhabited parts of the mountains, where we were able to stay and interact with a different community each night. Some of us played football with the children, or taught them how to make friendship bracelets. On one occasion, we invited ourselves to a local wedding party, where we were made very welcome and our karaoke 'skills' were much appreciated. Over the course of both treks we had several opportunities to swim in some stunning rivers, this quickly became one of the group's favourite activities.

Then, we were transported to the remote Sayap village, where we stayed in the homes of two families. This was our project

phase which lasted five days. Our time here was spent brick-laying, plastering, and constructing what will eventually be a village community centre. Free time in the afternoon was spent playing sports with locals, or bonding with the families we stayed with, be it through eating together or even singing karaoke (which was now a somewhat recurring theme of the trip). We were also able to work with children at the village school, teaching about life in England, painting classroom walls and more. Leaving this phase was particularly difficult for some as we had made genuine bonds with the members of the community; children and adults alike.

Finally, the group travelled back to Kota Kinabalu, where we spent our final days snorkelling on a paradise island just a short boat journey away, and of course a final, farewell karaoke session on our last night.

**"THE ATMOSPHERE
HERE IS CALM AND
RELAXED BUT AT
THE SAME TIME WE
ARE MOTIVATED
TO ACHIEVE OUR
VERY BEST"**

ROBERT YEAR 12

EXTRA-CURRICULAR AND ENRICHMENT

In addition to the day to day school curriculum there are a range of out-of-school activities providing additional opportunities for the pursuit of individual interests. We believe that the provision of these activities outside the classroom greatly enhances the school experience and the development of "the whole person".

Drama and Performing Arts is of the highest level and, at the same time, encourages participation from all students.

Students are encouraged to learn to play a musical instrument through a programme of individual lessons and there are a range of choirs and musical groups that students can join.

In sport, the school is very proud of the variety of extra-curricular opportunities on offer and many students achieve high standards at local, district and national level. There are excellent links with local clubs in the community, which allow the students to extend their knowledge and skills.

Extra-Curricular sports clubs range from traditional activities such as Football, Rugby, Netball, Hockey, Basketball, Softball, Tennis, Rounders, Cricket, Athletics to more non-traditional activities such as Wheelchair Basketball, Boccia and Run Club for all abilities.

**"AN EXTENSIVE EXTRA-CURRICULAR
PROGRAMME EFFECTIVELY SUPPORTS THE
FORMAL CURRICULUM OFFER."**



ADMISSIONS POLICY 2020



St Nicholas Catholic High School was founded by the **Diocese of Shrewsbury** to provide education for children of Catholic families. Whenever there are more applications than places available, priority will always be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government and seeks at all times to be a witness to Our Lord Jesus Christ.

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

The governing body is the admission authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round excluding admission to year 12.

The governing body has set its admission number at 226 pupils to year 7 and 110 for external applicants to year 12 in the school year which begins in September, 2020.

Pupils with an Education, Health and Care Plan (see note 1)

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

Oversubscription Criteria

At any time where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

1. Children looked after and previously children looked after. (see notes 2&3)
2. Catholic children who attend a Partner Catholic primary school, namely:

- St Bede's, Weaverham
- St Joseph's, Winsford
- St Luke's, Frodsham
- St Mary's, Middlewich
- St Vincent's, Knutsford
- St Wilfrid's, Hartford (see notes 3&4)

3. Other Catholic children. (see note 3)

4. Catechumens and members of an Eastern Christian Church. (see notes 5&6)

5. Children of other Christian denominations and children of other faiths whose membership is evidenced by a minister of religion or other religious leader. (see notes 7&8)

6. Any other children.

Within each of the categories listed above, the following provisions will be applied in the following order.

- (i) The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made after children in (1) above. (see note 9)

- (ii) The children of staff will be given increased priority within each category so that the application will be placed at the top of the category in which the application is made after children in (1) above (see note 10).

Tie Break

If in any category there are more applications than places available, priority will be given on the basis of distance from home to school. Distances are measured using Ordnance Survey mapping in conjunction with Local Land and Property Gazetteer (LLPG) to identify each property and each school. A straight line measurement in miles is taken from place of residence to the preferred school to calculate the distance. If the distance is the same for two or more applicants where this would be last place/s to be allocated, a random lottery will be carried out in a public place.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round you must complete a Local Authority Common Application Form available from the Local Authority in which you live. You are also requested to complete the Supplementary Information Form attached to this policy if you wish to apply under oversubscription criteria 1 to 3 or 5 or 6. The Supplementary Information Form should be returned to Mrs Vicky Hill by 31st October 2018.

