



ST NICHOLAS CATHOLIC HIGH SCHOOL

PROSPECTUS FOR 2022-2023



MISSION

HERE AT ST NICHOLAS WE LET OUR GOD-GIVEN TALENTS SHINE.

WE BELIEVE ALL STUDENTS SHOULD ENJOY THEIR LEARNING AND ACHIEVE THEIR POTENTIAL, STRIVING AT ALL TIMES TO EMBRACE THE GOSPEL AND ITS TEACHINGS.

OUR SCHOOL ENVIRONMENT IS BUILT UPON TRUST AND RESPECT FOR EACH OTHER. WE EMBRACE OUR DIFFERENCES AND CELEBRATE WHAT IT MEANS TO BE PART OF GOD'S FAMILY.

EVERYONE MATTERS.



A MESSAGE FROM THE HEAD PREFECTS

St Nicholas Catholic High School is an outstanding place where, as young adults, we've been educated and enriched. We're very happy our parents chose it for us, all those years ago, and, as individuals, we've actively chosen to stay here to finish our full-time education.

All our staff are dedicated to helping us thrive and become the best we can possibly be – academically reaching for our full potential, and emotionally well-rounded, capable of overcoming the challenges life throws at us.

The Catholic ethos that we have at St Nicholas means we have a vibrant and supportive school community. There's a huge range of opportunities for us all something to help every single one of us to find new interests, develop new skills, and flourish in every way possible.

St Nicholas Catholic High School's Sixth Form is flourishing. It's constantly

being improved to provide the best environment for learning, to help us excel.

Having the Sixth Form creates a unique and special opportunity for our younger year-groups to interact with more mature students. It also means that we as Sixth Formers can interact closely with the younger years in lots of different ways - we can help out in lessons and with tutoring and mentoring programmes. We also help to run collaborative projects with the younger years including Bar Mock Trial and our very impressive school choir.

Learning as a Sixth Former at St Nicholas feels different to the way it is lower down the school. Our teachers encourage us to be more independent learners in readiness for our future. Some of us adapt to this quickly and easily; some of us need more support. As we head towards the end of our time here at St Nicholas Catholic High School, we can honestly say that our teachers are full of enthusiasm with a

totally determined approach to helping all of us to excel. We're agreed - it's been great.

We know that if you make the choice to come to St Nicholas, all the staff will continue to offer you all their support, commitment and guidance so that you achieve everything you wanted to achieve – and maybe more than you might have imagined.

We hope you do!

Head Prefects



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

YEAR 7 STUDENT

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.



BEGINNING YOUR ST NICHOLAS JOURNEY

**“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
LIVES ITS MISSION
STATEMENT.”**

DIOCESAN INSPECTION 2017

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, our ethos and the friendly and inviting school community that we have here at St Nicholas. We have an array of activities and experiences that will support your child and allow them to feel confident about their High School journey. All students are invited to explore and experience St Nicholas as part of their Transition visits in the Summer term where they are provided with the opportunity to ask questions, find out about our community and experience life as a St Nicholas Catholic High School student.

**“MY TIME AT ST
NICHOLAS CATHOLIC
HIGH SCHOOL HAS
BEEN THOROUGHLY
ENJOYABLE.”**

YEAR 13 STUDENT

ST NICHOLAS CATHOLIC HIGH SCHOOL



"I FEEL SAFE IN OUR SCHOOL."

YEAR 7 STUDENT

"THERE IS A SENSE OF BELONGING TO A COMMUNITY WHERE NOTHING IS MORE IMPORTANT THAN THE CHILDREN."

MEMBER OF STAFF



"SINCE I STARTED AT ST NICHOLAS CATHOLIC HIGH SCHOOL, I HAVE FELT LIKE I AM PART OF A FAMILY."

YEAR 7 STUDENT

CURRICULUM



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.

"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 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 ALWAYS SEEM TO GIVE ME A NEW PERSPECTIVE ON SUBJECTS."

YEAR 10 STUDENT

THE PROVISION – AUTISM RESOURCE CENTRE (ARC)

This is a twelve-place provision for students in receipt of an Educational Health Care Plan and a diagnosis of Autism. Our base 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 five teaching assistants. Students will access mainstream lessons where possible, but additionally spend some curriculum time in the ARC working on more specific ASC social and life 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

Parent pay is the school online payment systems for parents and carers. This can be used for a range of items including school trips and food in the Dining Hall.

