In 2017 we are in the top 5% of schools in England and Wales.

**GCSE Results 2017**
- English and Maths grades 9 - 4 (combined) 84%
- English and Maths grades 9 - 4 (combined) and 5 GCSEs 84%
- 1 + A*/A – 80%

**A Level Results 2017**
- A* - B – 42%
- A* - C - 76%
- A* - E – 100%
St Paul’s is a Catholic school for girls situated in the Archdiocese and within the city of Birmingham. It exists primarily to assist Catholic parents in giving their children a good Catholic education that they may lead fulfilled lives, which promote the common good of society.

By Catholic education we mean that every aspect of school life is permeated by the belief of the school community:

- in a loving God, as revealed by Jesus Christ
- that all persons are sacred because each is made in the image of God and is therefore deserving of respect
- that all creation is an expression of the goodness and love of God revealed through it
- that all are entitled in justice, to be given the opportunity to develop fully as persons and thus have equality of access to the curriculum.

As school shares in the Church’s mission to educate and nurture in the faith, prayer, the Eucharist and other liturgical celebrations have a central role in the life and work of the school community.

The school strives to present the highest quality of teaching and learning. Each girl is encouraged and stimulated to aim for excellence and thus achieve the best possible personal and academic standards.

The diversity and richness of contribution from all members of the school community in promoting and upholding all-round high standards are highly valued. Great emphasis is placed on graceful growth in self-discipline and the right use of freedom.

Each member is expected to treat others with a spirit of respect and responsible love and to regard the environment with a sense of enlightened stewardship.

A warm atmosphere, full of caring relationships, is encouraged and every assistance is given in helping the girls to be of real service in family life, the local community, the Church and society generally, and to be gracious and open in receiving support in return.

The agreed purpose of the school’s existence and the way in which that purpose is fulfilled and resourced are subject to regular review.
The School Aims

- to promote an environment where all would experience Christian community living, feel personally valued and be helped to develop and celebrate a personal commitment to Christ and His Church

- to provide a broad balanced, relevant and coherent curriculum enabling each student to discover and develop her potential fully in the academic, aesthetic, spiritual and vocational dimensions

- to develop in students a reverence and responsibility for themselves, others and their environment, together with a deep appreciation for, and tolerance of, diversity in our multicultural society

- to enable students to face the future with confidence in their personal qualities and achievements, able to respond positively to the changing needs of society and able to adapt with ease and courage to the demands of family life, their faith community and the world of work or further education.
General Information

Name of school: St Paul’s School for Girls
Vernon Road
Edgbaston
Birmingham
B16 9SL

Telephone: 0121 454 0895
Email: enquiry@stpaulgl.bham.sch.uk
Website: www.stpaulgl.bham.sch.uk

Classification: Voluntary Aided Catholic Comprehensive
Secondary Day School for Girls

Headteacher: Dr D E Casserly. BA(Hons), QTS, MEd, NPQH, PGCR, EdD
Chairman of Governors: Mrs Mary Browning

Office times: 8.00am – 6.00pm Monday—Thursday
8.00am—4.30pm Friday

Number on roll: 999
Diocese: Birmingham
Local authority: City of Birmingham Education Department
Council House
Margaret Street
Birmingham
B3 3BU

Number of teaching staff: 76

Omnibus Omnia
Determined Admission Arrangements for 2018—2019

<table>
<thead>
<tr>
<th>School name</th>
<th>St Paul’s Catholic School for Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>School address</td>
<td>Vernon Rd, Edgbaston, Birmingham B16 9SL</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Dr D E Casserly</td>
</tr>
<tr>
<td>Tel no:</td>
<td>0121 454 0895</td>
</tr>
<tr>
<td>Admission Number:</td>
<td>165</td>
</tr>
</tbody>
</table>

**Admissions policy statement**

The admissions process for St Paul’s Catholic School for Girls is part of the Birmingham Local Authority co-ordinated admissions scheme. To apply for a place at St Paul’s Catholic School for Girls in the normal admissions round, an application must be made using the school admission application process of the local authority in which you live naming St Paul’s Catholic School for Girls on the application form. Applications need to be made by 31st October 2017. A Supplementary Information Form (SIF) must also be completed and returned directly to the school by the same date. (see note 2).

All applications which are submitted on time will be considered at the same time, after the closing date. You will be advised of the outcome of your application on 1st March 2018, or the next working day, by the local authority on behalf of the school.

Please note that throughout this policy, the term parent relates to any individual with responsibility for a child for whom an application is being made.

St Paul’s is a non-selective Catholic Girls’ School. The ethos of the school is Catholic. The school was founded by the Sisters of Charity of St. Paul the Apostle to provide education for girls of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic girls in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ. We ask all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

Governors require that parents approach Parish Priests to support their application and confirm evidence of Baptism. A Supplementary Information Form for this evidence is available from St. Paul’s Catholic School for Girls and is to be returned to St. Paul’s Catholic School for Girls by parents on or before 31st October 2017, to assist the governors in applying the criteria stipulated below.

