



SCHOOL INFORMATION 2017 – 18

St Edmund's Girls' School is known for its fantastic GCSE results, sporting prowess and amazing staff. Being a student at St Edmund's you get to experience all of the above along with endless amounts of support, engaging lessons and exciting new experiences. The dedication and resilience that is shown by everyone at St Edmund's is wonderful.

Deciding which secondary school to go to is hard, but I can assure you that this school is a great choice and one where everyone, whatever their talent, has the chance to thrive and succeed.

Opportunities play a massive part in life here at St Edmund's. Students not only get chances to take part in fun projects such as the Year 7 Showcase, the school play and the much-loved annual sponsored walk, but we also get the chance to go on a massive variety of trips, including university visits, sports festivals, national competitions and foreign visits to places like France, Germany, Switzerland and even Kenya!

Student Voice is something which our Senior Leadership Team take into great consideration. Student Leadership roles, such as Form Captain, Sports Captain and Student Voice Representative are available as well as the more senior positions of Student Leadership in Years 9 and 11. I am so honoured to have been chosen for this year's Head Girl, as it has opened up so many new opportunities and experiences. Through this role, I hope that I can give back to the school what it has given me.

So what makes St Edmund's special? Nothing complicated or fancy. Just pure love and respect, and I am sure that you will experience this at St Edmund's Girls' School; everyone who visits us always comments on the warm atmosphere here. Please do stop and chat to as many students as possible when you visit; we are very happy to answer your questions and be sure to say, "hello" if you see me!



Oni Taiwo
Head Girl 2017 - 2018

The following pages provide some key information about St Edmund's Girls' School.

Further information is available on our school website: www.st-edmunds.eu,

via email: office@st-edmunds.eu or by telephone: 01722 328565.

*We hope that we will have the pleasure of welcoming you
to St Edmund's School in the near future.*

'Inspired to Achieve'



KEY INFORMATION

CONTACT US

St Edmund's Girls' School
Church Road, Laverstock, Salisbury, SP1 1RD

Telephone: 01722 328565; Email: office@st-edmunds.eu

TIMES OF SCHOOL SESSIONS

Session 1 (Morning):	8.20 a.m.	-	12.45 p.m.
Lunch :	12.45 p.m.	-	1.25 p.m.
Session 2 (Afternoon):	1.25 p.m.	-	2.50 p.m.

ENRICHMENT PROGRAMME

Enrichment activities take place every day after school. Most are one hour sessions, finishing at 4.00 p.m., but some craft, cookery and sport activities continue until 5.00 p.m. Examples of activities offered are: Cross Country, Dance, String Orchestra, Basketball, Cookery, Choir, Football, Gymnastics, Netball, Sewing, Felt making, Sock Creatures, Badminton, Chamber Choir, Fencing, Trampolining, Fitness Boot camp, Volleyball, Parkour, Kick Boxing and Street Dance. Each day there is also a Homework Club for students who wish to spend time at school completing their homework.

TERM DATES 2017 - 2018

Autumn Term 2017	Term 1	1 st September	-	18 th October
	Term 2	30 th October	-	20 th December
Spring Term 2018	Term 3	4 th January	-	9 th February
	Term 4	19 th February	-	29 th March
Summer Term 2018	Term 5	16 th April	-	25 th May
	Term 6	4 th June	-	25 th July

Teacher Training Days:	1 st , 4 th & 5 th September 2017
	30 th October 2017
	29 th March 2018
	25 th July 2018



THE CURRICULUM 2017 - 18

Students at St. Edmund's School are taught not only National Curriculum subjects but are offered a wide range of cross-curricular and extra-curricular activities to ensure a broad and balanced curriculum. Students entering St Edmund's in Year 7 are set in Maths and English at an early stage in the first term, following Cognitive Ability Testing (CAT) which takes place in September. We deliver lessons through 25 60-minute lessons per week with a fortnightly timetable.

Stage 3 Curriculum (number of periods per fortnight)

Subject	Year 7	Year 8	Year 9
English	6	6	6
Mathematics	6	6	6
Science	6	6	6
Technology	2	3	3
Computing	2	2	1
Modern Foreign Languages	6	6	5
History	3	3	3
Geography	3	3	3
Religious Studies	2	3	4
Art	2	2	2
Music	3	2	2
Drama	2	2	2
Dance	1	1	2
Physical Education	5	4	4
Personal, Social, Health & Economic Education	1	1	1

Key Stage 4 Curriculum (number of periods per fortnight)

Subject	Year 10	Year 11
English	8	8
Mathematics	7	8
Science	10	9
P.E.	5	5
Religious Studies	3	0
Personal, Social, Health & Economic Education	1	1
Option 1	5	6
Option 2	5	6
Option 3	5	6
Study Skills	1	1

Key Stage 4 options subjects currently include History, Geography, Dance, Drama, Art, Catering, Health & Social Care, ICT, Triple Science, Music, Media Studies, Photography, Psychology, Textiles, Work Skills and Modern Foreign Languages.

