

St Angela's

URSULINE SCHOOL





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Mission Statement

St Angela's Ursuline School is part of the Ursuline tradition which has as its hallmark the pursuit of the highest standards possible in education. Through our curriculum and community life we seek to meet the needs of the whole person and to enable all to achieve their full potential. We offer all the challenge of building and living in a Catholic Christian community in which all members are equally valued. We share with St Angela a commitment to the service of young people which will empower them to play their full part in society.

In light of this we aim to:

- recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential
- ensure that equality of opportunity is available to all
- welcome, value and respect all who come to the school
- provide opportunities for experiencing the fullness of Catholic life, with understanding and respect for other cultures, traditions and faiths
- build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness
- promote dialogue and co-operation with the wider community

Status - Voluntary Aided (Roman Catholic)

Single Sex 11 – 16 Mixed 6th form 16 - 19

Roll - Years 7-11 Girls only: 934

Year 12 Mixed: 179

Year 13 Mixed: 187

Total: 1300

Chair of Governors – Mr S Foster

c/o St Angela's Ursuline School, St George's Road, Forest Gate, London E7 8HU

Head Teacher – Mr M Johnson BSc



The Catholic School For Your child

St Angela's Ursuline School is a community centered around the life and teachings of Jesus Christ. The curriculum in all its aspects provides opportunities for a pupil's intellectual, spiritual, moral, emotional, psychological, social and physical development, thus assisting progress towards that fullness of life, which comes from God.

Religious Education

Religious Education takes place both formally and informally. It is taught as an academic subject throughout Years 7 – 11, and GCSE Religious Studies is taken by all students in Year 11. Core RE is facilitated for Year 12 and 13 students in the Sixth Form.

The formal curriculum is complemented by a wide range of liturgical activities throughout the year involving students and staff. Whole school masses are held at the beginning of each academic year and on the feast of St Angela and on Holy Days of Obligation as well as weekly at 8.45am in the school chapel.

All students are given the opportunity to explore their relationship with God in an informal setting through a programme of retreats.

An act of collective worship takes place daily, and students are able to visit the chapel for private prayer during lunchtime.

Lessons occur within the Chapel in curriculum time where meditation and reflection of the students' faith is explored.



Pastoral Care

At St Angela's Ursuline School the pastoral care of our students is regarded with the utmost importance and a major factor in supporting them in their school life and ensuring they achieve their full potential. There is a clearly defined pastoral structure to coordinate the day-to-day care of all students.

Each Form Tutor is responsible for monitoring the attendance, punctuality, uniform, behaviour and general welfare of their tutor group, and is the first point of contact for parents for most matters. The Head of Year and allocated Deputy Head also have pastoral responsibility, particularly regarding matters of a serious or sensitive nature. We welcome contact from parents informing us of circumstances which may be affecting their daughters, and will respond promptly and appropriately.

Further support is also provided by the Ursula Suite by a team of learning mentors dedicated to students who for a variety of reasons, may need support through a particularly stressful time or situation. In addition to this we also have a school based counsellor to further support students who may be experiencing particular problems and who would benefit from having the opportunity to work through some of their difficulties in order to fully support their learning and wellbeing.

Discipline

St Angela's Ursuline School aims to create a purposeful, well-disciplined atmosphere. Students are expected to behave in a sensible, responsible, respectful and considerate way at all times, including times when they are outside the school whilst in school uniform (when not with parents/carers). They are also expected to work hard in school and to complete all homework set. Parents are expected to support this culture at all times.

Fighting and bullying are taken very seriously and will not be tolerated. The full school policy is also downloadable from the school website www.stangelas-ursuline.co.uk. Should students fall short of expected standards, a wide range of sanctions are utilised.