The governing body is the admissions authority and has responsibility for admissions to this school. The governing body has set its admission number at 165 pupils to be admitted to Year 7 in the school year which begins in September 2018. (See note 1 below).

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority. If there is over-subscription within a category, the Governing Body will give priority to children living closest to the school determined by shortest distance. (See Note 5)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Baptised Catholic girls (see Note 2 below) who are looked after or previously looked after (See Note 3 below).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Baptised Catholic girls, who are siblings (see Note 4) (i.e. those who have sisters attending the school at the time of admission), whose application is supported by their Parish Priest on the Supplementary Information Form (see Note 2).</td>
</tr>
<tr>
<td>3</td>
<td>Non-siblings who otherwise fulfil Criterion No. 2.</td>
</tr>
<tr>
<td>4</td>
<td>Baptised Catholic girls, who are siblings (i.e. those who have sisters attending the school at the time of admission), not covered by Criteria 1-3 (inclusive).</td>
</tr>
</tbody>
</table>
Girls with a Statement of Special Educational Needs/Education, Health and Care Plan that names the school must be admitted. This will reduce the number of places available to applicants. (This is not an oversubscription criterion)

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

Parents making an application for a Catholic Child should also complete a Supplementary Information Form (SIF) which should be returned directly to the school. If you do not provide the information required in the Supplementary Information Form and return it by the closing date, together with all supporting documentation, this is likely to affect your daughter’s chance of being offered a place at this school.

A “looked after child” has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of the local authority or (b) being provided with accommodation by them in the exercise of their social services functions (eg children with foster parents) at the time of making the application to the school. A “previously looked after child” is a child who immediately moved on from that status after becoming subject to an adoption, child arrangement order or special guardianship order.

For Catholic and non-Catholic girls the definition of sibling is:
A sister sharing the same parents;
A half-sister, where two girls share one common parent;
A step-sister, where two girls are related by a parent’s marriage;
Adopted or fostered girls
The children must be living permanently in the same household.

Distances are calculated on the basis of a straight-line measurement between the applicant’s home address and a point decided by the school (the front gate). The local authority uses a computerised system, which measures all distances in metres. Ordnance Survey supply the co-ordinates that are used to plot an applicant’s home address within this system.

In a very small number of cases, where the school is oversubscribed, it may not be possible to decide between the applications of those girls who are the final qualifiers for a place, when applying the published admission criteria.

For example, this may occur when girls in the same year group live at the same address, or if the distance between the home and school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both, or all, of the girls would cause the Published Admission Number for the applicant’s year group to be exceeded, the local authority, on behalf of the Governing Body, will use a computerised system to randomly select the girl to be offered the final place.

The governing body will, where possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school’s published admission number.

A child’s home address is considered to be a residential property this is the child’s only or main permanent residence and is either:
• Owned by the child’s parent(s);
• Leased to or rented by the child’s parent(s) under lease or written rental agreement of not less than twelve months of duration.

Evidence of ownership or rental agreement may be required, plus proof of permanent residence at the property concerned.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week, then the main residence will be determined as the address where the child lives for the majority of the week. Parents may be requested to supply documentary evidence to satisfy the governing Body that the child lives at the address put forward by the parents.

If a place in the school is offered on the basis of an address that is subsequently found to be different from a child’s normal
### APPLICATIONS FOR CHILDREN TO BE ADMITTED INTO A CLASS OUTSIDE OF THEIR NORMAL AGE GROUP

Parents have the right to request, but not insist, that their child be considered for admission to a class outside of their normal age group. This could be the case, for example, if a child is gifted and talented, has experienced problems such as ill health, or is already being educated outside of their normal age group at their current Primary School. Parents who wish for their child to be considered for admission to a class outside of their normal age group must make an application for the normal age group in the first instance. Parents must then submit a formal request to the Governing Body for the child to be considered for a different age group class instead. This request should be in the form of a written letter of application outlining the reasons why they wish for their child to be considered to be admitted into a class outside of their normal age group and enclosing any supportive evidence and documentation that they wish to be taken into account as part of that request.

The Governing Body will consider requests submitted for a child to be admitted into a class outside of their normal age group and advise parents of the outcome of that request before national offer day, having taken into account the information provided by the parents, the child’s best interests and the views of the Headteacher.

If the request is refused, the original application for the normal age group class will progress through the Local Authority co-ordinated admissions scheme, be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is a current year group in the school, then the application will be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is for a future year group, ie Year 7 in September 2019, then the original application is withdrawn and the parents must submit a fresh application for Year 7 2019 when applications open in the autumn term of 2018. Please note that parents only have the right to re-apply for a place.

Where the Governing Body agrees to consider an application for Year 7 the following year, that application is considered alongside all other applications received and parents will be advised of the outcome of that application on national offer day.

No place is reserved or held for the child in advance.

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

### APPEALS

Parents who wish to appeal against the decision of the Governors to refuse their daughter a place in the school must make that appeal request in writing to the Chair of Governors at the school address. Appeals will be heard by an independent panel.