Programmes of study are available for inspection at the school and are published on the School website. All students following a course of study are entitled to enter for a public examination in that subject.



EXAMINATION RESULTS

From August 2016, the DFE introduced new 'success measures' for schools. Schools are measured with regard to the progress that Year 11 students have made (from Year 6 (SATS) to Year 11) as well as the overall attainment of their students.

'Progress 8' Measure

The "Progress 8" figure shows the progress made by students in a school, compared to students nationally based on eight key subjects. Our Progress 8 score has been above zero in both 2015 and 2016, showing that students at this school have made more progress than the national average. The government release the official Progress 8 scores midway through the autumn term, early indications are that our 2017 cohort have once again made better progress than is typical nationally.

2017 Examination Results:

% achieving A*-C in both English and Maths	74%
Progress 8	TBC
Attainment 8 Estimate	48.7 (C+)
% of students achieving 5 or more A and A* grades	12%

2016 Examination Results

% achieving A*-C in 5 or more subjects including English and Maths	76%
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2015 Examination Results

% achieving A*-C in 5 or more subjects including English and Maths	73%
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Our history of excellent results show that year on year, over 70% of students at St Edmund's achieve five or more GCSEs at C grade or above including Maths and English. This places us as one of the most successful comprehensive schools in Wiltshire.



ADMISSIONS

September Admissions into Year 7

The application process for St Edmund's Girls' School begins early in the new school year (in September). Parents of students in Year 6 will receive an application form from Wiltshire Council via their child's primary school. Parents may also choose to apply online. The application form will need to be completed and returned to the Schools Admissions Team at Wiltshire Council by the stated deadline date.

If there are more applications than we have places for at St Edmund's School, then Wiltshire Council will admit girls in a ranked order in accordance with the school's admission policy.

Our Student Officer, Mrs Lennard, will be able to provide general information, and detailed advice is available from

School Admissions
Wiltshire Council
County Hall
Trowbridge
BA14 8JN
Email: admissions@wiltshire.gov.uk
Tel: 01225 713010
Web: <http://www.wiltshire.gov.uk/schoolseducationandlearning>.

In Year Admissions

Please contact us for further information. Our Student Officer, Mrs Lennard (lennard@st-edmunds.eu), will be pleased to help.

Visiting St Edmund's School

We welcome parents and their daughters to visit us on any school day for a tour of the school and an opportunity to meet the Headteacher and/or a senior member of staff.

Other opportunities to visit us are as follows:

Open Days	Tuesday 26 th and Thursday 28 th September 2017
Year 5 Evening	Monday 25 th June 2018
Year 5 Taster Days	Thursday 28 th June & Tuesday 3 rd July 2018
Year 6 Evening	Monday 2 nd July 2018
Year 6 Induction Day	Wednesday 4 th July 2018



UNIFORM AND APPEARANCE

Students need to look smart and abide by the school's stipulated expectations, both on the way to and from school and during the school day. No variations of the school uniform regulations are permitted, and parents are asked to consult with the school if they need advice or guidance before making purchases.

Our uniform

- St Edmund's check skirt (available only from school uniform suppliers Scholars) or plain navy blue tailored trousers.
- Tailored, sky blue blouse with three quarter length sleeves and school logo.
- Navy blue cardigan or jumper.
- Black shoes (not canvas or trainer type).
- Natural coloured tights or opaque black or navy tights.
- Socks must be plain white, navy or black.

Price & Buckland is the school stockist of most of our uniform and, where specified, garments should be purchased through their website: <http://www.pbuniformonline.com/>

For a detailed school uniform list, please consult our website: <http://st-edmunds.eu/school-life/uniform/>

Jewellery

Students may wear a watch, a cross or St Christopher on a fine chain, and one pair of small sleepers or small studs for pierced ears - in lobes only.

Nose studs, eyebrow studs, tongue studs, studs in the top of the ear or any other facial or body piercing jewellery are not allowed. Plastic retainers are also prohibited. All such body jewellery must be removed; covering them with plasters is not acceptable.

No rings are permitted.

Hair

Long hair should be tied back for health and safety reasons in practical lessons. No extremes of hair style or fashion are acceptable, including the beading of hair. If hair is dyed, it must be dyed a natural hair colour.

Make-up

The discreet use of make-up is allowed in Years 10 and 11. The wearing of coloured nail varnish or acrylic nails is not allowed.



