

# Blessed George Napier Catholic School & Sixth Form

A Youth Sport Trust Lead Partner School



## PROSPECTUS



"We are a small community and  
everybody knows everybody's name."

*BGN student quoted in  
last Ofsted Report*





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# Welcome



"We are a small community and everybody knows everybody's name."

*BGN student quoted in last Ofsted report*



"The behaviour of students when moving around the school and at breaks is outstanding. They share excellent relationships and show respect for each other and the staff. The students work together and support each other well and this co-operative approach is an integral part of most lessons."

*Last Ofsted inspection*



Dear Parent/Guardian

**A warm welcome to Blessed George Napier Catholic School and Sixth Form Specialist Sports College, an academy within The Pope Francis Catholic Multi Academy Company.**

We are a Catholic school and, as such, we are deeply aware of the unique nature of each individual and the purpose that each one of us has in bringing about the Kingdom of God. Providing a first class education for all our pupils, so that they can use their talents and skills for the good of others, is very much part of our Christian mission.

In our last inspection, Ofsted commented: **"It is a friendly, supportive community, in which students feel safe and well cared for. The school promotes students' spiritual, moral, social and cultural development exceptionally well"** and *"The senior leadership team demonstrates a shared ambition to enable all students to succeed both academically and personally."* In the same report Ofsted referred to a student's comment: **"We are really just one big family who get on well together."** Our last Diocesan Inspection stated: *"Pupils contribute in an excellent manner to building the character of a school to which they are obviously very proud to belong" and "There is serious commitment to learning."*

We have had some wonderful exam results this year with a large proportion of students achieving their first choice university place. 44% of all grades were A\*-B and our pass rate was 98%. Our AS results were extremely good with a pass rate of 86%. As a result, the average total UCAS points score for our students continues to be above the national average, which gives our students a real advantage when applying to Higher Education institutions. We are delighted that all who left the Sixth Form went into education, employment or training and many are now attending Russell Group universities and some of the most prestigious academic institutions in the country. They are a credit to themselves, their families and BGN.

We have a history of strong GCSE results. This year, our results were exceptional and we achieved 73% A\*-C including English and Maths, with 79% of pupils achieving five GCSEs at A\*-C. This is due to the hard work and dedication of our staff and students. Our levels of progress also continue to remain excellent.

BGN is a thriving school where laughter is often heard and respect for each individual is regularly demonstrated. Our Catholic faith is the source from which we draw our strength and the root of all our success.

May God continue to bless this very special school.

Fraser Long  
Principal

Paul Concannon  
Chair of the Board of Directors



# Blessed George Napier Catholic School A Youth Sport Trust Lead Partner School

## Supplementary Information Form 2016/17

(If faith evidence is not provided, this will have an effect on the  
criterion the application is ranked in)

Office Use Only:

Date Received:

Feeder:

Category:

Cert Received:

Letter from  
Faith Leader:

Ack. Sent:

Please enter date you submitted the Common Application Form (CAF) to the  
Local Authority or when you applied on-line: \_\_\_\_\_

<b>Section 1 – To be completed by Parent/Carer</b>					
Child's Last Name		Child's First Name/s		Male/Female*	Year Group
Date of Birth	Address				
Parent/Carer Name					
	Telephone Number:				
	E-Mail:				
Faith	Current School:				
Siblings Currently at BGN School	Name:			Year Group:	
	Name:			Year Group:	
	Name:			Year Group:	

<b>Section 2 – For Catholic Applicants Attending Feeder Schools</b>
Please attach a copy of the Certificate of Baptism/Reception to this form unless previously presented to the primary school.

<b>Section 3 – For Catholic Applicants Attending Non-Feeder Schools</b>
Please attach a copy of the Certificate of Baptism/Reception to this form.

<b>Section 4 – For Applicants of Other Christian Churches and Other Faiths</b>
Please attach a copy of the Certificate of Baptism or Letter of Dedication to this form or a letter confirming membership of the faith community from a faith leader.

**\*Please delete as appropriate**

Please return this form, with supporting evidence, by 2nd November 2015 to: The Admissions Officer,  
c/o Blessed George Napier Catholic School, Addison Road, Banbury, Oxfordshire, OX16 9DG.

# ADMISSIONS PROCEDURE

## CHECKLIST

PLEASE REMEMBER:

- TO SUBMIT YOUR COMMON APPLICATION FORM (CAF) TO YOUR LOCAL AUTHORITY (VIA THE PRIMARY SCHOOL OR ON-LINE) BY 2<sup>ND</sup> NOVEMBER 2015. *FAILURE TO DO THIS WILL RESULT IN YOUR REQUEST BEING TREATED AS A LATE APPLICATION.*
- TO COMPLETE AND RETURN THE BGN SUPPLEMENTARY INFORMATION FORM TOGETHER WITH A COPY OF THE BAPTISM CERTIFICATE, WHERE APPLICABLE, OR LETTER OF DEDICATION OR LETTER CONFIRMING MEMBERSHIP OF THE FAITH COMMUNITY FROM A FAITH LEADER TO THE ADMISSIONS OFFICER AT BGN BY 2<sup>ND</sup> NOVEMBER 2015. *YOU NEED TO DO THIS WHETHER YOU HAVE CHOSEN BGN SCHOOL AS YOUR 1<sup>ST</sup>, 2<sup>ND</sup>, OR 3<sup>RD</sup> PREFERENCE SCHOOL. FAILURE TO SUBMIT A SUPPLEMENTARY INFORMATION FORM AND TO PROVIDE EVIDENCE OF FAITH, WHERE APPLICABLE, WILL HAVE AN EFFECT ON THE CRITERION THE APPLICATION IS RANKED IN.*
- THAT IF YOU LIVE OUTSIDE OF THE COUNTY E.G. IN NORTHAMPTONSHIRE, BUCKINGHAMSHIRE, ETC. YOU MUST ENTER BGN AS ONE OF YOUR CHOICES ON THE COMMON APPLICATION FORM (CAF)\*. YOUR LOCAL AUTHORITY WILL THEN LIAISE WITH OXFORDSHIRE LA REGARDING YOUR APPLICATION. *FAILURE TO DO THIS WILL RESULT IN YOUR REQUEST BEING TREATED AS A LATE APPLICATION.*

*\* IF YOU WISH YOU MAY ALSO SEND A COPY TO OXFORDSHIRE LA YOURSELF TO ENSURE THAT THEY HAVE A RECORD OF YOUR APPLICATION.*



## **FREQUENTLY ASKED QUESTIONS**

### **➤ When is the closing date for applications?**

The closing date for on-line applications or CAF Forms to be submitted to Oxfordshire County Council and the closing date for the Supplementary Information Form to be submitted to Blessed George Napier Catholic School is 2<sup>nd</sup> November 2015.

### **➤ I applied on time – when will I find out what school place I have been offered?**

Letters (and e-mails for on-line applications) offering school places will be dispatched 1<sup>st</sup> Class post by Oxfordshire County Council on 1<sup>st</sup> March 2016.

### **➤ Do I need to live in the catchment area to apply for a place at Blessed George Napier Catholic School?**

We are a faith school and do not have a catchment area as such. Everyone is welcome to apply and applications will be ranked according to our criteria for admission. We rank students applying to BGN according to categories and only take distance into account where applications exceed 142 (intake number).

### **➤ Can I only apply for a place at Blessed George Napier Catholic School if my child is a Baptised Catholic?**

Baptised Catholic children will be given priority but applications are welcomed from all faiths and will be ranked according to our criteria for admission.

### **➤ Does putting only one preference on the CAF Form mean that I am more likely to get it?**

All schools are allocated on how your child meets the criteria for admission and the number of school places available. If you do not get a place in your only preference Oxfordshire County Council will offer you a place at a school with places available and this may be a long way from your home. **Therefore it is really important to put down three preferences so you maximise your chances of getting a school of your choice.**

### **➤ Is it necessary to complete a Supplementary Information Form for the school as well as the CAF Form for Oxfordshire County Council?**

It is important that you also complete a Supplementary Information Form and to provide faith evidence where requested so that your application can be ranked according to our criteria for admission. It is important to do this whether you have chosen BGN School as your 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> preference school. If this is not supplied it will have an effect on the criterion the application is ranked in.

### **➤ Can I apply for a place at Blessed George Napier School if I do not live in Oxfordshire?**

Yes but when applying for a school place you **MUST** apply through your home Local Authority (where you are resident) who will then liaise with Oxfordshire County Council. Please remember to also complete a Supplementary Information Form for the school.



**Blessed George Napier**  
**Catholic School and Sixth Form**  
**A Youth Sport Trust Lead Partner School**  
**The Catholic Secondary School for North Oxfordshire**

ADDISON ROAD  
BANBURY  
OXON  
OX16 9DG

TEL: 01295 264216

FAX: 01295 277952

[www.bgn.oxon.sch.uk](http://www.bgn.oxon.sch.uk)

Chair of the Board of Directors	Mr P Concannon
Principal	Mr Fraser Long
Deputy Headteacher - Achievement & Progression	Mrs Niamh Rolph
Deputy Headteacher - Achievement & Standards	Miss Marie Joyce
Assistant Headteacher – Behaviour & Standards	Mrs Tara Mawn
Assistant Headteacher – Spiritual Life	Miss Rachel Smith
Assistant Headteacher – Teaching & Learning/ Learning Leader Key Stage 5 (6 <sup>th</sup> Form)	Mrs Sarah O'Donnell
Assistant Learning Leader Key Stage 5 & Head of Year 13	Mrs Margaret Ellul
Assistant Learning Leader Key Stage 5 & Head of Year 12	Mrs Julie Hart
Learning Leader Key Stage 4 & Head of Year 11	Mrs Roisin Conway
Assistant Learning Leader Key Stage 4 and Head of Year 10	Mrs Rachel Nutt
Assistant Learning Leader Key Stage 3 and Head of Year 9	Mrs Prim Herridge
Assistant Learning Leader Key Stage 3 and Head of Year 8	Miss Michelle Fisher
Learning Leader Key Stage 3 & Head of Year 7	Mr Mark Crawford
School Chaplain	Fr Bill Wilton

**The School is a Mixed Secondary Comprehensive Day  
School of 843 students in 2015. Age range 11-18 years.**

**Please note:** The telephones are answered between the hours of 8.30 am and 4.30 pm.  
Outside of these times the school answer phone is switched on to receive messages.

Email can be sent to – [headteacher@bgn.oxon.sch.uk](mailto:headteacher@bgn.oxon.sch.uk) or [office.4600@bgn.oxon.sch.uk](mailto:office.4600@bgn.oxon.sch.uk)

# **We celebrated the 400<sup>th</sup> anniversary of the death of Blessed George Napier in 2010**

## **BLESSED GEORGE NAPIER 1548 -1610**

### ***THE PATRON OF OUR SCHOOL***

George Napier was born in the Old Manor House, Holywell, just outside the walls of Oxford City about the year 1548.

In 1568 George Napier opposed Queen Elizabeth's nomination of a renegade Catholic as President of the College.

The Queen forced the College to elect her candidate and expelled George Napier and his friends.

He returned to Holywell. With his brother William he built a house on some property they owned in Cowley as a place of shelter for priests.

In 1580 he was arrested with three other Laymen and St. Ralph Sherwin. We do not know how long he remained in prison for his Faith.

As soon as he was free, he went across to France to the English College at Douai to continue his studies for the Priesthood and was ordained at the age of forty eight.

On the death of Elizabeth in 1603 he returned to Oxford, living at Holywell Manor and at Temple Cowley.

For another seven years he was able to work as a Missionary Priest, saying Mass, hearing Confessions, and administering the other Sacraments to the Catholics in the area.

On July 9th 1610, while carrying Holy Communion to a sick person, he was arrested in the village of Kirtlington in Oxfordshire and brought before the Justice of the Peace at Heyford. Some months later he was moved to Oxford Castle.

At the Autumn Assizes he was condemned to death, to be hanged, drawn and quartered because he was a Priest.

The ceramic plaque on the outside wall of the school tells his story and celebrates his memory. It was blessed by Maurice Couve de Murville, the Seventh Archbishop of Birmingham on Wednesday, September 2nd 1992. The ceramic artist was Mr A R Pope of Wolverhampton.