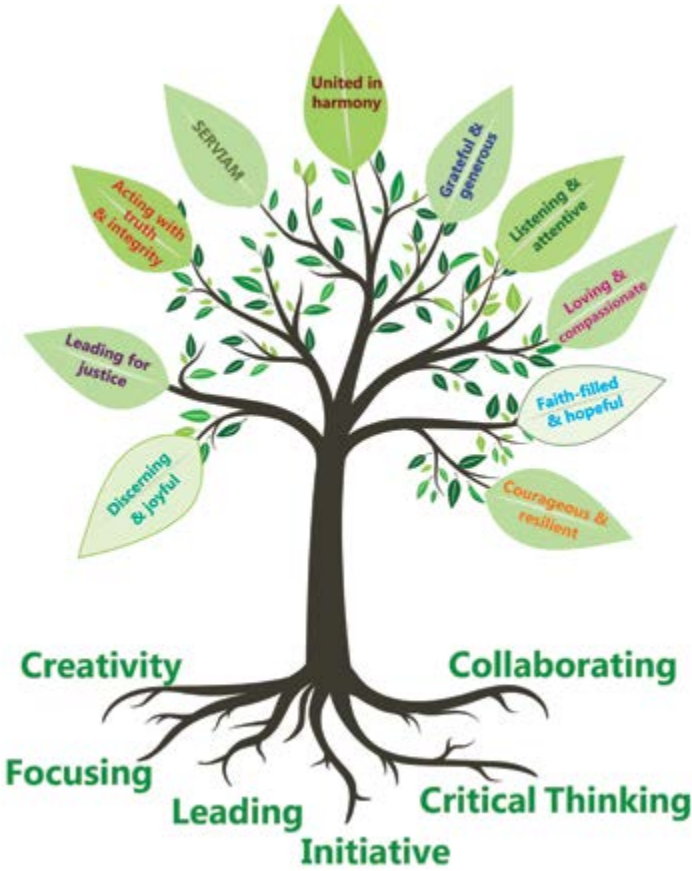
Rewards

The awards' system in place at St Angela's School is designed to recognise achievement, initiative, effort and service of all kinds. We want everyone to achieve their full potential.

Students are rewarded for excellent attendance, punctuality and a commitment to Serviam in the school community and beyond. This means all students can demonstrate and be recognised for their achievements in all aspects of school life in every term.

All aspects of school life are recognised in our awards' system with the aim of motivating our students to even further success from their first merit in Year 7 through to the final presentations in Year 11 and then on into the Sixth Form.

Our awards are a key way of giving students the recognition they deserve on their journey of becoming a life-long learner at St Angela's School.



Personal, Social Health Citizenship & Economic Education (PSHCEe)

The curriculum content for PSHCEe, is set within the context of the message and values of the Gospel and the Ursuline tradition. It aims to help students develop the skills and values necessary for them to live as responsible adults.

Delivered in six whole Rise Up Day sessions; our curriculum often involves external speakers, special assemblies and cross-curricular events.

Our SERVIAM programme has three main themes:

- CORE THEME 1: Health and Wellbeing
- CORE THEME 2: Relationships
- CORE THEME 3: Living in the wider world
(including economic wellbeing, careers and the world of work)

Rise Up Days focus on our PSHCEe curriculum and further develop our students character in line with our Ursuline student profile. All students engage in a drop down curriculum that enables them to personally develop the characteristics and traits that match our ethos by participating in a sequence of lessons that will prepare them fully for society. These include exploring key issues like Relationships and Sex Education, Living in the wider society (Citizenship), Health and Wellbeing (Mental and Physical Health) and securing the important knowledge needed that reflects British values and the desire to be a force for good in the world.

Sex and Relationships Education is an integral part of the growth and development of students. The programme is set within the Catholic context, following the guidelines of the Catholic Church, and is concerned not only with biology and relationships but also with the spiritual and moral values which guide choices and behaviour. The school programme has been developed in conjunction with the PSHE Association and the Diocese.

Student Groupings

Students are grouped in two half-year parallel bands based on their achievements from their KS2 results or internal assesment when no KS2 SATS occur. Students are placed in mixed tutor groups for pastoral provision.

Students are then further set by ability in such subjects as English, Maths and Science.

School Organisation

The school is divided into 3 sections:

KS3	(Years 7 – 9)
KS4	(Years 10 and 11)
KS5	(Years 12 and 13) also known as Sixth Form

These divisions allow the younger students to settle gradually into a larger school, while benefiting from all the facilities available in all subject areas.

On admission students are organised into classes of approximately 32. These classes are named after high-achieving women and each class retains its name from year 7 – 11. Many subjects are organised into groups of less than 30, mainly practical subjects such as Art, PE, and Technology.

These groupings allow us to keep the classes as small as possible, and enable the students the best opportunity to progress at an appropriate pace. They also allow us to target staff deployment effectively.

We firmly believe in mobility. If a student is doing better than other students in a set subject she will be moved to a higher group. If she is having difficulty with the work, she will be moved to the set which will allow her to achieve her potential.

At the end of every academic year, there is a formal review of all student groupings in the light of each student’s performance and achievement.



The Curriculum

The intention of the curriculum at St Angela’s Ursuline School is to provide high challenge subject specialist learning that equips students not only for examination but future employment and life success.

Fluency in both literacy and numeracy are integral to this aim alongside developing the side skills, abilities, characteristics and traits that match our Ursuline ethos and the important knowledge needed that reflects British Values and the desire to be a force for good in the world.

Our school offers all students a broad and balanced curriculum that develops their intellectual curiosity and subject expertise. Our curriculum intent is to be ambitious, challenging and inspire students to have high aspirations, discover new talents and achieve their full potential. Through our engaging curriculum we seek to meet the needs of the whole person by ensuring the highest possible standards in education. The impact of our curriculum is that it prepares students not only to being highly successful but also be ready for the next stage of their life journey.