Please note that parents do not have the right to appeal if their request for their child to be admitted to a class outside of

### REPEAT APPLICATIONS

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

### LATE APPLICATIONS

Late applications will be dealt with according to the Local Authority’s co-ordinated admissions scheme.

### CHANGE OF PREFERENCE

Once parent/carers have submitted their preferences they will not be allowed to change them without an exceptional change in circumstances, for example, if the family has recently moved address or an older sibling has changed schools. All requests to change preferences should be made in writing to the Local Authority to whom the parents submitted the original application. Where a change of preference is submitted for an oversubscribed school, without an exceptional change in their circumstances, then the application will be refused.

### APPLICATIONS OTHER THAN THE NORMAL INTAKE TO Y7 (In-Year applications)

An application can be made for a place for a child at any time outside the normal admissions round. Applications should be made to the school by contacting Reception and all families approaching the school will be given an application form. Where there are places available but more applications than places, the published oversubscription criteria, as set out for the normal round of admissions, will be applied. If there are no places available, the child will be added to the Waiting List (see below).

Parents will be advised of the outcome of their application in writing and, where the Governing Body’s decision is to refuse their child a place, have the right to appeal to an independent appeal panel.

The Local Authority In-Year Application Form is available to collect from schools, or can be downloaded from the school website: www.stpaulgl.bham.sch.uk/Admissions; or the Local Authority website: www.birmingham.gov.uk/schooladmissions

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**All Things to All People**
WAITING LISTS
Girls who have not been offered a place at St Paul’s Catholic School for Girls but were offered a school that was ranked as a lower preference on their application form will be added to a waiting list. The waiting list will be maintained until 31st December 2018 and will then be discarded. Parents may apply to St Paul’s Catholic School for Girls for their daughter’s name to remain on the waiting list until the end of the academic year 2018/19 when it will be discarded.
A girl’s position on a waiting list is not fixed. When a new girl joins the waiting list, all applicants on that waiting list will be re-ranked to ensure that the list is always maintained in oversubscription criteria order. This means that a girl’s position on the waiting list could go up or down during the time that it is on the list. Any late applications accepted will be added to the list in accordance with the oversubscription criteria.
Inclusion on the waiting list does not mean that a place will eventually become available. It may be that those already offered places may accept them, thereby filling all available places.
Children who are the subject of a direction by the Local Authority to admit or who are allocated to a school in accordance

IN YEAR FAIR ACCESS POLICY
The governing body of St Paul’s Catholic School for Girls is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol.

There is no charge or cost related to the admission of a girl to this school.

DEFINITION OF A “BAPTISED CATHOLIC”

(For use in the Criteria of Admission to Catholic Schools in the Archdiocese of Birmingham)

To establish clarity, consistency and fairness in the application of Criteria of Admission in Catholic Schools in accordance with the Trust Deed of the Archdiocese of Birmingham, it is necessary to define the description of a “Baptised Catholic” for the benefit of parents who are making applications and for governors who formulate and apply the criteria for admissions.

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 Right 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 of Catholic schools 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 Catholic 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 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).
What do our Section 48 RE Inspection say?

The overall quality of teaching in RE is judged to be outstanding. Pupils know that teachers have confidence in their ability to achieve because they have a rigorous and positive approach in lessons. They enjoy RE and understand its value for their spiritual and moral development, as well as for their growth in becoming thinking citizens in 21st century Britain, able to argue their point of view with respect, knowledge and integrity.” (Section 48 Inspection 2015)

“Catholic life is outstanding. Parents express commitment to the values of the school, speaking of the ‘natural and unforced piety’ of the school community.” (Section 48 Inspection 2015)

“The school benefits from its foundation by the Sisters of St Paul, and their enduring commitment and support, the availability of the large and beautiful chapel, and the vibrant work of the chaplaincy team who call additionally upon a range of priests, religious and lay people to fulfil tasks. This includes for example; priests who support the branch of the Air Training Corps, and Filipino religious who work with pupils to enhance music at the Filipino Mass.” (Section 48 Inspection 2015)

“Pupils are empowered from their first year at the school to lead collective worship both in their forms and on a wider scale. The school day is punctuated by opportunities for prayer, including the Angelus, so that pupils know how to pray and develop in their relationship with God. Moral development focuses on examining consequences of actions and pupils recognise that they are developing skills in forming a moral framework to their lives.” (Section 48 Inspection 2015)
What does Ofsted say in 2017?

This is an outstanding school

This is a school with very high expectations of pupils and staff. It also provides impressive pastoral care and high-quality support for all who need it. A clear ethos of high expectations, matched with high-quality care, compassion and support, suffuses all that the school does. Staff are proud to work at St Paul’s and morale is high. Pupils are equally proud of their school and they enthusiastically repeat the mantra that ‘I am a St Paul’s girl; there’s nothing I cannot achieve.’