# **THE POPE FRANCIS CATHOLIC MULTI ACADEMY COMPANY**

## **GOVERNANCE STRUCTURE**

### **Board of Directors**

Mr Paul Concannon	Foundation Rep (Chair)
Canon Mervyn Tower	Foundation Rep (Vice Chair)
Mr David Brooks	Foundation Rep
Mr Anthony O'Donnell	Foundation Rep
Mr Adrian Waters	Foundation Rep
Mrs Joanne Tyrrell	Foundation Rep (Holy Trinity)
Mr Julian Mathias	Foundation Rep (Holy Trinity)
Mrs Angela Briggs	Foundation Rep (St Joseph's)
Mr Fraser Long	Principal (BGN)
Mrs Lorna Buchanan	Headteacher (Holy Trinity)
Mrs Deb Webb	Secretary
Mr Adam Jennings	Parent Rep
Mr Rob Walsh	Parent Rep
Mr Stewart Orton	Staff Rep

### **Local Academy Committee (BGN)**

Mr Paul Concannon	Foundation Rep (Chair)
Mrs Sylvie Allen	Foundation Rep
Mrs Gillian Crowther	Foundation Rep
Mrs Josephine Hurst	Foundation Rep
Mr Anthony O'Donnell	Foundation Rep
Fr Richard Walker	Foundation Rep
Mr Adrian Waters	Foundation Rep
Mr Fraser Long	Principal
Mr Malcolm Fairbrother	Associate Rep
Mrs Deb Webb	Secretary
Mr Antony Goodman	Parent Rep
To Be Elected	Parent Rep
Mrs Teresa Meadows	Staff Rep
Mr Thomas Troy	Staff Rep

### **Local Academy Committee (Holy Trinity)**

Mrs Joanne Tyrrell	Foundation Rep (Chair)
Mrs Pauline Brookes	Foundation Rep
Mr Bernard Lane	Foundation Rep
Miss Bernadette May	Foundation Rep
Mr Benjamin Tate	Foundation Rep
To Be Elected	Foundation Rep
To Be Elected	Foundation Rep
Mrs Lorna Buchanan	Headteacher
Mr Paul Branch	Associate Rep
Mrs Cathy Pickford	Clerk
Mr Adam Jennings	Parent Rep
Mrs Jessica Maunder	Parent Rep
Mrs Helen Hovard	Staff Rep
Mrs Wendy Smart	Staff Rep

### **Local Academy Committee (St Joseph's)**

Mrs Angela Briggs	Foundation Rep (Chair)
Mrs Francesca Jenkins	Foundation Rep (Vice Chair)
Mrs Mary Cronin	Foundation Rep
Mr Peter Rayner	Foundation Rep
Mr Michael Roberts	Foundation Rep
Mrs Adela Scigulinska	Foundation Rep
Fr William Wilton	Foundation Rep
Mrs Clare Smith	Headteacher
Mrs Clare Powell	Clerk
Mrs Carole Ford	Parent Rep
Mr Piotr Gorecki	Parent Rep
Mrs Danielle Blofeld-Marsh	Staff Rep
Mrs Tracey Dowers	Staff Rep

## **KEY PRIORITIES**

### **SPIRITUAL LIFE/SMSC KEY PRIORITIES**

- Student engagement and involvement in spiritual life
- Staff development and involvement in spiritual life
- Pupil leadership

### **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

- Feedback policy embedded
- Challenge and differentiation
- Literacy and oral literacy
- Accurate assessment to inform intervention

### **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

- Self-evaluation
- Evaluate curriculum provision
- Clear stakeholder roles and responsibilities
- Audit and monitoring of pupil premium

### **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

- Develop a consistent approach to Behaviour Management
- Ensure students understand about keeping themselves healthy and safe
- Improve whole school attendance

### **OUTCOMES FOR STUDENTS**

- Progress of all pupils at expected rates
- Close the gap between disadvantaged pupils and their peers
- Ensure all students are ready for the next phase of their lives



## **SAFEGUARDING**

At BGN School we are committed to the protection and safeguarding of children and young people within our care and we expect all our employees and associates to share this commitment.

In the interest of safeguarding children there may be occasions when the school has to consult other agencies without a parent's prior knowledge. The school's first concern is the child's welfare and the school has a duty to act to protect the child at all times. We follow the procedures laid down by the Oxfordshire Safeguarding Children Board. A copy of the Oxfordshire Safeguarding Children Board Inter-Agency procedures is available in school.

### **In the interests of safeguarding for all of our children all visitors including parents and guardians MUST report to Reception.**

In line with the DFE regulations and guidelines introduced in January 2007 to further safeguard children within our schools, we undertake a rigorous assessment of all staff, whether they are permanent, temporary, casual or voluntary. These checks include identity, asylum and immigration, professional references, qualifications, Enhanced Disclosure & Barring Service (DBS – formerly CRB), 'Fit 4 Jobs' Questionnaire and Teacher Registration/QTS Checks.

Staff directly responsible for recruitment and selection of employees have undertaken NCSL Safer Recruitment Training and all staff undertake in-house Child Protection Training.

Interns, centrally employed staff (OCC) and those who are employed by an agency have to provide identification and a safeguarding statement from the agency is held by us confirming that appropriate safeguarding checks have been carried out.





## **A YOUTH SPORT TRUST LEAD PARTNER SCHOOL**

Blessed George Napier is a Lead Partner School of the Youth Sports Trust (YST) which is the lead body regarding all aspects of sports leadership courses, opportunities and qualifications in this country. As a lead partner school we have a dedicated team of PE staff working diligently to ensure that young people at BGN have outstanding opportunities to develop their leadership skills. Our young people have proved, over and over again, what incredible leaders, organisers, officials and all-round role models they are! BGN leaders are frequently found giving up their own time to organise, run and officiate at sporting events, festivals and competitions all over the North Oxfordshire Sports Partnership.

Sports Leadership is also given ample curriculum time during both Key Stage 3 and 4 Core PE. Our young people follow accredited leadership courses and are trained and prepared to lead at numerous events such as District Swimming Galas and to provide PE lessons and coaching at our local Primary Schools. Because we are a Lead Partner School, leadership opportunities for young people extend far beyond our school gates. We organise training and opportunities for young people in all our partner schools and host seminars for both students and staff so that good practice is prevalent throughout all schools in North Oxfordshire. The success of our programme means that we are currently striving to achieve 'Gold' level partnership status. As well as discrete leadership units of work for all year groups every lesson, for all activities, has a leadership objective.

PE and Sport are well established in BGN both in curriculum time and out of school hours. Students have opportunities to experience PE and Sport through recreational activities and competitive situations, many students going on to play club and county level sport. The school has excellent sports facilities that are now used during the evenings and at weekends by the local community and clubs and we share good sporting links with many of these groups and clubs. Every tutor group has sports captains and we have an active School Sports Council.

In addition to the YST, we are also the Lead School and hub site to the North Oxfordshire School Sports Partnership. The School Sports Partnership has successfully helped to raise standards and participation rates in PE and Sport across partner secondary schools and their feeder primary schools. This, together with our strong community links, high standard of work carried out by dedicated and committed staff, will help us to continue to develop the 'whole child' and improve examination results across the school.

## **ADMISSION POLICY 2016/17**

Name of Academy: Blessed George Napier Catholic School. This academy is part of The Pope Francis Catholic Multi Academy Company. The Pope Francis Catholic Multi Academy Company is the Admission Body for Blessed George Napier Catholic School, Holy Trinity Catholic Primary School and St Joseph's Catholic Primary School. The Board of Directors have delegated admissions to the local Academy Committees for Blessed George Napier Catholic School, Holy Trinity Catholic Primary School and St Joseph's Catholic Primary School.

The admissions process is part of the Oxfordshire LA co-ordinated scheme.

The Admission Policy of the Academy Committee of Blessed George Napier Catholic School is as follows:

The ethos of this academy is Catholic. The academy was founded by the Catholic Church to provide education for children of Catholic families. The academy is conducted by its Academy Representatives as part of the Catholic Church in accordance with the Articles of Association and seeks at all times to be a witness to Jesus Christ. We ask all parents applying for a place here to respect this ethos and its importance to the academy community. This does not affect the right of parents who are not of the faith of this academy to apply for and be considered for a place here.

The Academy's Admission Number for the academic year 2016/17 is 142.

If the number of applications exceeds the admission number, the Academy Committee will give priority to applications in accordance with the criteria listed, provided that the Academy Committee are made aware of that application before decisions on admissions are made (see Note 1 below).

In all categories, priority will be given to those who have a brother or sister (see Note 4 below) attending Blessed George Napier Catholic School at the time of admission and then distance.

1. Baptised\* Catholic children (see Note 2 below) who are in the care of a local authority (looked after children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Baptised\* Catholic children who currently attend a Catholic feeder school or academy. The feeder schools and academies are:

St John's, Banbury  
St Joseph's, Banbury  
Holy Trinity, Chipping Norton  
St Mary's, Bicester  
St Mary's, Aston le Walls, Northamptonshire
3. Other Baptised\* Catholic children.
4. Non-Catholic children who are in the care of a local authority (looked after children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
5. Non-Catholic children who have a brother or sister at Blessed George Napier Catholic School at the time of admission.

6. Non-Catholic children who currently attend a Catholic feeder school or academy.
7. Children of other Christian communities. A Baptismal Certificate or letter of Dedication will be required or a letter confirming membership of the faith community from the Faith Leader should be provided. If a family have recently moved to the area, a letter from their previous Faith Leader will be acceptable.
8. Children of non-Christian faiths, for example Jews, Muslims, Hindus, Sikhs, etc. A letter confirming membership of the faith community from the Faith Leader will be required. If a family have recently moved to the area, a letter from their previous Faith Leader will be acceptable.
9. Other children.

\* For definition of "Baptised Catholic" - see Appendix.

\*\* If a Supplementary Form is not completed, the application may be considered in Criterion 9.

### **APPLICATIONS FOR CHILDREN TO BE ADMITTED INTO A CLASS OUTSIDE OF THEIR NORMAL AGE GROUP**

If parents wish for their child to be considered for admission to a class outside of their normal age group, they should make an application for the normal age group in the first instance. Parents should then submit a formal request to the Board of Directors. This request should be in the form of a written letter of application outlining the reasons why you wish for your child to be considered to be admitted into a class outside of their normal age group, and enclosing any supportive evidence and documentation that you wish to be taken into account as part of that request. The Board of Directors will consider applications submitted and advise the parents of the outcome of their application before the national offer day, having taken into account the information provided by the parents, the child's best interests and the views of the Principal. If parents are considering submitting an application for their child to be admitted into a class outside of their normal age group, it is strongly recommended that they also read the DFE Guidance which can be found at <https://www.gov.uk/government/publications/summer-born-children-school-admission>

### **OVER-SUBSCRIPTION**

If there is over-subscription within the category, the Academy Committee will give priority to children living closest to the academy determined by the shortest designated public route as defined on the Directorate for Children, Young People & Families Geographic Information System.

Where fewer places can be offered at the academy applied for than there are children from multiple births or living at a single address, the Academy Committee will randomly select the child to be offered the final place by drawing lots. As an exception, the Academy Committee will give careful consideration to offering places above the Admission Number to applications from children whose twin or sibling from a multiple birth is admitted even when there are no other vacant places.

In those cases where the measurement of the distance 'tie break' produces an identical measurement for two or more applicants when there are too few places to offer all those applicants a place, the Academy Committee will randomly select the child to be offered the final place by drawing lots if all the following circumstances apply:

- The measurement of the distance 'tie break' produces an identical result.
- The applicants are not twins living at the same address.
- There are insufficient places to enable the Local Authority to offer places to all the affected applicants.

## **NOTES**

### **Note 1**

Children with a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan that names the school must be admitted. This will reduce the number of places available to other applicants.

### **Note 2**

In all categories, for a child to be considered as a Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of Baptised Catholic see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism should contact their Parish Priest.

Applicants are asked to complete the academy's Supplementary Information Form (SIF) to assist the Academy Committee in awarding places. The Form can be obtained from Blessed George Napier Catholic School or from feeder schools and academies on request or can be downloaded from the school website. The Local Authority Common Application Form (CAF) must also be completed and returned to the Local Authority. Please return the Supplementary Information Form directly to Blessed George Napier Catholic School. Further details can be obtained from the School. Failure to complete the Supplementary Information Form/provide evidence of Catholic Baptism/Reception may affect the criterion the child's name is placed in.

### **Note 3**

The home address of a pupil is considered to be the permanent residence of a child. The address must be the child's only or main residence. Documentary evidence may be required.

Where care is split equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place.

### **Note 4**

The definition of a brother or sister is:

- A brother or sister sharing the same parents
- Half-brother or half-sister, where two children share one common parent
- Step-brother or step-sister, where two children are related by a parent's marriage
- Step-brother or step-sister
- Adopted or fostered children

The children should be in permanent residence at the same address.