You will be advised of the outcome of your application on 1st March or the next working day, by the local authority on our behalf. If you are unsuccessful (unless your child gained a place at a school you ranked higher) you will be informed of the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.

If you do not provide the information required in the Supplementary Information Form and return it by the closing date, together with all supporting documentation, your child will not be placed in

criteria 1 to 3 or 5 or 6, and this is likely to affect your child's chance of being offered a place. All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 31st October 2018

Late Applications

Late applications will be administered in accordance with Cheshire West & Chester processes. You are encouraged to ensure that your application is received on time.

Admission of Children Outside their Normal Age Group

A request may be made for a child to be admitted outside their normal age group, for example if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to Mrs Vicky Hill via the school office at the same time as the admission application is made. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher, including the head teacher's statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals, as appropriate.

Waiting Lists

In addition to their right of appeal, unsuccessful children will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out above and not in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until the last day of the summer term.

Inclusion in the school's waiting list does not mean that a place will eventually become available.

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Application should be made to the school by contacting Mrs Vicky Hill via the school office.

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied.

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

You will be advised of the outcome of your application in writing, and you have the right of appeal to an independent appeal panel.

Fair Access Protocol

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

The governing body reserves the right to withdraw the offer of a place or, where the child is already attending the school the place itself, where it is satisfied that the offer or the place was obtained by deception.

Admission to the Sixth-Form

Applications for Year 12 should be made using the online application form available at www.st-nicholas.cheshire.sch.uk.

The school operates a sixth form for a total of 220 pupils. 110 places overall will be available in year 12. While the admission number is 110 if fewer than 110 of the school's existing pupils transfer into year 12, additional external pupils will be admitted until year 12 meets its capacity.

Both internal and external pupils wishing to enter the sixth form will be expected to have met the same minimum academic entry requirements for the sixth form. These are that pupils will have achieved at least seven 9-4 GCSEs (see note 12)

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

You will be advised of the outcome of your application by 31st January 2021.

For any In-Year applications, please contact Mr Tom Bradley, Director of Sixth Form, via the School Office. Notes (these notes form part of the oversubscription criteria)

1. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014 specifying the special educational provision required for a child.
2. A 'child looked after' has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A 'previously child looked after' is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order, or special guardianship order.

3. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a child looked after who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a child looked after (e.g. a child looked after in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.

4. For the purposes of this admission policy, attendance at a feeder primary school includes those who were prevented from attending a feeder school due to oversubscription of Catholics and whose application to attend was unsuccessful, normally evidenced by a letter of rejection from the feeder primary school.

5. 'catechumen' means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.

6. 'Eastern Christian Church' includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

7. "children of other Christian denominations" means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTUN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

8. "children of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 7 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

9. 'brother or sister' includes:

- (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
- (ii) the child of a parent's partner where that child for whom the school place is sought lives for at least part of the week in the same family unit at the same address as the applicant.

10. This applies where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

11. A 'parent' means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

12. In line with the 2014 School Admissions Code (para 1.16), Sixth Form applications from students who attain less than the minimum entry criteria (seven 9-4 GCSE passes), will be considered if there exist proven and exceptional medical and/or social needs where these needs can only be met by this school and requested courses meet the needs of the student. It is essential that applicants submit professional supporting evidence from, for example, a doctor, psychologist, social worker or other qualified professional setting out the particular reasons why St Nicholas is the most suitable school for those difficulties. This must satisfy the school that admission to St. Nicholas would best support the child's needs.



**“LOVING GOD, WE THANK YOU
FOR THE EXAMPLE OF ST NICHOLAS,
WHO FED THE HUNGRY, BROUGHT
HOPE TO THE IMPRISONED, GAVE
COMFORT TO THE LOST AND TAUGHT
THE TRUTH TO ALL. MAY WE STRIVE
TO IMITATE HIM BY PUTTING YOU
FIRST IN ALL WE DO. GIVE US THE
COURAGE, LOVE AND STRENGTH OF
ST NICHOLAS, SO THAT, LIKE HIM, WE
MAY SERVE YOU THROUGH LOVING
OUR BROTHERS AND SISTERS”**

AMEN.



**ST NICHOLAS
CATHOLIC
HIGH SCHOOL**

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