Pupils engage enthusiastically in a wide range of extra-curricular activities. These include a variety of sporting and artistic activities, the Duke of Edinburgh’s Award Scheme and an air-training corps. Many pupils take advantage of leadership opportunities, including peer mentoring and membership of the school council. Several Year 9 pupils have been trained as ‘digital leaders’. All year groups take part in an annual retreat and all pupils have the opportunity to attend a residential retreat.

Teachers have high expectations of what pupils are able to achieve and therefore levels of challenge in class are typically high. They use their excellent subject knowledge to plan lessons and activities that are very well matched to what pupils already understand, know and can do. Consequently, pupils rise to the challenge and are able to tackle demanding work.

Pupils’ outcomes at the end of Year 11 have been consistently very strong over the last three years, in all subjects. They make especially strong progress, from their starting points, in English and mathematics. For example, progress in English placed the school in the top 6% of schools nationally in 2016, while progress in mathematics placed it in the top 2%. Pupils also make impressive progress in most subjects, including science, history, geography and religious education.

Teachers use their detailed knowledge of each pupil to plan very effectively for pupils who have additional needs of any kind. For example, pupils who have special educational needs and/or disabilities have ‘learning logs’ that identify the nature of their additional needs and suggestions about how to address them in a lesson.

The most able pupils also have learning logs. Teachers make very effective use of this information when planning activities. Because of this, pupils who have special educational needs and/or disabilities and the most able pupils make strong progress. Similarly, teachers’ planning incorporates strategies to ensure that disadvantaged pupils make equally strong progress. Pupils are typically confident and articulate. They are keen to do well and they exhibit excellent attitudes to learning in lessons. They listen carefully to their teachers and to each other. They discuss and debate maturely and with confidence.

Pupils are reflective and resilient learners. They are unafraid to make mistakes, understanding that they often lead to learning something new. They are not overly reliant on their teacher, but are able to work effectively by themselves or with others, as appropriate. The behaviour of pupils is outstanding.

Pupils enjoy school and, consequently, attendance is consistently higher than the national average for secondary schools. Pupils are punctual, despite many of them travelling a considerable distance to school on public transport.

Pupils are typically confident and articulate. They are keen to do well and they exhibit excellent attitudes to learning in lessons. They listen carefully to their teachers and to each other. They discuss and debate maturely and with confidence.

Pupils are reflective and resilient learners. They are unafraid to make mistakes, understanding that they often lead to learning something new. They are not overly reliant on their teacher, but are able to work effectively by themselves or with others, as appropriate.

Ofsted 2017
## What does our 6th Form say?

<table>
<thead>
<tr>
<th>Name</th>
<th>Future Aspirations</th>
<th>Grades</th>
<th>Why I stayed at St Paul’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronika Rubinova</td>
<td>In future I definitely want to go to University or do an Apprenticeship in Business Management. I hope to work in a business industry which will also allow me to travel around the world.</td>
<td>Maths 7 R.E: A* Core Science A Additional Science A English Language 6 English Literature 5 French C Geography B Computing C</td>
<td>Everyone at St Paul’s care about the quality of your education and encourages you to work hard for your future aspirations.</td>
</tr>
<tr>
<td>Britney Tang</td>
<td>In the future I would like to become a Marine Biologist and study aquatic wildlife.</td>
<td>English Language 6 English Lit 4 Maths 5 Core Science B Additional Science C RE A History C French B</td>
<td>Staying at St Paul’s I believe will help me immensely with achieving my future aspirations. It’s a warm and comfortable environment as teachers are dedicated to help us with our goals, they will do as much as they possibly can for you.</td>
</tr>
<tr>
<td>Ashley Amponsah</td>
<td>I haven’t decided yet what my next move will be.</td>
<td>Eng Lang A Eng Lit A Business A History A RE A Food A Science B</td>
<td>The reason I stayed at St Paul’s is because I loved the support the teachers gave me during GCSEs and I know they will also help and support me in my A levels. This is a fantastic school and I am happy that I have stayed.</td>
</tr>
<tr>
<td>Laura Bull</td>
<td>I want to go to university, hopefully to study Art.</td>
<td>English Lit 9 English Lang 9 Maths 8 RE A* History A* French A Core Science A* Additional Science A* Art A*</td>
<td>I stayed at St Paul’s because I could continue my Art here and also, because I get stressed quite easily and I know the teachers here would support me through this anytime I needed help.</td>
</tr>
</tbody>
</table>
## Some 6th Form Destinations:

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ange Kwali Nsenkam</td>
<td>University of Birmingham</td>
<td>Reading Medicine</td>
</tr>
<tr>
<td>Munash Kunaka</td>
<td>Birmingham City University</td>
<td>Social Work</td>
</tr>
<tr>
<td>Ebere Ikwuanusi</td>
<td>University of Birmingham</td>
<td>Reading Biomedical Science</td>
</tr>
<tr>
<td>Theresa Nguyen</td>
<td>University of Keele</td>
<td>Reading Biomedical Science</td>
</tr>
<tr>
<td>Laura Dowling</td>
<td>London School of Economics</td>
<td>Reading International Relations</td>
</tr>
<tr>
<td>Nana Agyare</td>
<td>University of Bristol</td>
<td>Reading Physiological Science</td>
</tr>
<tr>
<td>Alan-Mai Whatmore</td>
<td>University of Birmingham</td>
<td>Reading English Literature</td>
</tr>
<tr>
<td>Sally Cheung</td>
<td>Lancaster University</td>
<td>Reading Mechanical Engineering</td>
</tr>
<tr>
<td>Mominah Kasher</td>
<td>Birmingham University</td>
<td>English and Creative Writing</td>
</tr>
<tr>
<td>Aleksandra Szwarczak</td>
<td>Nottingham University</td>
<td>Psychology</td>
</tr>
</tbody>
</table>
What do our Year 7 pupils say?

My name is Hollie Harrison. I am in 7U. I was scared at first because I was the only one from my school. I have made friends with the people in my form, and started to know lots of teachers and find my way around. Dr Casserly is very friendly and wants the best for everyone. St Paul’s isn’t any ordinary school; you are part of a family.

Hello my name is Evangeline Hill. When I first arrived at St Paul’s I was a little worried but also very excited. My form tutor Miss McCann was amazing she helped me find my way around the building because sometimes it gets a bit confusing. Now I love it at St Paul’s because all of the teachers are lovely, and I have made so many new friends.

My name is Jenni Tsang and when I was going to St Paul’s on the first day, I was excited. I thought I would get lost as it’s a large building, but it was ok because everybody was really helpful. I am really happy in 7T.

My name is Holly Adams, I am in 7L, it is an exciting new beginning in life. Learning new things, meeting new people and going to a much bigger school. St Paul’s is a very special school and probably the best.

My name is Kapreia James, starting St Paul’s made me nervous because I didn’t want to leave my friends in primary school, but I made friends here on the Induction Day.

My name is Sandy Djomo Tchoumou and starting at St Paul’s was a bit scary as any new experience is, but once you become familiar with the building as well as the people you will soon realise you were worrying for nothing. The students attending here are kind hearted and welcoming.
# The School Day

## Timetable

<table>
<thead>
<tr>
<th>Monday / Tuesday / Thursday / Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50 Registration</td>
<td>8.40 Staff Inset</td>
</tr>
<tr>
<td>9.00 Mass / Assembly</td>
<td>9.15 Registration</td>
</tr>
<tr>
<td>9.20 Lesson 1</td>
<td>9.20 Lesson 1 PSHE</td>
</tr>
<tr>
<td>10.10 Lesson 2</td>
<td>10.10 Lesson 2</td>
</tr>
<tr>
<td>11.00 Break</td>
<td>11.00 Break</td>
</tr>
<tr>
<td>11.15 Lesson 3</td>
<td>11.15 Lesson 3</td>
</tr>
<tr>
<td>12.05 Lesson 4</td>
<td>12.05 Lesson 4</td>
</tr>
<tr>
<td>12.55 Lunch</td>
<td>12.55 Lunch</td>
</tr>
<tr>
<td>1.30 Registration</td>
<td>1.30 Registration</td>
</tr>
<tr>
<td>1.35 Lesson 5</td>
<td>1.35 Lesson 5</td>
</tr>
<tr>
<td>2.25 Lesson 6</td>
<td>2.25 Lesson 6</td>
</tr>
<tr>
<td>3.15 Dismissal</td>
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Every Wednesday morning Registration and Form Prayer take place at 9.15am due to Staff In-Service Training.
Sex and Relationships Education

The Governing Body of St Paul’s acknowledges its statutory duty to provide Sex Education for all pupils (Education & Employment Act 1993). It is guided by the DfE ‘Sex and Relationship Guidance’ and by the Diocese in the ‘All That I Am’ programme. This programme offers a coherent development of the gift of sexuality based on the dignity of the human person in the context of Church Teaching. It builds upon work covered at Key Stage One and Two in primary school. The programme at St Paul’s is placed within a wider context of Family Life Education and is firmly rooted in the belief that:

- Every person is created in the image of God and is therefore deserving of respect
- Sexuality is essential to our personal identity and is God’s gift to us

The programme aims to foster the holistic development of all pupils, is based on Christian principles and in all respects conforms to Catholic teaching. Recognising that parents are the first teachers of their children, the Family Life programme hopes to build on and support the work of parents.

The Governing Body acknowledges the right of parents to withdraw their children from the school's non-statutory Sex and Relationships Education programme when it is delivered in PSHE lessons. Should you wish to do so, the school requests you write a letter to the Headteacher to make your position clear.

The Governing Body acknowledges the right of parents to withdraw their children from any or all of the SRE programme other than the biological elements, which are required by the National Science Curriculum.

School Dinners

We have a cafeteria system. £2 should buy you a reasonable meal according to present prices. Free meals are available and money will be put on the account of those who qualify. There is free choice to the value of £2. The Dining Room offers healthy snacks at break and cooked dinners at lunchtime.