## **APPEALS**

Parents who wish to appeal against the decision of the Academy Representatives to refuse their child a place in the academy are asked to complete the Application for Independent Appeal form, available from the academy, and address this to the Chair of the Board of Directors. Appeals will be heard by an independent panel. This applies to appeals for all year groups.



## **REPEAT APPLICATIONS**

Any parent can apply for a place for their child at any time outside the admissions round. Parents do not have the right to a second appeal in respect of the same academy for the same academic year unless, in exceptional circumstances, the admission authority has accepted a second application from the appellant because of a significant and material change in the circumstances of the parent, child or academy but still refused admission.

## **LATE APPLICATIONS**

Applications received after the closing date will only be considered alongside those received by the closing date under the following circumstances:

- The family were unable to complete an application form before the closing date because they moved into the academy's parish area after the issue of application forms.

OR

- The family were unable to comply with the admissions timetable because of exceptional circumstances which prevented the application arriving on time – the circumstances must be given in writing and attached to the application form.

Applications received after the notification date (after places have been offered) will be added to the academy's waiting list in admission criteria order.

## **APPLICATIONS OTHER THAN THE NORMAL INTAKE TO YEAR 7 (In-Year Applications)**

As part of the co-ordinated scheme parents/carers are required to complete a CAF form available on-line [www.oxfordshire.gov.uk/admissions](http://www.oxfordshire.gov.uk/admissions) or by telephoning the admissions team on 01865-815175. The Local Authority will need to consult with the Academy Committee.

A Supplementary Information Form should also be submitted to the academy and the application will be considered by the Academy Committee at the next Admissions Committee Meeting following receipt of the form.

## **WAITING LISTS**

Waiting lists for admission will remain open until the end of December 2016 and will then be discarded. Parents may apply for their child's name to be reinstated until the end of the academic year when the list will be discarded. The waiting list will be kept by the Academy Committee in admission criteria order. Any vacancies which occur in the appropriate year group will be re-offered to children on the waiting lists. Vacancies will be offered in accordance with the published criteria for admission. This means that a child's position on the waiting list could go up or down. Inclusion of a child's name on the waiting list does not mean that a place will eventually become available.

Children who are the subject of a direction by a Local Authority to admit or who are allocated to a school in accordance with a Fair Access Protocol take precedence over those on a waiting list.

## **IN YEAR FAIR ACCESS POLICY**

Refer to the agreed policy with the Local Authority for admission of previously excluded or hard to place children.

## **YEAR 12 ADMISSION POLICY**

In addition to students transferring from Year 11 into Year 12, places will be available for students from other schools and colleges. The Academy Representatives intend to admit seventy students to Year 12 in 2016-2017 should demand and space on the present site allow.

Criteria for entry according to various 'learning pathways':

- For those wishing to follow a two year advanced course, at least five GCSE passes at grade C or above including English and Maths. It would be typical for students to gain a grade B in their chosen AS subject if they have studied it at GCSE.
- For those students wishing to undertake three alternative courses e.g. BTEC Level 3, they will need to have five GCSE passes at grade C or above.
- If a student has not gained a grade C in English and/or Maths, they will be expected to attend additional lessons in order to re-sit the exam.
- All students must have expressed a desire to be educated in a Catholic, Christian environment and be prepared to follow a Religious Education course (Extended Project) which is compulsory for all Sixth Form.
- Parents of students entering Sixth Form must have expressed a desire for their child to be educated in a Catholic, Christian environment and be prepared to support the Head of Sixth Form in preparing the young people for their future.

## **TRANSPORT**

For Oxfordshire children, please refer to their transport entitlement set out in Oxfordshire County Council's Admissions Brochure '*Moving On*'. For children living outside Oxfordshire interested in a place at Blessed George Napier Catholic School, please contact your own Local Authority. Please also be aware that a bus service is provided from Bicester to BGN. The cost of this service will be borne by parents. For further details contact the School directly (Tel: 01295 264216 or E-Mail: [office.4600@bgn.oxon.sch.uk](mailto:office.4600@bgn.oxon.sch.uk)).

There is no charge or cost related to the admission of a child to this academy.

## **APPENDIX**

### **DEFINITION OF A “BAPTISED CATHOLIC”**

A “Baptised Catholic” is one who:

- Has been baptised into full communion (Cf. *Catechism of the Catholic Church*, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome (i.e. Latin Rite, Byzantine Rite, Coptic, Syriac, etc, Cf. *Catechism of the Catholic Church*, 1203). Written evidence\* of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place (Cf. *Code of Canon Law*, 877 & 878).

OR

- Has been validly baptised in a separated ecclesial community and subsequently received into full communion with the Catholic Church by the *Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church*. Written evidence of their baptism and reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases, a sub-section of the Baptismal Registers of the church in which the *Rite of Reception* took place (Cf. *Rite of Christian Initiation*, 399).

### **WRITTEN EVIDENCE OF BAPTISM**

*The Governing bodies, Academy Committees and Boards of Directors of Catholic schools and academies will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for categories of “Baptised Catholics”. A Certificate of Baptism or Reception is to include: the full name, date of birth, date of Baptism or Reception, and parent(s) name(s). The Certificate must also show that it is copied from the records kept by the place of Baptism or Reception.*

*Those who would have difficulty obtaining written evidence of Catholic Baptism/Reception for a good reason, may still be considered as Baptised Catholics but only after they have been referred to their parish priest who, after consulting the Vicar General, will decide how the question of Baptism/Reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.*

*Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of Baptism/Reception due to persecution or fear, the destruction of the church and the original records, or where Baptism/Reception was administered validly but not in the Parish church where records are kept.*

*Governors, Committee Representatives and Boards of Directors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not).*

## **ADMISSION TO THE SIXTH FORM**

In accordance with the general Admissions Policy of the school, once a place has been offered Sixth Form students and parents are asked to sign the Sixth Form contract, a copy of which can be obtained from the school.

**First Priority** will be given to Post 16 students who are baptised Catholics whether they have previously been members of Blessed George Napier School or not.

**Second Priority** will be given to Post 16 students who are not baptised Catholics but who have a parent(s) who is/are baptised.

**Third Priority** will be given to Post 16 students who are not baptised Catholics but who seek a Christian Post 16 education.

**Students are welcome from non-denominational or other faith backgrounds but must appreciate that a positive Catholic message is fundamental to our Post 16 education programme, and as such all students are expected to support our ethos whilst developing their own spirituality.**





## PASTORAL ORGANISATION

At BGN we work to promote a culture of learning and positive behaviour in lessons and around school. We aim to create a harmonious learning environment where teachers are permitted to establish a classroom environment which facilitates personalised, outstanding learning experiences for each child and in which each child feels safe. As our students progress through the school and grow in maturity, we support them in developing into resilient, reflective and compassionate young people, confident in making the decisions and choices that will allow them to fulfil their potential. We aim to focus on the positive of any situation rather than the negative and to be compassionate to the needs of our young people, developing a positive relationship with them and seeing Jesus in every child. While the term 'pastoral care' relates to the caring focus of all teachers, our pastoral team are those members of staff whose job it is to support our students and staff in this pursuit and their pastoral care is the supportive process that operates to this end.

### School Chaplain

Fr Bill Wilton

Learning Leader Key Stage 3 & Head of Year 7

Mr M Crawford

Assistant Learning Leader Key Stage 3 & Head of Year 8

Miss M Fisher

Assistant Learning Leader Key Stage 3 & Head of Year 9

Mrs P Herridge

Assistant Learning Leader Key Stage 4 & Head of Year 10

Mrs R Nutt

Learning Leader Key Stage 4 & Head of Year 11

Mrs R Conway

Assistant Headteacher/Learning Leader Key Stage 5 (6<sup>th</sup> Form)

Mrs S O'Donnell

Assistant Learning Leader Key Stage 5 & Head of Year 12

Mrs J Hart

Assistant Learning Leader Key Stage 5 & Head of Year 13

Mrs M Ellul

Pastoral Support Manager Key Stage 3

Miss E Lambert

Pastoral Support Manager Key Stage 3

Mrs C Phillips

Pastoral Support Manager Key Stage 4

Mrs S Garrett

Pastoral Administrator Key Stage 5

Mrs R Peel

School Nurse

Mrs M Batsel

"ADVIZA" Careers Advisor

TBC

School Police Liaison Officer

PC Paul Newman

Mrs N Rolph, Deputy Headteacher, has overall responsibility for pastoral care.

There are Learning Leaders for KS3, KS4 and KS5. Years 8, 9, 10, 12 and 13 are led by Assistant Learning Leaders. On a day-to-day basis the Form Tutors take responsibility for each member of their form. Through this contact a relationship is built which is based on mutual trust and confidence. The Form Tutors also liaise with the Learning Leader and Assistant Learning Leader and, of course, parents as the need arises. There is also a Pastoral Support Team for each of the Key Stages as well as an Attendance Officer. On occasions it may be necessary to involve other agencies such as the School Nurse, the Adviza assistant or the School Police Liaison Officer to provide the best opportunities, support and guidance for each student.



## **ANTI-BULLYING POLICY**

### **Definition of Bullying**

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying can be physical, verbal, written, interference with another individual or intentional psychological pressure, through use of computers and/or mobile phones (cyber bullying). In our recent survey, almost every student reported that they felt safe in school and that any incident of bullying was dealt with effectively.

### **Students Rights in Conjunction with Bullying**

BGN students have the right to:

- be able to tell a teacher about any incident without fear of being regarded as a tell tale,
- know that all complaints will be taken seriously and acted upon,
- feel safe and secure,
- be respected by others regardless of their race, colour, creed, gender or sexual orientation.

### **Care**

At BGN we care for both victim and bully. We will reassure students and offer continuous support for the victim and work to teach the bully that their actions are wrong.

### **Actions that will be taken Against the Bully**

- the bully will be given a warning,
- detentions may be put in place,
- students may be internally excluded for break and lunch,
- minor fixed-term exclusion,
- major fixed term exclusion,
- permanent exclusion.

If you wish to view the full Anti-Bullying Policy please view our website or contact the school.

## **CODE OF CONDUCT**

Our Code of Conduct is displayed in all classrooms and is carried by all students. It outlines our shared and fundamental expectations of behaviour in class and around the school site. These are as follows:

As a student at BGN I promise to:

- Demonstrate **compassion** for those around me by acting in a way that allows them to be and to become the people they were created to be
- **Respect** those around me in what I do and in what I say
- **Respect** the environment around me by ensuring that it is always left as I would like to find it
- Speak **truthfully** and honestly about what has happened and take responsibility for my actions
- Act lovingly in a way that **serves** others in our school community
- **Forgive** those who have wronged me

I also promise to:

- Be prepared for learning with the correct attitude, equipment and uniform
- Work to my full potential
- Take pride in the work that I do
- Arrive at school and to lessons on time
- Respect the right of others to work and to be safe
- Help to create a calm atmosphere so as to foster a positive learning environment
- Follow instructions without argument

***At BGN we recognise that parents are the first and most important educators and have an important role to play in supporting the school's standards of good behaviour and pastoral care. We must work together to create effective communication, trust and partnership between home and school.***

### **REWARDS AND SANCTIONS**

We want our students to feel proud of themselves and the school through their achievement. At BGN we acknowledge that positive recognition of students who obey the rules encourages appropriate behaviour, increases self-esteem, creates a positive learning environment, and establishes positive relationships within the classroom.

#### **WHAT REWARDS HAVE WE IN PLACE AT BGN?**

##### **Celebration Assemblies:**

Each term we will dedicate an assembly to celebrating the achievements of our students.

##### **Principal Certificates:**

Students are recommended for Principal certificates for exceptional work, effort or actions.

##### **Vivos:**

We award Vivo Points to our students to recognise outstanding academic achievement, effort or contribution to our school ethos. The purpose of the use of Vivos at BGN is to engage, inspire and motivate students to enhance academic achievement, personal development and social responsibility.

In addition to these rewards, all school staff are also encouraged to support excellent behaviours for learning, attitudes to learning, personal development and our school ethos by contacting home through letters, phone calls, notes in planners etc. as they see fit.