Our formal curriculum consists of 50 one hour periods over two weeks. Within this, there are three formal key stages:

- Key Stage 3: Year 7 - 9
- Key Stage 4: Year 10 - 11 (GCSEs / Btec)
- Key Stage 5: Year 12 - 13 (A levels)

All students are provided with a high-quality inclusive education. The curriculum coverage allows all groups of students to access the content and make progress through the curriculum. Our daily registration of 20 minutes is a key component of our curriculum.

At Key Stage 3 students are taught: English, Mathematics, Religious Education, Science, Modern Languages, Art, Computer Science, Drama, Geography, History, Music, PE, Technology and PSHE.

The curriculum at Key Stage 3 lays the foundations for the requirements of the GCSE by equipping students with the skills for success and developing their interest in a wide range of topics. This curriculum ensures students are supported to select strong KS4 subject choices in all routes including artistic subjects and not just EBacc performance subjects. At Key Stage 4 students are able to select from a range of GCSEs. All students follow our

compulsory core subjects of English Literature, English Language, Mathematics, Religious Education and Double or Triple Science.

Students then select 3 options from the following subjects: Art, Business Studies, Computer Science, Drama, Geography, History, Modern Foreign Languages (French, Spanish, German), Physical Education, Psychology, Sociology, Technology or Btec Media. The curriculum at Key Stage 4 further develops students’ subject expertise, preparing them for the requirements of the GCSE examinations and then further / higher study.

Extra-curricular

Students are encouraged to pursue opportunities that extend their learning outside of the classroom but also support and extend the knowledge they acquire within the classroom. The school provides students at all key stages with programmes that enable them to both discover and develop a wide range of interests and skills.

Students participation in our wider extra curriculum continues to support our intentions. The happiness and well rounded nature of the students is key and as such the school offers over 40 extra-curricular activities in a wide range of sporting, academic and artistic areas. These opportunities are highly valued across all key stages and help to nurture our students’ talents preparing them for the future in varied walks of life. Our success at sports is very much recognised both within the borough of Newham and beyond.

Curriculum Resources

The school has had a continuous programme of investing in technology to ensure that the latest innovations can be used to further support students’ learning. The school is rich in resources with every classroom equipped with an IWB / Plasma screen. Staff utilise all technology to support teaching and learning.

To prepare students for progression to Higher Education or apprenticeship pathways we have a detailed programme of events for every student. Careers Education and Guidance is delivered throughout the school. We have a fully trained Careers Advisor who co-ordinates this programme.

We provide customised enrichment activities including: university visits, degree subject talks, employer mentoring, work experience and careers talks from leading employers and

Homework

Homework is an essential component of the learning process. The work set consolidates and extends the knowledge and understanding that students have acquired within lessons and supports them in preparation for future learning. Homework is vital to our students' progress at school and we encourage students to take a responsible and conscientious attitude to their own studies by developing good home learning habits and study routines from Year 7.

Homework is recorded by each student in her student planner/diary. Parents can therefore easily monitor what has been set and whether it has been done. This is further aided by our use of Google Classroom where all teachers upload the homework set and any additional resources that support learning beyond the classroom.

To be an academically successful student throughout the school homework must be a constant and the amount of hours spent in homework must be appropriate to the level of study. Homework is always well designed and purposeful.

The following allocation of homework time is an indication of what can be expected:

KS3 (*Years 7, 8 & 9*): 90 minutes of homework per evening plus half a day at the weekend.



KS4 (*Year 10 & 11*) GCSE: 120 to 150 minutes of homework/revision per evening plus a day at the weekend especially in Year 11.

Preparing Students For The 21st Century

To prepare students for progression to Higher Education or apprenticeship pathways we have a detailed programme of events for every student. Careers Education and Guidance is delivered throughout the school. We have a fully trained Careers Advisor who co-ordinates this programme.

We provide customised enrichment activities including: university visits, degree subject talks, employer mentoring, work experience and careers talks from leading employers and past alumni. We have a comprehensive programme for application to leading universities and competitive courses, including Oxford, Cambridge, Medicine and Dentistry. Our Sixth Form regularly sends students to study at the top universities and has excellent links with all the London universities together with partnerships with universities inside and outside of London.



Curriculum Support

The Curriculum Support Team offers in-class support across the curriculum to help students achieve their potential. Support is offered for a wide variety of reasons:

- Learning
- Language and communication issues
- Behaviour/emotional issues
- Medical issues
- Physical issues
- Hearing impairment

The team consists of six curriculum support assistants led by our Inclusion / SENCo Manager and Senior Learning Instructor and Senior Mentor.