This system makes the school cashless place, which also helps keep children safer.



STUDENT VOICE

At St. Nicholas Catholic High School there is a thriving Student Leadership Team. This ranges from Student Ambassadors in KS3, Prefects in KS4, Senior and Head Prefects in KS5, the Student Council and the UK Student Climate Network. The student voice is very highly respected, and the students have been involved in staff appointments, meeting with our local MP and being agents of change in our school community, which includes working closely with the Chaplain on the faith life of the school and charity work.

Students' ideas and suggestions are regularly discussed at staff and Governor meetings. They also work alongside other organisations such as the UK Youth Parliament and Youth Voice of Cheshire. The Student Leadership Team 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 PTFA (Parent Teacher Friends Association) run regular fundraising and community events throughout the school year. Money raised enhances the education and experience of all the students at St. Nicholas Catholic High School (including 6th Form). We have recently supplied the PE department with a table tennis table, hockey sticks which are used by all students and a new football kit for our teams. Many other departments have benefited from our fundraising - here are just a few:

- Field work equipment provided for the Geography department
- Funding for UK Mathematics Trust Maths Challenge activities and events
- Purchase of printmaking equipment for the Art department
- Outside seating and benches supplied for all students to use



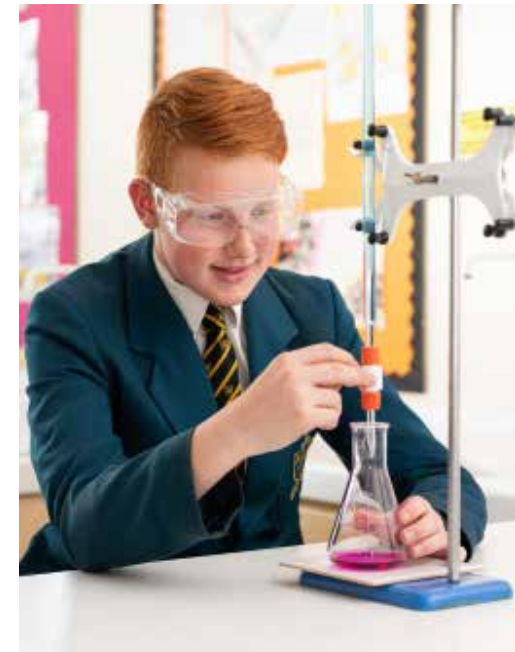


“LESSONS CHALLENGE ME TO BE BETTER, BUT I ALWAYS FEEL SUPPORTED ”

YEAR 9 STUDENT



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.



YEAR 12 STUDENT



“MY CHILD FEELS LISTENED TO AND HELPED AND HAS BEEN SHOWN ENDLESS SUPPORT.”

PARENT

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 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, an intervention is put in place in order to aid progress. For students in the Sixth Form, targets are set by the 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 maybe given past GCSE or A Level



"TEACHERS EXPECT THE BEST FROM EVERYONE."

YEAR 10 STUDENT

examinations during their examination weeks, particularly in Year 11 when 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.