## **TIMES OF THE SCHOOL DAY**

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	08.40 – 08.55	08.40 – 09.05	08.40 – 08.55	08.40 – 09.05	08.40 – 09.05
Period 1	08.55 – 09.55	09.05 – 10.05	08.55 – 09.50	09.05 – 10.05	09.05 – 10.05
Period 2	09.55 – 10.55	10.05 – 11.05	09.50 – 10.45	10.05 – 11.05	10.05 – 11.05
Break	10.55 Whole School Assembly followed by Break at 11.15	11.05 – 11.25	10.45 – 11.05	11.05 – 11.25	11.05 – 11.25
Period 3	11.35 – 12.35	11.25 – 12.25	11.05 – 12.00	11.25 – 12.25	11.25 – 12.25
Period 4	12.35 – 13.35	12.25 – 13.25	12.00 – 12.55	12.25 – 13.25	12.25 – 13.25
Lunch	13.35 – 14.20	13.25 – 14.20	12.55 – 13.25	13.25 – 14.20	13.25 – 14.20
Period 5	14.20 – 15.20	14.20 – 15.20	13.25 – 14.20	14.20 – 15.20	14.20 – 15.20

**Please note that students leave School at 14.20 on Wednesdays**

## **TERM DATES**

### **Autumn Term 2016**

Thursday 1 September – Friday 21 October  
Half Term Monday 24 October – Friday 28 October  
Monday 31 October – Friday 16 December

### **Spring Term 2017**

Tuesday 3 January – Friday 10 February  
Half Term Monday 13 February – Friday 17 February  
Monday 20 February – Friday 7 April

### **Summer Term 2017**

Monday 24 April – Friday 26 May  
Half Term Monday 29 May – Friday 2 June  
Monday 5 June – Friday 21 July

## **PUNCTUALITY AND ATTENDANCE**

Punctuality and good attendance are essential if students are to fully benefit from their education. All students are expected to attend for more than 96% of each school year. This is the national expectation for all students, as research shows that anything less than this will mean that students miss out on more than 10 days of school in a year and will more than likely drop a grade in their achievement each year that this happens. Requests for leave of absence should be made well in advance of the planned absence dates and, in accordance with Oxfordshire guidelines, approval for absence will only be given in exceptional circumstances. Holiday must be taken in school holiday time and where a child's attendance drops below 96% the school may contact you to request a meeting. This will also be the case if a student is persistently late to school. Where there is any doubt as to why a child is absent, the school will telephone or text parents. This is to ensure that all involved are aware of where a child is on a school day. We request that you please ensure that every effort is made to have your child in school during school hours. Therefore, we ask that dental and doctor appointments are made outside of this time. We recognise the invaluable partnership between school and home as we work together to support your child in achieving their potential.



## **SCHOOL UNIFORM**

Blessed George Napier School uniform is compulsory for all students in Year 7 to Year 11. The uniform is:

- All:** Plain navy or black top coat - **no logos**  
Navy blue blazer with BGN badge  
Navy 'V' neck jumper with BGN badge  
**No other top should be worn with school uniform**  
Black substantial shoes with heel **no greater than 1 inch. No material shoes, trainers, or ballet shoes.**  
School scarves or a plain navy or black scarf must be worn
- Boys:** Plain white shirt with collar large enough to allow the top button to be fastened.  
The top button must be fastened at all times.  
BGN tie which should be fastened allowing at least 12 stripes to be shown  
**Grey** trousers, not black
- Girls:** Blue and white check revers neck blouse  
Navy pleated skirt no more than 3 inches above or below the knee  
**Navy** tailored trousers  
Navy or black tights or socks (**socks must be worn below the knee**)  
**No leg warmers**

***A high standard of personal appearance is expected of all students and anyone arriving at school in non-uniform clothing may expect to be sent home to get changed.***

- No body or facial piercings are permitted whatsoever, covering of such with plasters is not sufficient - **studs, rings etc may not be worn in school time.** One pair of small ear studs, a small crucifix on a chain and a watch are the **only** permitted items of jewellery. These items will have to be removed for PE - BGN will not be responsible for loss of these items (Years 7 - 13).
- Hair should be one natural colour and style must be appropriate for school (Years 7 - 13)
- Jewellery and make-up, including nail varnish, are not permitted in school (Years 7 - 11)
- Coats and other outdoor clothing may not be worn in the school building (Years 7 - 13)
- Boots may not be worn in school (Years 7 - 11)

### **Sixth Form**

Sixth Form students must **follow the Sixth Form Dress Code.**

**All items of clothing must be named.**

**PLEASE NOTE:**

***BGN will not be held responsible for the loss of any item of clothing or a belonging if it is forbidden in school, or if it is allowed but not clearly marked.***

## **PE KIT AND EQUIPMENT**

### **PE Kit**

#### **Boys**

Navy rugby shirt with gold band  
Navy blue shorts with BGN badge  
Navy blue football socks with gold stripes  
Football boots  
Training shoes

(Optional)

Navy blue hooded sweatshirt with BGN crest  
Navy blue track suit bottoms

Optional summer term only:

Navy blue T-shirt with BGN crest

#### **Girls**

Navy blue short-sleeved polo shirt with school crest  
Navy blue shorts, skirt or skorts with BGN badge  
Navy blue socks with gold stripes  
Training shoes

(Optional)

Navy blue hooded sweatshirt with BGN crest  
Navy blue track suit bottoms  
Football boots

### **Equipment**

Every student is expected to provide the following basic items of equipment for every lesson:

Black Pen (and a spare)  
Coloured Pencils/Fine Fibre Tips  
Pair of Compasses  
Calculator  
Rough Notebook/Jotter

Pencil  
Pencil Eraser  
Pencil Sharpener  
Ruler 12"/30 cm  
Protractor  
Set Square

Tippex/Liquid Paper is not allowed in school and must not be used in any schoolwork.  
Laser Pens/Pointers are also not allowed in school at any time.

***Textbooks and specialised equipment will be issued on loan and students will be required to pay for any loss or damage to school property.***

Our school uniform is available from:

Cross Embroidery Limited  
Units 5-6 Lower Cherwell Street  
Banbury  
OX16 5AY

Tel: 01295 270555

Email: [sales@crossembroidery.com](mailto:sales@crossembroidery.com)

Opening Hours:

9.00am - 5.00pm Monday - Friday  
9.30am - 1.30pm Saturday

## FRIENDS OF BGN

<b>PRESIDENT</b>	<b>Mr Fraser Long</b>	<b>264216</b>
<b>CHAPLAIN</b>	<b>(ex-officio) Fr Bill Wilton</b>	
<b>CHAIRPERSON</b>	<b>Mrs Angela Boddy</b>	
<b>VICE CHAIR</b>	<b>Mrs Sylvie Allen</b>	
<b>TREASURER</b>	<b>Mrs Julia Allman</b>	
<b>SECRETARY</b>	<b>Mrs Angela Boddy</b>	

*(Some of these Officers may change at the next AGM.)*

The Friends of BGN raised £4,430.62 this year which has provided external seating outside the History classrooms.

A summary of the Friends of BGN aims is given below:

- To consolidate the Catholic identity fostered within the school.
- To assist in improving the dialogue and the liaison between home and school
- To foster relationships between staff, parents and others associated with the school.
- To provide and assist in the provision of facilities for the school and to build a human resource to assist in the quality of education offered.

A full version of the aims is available from the Committee.

## CHARITABLE DONATIONS

Charitable Donations from the school September 2014/July 2015 amounted to £9,514.59.

Breast Cancer	£4166.14
Lourdes Fund 2015	£2387.91
Poppy Collection (Direct to British Legion)	Amount Unknown
CAFOD	£1401.06
Fr Hudson's	£ 625.04
Nepal	£ 578.50
Red Nose Day	£ 355.94

<b><u>TOTAL</u></b>	<b><u>£9514.59</u></b>
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## **BGN BUILDING FUND**

Before converting to a Multi Academy Company in August 2014 we were a VA school and as such we had an obligation to fund 10% of our capital expenditure cost which included the cost of internal building work improvements. Therefore we set up the BGN Building Fund which has been invaluable to us and enabled us to make many of the building improvements in school to provide a better learning environment for our children. We are grateful to the many parents who have supported this scheme over the past years by their Standing Order contributions.

Now that we have converted to a Multi Academy Company we no longer have a legal obligation to provide this 10% but we would very much like to continue with this fund and we hope that you will be able to support BGN to improve our facilities for the best education of our children.

BGN 200 Club is open to all parents and staff at a cost of £5 per month. Monthly draws take place and the winners receive £100. The proceeds from the 200 Club help towards our Building Fund. Mrs Prim Herridge, Assistant Learning Leader Key Stage 3, is our point of contact for this.



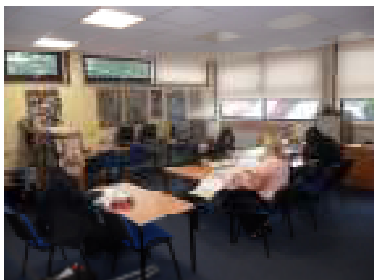
Our Beloved Monsi  
Chairman of Governors until 2001

## **LEARNING SUPPORT**

### **The Learning Base**

We are fortunate to have four dedicated rooms to support students with specific needs. The Learning Base is divided into four areas:

- English as an Additional Language (EAL) support; a room dedicated to teach and support students to develop their understanding and vocabulary in English and other languages. Language resources like Linguascope are used to support learning.
- Reflection and Restorative Room; a room for students to reflect on specific issues or behaviours before they return back to their timetabled lessons.



- Classroom 1; this area is used for small group interventions, with use of our interactive whiteboard. Various resources are used to develop both social skills and independent and providing learning. We have four computers available which comprise computer based software to enhance literacy skills like Wordshark, Mylexia and Accelaread Accelawrite, also numeracy skills using Numbershark and Mymaths.
- Classroom 2; this area is used for one to one learning support, interventions and assessments.

We have ICT provision available for students with specific learning needs which can be signed out and used in certain lessons.

## **Learning Support Assistants**

Learning Support Assistants play a major role in engaging students in their learning, in collaboration with the classroom teacher.

Their role is multi-faceted and includes facilitating individual literacy/numeracy programmes, working with Key Stage 4 students who are studying alternative courses to GCSE, organising visits, preparing differentiated work and administration and providing social activities during lunch time to encourage social interaction.

They also act as named key workers for students who need extra adult support.

BGN has two High Level Learning Support Assistants who work in the Maths and English Departments. There are also specialist Learning Support Assistants in ASD, handwriting, dyslexia and behaviour, social and emotional problems. We also have an in-house trained assessor to assess exam access arrangements and dyslexia, dyspraxia and dyscalculia.

## **Students with Special Educational Needs**

Students are held on our SEND Inclusion Register at two levels; Education, Health and Care Plan and Special Educational Needs Support (School Action Plus and School Action).

Students on the SEND Inclusion Register are reviewed at regular intervals by the SENCO to monitor progress.

The Learning Base supports the use of external professionals. We pay for the use of an Educational Psychologist and Behavioural Support Team Member to assist us in providing the very best care for our students.

## **EXAMINATIONS AND ASSESSMENT**

Examinations and continuous assessment obviously play an important part in the academic careers of our students. They support us in measuring progress and, ultimately, reflect students' ability.

At BGN, students' ability and potential are measured early in Year 7 by the Cognitive Ability Tests (CATS). KS2 test results are used to predict students' achievement at the end of KS4 as they inform the FFT (Fischer Family Trust) Data which we use across all year groups to track and predict students' progress.

Termly assessments are carried out with all students and their progress is reported on to parents in a Progress Report. All years sit end of year exams.

In Year 11 students are entered for GCSE, BTEC, OCR and Entry Level qualifications. In Years 12 and 13 students are entered for GCE AS/A2 and BTEC qualifications.

## **CATERING**

At Blessed George Napier School we have a very good award winning in-house catering service managed by Christina Hale and her team and they produce wonderful food that is very popular with students and staff.

We operate a cashless catering system which means students do not need to bring dinner money into school. Parents have the option to use our e-payment system via a secure website called ParentPay to make online payments at their convenience. In school the students use a finger recognition system that links to ParentPay enabling parents to monitor what food their child has purchased at school.

For further details please visit our website at [www.blessedgeorgenapier.co.uk](http://www.blessedgeorgenapier.co.uk) and click on the Information Tab and Cashless from the drop down menu.



## **PARENTAL ACCESS TO DOCUMENTS AND INFORMATION**

The school will make available to parents, on request, the following documents:

- The Board of Directors' statement of curriculum aims
- Information relating to the National Curriculum including Schemes of work and syllabuses
- Any published reports referring to the school
- Syllabus for the teaching of Religious Education
- Arrangements for the consideration of complaints
- The School Prospectus and the Directors' Annual report to Parents
- The School Pupil Premium Policy



## **COMPLAINTS PROCEDURE**

Under the regulations of the Education Reform Act (1988) parents have the right to make representation to the school, the Board of Directors and ultimately the Secretary of State where they feel that the school is not meeting the requirements of the Act with particular regard to:

- The National Curriculum and Exemption from the National Curriculum
- Religious Education and Collective Worship
- Approved Qualifications
- Charging Policies
- Provision of Information to Parents

The Secretary of State expects that any concerns expressed by parents and others about the school curriculum and related matters will continue to be considered and, so far as possible, dealt with in an informal discussion with teachers and/or the Principal in the first instance. If a complaint cannot be resolved as described above, then a letter should be sent to the Chair of the Board of Directors.