The work of the curriculum support team reflects:

- The School's Mission Statement
- Newham's Inclusive Education strategy
- All statutory requirements including the Special Educational Needs Code of Practice, the Disability Discrimination Act and the Equality Act.

The school actively works to identify students who may be experiencing difficulty in accessing the curriculum and works closely with parents and students in the planning and implementation of any support that may be required.

Additional provision is made available for any students who have a greater need – including a Reading Programme, Literacy Programme, Social skills group, Small Group teaching. These interventions are based in the well-resourced Ursula Suite.

All students identified as requiring support have a keyworker who monitors their progress, as well as dealing with day-to-day organisation. Progress is reviewed at least once a term; regular communication with home is made by the keyworker. Parents are also invited to review progress and provision at least once a year with the Inclusion / SENCo Manager at Parents' Evening.

The school SEN Information Report and SEN Policy are subject to regular review and set out how the above is implemented. A full copy of both documents are available from the school on request, and can be accessed on the school website.



Parent/School Partnership

We believe that students thrive best when there is consistency and uniformity of expectations from home and school and where parents are fully supportive of the ethos and systems of the school. The home school agreement, which parents are asked to sign, sets out clearly the responsibilities of school, students and parents/carers in the education of the girls.

School Fund & Governors Fund

Successful applicants are asked to contribute to the school fund which at present is £30.00 per year or £120.00 for 5 years. Successful applicants are also asked to contribute to the Governors fund which is £20.00 per year per family.



School Uniform

The uniform provider for St Angela's Ursuline School is:
Fashion Stop [Schoolwear]
138 High Street North, East Ham, E6 2HT
Tel: 0208 552 3200 Email: fashionstop@hotmail.com

We believe that the wearing of uniform is an important sign that our students take pride in belonging to St Angela's Ursuline and are willing to take part in all aspects of school life. We expect parents and carers to support us in ensuring that the correct uniform is worn at all times.

The uniform is as follows:-

- Brown pleated kilt or brown trousers from the uniform shop
- Blouse: White with revere collar (Years 7 and 8)
- Blouse: Gold with revere collar (Years 9 to 11)
- Brown Blazer (compulsory for Year 7- 9) and Brown Blazer with gold trim (compulsory for Year 10 and 11)
- School jumper (optional) from the uniform shop
- Plain outdoor coat in black, brown or navy ONLY
- Sturdy brown or black shoes suitable for school
- Brown Head Scarf from the uniform shop only
- The abaya is also available to be worn with the standard uniform from the uniform shop
- Headbands must be plain black, brown or beige

PE Kit:

- Black shorts (if desired)- no cycling shorts
- Gold School Logo PE Shirt from the uniform shop
- Black School Logo Tracksuit from the uniform shop
- Trainers not covering the ankle
- Parents agree on acceptance of a place, that their daughters keep to the regulation uniform.

Footwear

Plain black or brown sensible sturdy shoes are the only permitted footwear. No shoes made of cloth or canvas. No 'trainers', plimsolls or boots. This includes ankle boots or any footwear which goes above the ankle bones. No sandals/ sliders and embroidered or decorative patterns on shoes, including designer logos. No coloured laces, tags or distinctively coloured eyelets. Socks and tights must not be worn together. Tights and socks should be plain (no pattern or logo) they must be plain black, brown, grey or white. In very bad weather conditions, heavy snow and/or ice, students should take sensible precautions and wear appropriate footwear e.g. boots or wellingtons. They will then change into school shoes once inside school.



The School Day

Registration & Assembly	8:45 - 9:00
Lesson 1	9:05 - 10:05
Lesson 2	10:05 - 11:05
BREAK	11:05 - 11:25
Lesson 3	11:25 - 12:25
Lesson 4	12:25 - 1:25
LUNCH	1:25 - 2:25
Lesson 5 (<i>inc pm Registration</i>)	2:25 - 3:25
Study Support	3:30 - 4:30

Total teaching time 50 hours (excluding registration and assembly time)
per fortnight

Students stay in school at the mid-day break and may have either a packed lunch or a school meal from the cashless refectory or food cubes. Students entitled to a free meal receive a meal at lunchtime to the value of £2.50. Others pay for their meals at the point of sale using the cashless system (Parent Pay). In addition, students have the opportunity to buy breakfast from 8.00 a.m. and snacks and drinks at morning break.



Attendance

Regular attendance at school is considered a key factor in the achievement of each student’s potential. Good attendance is recognised by the awarding of certificates, and absence from school for any reason other than illness is discouraged.

In accordance with regulations, absences are recorded as authorised or unauthorised. We require parents/carers to inform us in writing of the reason for any absence in advance where possible, or on return to school. Unauthorised absences include those for which no letter of explanation has been received; they do not necessarily indicate truancy.