ST EDMUND'S SCHOOL STAFF

SCHOOL LEADERSHIP TEAM

Miss S Busby	Executive Headteacher, Magna Learning Partnership
Mrs N Bull	Head of School
Mrs C Smith	Deputy Headteacher
Mr B Burley	Assistant Headteacher
Mr J Adams	Assistant Headteacher
Mr N Martin	Assistant Headteacher
Mrs F Inman	School Business Manager

HEADS OF YEAR

Year 7	Mrs K Kantolinna
Year 8	Mrs C Webb
Year 9	Mrs S Hayakawa
Year 10	Mrs C Chapple
Year 11	Mr N Martin

ACADEMIC LEADERS / HEADS OF DEPARTMENT

Miss M Ramsay	Art
Mr W Gregson	Drama
Ms R Foster	English & Media
Mr P Anderson	Geography
Mrs S Rideout	Health & Social Care
Miss B Hutchings	History
Mr A Core	Computer Science
Mrs L Treagust	Maths
Miss M Di Mauro	Modern Foreign Languages
Mrs E Ritchie	Music
Miss H Adkins	Physical Education
Miss A Sluman	PSHCE
Mrs J Vaughan	RS
Mrs K Evans	Science
Miss S Hubbard	Technology

SUPPORT SERVICES

Mrs L Lennard	Student Officer (Admissions)
Mrs J White	Student Achievement Manager
Mrs S Rideout	SEND Co-ordinator
Mrs C Ingram	Examinations Officer
Mrs E Derry	Free School Meals Enquiries
Mrs E Slack	PA to Headteacher
Mrs A Williams	Parent Pay / cashless catering



GOVERNANCE

St Edmund's Girls' School became part of a multi-academy trust called Magna Learning Partnership on 1st April 2017, together with Wyvern College and The Trafalgar School at Downton.

Each school in Magna Learning Partnership has a Local Governing Board (LGB) which provides focused governance at a local level. Membership of each LGB includes at least two parents, together with staff and community representation. LGBs are committees of the Magna Learning Partnership Board of Trustees.

Members of the Local Governing Board of St Edmund's School

	Governor Name	End Term of Office Date	Governor Type
1.	Mrs Emma Adams	02.09.18	Parent Governor
2.	Mrs Helen Adams	02.09.18	Parent Governor
3.	Mrs Lesley Aldridge	01.09.17	Staff Governor
4.	Mrs Jo Broom	06.09.19	Governor - Foundation
5.	Mr Martyn Jones	01.09.18	Governor
6.	Miss Linda Knapp	31.05.20	Governor – Foundation
7.	Mr Barry Lewis	05.09.21	Governor - Foundation
8.	Mrs Emma Mabey	05.09.21	Governor
9.	Mrs Claire Reavill	11.12.20	Governor / Chair of LGB
10.	Prof John Squire	30.09.20	Governor – Foundation
11.	Rev Dominic Thornton	21.03.20	Governor – Foundation
12.	Mrs Nicola Bull	-	Staff – Ex Officio

Clerk to the Local Governing Body: Mr John Inman



Company Registration Number: 7865850
Registered Office: Church Road, Laverstock,
Salisbury, SP1 1RD

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ABLE, GIFTED & TALENTED

Striving for Excellence

'Able, Gifted and Talented' is the term used to describe children who have the potential to develop significantly beyond what is expected for their age. The criteria for placement on our AG&T register includes:

□ 6 or more predicted A/A* grades at GCSE (through teacher assessment and FFT data); □ a mean score of 125 and over in the CATs (Cognitive Ability Tests taken in Year 7).

Each subject also has their own subject specific register for girls not on the main register but who have shown particular talents or abilities in that field. Each department has designed their own schemes of work to extend the most able pupils in lessons and to set these girls additional challenges.

When placed on the AG&T register, each student will complete a comprehensive questionnaire, from which we can discover more about her ambitions and aspirations, her views and attitudes towards each of her subjects and her preferred learning styles.

After each termly STAR report, each AG&T student's achievement and progress is analysed to ensure that she is working at the appropriate level. Intervention, mentoring and support will be offered to those who may need it.

Outside the classroom we have a full programme of activities and initiatives to support and extend our AG&T girls. Some initiatives are aimed exclusively at those girls on the register, but the majority will also include significantly more of our other more able girls. Girls are supported not only in the short term but by looking longer term towards further and higher education.

Recent university initiatives have included:

- mentoring programmes run by Oxford University (Merton College);
- visits to Portsmouth University;
- taster days at Winchester University;
- ICT / Computer Science workshops at Southampton University;
- a MFL day at the University of Southampton;
- a 'Maths is Our Future' day at Bath University;
- STEM Lego Mindstorm Enrichment.

Parents are encouraged to attend parents' evenings to discuss the progress and attainment of their daughter with the AG&T Co-ordinator.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY

At St Edmund's School we believe in participation and progress for all. We want all of our young people to participate in learning and we celebrate the achievements of all members of our community. We aim to create an inclusive culture in our school and we are keen to enhance our responsive approach to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that effective learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and form tutors undertake a mentoring and supervisory role.

We provide for the following kinds of special educational needs:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Autism Spectrum Disorders
- Specific learning difficulties such as dyslexia and dyspraxia
- Physical, medical and sensory difficulties
- Social, emotional and mental health difficulties

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.