## **CHARGES FOR SCHOOL ACTIVITIES**

The Policy of the Directors of Blessed George Napier School, Banbury on charges and remissions as required by the Education Reform Act 1988.

### **General Objectives**

The Directors maintain the right of all BGN students to free school education.

All activities offered wholly or mainly during normal teaching time should be available to all students regardless of their parents' ability or willingness to help meet the cost.

The Directors have the discretion to charge for optional activities which are provided wholly or mainly out of school hours.

**Specific details of the policy are available on request. Please contact the Principal's Secretary who will be pleased to furnish you with a full copy.**

## **SCHOOL TRIPS**

The school organises a variety of trips both within the school day and residential which complement the academic curriculum and which support our students' spiritual development. For example:

- Year 7 Residential Retreat to Alton Castle
- Year 7 Trips to Living Rain Forest
- Years 8/10 Overnight Camping in Horley
- Year 8 Residential Visit to Glasbury
- Years 9, 10, 11, 12 and 13 Youth Choir Tour to a European Destination
- Year 12 Pilgrimage to Lourdes to Look After the Sick and Disabled
- Year 12 Biology Trip to Pembrokeshire in Preparation for AS Exams
- Art Trips to Various European Countries
- Year 10 – 13 Drama Theatre Trip
- Other trips for various year groups include Skiing, trips to London, SEN Department Trips, and Travel & Tourism to a European destination to support A/AS coursework.

In addition to these, Departments organise individual trips which are detailed on the school calendar.



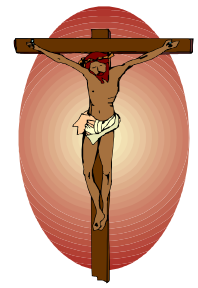
**Year 7 Retreat to  
Alton Castle**



**Annual Pilgrimage to  
Lourdes**



**Year 8 Trip to Glasbury**



## **Religious Education and Spiritual Development**

BGN is a Roman Catholic School which aims to be an extension of the Christian home to help parents bring up their children in the Christian tradition. Our religious ethos can be found across the whole school curriculum.

Religious Education, as a subject, is taught throughout the school and all students are entered for public examinations (either OCR GCSE or Edexcel Extended Project Level 2) at Key Stage 4. In addition, the school has an excellent record of achievement at AS and A2 Level Religious Studies where it is studied as "Theology and Philosophy". At Post 16 we follow the Edexcel Level 3 Award in the Extended Project which has a distinctive religious focus, examining the Catholic Church's teaching on various ethical issues.



Religious Education is based on Scripture, Doctrine, Liturgy and Life Experience as the means whereby we discover how best to "love God and love our neighbour". The aim is to help each person to deepen his/her awareness of Christ and His Church, thereby developing an ever maturing realisation of his/her vocation. Parents are encouraged to discuss the religious educational progress of their children with the Head of RE, Miss Rachel Smith, or with the individual RE teacher concerned. Spiritual development of students does not begin and end in RE lessons, but is integral to the whole school and so we offer a range of religious experiences

outside the curriculum. There are residential retreats to Alton Castle in Staffordshire, and the yearly Diocesan Pilgrimage to Lourdes. There are also day retreats in school and visits to places of historical and religious interest, for example Harvington Hall.

We celebrate mass as a school community at the beginning of the year and on the Church's named Holy Days. The School Carol Service takes place at St John's Church, Banbury. As a School Community we attempt to reach out not only to the parish but also to the local community, holding a party for Senior Citizens every Christmas and supporting local and national charities e.g. Father Hudson's Homes, CAFOD, Shelter, and LEPR.

The Pope has said that parents are the first and best educators of their children and this is particularly so in the field of Sex and Relationships Education. In school we endeavour to support the work of the home and ensure that sex education is firmly situated within the teaching of the Catholic Church.

## **SEX AND RELATIONSHIP EDUCATION**

Sex and Relationship Education is founded on the Catholic understanding of the human person and an appreciation that authentic human love is more than sexual expression. The programme in school takes as its starting point the realisation that:

- every human life has an intrinsic and absolute value through being created by God and in the image of God;
- this value derives from the simple fact of existing and is not dependent upon an individual's age, abilities, social acceptability or any other characteristic;
- self-respect and respect for each other must underlie all human relationships.

We follow the approved Diocesan Sex Education Programme "All That I Am" which addresses through Key Stages 3, 4, and 5 a variety of issues appropriate to the age range. The aim is to develop progressively the understanding and attitude of students, combining the biological, social, moral and religious aspects of sexuality and procreation.

The Vatican Council stated that parents are the ideal and chief instructors of their children, a role emphasised by Pope John Paul II in his Apostolic Exhortation "Familiaris Consortio". This is the first point we emphasise. This being said, it remains true that parents and the family need all the help and support they can get. This programme sets out to give this necessary support.

The law requires that secondary schools teach sex education, human growth and reproduction including education about HIV and AIDS and other sexually transmitted infections as set out in the National Curriculum. It also requires that the Board of Directors and Principal ensure that any sex and relationship education is provided in a way that encourages students to consider the value of family life.

Thus, in Key Stage 3, "Where I Am" focuses on the features of healthy relationships, the students' own experience of relationships, the teaching of the Catholic Church on marriage and the family, and media portrayals of love, lust, marriage and sex. In Key Stage 4, "How I Am" examines why people opt for certain life choices and how these choices can entail undesirable outcomes, such as sexually transmitted infections (STIs), HIV and abortion. Other issues are also discussed, including addictive behaviour such as eating disorders, alcohol and drug abuse; bereavement; contraception and the Catholic Church's teaching on these issues. Students learn about homosexuality, examine why prejudice and discrimination is harmful, and learn to respect all people. In Key Stage 5, "Who I Am" aims to help students recognise the value and presence of an informed conscience. They learn about the moral teaching of the church on life and related issues, and reflect upon how this can conflict with values in daily life. Students are encouraged to apply the Church's teaching, values and attitudes to their own moral stance and lifestyle and to review their patterns of behaviour regularly.

We hope that this approach to Sex Education encourages our young people to enter into a deeper relationship with God, themselves and others.



## English

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The Department is staffed by four full-time English specialists and two part-time English specialists. We are also very lucky to have an attached member of the Learning Support Department, an HLTA, who works closely with teaching staff to support students and to co-ordinate intervention programmes across Key Stage 3 and 4.

As a group, the English teachers meet weekly to discuss ideas and student progress and we will contact parents regularly as part of our drive to keep standards high. We encourage parents to keep in touch, particularly at the start of Year 7, when our ways of working may be unfamiliar. Your son/daughter's English teacher will be more than happy to speak to you at any point during the year; just write a note in the student planner, or phone or write to school. Should you need to discuss matters in more detail, please contact the Head of Department via the school e-mail.

Please read the detailed information below, or arrange to come and visit us!

### Key Stage 3

Students are taught in setted groups in Years 8 and 9. Year 7 will be taught in mixed ability groups. To support the teaching of English in Years 7 to 10, identified small groups of students also receive additional Literacy support. This enables us to challenge the most able students whilst creating groupings for all students which target their specific learning needs. Students are also identified for one-to-one or small group intervention. This may be to support students in basic literacy or those for whom English is an additional language. Sometimes very able students will be withdrawn for temporary intervention to maximise potential. High teacher expectations are essential to successful learning and we strive to communicate high standards to students at all times.

### Key Stage 4

Groups are organised according to ability and prepared for the GCSE exams, as appropriate to each individual's needs. We endeavour to keep these groups as flexible as possible throughout the two year course and students may move between groups depending on progress made. Students complete the AQA GCSE course in both English Language and English Literature.

Assessment is by exam only.

Results for GCSE are very good. In 2015, 80.3% of students achieved A\* - C in English/English Language and 53% of students gained A\* - C in English Literature.

### Post 16 Education

AS/A2 courses are offered in both English Literature and English Language (AQA Syllabus).





# Maths

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Mathematics, as a core component of the National Curriculum, is taught throughout Key Stages 3 and 4. It is taught in a way that enables students to develop mathematical skills and understanding for adult life, for employment and for further study and training. Individual needs are considered and the aim of the school's mission statement is at the heart of the department's practice. Additional support is offered to students who find Maths difficult in all key stages.

## Key Stage 3

In Years 7 and 8 we closely follow the new National Curriculum and structure the lessons into 1/2 week cycles. The students are regularly tested and tracked to monitor progress in the 4 main areas of number and algebra, shape and space, data handling and mathematical processes and applications. There is an increased focus on problem solving. We give students access to MyMaths. Some students are offered the opportunity to take part in the UK Junior Maths Challenge and Masterclasses in school. Masterclasses for able students are run periodically and selected students are invited to attend. We also take part in World Maths Day and run a Puzzle Day for Year 7.

## Key Stage 4

Year 11 follow the Edexcel linear syllabus while Year 9 and 10 follow the new AQA specification for GCSE. The student's progress is monitored using regular homework and tests. Extra revision lessons are provided for students in Year 11. Problem solving is an integral part of the course. Examinations will be taken in June of Year 11; there is a non-calculator paper and a calculator paper. From 2017 there are likely to be three examination papers (two calculator papers and one non-calculator paper).

Some students take part in the UK Intermediate Maths Challenge, Year 10 Maths Feast Competition, RI Masterclasses and an educational visit to Bletchley Park to see the Enigma Machine. All students take part in World Maths Day and some act as Maths Leaders for our Year 7 Puzzle Day and Primary Team Maths Challenge.

Regular homework is considered to be essential for all years. All students are expected to have their own calculators, compasses and a protractor.

GCSE Statistics is offered as an option in Years 10 and 11.

## Key Stage 5

In Year 12 we offer both Mathematics and Further Mathematics for the most able students. Pupils need an A at GCSE to study A Level Mathematics and A\* to study Further Mathematics in addition. Students can go on to full A2 in Year 13. The main components of the courses are trigonometry, algebra, calculus, statistics, mechanics and discrete mathematics.

In addition, we have been selected as a pilot school for the new Level 3 Core Mathematics examination. Some Year 12 students, who do not wish to study Mathematics at A Level but who may need Mathematics to complement other A Level courses, will be offered this course. Grade C at GCSE is the entry requirement.





# Science

## Key Stage 3

During Year 7 and Year 8 students are taught the three sciences through a series of topics. We follow the New Collins Scheme which covers the recently updated KS3 national curriculum.

We want students to enjoy Science and we have a well-resourced department where practical work and creative activities are valued. We aim to develop communication skills, scientific literacy, data analysis and ICT skills. Students will be encouraged to solve problems, undertake practical work and to understand how scientific concepts develop. There is a Science Club and we organise science trips each year.

There is an end of year exam in Year 7 and Year 8. Practical skills are assessed throughout the year, with some work taking the form of more extensive lab reports, which combine multiple skills, including practical work and written communication.

In Year 9 students begin studying for their GCSEs. From September 2015 this will be for the new science GCSEs (to be assessed in 2018). There will be an exam on the GCSE work studied at the end of Year 9.

## Key Stage 4

Students study courses in Science provided by Edexcel. Students will either be studying for two science GCSEs in Core and Additional Science, or will be studying Triple Science in Biology, Chemistry and Physics. In Core and Additional Science students will study topics from across Biology, Chemistry and Physics.

Students studying Core and Additional Science will sit their Core Science GCSE at the end of Year 10 and their Additional Science GCSE at the end of Year 11. Each GCSE has three exams and a controlled assessment worth 25%.

Students studying Triple Science will study the content from core and Additional Science as well as a further extension module for each subject. Each subject is made up of three exams and a controlled assessment worth 25%. All Triple Science exams take place at the end of Year 11.

## Post 16 Education

Post 16 we offer specialist teaching of Biology, Chemistry, Physics and Psychology at AS and A Level.



## **The Art Department**

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### **Key Stage 3**

At Key Stage 3 students explore drawing, painting, printmaking, mixed media and 3D work. Through individual and group work they develop critical and aesthetic awareness, responding to the work of artists from different times, places and cultures. We seek to extend students' potential for achievement, confidence and personal development.