Bio-recognition is used to open a cashless account.

Food Policy

We have, in line with DfE directives, a food policy which encourages Healthy Eating through the school curriculum and school meals provision.
School Curriculum

The management and development of the curriculum is under the direction of Miss J Allan, Deputy Headteacher. She works closely with Heads of Department in all matters relating to the curriculum. A general outline of the curriculum according to Key Stages is as follows:

In Year 7 the following subjects are presently taught: Religious Education, English, Mathematics, Science, Design Technology, History, Geography, Art, Drama, Music, Physical Education, Personal, Social and Health Education, French and Computer Science. From about the end of September, girls are set in half year groups according to ability, for English and Maths. DT is taught in nine groups per year; all other subjects are taught in form groups. Drama, Music and Art are taught for half the year each.

In Years 8 and 9, the curriculum is the same as Year 7 except that pupils are set according to ability in two half year groups for English, Mathematics and Modern Foreign Language; the top two groups in each half year are able to start a second modern foreign language.

In Year 10 and 11, pupils study a core of: Religious Studies, English Language and Literature, Mathematics, Combined Science, Physical Education, and Personal, Social and Health Education. Girls are set in ability groups for those core subject areas which are examined although there is movement between groups according to performance in assessment. Other subjects selected from option blocks include: Computer Science, History, Geography, Media Studies, Spanish, Polish, French, Drama, Music, Art, Business Studies, Child Development, ICT, Food and Nutrition, Product Design, Textiles and Health and Social Care, Triple Science, Hospitality and Travel and Tourism.

Option choice subjects are generally taught in mixed ability groups. A small number of pupils in Key Stage 4 are guided towards choosing extra English and Maths with an emphasis on developing skills for work.

Students in Year 12 and 13 are offered 2 year courses at ‘A’ level. Subjects offered are: Art, Biology, Business Studies, Chemistry, English Literature, Film Studies, French, Geography, Government and Politics, History, Italian, Mathematics, Performing Arts, Physics, Polish, Psychology, Religious Studies, Sociology and Spanish. A level 3 Diploma is also offered in either Health and Social Care or Performing Arts. All students follow either RE A Level or another accredited course in Theology, along with a course of Personal, Social and Health Education and a programme of service and work related learning.

In all year groups, the curriculum offered is enhanced by a wide variety of activities. Across the Key Stages these include: liturgical celebrations and sacramental practice, residential experiences, curriculum and work related visits, work experience, field courses, university visits, revision and master classes, opportunities to develop personal learning and thinking skills, school concerts and productions, fund raising, sports fixtures and links with other schools and universities. Careers, Family Life, Health, Enterprise, Work Related Education and British Values Education are delivered in all Key Stages in a cross curricular way and explicitly in Personal, Social and Health Education.

All staff are involved in the development of the school curriculum through their participation in Curriculum Teams and Development Groups. A Committee of Governors is responsible to the Governing Body for monitoring the School Curriculum.
Extra Curricular Activities

A wide range of clubs and activities are offered to the girls at St Paul’s. These often take place at lunchtimes or after school. Many of the activities run for the full school year, while others take place for shorter blocks of time, for example the school production. Sports clubs include football, basketball, athletics and dance, while for the more musical we offer the School Choir, Gospel Choir, Flute Ensemble, Recorder Group, Wind Band, Brass Ensemble and the String Ensemble. There are clubs for Art, Drama workshops, Science, Languages and Design Technology as well as the ever popular Book Clubs. The Duke of Edinburgh Award is a well-established programme with girls successfully completing the awards from Bronze through to Gold. The Air Training Corps is the only all girls ATC in the country and provides great opportunities for the girls to broaden their experiences.

“Pupils ... engage enthusiastically in a wide range of extra-curricular activities. These include a variety of sporting and artistic activities, the Duke of Edinburgh’s Award Scheme and an air-training corps. Many pupils take advantage of leadership opportunities, including peer mentoring and membership of the school council. Several Year 9 pupils have been trained as ‘digital leaders’. “ (Ofsted 2017)

Team Sporting success last year:

Year 7 Aston Schools Netball Tournament Champions
Year 9 Aston Schools Netball League Winners
Year 7 Aston Schools Football Tournament Champions
Year 7 Birmingham Schools Basketball League Winners
Year 7 Birmingham Schools Basketball Champions
Year 10 Birmingham Schools Basketball Finalists
Year 11 Birmingham Schools Basketball League Winners
Year 7 and 8 Catholic Partnership Swimming Finalists
Year 7 and 8 Birmingham Schools Gymnastics Runners up
Year 7 Current Aston Schools Athletics Champions
Year 9 Current Aston Schools Athletics Champions
Year 10 Current Aston Schools Athletics Champions
Year 8 and 9 Current Catholic Schools Sports Champions