Rates of Authorised and Unauthorised Absence 2023/2024

1. Total number of registered pupils of compulsory school age on roll for at least one session during the reporting period to 31st May 2024= 939
2. Percentage of sessions missed through authorised absence- 5.3%
3. Percentage through unauthorised absence 0.7%
4. **The attendance rate for 2023-2024 was 94.9%**

Complaints’ Procedure

Please refer to the Complaints’ Policy on the school website:
www.stangelas-ursuline.co.uk

Summary of GCSE Qualifications Awarded 2024

	Grade 4+	Grade 5 +
English (<i>best</i>)	92%	81%
Maths	86%	67%

	Grade 4+	Grade 5 +
English & Maths	83%	61%



GCSE Qualifications Awarded 2024 Year 11

Subject	Entries	9	8	7	6	5	4	3	2	1	7+	5+	4+
English Language	187	5	19	25	52	37	20	25	3	1	26%	74%	84%
English Literature	187	9	21	29	42	36	23	22	3	2	27%	75%	87%
Maths	187	12	21	28	31	33	35	13	10	4	33%	67%	86%
Art and Design	24	6	5	9	3	1					83%	100%	100%
Biology	28	6	12	5	4	1					82%	100%	100%
Business Studies	18	1	2	1	6	4	2	2			22	78%	89%
Chemistry	28	3	12	10	2		1				89%	96%	100%
Computer Science	45	1	6	6	8	10	4	8	2		29%	69%	78%
Drama	19		3	2	6	5	3				26%	84%	100%
Design and Technology	6		2		2	2					33%	100%	100%
French	49	3	9	11	5	10	9	2			47%	78%	96%
Geography	46	3	7	12	6	7	6	4	1		48%	76%	89%
German	56	5	5	7	8	17	7	6	1		30%	75%	88%
Gujarati	1			1							100%	100%	100%
History	46	8	11	6	6	6	2	6	1		54%	80%	85%
Music Studies	16	1	3	3	4	1	2	2			44%	75%	88%
Physical Education	15				2	4		2	5	2	0%	40%	40%
Physics	28	2	10	12	3		1				86%	96%	100%
Psychology	56	1	3	11	13	7	10	5	7		26%	61%	79%
Religious Studies	187	16	34	25	48	24	21	10	7		40%	79%	90%
Combined Science	159	1	11	16	23	36	27	29	15	1	18%	55%	72%
Spanish	53	6	4	5	5	8	11	13	1		28%	53%	74%
Sociology	46	2	5	12	9	7	5	5	1		41%	76%	87%
Textiles	25			2	6	3	6	2	6		8%	44%	68%

Subject	Entries	D*	DL2	ML2	PL2	L1D	L1M
BTEC Media	29		2	8	10	6	3
			7%	28%	34%	21%	10%

A Level Qualifications Awarded 2024

Those aged 16, 17 or 18 on 31.08.2024

	Entries	A*	A	B	A*-B%	C	A*-C%	D	E	A-E%
Art	6	2	3		83%	1	100%			100%
Biology	26		4	10	54%	9	88%	3		100%
Business Studies	35	2	5	14	60%	9	86%	5		100%
Chemistry	26		3	7	38%	7	65%	4	5	100%
Computer Studies	3		1	1	67%	1	100%			100%
DT Product Design	5		1	3	80%		80%	1		100%
Economics	42		10	21	74%	10	98%			98%
English Literature	40	1	6	11	45%	16	85%	6		100%
French	5			4	80%	1	100%			100%
Further Maths	6		2		33%	1	50%	2		83%
Geography	14		1	5	43%	3	64%	4	1	100%
German	5		4		80%	1	100%			100%
History	27		1	17	67%	7	93%	2		100%
Mathematics	65	6	13	20	60%	15	83%	9	1	98%
Media Film & TV Studies	11	1	4	6	100%		100%			100%
Physics	6			2	33%	4	100%			100%
Politics	28		3	8	39%	13	86%	4		100%
Psychology	66	6	14	25	68%	15	91%	4	2	100%
Religious Studies	18	1	3	8	67%	5	94%		1	100%
Sociology	39	3	13	19	90%	3	97%	1		100%
	586	31	107	218	62%	138	88%	62	23	99%
		5%	19%	38%		26%		10%	2%	



Routes taken by Students over 16

The vast majority of our students go on to Further Education.