### **Key Stage 4**

At Key Stage 4, students are taught more advanced techniques in drawing, painting, 3D, alternative and mixed media. We aim to give a clear structure to the course whilst giving lots of room for creativity and challenging students to develop new ideas. Students are introduced to artwork from a wide variety of times and places and are encouraged to develop a critical vocabulary so that they can discuss their ideas articulately.

### **Years 12 & 13**

Year 12 begins with a six week induction period which aims to ease the transition between GCSE and A Level and which gives students a broad introduction to Art theory whilst encouraging students to experiment with unfamiliar materials and techniques. Year 13 is a time for students to develop in sophistication. We challenge students to demonstrate real expertise in their chosen specialism as well as giving the opportunity to learn new skills. Their work is completely self-directed, supported by weekly tutorials with teachers. Our students are highly organised and disciplined.

We aim to develop imaginative, confident and skilled students who have the maturity and judgement to work independently. Their work is supported by workshops, gallery visits and trips and is a lot of fun!





The Citizenship Ceremony at BGN  
July 2010

## **PSME (Personal Social & Moral Education) & Citizenship**

PSME/Citizenship is taught across the whole school and includes:

- Personal Development
- Careers Education
- Citizenship
- Health Education
- Moral and Spiritual Education
- Enterprise Education

This subject forms part of the National Curriculum for students and encourages an interest in current events, participation and development of skills.

### **Key Stage 3, 4 and 5**

All students Years 7 - 11 have PSME/Citizenship through focus lessons and/or conference days.

Visiting speakers, theatre groups, videos and discussions regarding current affairs help to ensure that the subject is interesting and relevant. We have substantial support from local and national organisations, for instance, Banbury Rotary Club, Banbury Youth Homelessness Project (BYHP), Samaritans, Relate, Teenage Cancer Trust, Royal Bank of Scotland and Northmoor Trust to name a few.

The Sixth Form have a programme arranged for them which involves the development of key skills throughout the topics listed above. Their PSME education is addressed through Tutorials and Enrichment Week. Events include "Peers into Schools", "Cooking on a Budget" and specific talks, for instance, from Holocaust survivors. These lessons and conferences are supplemented by work undertaken in subjects like RE.

Students in Years 10 and 11 also work towards their Record of Achievement which includes careers information and development of individual skills. The scheme encourages students to be aware of their own skills and personal qualities and to action plan. Employers and educationalists value the information presented. This file can continue to be developed after students leave school. Progression of skills and understanding of Post 16 opportunities and responsibilities are developed throughout Key Stage 4 to enable students to be responsible citizens and able to resolve a range of problems with confidence. Students are actively encouraged to consider those less fortunate than themselves and to participate in community events and fundraising.



## **Design and Technology**

The aim of Design and Technology is to develop the designing and making skills of the students through the knowledge and understanding of a wide range of materials and techniques.

### **Key Stage 3**

The students are taught in mixed class groups, which are organised in a rota system, covering the areas of Product Design, Food Technology and Textiles Technology (following the National Curriculum Programmes of study levels 3 – 8).

### **Key Stage 4**

Students will choose a specific area to work within (Product Design, Food Technology or Textiles Technology) and will undertake a two year course of study culminating in the production of a folder of work supported by practical items. Assessment is in the form of a written exam (40% of marks) and coursework (60% of marks).

## **Product Design**

Key Stage 3 students work with a variety of materials to design and produce a varied range of products.

Key Stage 4 students undertake a selection of projects in Year 10 working with a variety of materials and processes leading to production of a designed product as part of the GCSE coursework.

## **Construction**

This course is designed as an introduction to the construction industry.

Students work towards a BTEC Award in Construction (Level 2).

Students will progress through a variety of units including:

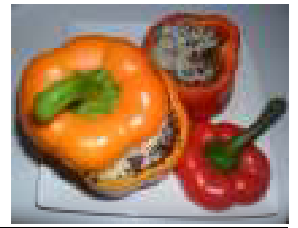
- Construction Technology
- Construction and Design
- Maths and Science in Construction

They will also undertake practical work in bricklaying and trowel skills and carpentry and joinery skills.



Although materials and equipment will be supplied, students will be expected to provide their own protective clothing i.e. boiler suit and steel toe-capped boots.





# **Food Technology**

## **Key Stage 3**

Food Technology at Key Stage 3 involves designing and making using a variety of ingredients to create a range of products. During years 7, 8 and 9 students work at providing written and practical solutions to design briefs issued. These conform to the National Curriculum Programmes of Study.

Year 7 – Healthy Snacks

Year 8 – Carbohydrate Based Meals

Year 9 – Cup Cake Challenge, Soup Project, Cultural Foods, Picnic and Skills Challenge

## **Key Stage 4**

Assessment is in the form of a 40 hour Coursework Project based on a subject provided by the exam board. This accounts for 60% of their final GCSE mark. A written examination based upon knowledge gained through practical work and theory contributes 40% of the final GCSE mark.

Content includes:

Function and Knowledge of Ingredients

Nutrition Analysis

Processes in Industry

CAD CAM

HACCP

Equipment Uses

Cooking Processes





# **Textiles Technology**

## **Key Stage 3**

Textile Technology at KS3 involves the designing and making of a range of textile products with the safe use of the sewing machine and hand sewing in both the construction and embellishment of the products. The course is delivered through differentiated design briefs, which conform to the National Curriculum Programmes of Study.

## **Key Stage 4**

Textiles Technology is an option subject at KS4. Assessment is in the form of a 40-hour coursework project (60% marks) and a final written exam (40% marks). The student is given a choice of project outlines based on fashion or interior design and must produce a design folder and a textile product. The final exam will test the application of the knowledge and understanding of textile materials, components, processes, and techniques including industrial practice, C.A.D. C.A.M. and I.C.T.







# Drama

## Key Stage 4

Drama is an exciting and highly creative GCSE, requiring students to work both individually and in groups.

The programme of study at GCSE equips students with essential drama skills to apply to the drama work in each unit through the use of explorative strategies, the use of the drama medium, the application of the drama elements and developing drama from different stimuli.

Unit 1 - Students use a range of stimuli and a range of drama activities to explore a topic, theme or issue.

Unit 2 - Students explore the action, characters, ideas, themes and issues of a published play text through a range of drama activities. Students will also experience and evaluate live performance.

A series of written tasks accompanies Units 1 and 2 analysing the practical workshops.

Unit 3 - Students will produce a performance for a live audience assessed by a visiting examiner.



## Key Stage 5

Theatre Studies at A Level gives students the opportunity to explore and develop a huge range of skills. Each student will study a range of drama scripts as well as perform published scripts. At A2 level students will be required to devise their own piece of theatre based on a dramatic element of their choice. Students will be expected to attend live performances and develop critical responses to professional theatre.



# Geography

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## The Importance of Geography

Geography arouses interest and answers questions about the natural and human worlds.

It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. As such it plays a valuable role in preparing students for employment and life in the adult world.

## Geography Department Aims

The Geography Department at BGN aims to inspire geographers who admire the 'awe and wonder of the planet', aspire to understand, enquire, question and appreciate the interactions of people and landscapes at local, national and global levels.

Through investigation of topical issues students are encouraged to develop empathy towards people living in different spatial locations, socio-economic environments and cultures different to their own.

Students are encouraged to be actively involved in their own learning through developing decision making skills and responsibility for the planning and direction of their work.

## Key Stage 3

Students follow the revised National Curriculum Programmes of Study in which they study units of work in Physical, Human and Environmental Geography. Students learn that the natural world is under constant change and how people affect various environments. Within the programmes of study students have opportunities for investigative enquiries, decision making and role play. They also develop practical and thinking skills through the interpretation and analysis of cartographic and graphic data. They have the opportunity to take part in some local fieldwork and they make use of ICT in their work. The course is an excellent foundation for GCSE Geography in Key Stage 4.

## Key Stage 4

**GCSE** - Students follow the AQA Syllabus A Course. Modules of work are completed in Physical Geography and Human Geography. The course flows naturally from work completed in Key Stage 3. There are opportunities for fieldwork and 25% of the course is an exam based on local fieldwork.

## Key Stage 5

AS and 'A' Level – Students follow the AQA Syllabus. At AS level modules are completed in Physical and Human Geography and students are assessed in the application of knowledge in a Skills Paper. At 'A' Level students follow a similar programme of Human and Physical Geography modules and also complete a Geographical Issue Evaluation written examination.



## **BTEC Children's Play, Learning and Development**

This is a two year course offered in Years 10 and 11. The course has one external examination and two pieces of extended coursework. The outcome is a pass, merit or distinction.

To gain the Certificate three units are studied:

- Patterns of Child Development
- Promoting Children's Development Through Play
- The Principles of Early Years Practice

It should be noted that in order to meet all the criteria of the course, students must go to a nursery for their Year 10 Work Experience Placement. Motivation and the ability to carry out individual research is also a requirement if the student is to succeed.



## **History**

Our aim in the History Department is to help students learn about the past so that they develop a better understanding of the present as well as an interest and enthusiasm for History as a whole.

### **Key Stage 3**

In Year 7 we begin with units based on "What is History?", local history and a Depth Study of Reformation England. We also introduce an overview of chronology so that students have a framework of the events during the rest of Key Stage 3. We will study the causes and consequences of the Norman Invasion of 1066 and introduce ideas of historical significance.

In Year 8 we look at the history of the Black Peoples of the Americas, the British Empire, and a Study in Depth Over Time. This may include subject areas such as Medicine over Time and The Industrial Revolution.

In Year 9 we study the Twentieth Century World including the World Wars, the Holocaust and a contemporary issue such as Terrorism. We will also assess the significance of an event or person.

The students will also complete an extended piece of written work. This will give the opportunity to use the skills and knowledge that they have developed over the Key Stage in a single assignment using a wide range of history and skills.

#### **Key Stage 4**

Students may opt to continue their studies. We follow the OCR Modern World History Syllabus focussing on the Twentieth Century.

#### **Key Stage 5**

We follow the OCR History A syllabus. At AS we study Alfred and the making of England for the UK unit together with Russia 1894-1941 for the non-British unit. At A2 we cover a Thematic study and historical interpretation. There is also a topic based essay assessed for A2.





## **GCSE Business Studies**

### **Key Stage 4**

#### **GCSE AQA**

The course is designed to encourage candidates to consider the practical application of business and economic concepts. The units provide the opportunity to explore the theories and concepts in the context of events in the business and economic world.

#### **Unit 1 – Setting Up a Business (Written Exam 40%)**

This unit introduces the issues concerning the setting up and operation of a business. It explores the activities of business and the reasons for success or failure. It encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

#### **Unit 2 – Growing a Business (Written Exam 35%)**

This unit builds upon the content of Unit 1, allowing candidates to study businesses as they grow and the issues that expansion raises.

#### **Unit 3 – Investigating a Business (Controlled Assessment)**

Candidates complete one task released by the examination board. Students will be required to carry out a range of research and produce a report to back recommendations to a business.

#### **NCFE Level 2 Certificate in Business and Enterprise**

V Certificates are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. They are the equivalent of a GCSE.

The aim is to engage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. V Certs motivate learners, and open doors to progression into further study and responsibility within the workplace.



## **Assessment**

The assessment approach of the course allows learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. The modules covered are:

- Introduction to Business and Enterprise
- Marketing for Business and Enterprise
- Finance for Business and Enterprise
- Plan, develop and participate in a business or enterprise project



## **ICT/Computing Department**

### **AQA GCSE ICT**

This nationally recognized qualification inspires and enthuses learners to become technology savvy – producers of technology products and systems and not just consumers. The course explores the fundamentals of technology and enables students to gain the practical skills, knowledge and understanding to design, make and review:

- Systems and Applications
- Applying ICT
- Problem Solving

Furthermore it encourages personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects.

30% of work is internally assessed and 70% is externally assessed through examination.





## **Modern Foreign Languages**

### **Key Stage 3**

The first modern foreign language on offer at the school is French. Students in Years 7 and 8 are taught in mixed ability groups and are set in Year 9. They have five lessons per fortnight in Year 7 and three per fortnight in Year 8. In Year 9 they have three per fortnight.

Students start Spanish in Year 8 as their second modern foreign language, with three periods per fortnight. In Year 9 they receive four lessons per fortnight.

### **Key Stage 4**

Those who wish to opt for a modern foreign language at GCSE can choose either French or Spanish or both. At present we follow the AQA syllabus in both languages. There are controlled assessments in both languages for their written work which amounts to 30% of the final mark and their speaking work, which also amounts to 30%.