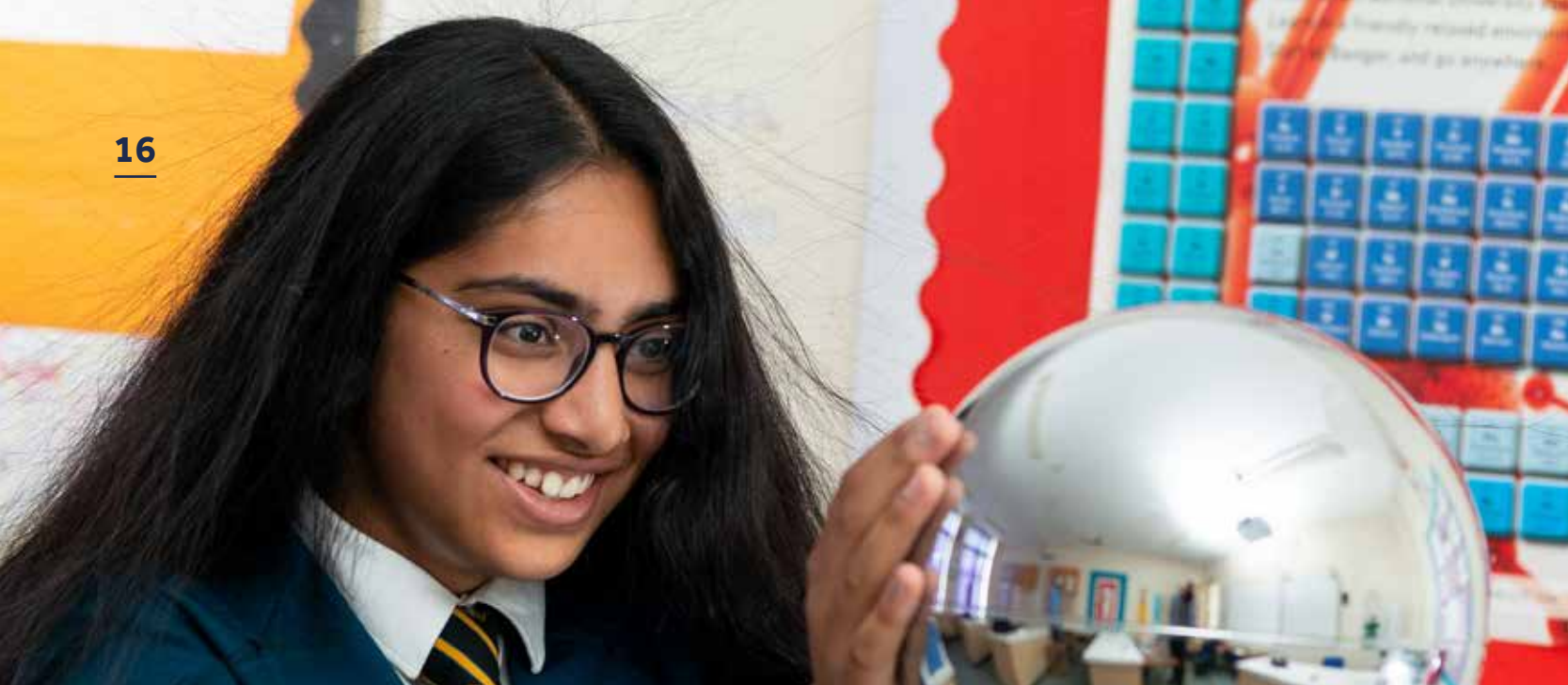
STUDENT PLANNERS

Each 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.

"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."

YEAR 8 STUDENT



PASTORAL CURRICULUM

‘True education is directed towards the formation of the human person in view of their final end and the good of that society to which they belong and in the duties of which they will, as an adult, have a share’ (Vatican, 1965: 1).

At St. Nicholas Catholic High School, we believe there is a strong link between character and attainment. Our Student Attitude Development Programme is rooted in our Gospel Values which act as a Curriculum driver throughout our Pastoral Curriculum covering Year 7 through to Year 13.

Across a three-year Pastoral curriculum our students will engage with an age-appropriate curriculum which explores in detail the Gospel Values. This enables the development of self-esteem, understanding and respect for others, an awareness of wider spiritual and cultural issues and the fulfilment of their potential.

We have a role in ensuring that we develop our students holistically to ensure that they are confident, well-educated, and thoughtful young adults for the world where they are going to make a difference.

We want Character Education to be seen throughout the school at such times as

form time lessons, assemblies and student voice.

We believe strongly in the important role as Catholic Educators that we play in shaping our student’s future and through developing their character we are increasing their chances of success in life.

We also enable students to develop a set of character traits, attributes and behaviours that underpin success in education and work. The key Gospel Values we look to develop are:

- Faithfulness and Integrity
- Dignity and Compassion
- Humility and Gentleness
- Truth and Justice
- Forgiveness and Mercy
- Purity and Holiness
- Tolerance and Peace
- Service and Sacrifice
- Love



“THE SCHOOL EXPECTS THE HIGHEST STANDARDS AND THAT HELPS US LEARN”

YEAR 11 STUDENT

TEACHING & LEARNING

Teaching and learning are at the heart of everything we do. Our practice is based on research and cognitive science and influenced by several key educationalists. We focus on the following core ‘Foundations for Learning’:

- Recall and retrieval
- Modelling
- Scaffolding
- Checking for Understanding
- Questioning
- High quality feedback

We continuously look to strengthen and develop our practice as we expect academic excellence. This was acknowledged in our recent Inspection

“Leaders ensure that there is a continual emphasis on improving the quality of teaching and learning”.