In the academic year 2023 - 2024 the routes taken by our students were as follows:

- 1) Students aged 15 at 1st September 2023 that is those in Year 11
Total number in the age group: 187
Percentage that went on to:
a) A course at any school or any course of further education 98%
b) NEET 0%
c) Not decided on publication 0%
d) Withheld 2%
- 2) Students aged 17 or over at 1st September 2023 that is those in Year 13
Total number in the age group: 159
Students continuing in Education: 147
Percentage that went on to:
a) Higher Education 90%
b) Further Education 0%
c) Employment 1%
d) Apprenticeship 3%
e) Gap year 6%
f) Withheld 1%



Admission Criteria

St Angela’s Ursuline School is an 11-18 voluntary-aided girls’ school founded by the Ursuline Sisters in 1862 and now under the trusteeship of the Diocese of Brentwood. The primary aim of the school is the education of Catholic children in accordance with its trust deed and St Angela’s seeks at all times to foster the growth of students’ understanding and appreciation of their faith.

The Governors of St Angela’s Ursuline School intends to admit 192 pupils into Year 7 for the academic year 2025-2026. Applications for places at St Angela’s for admission in September 2024 were 364.

By naming St Angela’s as a preference, it is assumed that parents/carers wish their child to receive a Catholic education and support the aims and ethos of the school as described in the school prospectus.

Wherever there are more applicants than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria for 2025-26 listed below.

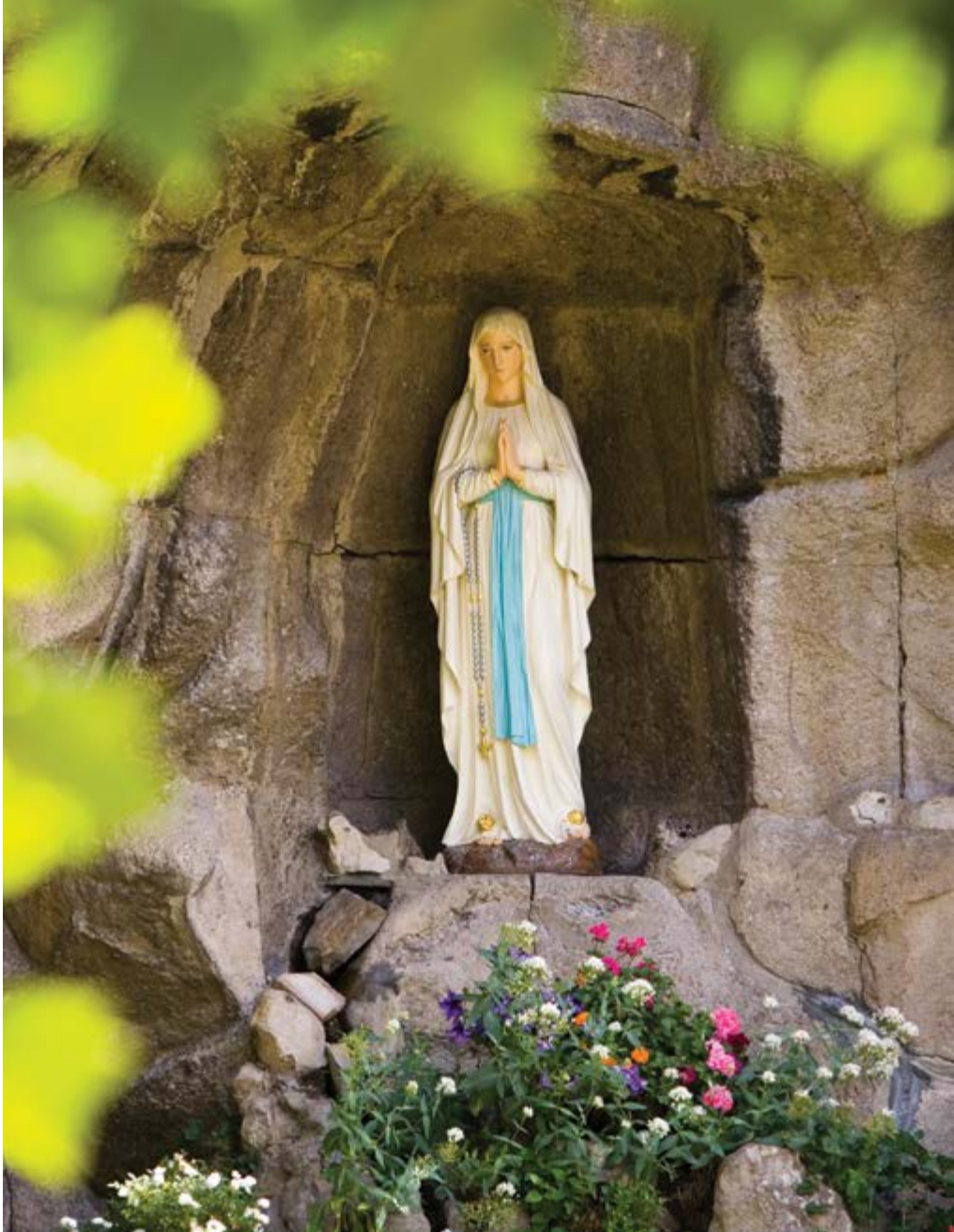
Glossary of definitions: Catholic

‘Catholic’ means a member of the Church in communion with the See of Rome. This includes the Eastern Catholic Churches. (See school website for complete list)