The MFL Department has established a link with a school to the east of Paris and our fourth trip there will take place this year. We also have links with Spanish schools near Madrid and in Cordoba in southern Spain.

### **Key Stage 5**

At AS and A2 level, students follow the AQA course in both languages. An 'A' Level in MFL is highly regarded by universities and should be considered by students to help them in their search for a university place.

The aims of the AS/A2 course are to encourage students to:

- Develop understanding of the spoken and written forms of the language using a variety of stimuli, such as magazines, newspapers, television and literature.
- Communicate confidently, clearly and imaginatively in the foreign language in both speaking and writing while using accurate and complex language.
- Increase awareness of the process of language learning.
- Develop critical insights and contact with contemporary society in the target language country.



## GCSE Polish

**Syllabus:** AQA  
**Assessment:** 100% Exam

The course is designed for students who have studied Polish or have had basic knowledge about the Polish language and Polish culture but would like to start learning it in a more structured way to develop understanding of the spoken and written forms of Polish, including acquaintance with grammar and social and cultural aspects.

**The aim** of this course is to familiarise learners with the more sophisticated vocabulary as well as complicated grammatical structures and enable them to participate in conversation in Polish and produce written work of a high standard. During the sessions students will be familiarised with a broad range of terminology in Polish and the English equivalent and this knowledge will also aid their achievements in other subjects.

This qualification will recognise that the student is fluent in both Polish and English and is able to easily translate between the two languages. This could provide the foundation for careers in interpreting, language teaching, travel and tourism and in some areas of the business sector.

**Teaching methods** include a variety of activities; grammar and vocabulary exercises, role-playing, games, listening, etc. to suit every language learner.

Polish GCSE Full Course consists of 4 components: Listening, Speaking, Reading and Writing.

Throughout the course, students develop speaking and listening skills (Units 1 & 2) in the context of selected topics. The stimuli are in Polish and students will be expected to respond in English.

Unit 3 puts great emphasis on reading. The texts require performing various tasks (completing, ordering, answering questions, transforming, etc.) which adds to variety and enhances students' involvement.

Unit 4, related to writing, encourages learners to express opinions. Working on a written text, students have more time and are able to correct their own mistakes. Students are allowed to use a bilingual dictionary.

**Short Courses** are also available for students who are not confident in all four language areas so they can choose **Short Course in Spoken Language** or **Short Course in Written Language**. Short course is an equivalent to half a GCSE.



## Music

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The Music Department at BGN offers students of all abilities and musical backgrounds a lively and practical opportunity to experience and explore the medium of music.

### Key Stage 3

All students follow a course designed to deliver the National Curriculum. Through group and individual composition and performance, students are able to explore a variety of musical ideas, styles and conventions so developing their confidence, communication skills and powers of creativity.

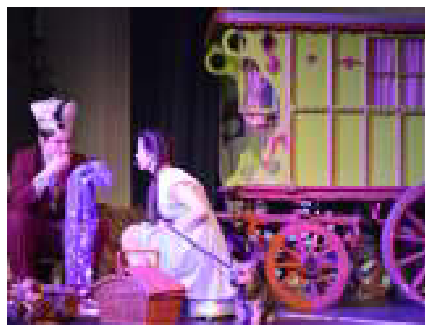
### Key Stage 4

Music is offered as an option at GCSE and at AS and A2 level in Years 12 and 13. Examination results at all levels have been outstanding year on year.

The Music Department seeks to provide opportunities for students outside the timetabled curriculum through an extensive range of extra-curricular activities. These currently include a keyboard group, a beginner and advanced guitar group, school orchestra, a Lower School Choir for any students in Years 7 to 9 and a Youth Choir. The Youth Choir is an auditioned ensemble for students in Years 8 to 13 and has toured extensively in recent years, giving concerts in Austria, Holland, France, Italy, Czech Republic, Spain as well as in the UK.

The Department aims, in collaboration with the Drama Department, to produce a musical production every other year and recent successes have included the whole school production of 'The Sound of Music' in April 2009, 'Oliver' in April 2011, 'Annie' in April 2013, and 'The Wizard of Oz' in April 2015. These are in addition to a regular programme of concerts throughout the school year.

The Music Department makes a significant contribution to the liturgical life of the school, with students performing regularly in Masses and other celebrations throughout the school and in our local community.



# PHYSICAL EDUCATION

## AIMS

- To inspire and foster, in all students, a lifelong love of healthy living and physical activity.
- To provide opportunities and experience of competitive sport for all students.
- To inspire and encourage students of all abilities to participate and enjoy all aspects of Physical Education.
- To provide a curriculum that is broad and balanced with a wide variety of activities and experience of a variety of sporting roles offering equal access to all.
- To differentiate programmes to meet the needs of those physically gifted as well as those whose physical ability/skill is developing.
- To encourage all students to experience at least one of the wide range of extra-curricular activities on offer.
- To instil into students the sound social and moral attitudes of 'fair play', sportsmanship and team spirit.
- To equip students with knowledge and understanding to take up worthwhile leisure activities after leaving school.

## FACILITIES



Sports Hall



Astroturf Field



Sports Hall

At present we have a Sports Hall (4 Badminton courts), 3 netball courts, field space which includes 2 rugby pitches and 1 football pitch and an Astroturf facilitating a full sided hockey pitch, two 7-a-side football pitches, 6 tennis courts(summer).

We also have a new 'all weather' cricket square. In the summer term we have a full 400 metre track with throwing and jumping areas.

We also access, for our students, local sporting facilities including tennis courts at Horton View and athletic track and field facilities at NOA.

## **CURRICULUM**

### **Key Stage 3**

Students in Years 7 - 9 have 4 hours of PE a fortnight. The curriculum offers a good range of activities: Football, Rugby, Hockey, Netball, Trampolining, Badminton, Health Related Fitness, Gymnastics, Tennis, Athletics, Cross-Country Running, Cricket, Rounders, Orienteering, Sport Education and Leadership.

### **Key Stage 4**

Students in Years 10 and 11 have 4 hours of PE a fortnight. Students opt to follow either a performance or leadership pathway. Both pathways contain a variety of activities. The work places more emphasis on students taking a variety of sport linked roles: performers, coaches, officials and analysts. The leadership course prepares the students to lead classes in our feeder primary schools and organise various festivals.

In addition to Core PE, GCSE PE is a popular option.

## **COURSE SPECIFICATION GCSE AQA PE**

The course is assessed through a combination of practical and theoretical methods. The theoretical aspects are worth 40% and the practical aspects 60%.

There are now three awards available, Short Course, Full Course and Double Award (worth 2 GCSE's). Which one students will be entered for depends upon the following factors:

- Performance during Key Stage 3
- Commitment to extra-Curricular clubs and school teams
- Potential and how hard students work during the course
- Ability as a performer and in a number of alternative roles
- Progression through the varying aspects of each stage of the course

It is expected that most students will complete the full course with a good number being suitable for the Double Award. A small few will find that the short course offers their best chance for success.

Rest assured that students will be entered onto the appropriate course and the one in which we judge them to have the best opportunity of doing well!

Of course many of our students will want to be assessed as players/performers and there is still a compulsory element that includes assessment in this capacity. However there is now wider scope and opportunity for students who may not be so practically talented or have the depth of practical ability needed for success in the past.



## **Key Stage 5**

At Key Stage 5, students can study for an AS and A2 in Physical Education.

## **Sixth Form PE**

All Year 12 students follow an enrichment curriculum for 1 hour on a Wednesday afternoon. Students have the opportunity to take part in structured activities e.g. Golf, Gaelic, Coaching or Junior Football Organisers course as well as the traditional sports on offer. Some students will also follow a Community Leaders Award, specialising in playground leaders, sports clubs or non- traditional clubs.



## **Out of School Hours Learning in PE (OSHL)**

The school has an extensive OSHL programme offering 'Sport for All' clubs as well as clubs for competitive opportunities in a large range of sports. Students also get the opportunity to take part in regular inter school and intra school competitions. There are many fixtures against other schools throughout the year.

At BGN we run a PE Department that provides a comprehensive extra-curricular sporting programme for the benefit of **all** our students! Our main competitive sports are:

***Boys – Rugby (Autumn Term), Football (Spring Term), Cross-Country (Autumn and Spring Terms), Cricket (Summer Term), and Athletics (Across Late Spring and Summer Terms)***

***Girls – Hockey (Autumn and Spring Terms), Netball (Autumn and Spring Terms), Cross-Country (Autumn and Spring Terms), Rounders (Summer Term) and Athletics (Across Late Spring and Summer Terms)***

Dependent on the term a wide ranging and high number of other activities take place including, Dance, Gymnastics, Badminton, Table-Tennis, Girls Football, Mixed Tag Rugby, Tennis and Gaelic Football!





Our OSHL is also supported by The Schools Sports Partnership who provides funding for coaches and satellite clubs.

Our students enjoy much success at district, county, regional and in some cases even national level.

The 'Sport Pages' on the BGN website contain all up to date information for all PE and Sport related activities at BGN.

### **PE Residential**

In Year 8 students have the opportunity to go on a week's residential to the Outdoor Education Centres at Glasbury.

The department runs a skiing trip bi-annually during the February half-term.

We also take trips to watch various sporting occasions e.g. Varsity match, Stella Artois Tennis and Rugby Internationals to name a few.

### **North Oxfordshire Schools Sports Partnership**

Blessed George Napier is a Lead Youth Sport Trust School and as such we are the hub school of the extremely successful North Oxfordshire Schools Sports Partnership! The partnership is run by Partnership Development Manager (PDM) Carl Hamilton along with Emma Jackson who is our School Games Organiser!

### **About our Partnership**

**Schools Sports Partnerships are central to the Government's aim of creating a world class system for PE and sport for all children and young people; a system that will stimulate and increase participation in sport and sustain it!**

The **North Oxfordshire Schools Sports Partnership** came into existence in September 2004 as part of the roll out of the national 'Physical Education, School Sport and Club Links' (PESSCL) strategy. With our hub site at Blessed George Napier Specialist Sports College, originally we consisted of just 5 secondary, 33 primary and 1 special school, managed by a Partnership Development Manager and 5 School Sport Co-ordinators.

The Partnership grew in September 2006 to include a further 2 secondary, 13 primary and 2 special schools, taking the total number of 5-16 year-olds in our care up to 18,400. September 2008 saw a further expansion as Oxford and Cherwell Valley College joined the Partnership.

During this time the work of the North Oxon SSP has impacted massively on the lives of local young people. Through effective school-club links, joint ventures with local providers, external funding including £133,000 from Big Lottery, and a massive training programme for teachers, coaches and young leaders, the quantity and quality of curriculum, out of school hours, competition and performance and leadership and volunteering provision has increased significantly.

National and local targets for participation amongst the 5-16 age range have been exceeded year on year. Between September 2005 and July 2008 the number of young people actively engaged in a minimum of 2 hours high quality PE and school sport each week jumped from 69% to 95%. Last year alone 38% of youngsters took part in inter-school competition whilst 66% participated in intra-school competition and/or performance. Furthermore the number of 10-15 year-olds involved in sports leadership and volunteering rose to 25%.

The SSP has also successfully helped to address a number of whole school and wider ranging educational issues. Its intervention at lunchtimes and pre-school through the Active Playground scheme for instance has helped to reduce bullying and anti-social behaviour; the Take 10 programme has improved school attendance and the Tri-golf scheme has helped to improve numeracy skills of groups of 7-9 year-olds.

Whilst we can all be very satisfied with our progress to-date there is no time for complacency. September 2008 saw the end of the PESSCL strategy. It was replaced by the Government's new 'Physical Education and Sport Strategy for Young People'. Central to this strategy is the '5 Hour Offer'. The Government wanted all 5-19 year-olds to have an opportunity to participate in at least 5 hours of PE and sport per week by 2011 and for sport to become a natural part of every young person's life.

The Partnership was well positioned to meet this latest challenge. Its infrastructure has grown considerably since the early days. In addition to a Partnership Development Manager, we now employ an Assistant PDM, 8 very experienced School Sport Co-ordinators, 1 Further Education Sport Co-ordinator, a Dance Co-ordinator, Competition Manager and 7 part-time coaches (gymnastics, trampolining, badminton, basketball, dance, multi-skills and rugby).

We continue to work strategically and functionally with our key local partners. With Cherwell District Council we strive to develop bigger and better community projects that impact on the lives of more and more young people. We work with the Leisure Centre and PCT amongst others through the Cherwell Community Sports Network, and Oxfordshire Sports Partnership remains a key ally.