Ofsted 2019

These Foundations for Learning do not mean that we expect staff to teach in a particular way following a rigid structure. Teachers are trusted to deliver the key ingredients in a way that benefits the students they are teaching. They use their talent, skill, and professional judgment to enable each student in the classroom to learn in the best possible way.



“THE SCHOOL HAS HELPED PREPARE ME FOR MY FUTURE”

YEAR 11 STUDENT

ADMISSIONS POLICY 2022-23



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 215 pupils to Year 7 and 110 for external applicants to Year 12 in the school year which begins in September, 2022.

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, with the provisions (i) and (ii) as stated above applied. 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 the Admissions Officer by 31st October 2021.

You will be advised of the outcome of your application on 1st March 2022 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 2021.

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 2021.

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 the Admissions Officer (Mrs Dawn Crosthwaite) 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 admissions round and the child will be admitted where there are available places.

An application should be made to the school via the Cheshire West and Chester admissions webpage as the local authority admissions team co-ordinate applications on behalf of the school's governing board.

You will be advised of the outcome of your application in writing as soon as possible. Applicants will be informed of the outcome of their application within

15 school days of receipt, but the aim is to notify applicants of the outcome of their application within 10 school days of receipt.

You have the right to appeal to an independent appeal panel if your application is unsuccessful. Further details can be found here.

If you have any questions in relation to in-year admissions please contact Mrs Dawn Crosthwaite at school (01606-706000) or the local authority admissions team via their website here.

Full details of 'in year' admission arrangements can be found on the Cheshire West and Chester admissions webpage here.

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 2022.

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. Previously looked after children also includes those children who appear (to the governing body) to have been in state care outside of England and ceased to be in state care as a result of being adopted

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).

ence 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.

WELCOME TO ST NICHOLAS CATHOLIC HIGH SCHOOL: FROM YOUR SCHOOL TO OUR SCHOOL...

Barnton Community Nursery and Primary School Byley Primary School
Davenham Cofe Primary School Bollin Primary School Darnhall Primary School
Charles Darwin Community Primary School Comberbach Primary School
Cuddington Primary School Frodsham Weaver Vale Primary School
Eaton Primary School Winnington Park Community Primary and Nursery School
Tarvin Primary School Egerton Primary School St John's Pre-school
Delamere Cofe Primary Academy Kingsley St John's Cofe (va) Primary School
Hartford Manor Primary School & Nursery Lostock Gralam Cofe Primary School
Manor Park School and Nursery Victoria Road Primary School Rudheath Primary Academy
Lower Peover Cofe Primary School Oak View Primary Academy Over Hall Community School
Over St John's CE Primary School St Ambrose College Prep School
St Bede's Catholic Primary School St Annes CE Primary School, Sale Rosebank School
St Joseph's Catholic Primary School St Chad's C of E Primary School Educated Overseas
The Grange Junior School St Luke's Catholic Primary School St Monica's Catholic Primary School
St Mary's Catholic Primary School (Middlewich) St Vincent de Paul Catholic Primary School
St Wilfrid's Catholic Primary School The Weaverham Primary Academy
Lostock Gralam Cofe Primary School Weaverham Forest Primary School Victoria Road Primary School
Sandiway Primary School Weaverham Forest Primary School Hartford Primary School
Robert Peel Primary School Wharton Coe Primary School Loreto Preparatory School
Wheelock Primary School Willow Wood Community Primary School
Crowton Christ Church Cofe Primary School Whitegate Coe Primary School
Wincham Community Primary School Winsford High Street Community Primary School
Grange Community Primary School Witton Church Walk Cofe Aided Nursery And Primary School
Manor Park School and Nursery Moulton School St Hugh's Catholic Primary School
Hartford Manor Primary School & Nursery Holy Family Catholic Primary School
Middlewich Primary School Yorston Lodge School



**ST NICHOLAS
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