Practising Catholic

The Governors will determine practice of the Catholic Faith with reference to the following criteria:

- Evidence that the child has been baptised in accordance with the disciplines and rites of the Catholic Church
- A certificate of reception into the Catholic Church, or letter from the parish priest is required for all those baptised in other faiths who are now practising Catholics
- A copy of the Child’s Baptismal certificate is to be provided.



Certificate of Catholic Practice means a certificate issued by the family’s parish priest (or the priest in charge of the church where the family attends Mass) in the form laid down by the Bishops’ Conference of England and Wales. It will be issued if the priest is satisfied that at least one Catholic parent or carer (along with the child, if he or she is over seven years old) have (except when it was impossible to do so) attended Mass on Sundays and Holy Days of Obligation for at least five years (or, in the case of the child, since the age of seven, if shorter). It will also be issued when the practice has been continuous since being received into the Church if that occurred less than five years ago. It is expected that most Certificates will be issued on the basis of attendance. A Certificate may also be issued by the priest when attendance is interrupted by exceptional circumstances which excuse from the obligation to attend on that occasion or occasions. Further details of these circumstances can be found in the guidance issued to priests (<http://www.dioceseofbrentwood.net/departments/education/school-admissions/>)

Children of other Christian denominations means children who belong to other churches and ecclesial communities which, acknowledging 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 of CYTŪN 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.

Children of other faiths means children who are members of a religious community that does not fall within the definition of ‘other Christian denominations’ 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.

Siblings refers to sister, half-sister, adopted sister, step sister, foster sister or the child of the parent/carers’ partner where the child for whom the place is sought is living in the same family unit at the same address as that sibling, currently attending the school in Year 7-11 at the time of application and who will still be attending the school in the Academic Year 2024-2025.

A **‘Looked After Child’** 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 looked after child’** 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.

Statement of Special Educational Needs is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. 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.

Complete application is an application by CAF & SIF with all required evidence submitted by the published deadline.

Incomplete application any applications with either a missing CAF or SIF, as well as any missing required evidence at the time of the published deadline.

In the event of oversubscription applicants will be considered in the following order of priority:

1.”Looked After” Catholic Children or Catholic ‘previously Looked After Children’ who have been adopted



2.Baptised Roman Catholic girls whose permanent residence is within one of the following Roman Catholic parish boundaries of the Newham Deanery, and who with their family practise regularly as confirmed by the Certificate of Catholic Practice

<i>Parish in Newham Deanery</i>	<i>District</i>
Our Lady of Compassion	Upton Park
St Anne’s St Mark’s	Custom House
St Antony’s of Padua	Forest Gate
St Francis of Assisi	Stratford
St Margaret & All Saints	Canning Town
St Mary & St Edward with St John	Beckton/Silvertown/North Woolwich
St Michael’s	East Ham
St Stephen’s	Manor Park

3.Baptised Roman Catholic girls, who are resident in Newham, but whose level of practice cannot be supported by the Certificate of Catholic Practice

4.Any other baptised Catholic girls

5.All other ‘Looked After Children’ or ‘Previously Looked After Children’ who have been adopted

- 6.Children of families of another Christian denomination in the following order of priority:
- Christians who have been Baptised **or** have a ‘service of dedication’ and whose minister can confirm their level of practice as at least monthly
 - All other Christians whose minister can confirm their level of practice as at least monthly
 - Any other Christians

7.Children of families of other faiths residing in Newham whose religious leader can confirm in writing that they are practising at least monthly

8. Any other applications which are complete - includes all requested evidence

9. Any other applications that are incomplete

Tie Break

Where the offer of a place to all applicants in any of the categories listed above would lead to over subscription the following provision will be applied.

1. The attendance of a sibling at St Angela’s Ursuline school on the school roll at the time of enrolment (Years 7 – 11) becomes the highest priority (in distance order) of an application within each category.
2. Where the offer of places to all the applicants in any of the sub-categories listed above would still lead to over subscription, the places up to the admission number will be offered to those **living nearest to the school**. The distance measurement has been agreed by the Governors as ‘the distance from home to the nominated central point of Newham, which is the Front Entrance of **Our Lady of Compassion Catholic Church, Green Street, London E13 9AX**.
3. In the event of the tie break proving unable to decide between two applicants, an unbiased random allocation will be used to decide the tie break.