Individual Success

Year 7 Aimee Hood UK National Swimming Squad – Ranked UK No1 for Butterfly 200m
Year 7 Sophia Meadows – Gymnast British Champion. Ranked No 1
Year 7 Serena Casteneda – UK Gymnast
Year 7 Sofia Cabrera – UK Gymnast British Champion
Year 7 Jessica Long County Birmingham U14 Netball Team
Year 8 Lexi-Lei Hutchinson Irish Dancing National Champion
Year 8 Kristelle De Leon – UK Gymnast
Year 9 Megan Forster – Regional Gymnast
Year 10 Tamara Malazonia – UK Rank 4th U16 Tennis
Year 10 Katie Swan National Ice Dance Ranked UK 4th
Year 11 Jessica Player Ranked 2nd Rowing West Midlands
Year 12 Katie Malazonia – UK Rank 13th U18 Tennis

Whole School Drama Productions:

2012 Oliver
2013 The Sound of Music
2014 Daisy Pulls it Off
2015 Hairspray
2016 Beauty and the Beast
2017 School of Rock
Special Educational Needs

The School’s Special Educational Needs Policy was updated in February 2015 to meet the demands of the DfE Revised Code of Practice, its guidelines on Inclusion and the requirements of the SEND and Disability Discrimination Act 2014. The Disability Equality plan is published on the school website.

Pupils with learning needs are placed on the school’s Inclusion list and are given appropriate support in line with DfE and LA recommendations.

SEND is managed by our SENCO Miss Davies. Miss Davies works with a team of support teachers and PIPs (pupil intervention and progress) who liaise regularly with parents and enlists the help of external supporting agencies where appropriate. The work of the department is successful in ensuring access to the curriculum for all our pupils. Copies of the SEND policy are available on application to Miss Davies, or via the website.

Governors report annually to parents on the administration of the policy and resources in the school profile. The current number of pupils with statements or EHC plan for SEND is 9.

“The use of additional funding to support pupils who have special educational needs and/or disabilities is a strength of the school. Leaders accurately identify pupils’ needs and provide teachers with clear guidance about how to meet these needs in lessons. Teachers use this guidance well when planning lessons so that pupils thrive. When any pupil needs extra help, additional support is provided.” Ofsted 2017

Pupils who have special educational needs and/or disabilities make good progress because they benefit from outstanding teaching and very well-planned additional support. Ofsted 2017

Child Protection

The school has a statutory obligation to safeguard and promote its pupils’ welfare, safety, health and guidance whilst fostering an honest, open, caring and supportive climate. The welfare of each child is of paramount importance. Appropriate procedures are in place for the monitoring and reporting of any concerns, in accordance with Local Authority guidelines.
Spiritual Development of Pupils

Religious Education

The aim of the Religious Education programme is to support the work of the home and the parish; developing and nourishing growth and faith and a personal relationship with Jesus Christ for all pupils. They are presented with the teachings of Jesus Christ and His Church and are challenged to grow in understanding of truth, and in attitudes with regard to God, self, other people and the world in which they live.

Prayer and Worship

Prayer and Worship are central to our Catholic School tradition and an essential part of pupil’s development.

The Eucharist is celebrated weekly and Benediction on the first Friday of each month. In addition, the Sacrament of Reconciliation and other non-sacramental liturgies occur throughout the year. Pupils are encouraged to offer their personal skills and gifts, in a spirit of sharing and prayer, in the preparation of all liturgies and school assemblies.

Further opportunities for spiritual development are available in Days of Reflection at Savio House, the Briars, Alton Castle, Soli House, School Retreats, Residential Experiences, Pilgrimage to Lourdes and to the World Youth Day.

School Chaplaincy

Our Chaplain, Br Dominic, is available on a number of days and to support the personal and spiritual needs of the school community. He is assisted by Sr Hilary Beater, priests from the Oratory and Mrs Arnold-Morgan who are available to give pastoral support and guidance to pupils.
Consultation with Parents/Guardians

Each girl is regularly assessed in all her subjects. Results of these assessments are collated three times a year to form the two monitoring reports and annual report to parents. Parents are also kept informed of progress in relation to targets. Any parent may request an interim oral or written report by getting in touch with her daughter’s Head of Year, allowing reasonable time for the report to be compiled.

All parents are invited to the school at least once a year to discuss their daughter’s progress with individual teachers.

Information evenings for parents are also held at appropriate times during each Key Stage.

Communications

The Pupil Planner is used for staff to praise girls and express any concern to parents. Parents may also use the planner to communicate minor concerns they may have to their daughter’s Form Tutor.

Firefly is our virtual learning platform and is used by pupils, staff and parents. We will use Firefly to share information with parents. Text messages are also used for reminders. Firefly messages are also sent as email as are many letters, and information requests such as parental surveys.

Home Learning

It is school policy that all girls do home learning in order to fulfil the requirements of subjects studied. Teachers set home learning appropriate to each subject and parents are requested to ensure that it is done. The amount set varies according to the subject and the girls’ ages and stages of development. It is important that the girls realise that their parents expect them to treat home learning seriously. Each girl is issued with a planner which is regarded as an important means of communication between parents and teachers. This also provides general information about the school.