Our aim is to continue to create attractive, innovative opportunities for all young people to engage in sport, as well as clear pathways for them to pursue their chosen activities into adult life.



## **Learning Resource Centre**

Our Learning Resource Centre is located in the main school building to enable access for students, staff, and community groups. It has been attractively designed to promote the use of our IT facilities, reference books, fiction, and careers resources. In addition we have DVDs, magazines and newspapers for students to use.

The ground floor is a multiuse area which has modern projection and audio facilities to enable presentations and external events to take place. Upstairs there are two spacious computer areas which allow students to undertake individual work. Sixth Formers have access to these areas for private study.

Student Librarians assist the Librarian with the day to day running of the Library and undertake a structured training scheme which gives them an opportunity to enhance their social, literacy and organisational skills.

We aim to facilitate study and research. Learning skills are actively supported and developed through the curriculum and the resources available. Departments are able to use the Learning Resource Centre for class research and reading lessons. Our resources are reviewed regularly to offer students up to date materials.

Careers resources are available for independent research and are linked to programmes on the computer system for instance Kudos, Launchpad and Careerscape. Careers interviews by our "ADVIZA" Careers Advisor are available. UCAS and university prospectus information is updated each year.

In addition to providing space and resources for private study, the LRC also runs a range of activities designed to enhance and widen students' learning experience. These include Film Club, a BGN Book Club, various literacy-based competitions, chess tournaments, and interactive displays relevant to the curriculum and to the Catholic year.

### **Learning Resource Centre Opening Hours**

Main Learning Resource Centre opening hours are 8.00 a.m. - 4.00 p.m. Monday to Thursday (3.30 p.m. on Fridays).

Lunch time and break time for all students.

Access is available for the Sixth Form at all times and the Sixth Form Silent Study Area is in the Learning Resource Centre.

Before and after school the Learning Resource Centre is open for homework and private study (computers are available).

## Student Librarians



### **Aim of the Learning Resource Centre**

- To provide an open access policy for all (term time).
- To support the spiritual and moral, social and cultural development of students, and the mission statement of the school.
- To support the school behaviour policy to maintain a learning ethos.
- To select resources with departments and students to ensure relevance to curriculum and student needs.
- To promote student responsibility and ownership through the Junior Library Assistant Scheme.
- To encourage reading, investigating and learning for pleasure by providing interesting and enjoyable resources for leisure.
- To provide differentiated resources for students with literacy difficulties.
- To promote the responsible use of ICT.

## Post 16 Education

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***The Archdiocese of Birmingham is committed to maintaining a Catholic Sixth Form at Blessed George Napier School. We offer a traditional range of AS and A2 subjects whilst also providing students with opportunities to develop their faith and role as young adult Christians.***

At AS and A2 level students may choose from the following subjects: Art, Biology, Business Studies, Chemistry, English Language, English Literature, French, Further Maths, Geography, History, ICT, Maths, Music, Physical Education, Physics, Product Design, Product Design - Textiles, Spanish, Polish, Theatre Studies, Theology & Philosophy, and Psychology. We also offer BTEC Level 3 ICT, Business Studies, Travel & Tourism and Core Maths as well as to complete an extended project and to engage in enrichment activities.

Students usually take 4 AS levels in Year 12 and reduce this to 3 A2 levels in Year 13. Religious Education is a compulsory part of the curriculum for all institutions offering Post 16 Education, and consequently all students follow a course in the AS Edexcel Extended Project. AS and A2 courses which are not on offer at BGN are bought in from Banbury School or the Oxford Cherwell Valley College. For example, students from the college can and take AS and A2 levels at BGN and vice versa. A Post 16 Evening is held near the start of each new calendar year to provide prospective Sixth Form students with the opportunity to find out in more detail about the courses on offer and meet with subject staff. Mrs S O'Donnell, Learning Leader KS5 (6th Form) and the Assistant Learning Leaders, Mrs M Ellul and Mrs J Hart, then interview those students who consequently decide to apply for a place at BGN and places are awarded accordingly.

At the start of Year 12, students who have successfully gained 5 or more A\*-C grades at GCSE enter into a contract which details the rights, responsibilities and values demanded of all Sixth Formers. Students must have gained a B grade in the subject they wish to take on to AS Level. Students' academic progress is monitored regularly and form time provides an opportunity for students to raise issues of a personal nature or important to the Sixth Form as a whole.

As the academic ambition of the students at BGN is outstanding, we like to encourage them to aim high. We encourage our students to apply to Oxbridge and the Russell Group universities. To support students in this endeavour, we arrange a variety of events each year, with visits to and visits from a number of universities. We also encourage students to go to a variety of academic events to enhance their UCAS applications and there is also support for interview preparation from the Sixth Form team.



We encourage all our Sixth Form students to take an active and leading role in school life. In recognition of their high profile within the school, and as preparation for what lies beyond in the world of work or Higher Education, students lead Year Assemblies, participate in school liturgies and assist younger students with their learning. Many students choose to go to Lourdes on pilgrimage, working with the elderly and infirm as well as to the Diocesan Youth Retreat Centre.







## **Careers Education**

Careers Education continues to be an important aspect of a student's development. From Year 7 upwards, students have lessons, conferences and individual interviews to help identify:

- areas of interest
- skills and qualifications needed
- courses and training available
- individual skills and personal qualities

In Years 10 and 12 all students have a week of work experience to introduce them to the adult environment and world of work. Often expectations are different and it is a useful exercise for students to find out what they may be interested in.

We are supported by many organisations who ensure that students have up to date advice. Year 10 students each have individual interviews conducted by members of the Banbury Rotary Club. Year 11 students are presented with expert information about the range of Post 16 options and the different providers, including Banbury and Bicester College National Apprenticeship Service, OXtrain, Isis Training, Prospects, Zenos, Sainsbury's, Warwickshire College and a recruitment agency.

The 6<sup>th</sup> Form is encouraged to prepare for university entrance and attend Open Days to gain a valuable insight into expectations and life away from home. A detailed programme of support through the Adviza service ensures that whatever the aspirations of students, appropriate advice is given.

We have a range of facilities to support students in school. These include:

- Careers Library
- Computer Programmes including KUDOS, Careerscape, and Careerbox
- Careers Companion On-Line, [www.careerscompanion.co.uk](http://www.careerscompanion.co.uk), a web resource enabling students to access different websites to gain up to date information on jobs.

- Area Prospectus, [www.oxfordshireprospectus.co.uk](http://www.oxfordshireprospectus.co.uk) .
- UCAS Support (organised by Mrs S O'Donnell and Mrs M Ellul)
- Careers Programme (organised by Mrs S Moss)
- Work Experience and Placements (organised by Mrs S Lillis)

BGN students have support from our “ADVIZA” Careers Advisor who can be contacted via the school.

Adviza is a service for 13-19 year-olds aiming to support individuals to achieve in school and accesses specialist services e.g. School Nurse as appropriate. The service is also available in Banbury for young adults at The Hub, Woodgreen, Hilton Road, Banbury, OX16 0EJ Tel. 01865-328440. This is an excellent service which helps to co-ordinate support for our students.

## GCSE 2014/15 Latest Available Results Comparison

(As at date of publishing)

2014					2015				
Students %	Achieving 5+ A* - C	Achieving 5 + A* - C (incl English & Maths)	Achieving 5+ A* - G	English Bacc	Students %	Achieving 5+ A* - C	Achieving 5 + A* - C (incl English & Maths)	Achieving 5+ A* - G	English Bacc
<b>School</b>	82%	58%	96%	25.2%	<b>School</b>	78%	73%	97%	25.2%
<b>LEA</b>	67.5%	59.4%	93%	26.1%	<b>LEA</b>	n/a	n/a	n/a	n/a
<b>England</b>	64.4%	53.4%	89.7%	24.6%	<b>England</b>	n/a	n/a	n/a	n/a

## Latest Available Summary GCSE Equivalent Results Achieved by Students aged 15\* 2015

Number of students in school aged 15\* = 146

GCSE Results		% Achieving Each Grade									
Subject	Entries	A*	A	B	C	A* - C	D	E	F	G	U
Art	34	0	12	21	24	56	27	12	3	3	0
Biology	22	18	46	27	9	100	0	0	0	0	0
Business Studies	41	0	15	34	39	88	5	5	2	0	0
Chemistry	22	14	32	55	0	100	0	0	0	0	0
Drama	26	4	15	27	12	58	31	12	0	0	0
English Literature	123	2	7	22	39	57	28	3	0	0	0
IGCSE English	142	3	20	29	40	93	20	20	2	1	0
Food Tech	15	0	7	47	20	73	0	27	0	0	0
French	47	21	26	28	15	89	9	2	0	0	0
Geography	31	13	16	26	36	90	10	0	0	0	0
History	74	2	12	26	26	65	12	12	8	3	0
Mathematics	142	4	12	23	44	83	7	4	3	1	0
Music	8	0	25	38	38	100	0	0	0	0	0
PE FC	45	0	8	29	29	66	29	4	0	0	0
Physics	22	32	41	27	0	100	0	0	0	0	0
Polish	12	33	58	8	0	100	0	0	0	0	0
Product Design	21	0	5	19	38	62	19	14	5	0	0
Religious Education	126	10	25	26	15	76	14	5	3	2	0
Science	120	2	9	28	43	82	12	3	3	1	0
Additional Science	106	0	11	30	32	74	19	6	0	0	0
Spanish	40	23	35	23	15	95	5	0	0	0	0
Textiles	20	0	30	30	30	90	10	0	0	0	0

\*On roll on the third Thursday in January, having reached the age of 15 in the 12 months preceding the start of the reporting year.

**Summary of Latest Available GCE A2 Results for Students aged 17/18\***  
**2014 – 2015 Results Comparison**  
(As at date of publishing)

	<b>A2 Level 2014</b>				<b>A2 Level 2015</b>			
	<b>% A* - E</b>	<b>% A* - B</b>	<b>Average point score per exam entry</b>	<b>Average point score per student</b>	<b>% A* - E</b>	<b>% A* - B</b>	<b>Average point score per exam entry</b>	<b>Average point score per student</b>
<b>School</b>	99.0%	55%	213.3	797.1	97.5%	44%	210	798.4
<b>LEA</b>	98.4%	N/A	208.8	702.1	N/A	N/A	N/A	N/A
<b>England</b>	98.5%	N/A	214.6	714.0	N/A	N/A	N/A	N/A

**GCE A2 Results**

<b>Subject</b>	<b>Entries</b>	<b>% Achieving Each Grade</b>						
		<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
Art	3	0	0	33	66	0	0	0
Biology	12	17	33	17	25	0	0	8
Business Studies	10	0	0	50	30	10	10	0
Chemistry	4	25	50	0	0	25	0	0
D & T Prod Design	3	0	33	0	0	67	0	0
Drama	5	0	0	20	60	20	0	0
English Language	9	0	22	0	44	33	0	0
English Literature	7	14	14	43	29	0	0	0
French	3	0	0	33	33	33	0	0
Geography	4	0	50	0	25	25	0	0
History	22	0	0	14	50	23	14	0
Further Maths	3	0	100	0	0	0	0	0
Maths	20	10	10	15	30	10	15	10
Music	1	0	0	0	100	0	0	0
Physics	6	0	33	17	17	17	17	0
Gov & Politics	9	0	11	0	22	11	44	11
Polish	6	50	33	0	17	0	0	0
Psychology	5	0	20	40	0	40	0	0
Religious Studies	21	0	14	33	24	24	0	5
Spanish	9	0	11	44	33	11	0	0
Sport/PE	4	0	0	25	0	50	25	0

\*On roll on the third Thursday in January, having reached the age of 17 or 18 in the 12 months preceding the start of the reporting school year.



## FINALLY

We hope that you have found this brochure useful and informative. If you require further information please contact the school and we will help you as best we can. Thank you for your interest and your prospective commitment as a parent of a child at BGN School.

*The information contained in this brochure is published by the Board of Directors of Blessed George Napier School, Banbury and relates to the Academic Year 2015/2016. The examination results are those of summer 2015. The curriculum patterns relate to 2015. It should not be assumed that subsequent changes will not affect the accuracy of the information contained herein.*





# Bringing God Nearer



Bringing God Nearer



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## MISSION STATEMENT

Blessed George Napier is a Catholic School and Sixth Form which seeks to appreciate and develop the talents of each individual.

Inspired by the life of Christ and his teaching, Blessed George Napier, in active partnership with home, parish and wider community, endeavours to prepare its members to face the future with confidence and take up the challenge of the Gospel.



Blessed George Napier Catholic  
School & Sixth Form

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