N.B. applicants are requested to note that they MUST complete their Local Authority’s Common Application Form (CAF) for their Supplementary Information Form (SIF) application to be considered.



Sixth Form Admissions

For admissions to the sixth form please refer to St Angela’s Ursuline Sixth Form Admission Criteria 2024-25 available from St Angela’s Ursuline School, St George’s Road, Forest Gate, London, E7 8HU. Telephone Number: 0208 472 6022.

Pupils with a Statement of Special Educational Need

The admission of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining Statements by the pupil’s home Local Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

Children with a Statement of Special Educational Need or an Education, Health and Care Plan that names St Angela’s 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.

Timetables

To apply for St Angela’s Ursuline School in the normal admission round you **must** complete a **Common Application Form** available for the local authority in which you live. You must also complete the **Supplementary Information Form** if you wish to apply under over-subscription criteria.

Parents will be advised of the outcome of their application on 3rd March 2025, National Offer Day, or the next working day by the local authority on our behalf.

Late Applications

Late applications after the closing date will be considered but not to prejudice the allocation of places already made in criteria order. Late applications will be placed into category 9 ‘any other applicants’, in sibling and distance order, **after** all on time category 9 applicants. You are encouraged to ensure that your application is received on time.

Accuracy

All offers are made on condition that the information received by the Governing Body is entirely accurate. The Governing Body reserves the right to withdraw the offer of a place or, where a child is already attending the school the place itself, where it is satisfied that the offer or place was obtained by deception.

Appeals Procedure

- Parent(s)/Carer(s) should complete the Local Authority Appeal Form on their website
- Parent(s)/Carer(s) may appeal to Chair of Governors in writing, within 14 days of receiving a letter letting them know they are unsuccessful in their application, stating their grounds for the appeal.
- Parent(s)/Carer(s) must also complete the Local Authority Appeal form
- The appeal will be heard by an independent appeal panel, which will be made up of three people, none of whom have any connection with the school and one of whom will be a lay person. The lay person is someone who is aware of educational issues but is not directly involved with education.
- The Appeals Panel will accept representation from any interested parties in writing or in person at the appeal hearing.

Waiting lists

In addition to the right of appeal, unsuccessful candidates will be offered the opportunity to be placed on a waiting list. The waiting list will be maintained in order of the over-subscription criteria set out above and **not** in the order in which applications are received or added to the list.

All waiting lists will be maintained only for the academic year 2025-2026. If parents wish the application to join or to remain on the waiting list for the following year after that date, they need to contact the school in writing to request this after the start of the next school year in early September 2025.

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

Applications - *What you need to do*

Common Application Forms (CAF)

- **Newham Residents:** CAF provided by Newham’s Children and Young People’s Services indicating preference of secondary school must be returned to the London Borough of Newham.
- Online applications via eadmissions.org.uk must be returned by **31st October 2024 no later than 11.59pm.**

Non Newham Residents: Must apply through their own Local Authority completing their CAF. The CAF should be returned to their own Local Authority’s Pupil Service department by **31st October 2024.**

Supplementary Information Forms (SIF)

- 1 SIF forms** for St Angela’s (obtained from St Angela’s Ursuline School website) should be returned **only** to the school. **A copy of your child’s Baptism Certificate (where appropriate) must be attached to this application form. The closing date for the forms is Thursday 31st October 2024 at 5pm.**
- 2** The Governors require parents to submit **TWO** proofs of residence, one from section **1** **AND** one from section 2.

Section 1

- Council Tax bill for this financial year
- Current housing benefit entitlement letter
- Tenancy agreement for your council housing or housing association property
- Tenancy agreement for your housing privately rented from a landlord accredited by LBN (for tenancies which started before 1 January 2013) or
- Tenancy agreement from a landlord licensed by LBN (for tenancies which started from 1 January 2013)
- Letter from the National Asylum Support Service (NASS) telling you of your housing address
- Letter from Adult or Children’s Services Asylum Team, telling you of your housing address.

Section 2 ; dated within the last three months

- Gas bill, payment schedule or reminder
- Electricity bill, payment schedule or reminder
- Water bill, payment schedule or reminder
- Mobile phone or telephone bill or reminder

NO OTHER DOCUMENTS ARE ACCEPTABLE. PLEASE RETURN COPIES OF YOUR SUPPORTING EVIDENCE WITH YOUR SIF. A CONFIRMATION RECEIPT WILL BE GIVEN ON SUBMISSION OF THE SIF.

Applicants who do not produce a parish priest’s reference or minister’s or religious leaders supporting letter with their application will not qualify within their respective category and should not assume an offer of a place.



St George's Road
Forest Gate
London
E7 8HU
T: 0208 472 6022

Website: www.stangelas-ursuline.co.uk
Email: office@stangelas-ursuline.co.uk