Firefly is widely used to set home learning. Girls can also access resources to support their learning and can submit work electronically.
BEHAVIOUR CODE

"Do all you can to live in peace with everyone." (Rom 12:18)

BE READY:
- Arrive to lessons on time
- Wear correct uniform
- Bring the right equipment
- Complete all tasks set
- Have your homework diary ready
- Be in the right place at the right time

RESPECT THE ENVIRONMENT:
- Take care of all property
- Put litter in the bins provided
- Eat and drink in approved places
- Leave classrooms and cloakrooms tidy

BE RESPECTFUL TO OTHERS:
- Be honest and truthful
- Be courteous in speech and attitude
- Create a calm, happy working atmosphere
- Treat staff and fellow pupils with respect and kindness
- Follow all staff instructions co-operatively

BE SAFE:
- Walk quietly and keep to the left; take care at doorways
- Be in the right place at the right time
- Be part of a calm, happy working atmosphere across our school
- Follow safety rules in classrooms
- Ask for support when you need it
- Report to staff any issues where anyone in the school community is made to feel unsafe

All Things to All People
Pastoral Issues

Behaviour

The school’s Behaviour Policy reflects in practice the value which is placed on each individual person, together with an expectation of the highest standard of behaviour at all times. It is based on self-respect, respect for others and respect for the environment.

The school aims to enable all pupils “to grow in self-discipline and learn the right use of freedom” so that the exercise of Christian, Gospel love is evident among its member.

A positive attitude to discipline is encouraged so that the emphasis is seen to be on praising and rewarding good behaviour. These include meeting the PAUL criteria and having a reward day, positive logs, praise cards sent home, Afternoon Tea with the Headteacher and prizes awarded at the Annual Awards Evening.

Sanctions, however, are also in place for breaches of school discipline. These include detention and appropriate service to the school for specific misconduct. Parents will be notified, usually through the pupil planner when a detention is imposed after school.

On entry into school, pupils and parents are asked to sign a contract, expressing their willingness to uphold the School Code of Behaviour.
Personal Appearance

In the interests of safety and general good order around the school, the following points must be adhered to:

- Long hair must be tied back during school hours.
- Jewellery may not be worn, except for a gold or silver stud in the lobe of the ear and a wristwatch. This jewellery must be removed for PE. If a choice is made to pierce ears, they will take 5-6 weeks to heal, therefore, ear piercing must be done at the start of the summer holidays as all earrings must at all times, be removed in PE lessons.
- Earrings of different colours are not allowed to be worn.
- Make-up may not be worn in Years 7-11.
- No hair gel or dye of any kind may be worn. Hair must be one natural colour. Hair braided with different colours is not acceptable.
- Nose, tongue, lip and eyebrow studs are not permitted.
- Only telescopic umbrellas must be used.
- A school bag large enough to carry books safely is required.
- Skirts must be worn appropriately.

Uniform

THIS IS COMPLUSORY FOR YEARS 7-11 and in all circumstances girls must maintain a smart appearance. All uniform should be named.

Uniform

- Plain navy or black coat. Coats with logos or made of denim or leather or look like leather are not acceptable.
- Navy four-gore skirt – just above the knees.
- White open necked blouse with slit at the side of the hem in Years 7 to 10; blue in Year 11.
- Navy pullover with a V shaped neck with school colours at the neck, cuff and welt.
- School purse as stocked by school uniform suppliers (optional).
- School lanyard purchased from school (advisable).

Footwear

- Plain black shoes must be worn in school.
- No boots, trainers or trainer style shoes may be worn in school.
- Shoes should be one colour, with no logo.
- Canvas shoes may not be worn.
- Socks should be knee length navy or black.
- Tights should be plain black, not patterned.
P.E. Uniform

Tracksuit with school crest.
Games blouse – Sky blue trutex games blouse with collar and trim and school crest.
Games skort – Navy blue stretch skort (skirt and shorts combined) with school crest.
Yellow knee-high games socks.
White trainers.
Navy pump-bag.

All items require a name-tag to be sewn in securely. Please ensure you have all items ready for the start of the Autumn Term.

Uniform Stockists

Clive Mark
4/5 Three Shires Rd
Bearwood
Tel: 0121 429 4244

Other branches:
Coventry Rd, Sheldon
Poplar Rd, Kings Heath

Gogna Schoolwear:
67/69 Rookery Rd
Handsworth

Mansuri School Uniform Company
High Street
Kings Heath
Charging Policy

Education provided at St Paul’s during school hours will be free of charge. Parents may be invited to make voluntary contributions for the benefit of the school or in support of any activity organised by the school. The only exception to this will be where parents are required to contribute towards the cost of instrumental music tuition. The amount is heavily subsidised by the Governors and is reviewed annually. The fee for music tuition is £300 per school year (this can be paid by 10 monthly instalments of £30) any girls in receipt of pupil premium is £10 per month. Parents will not be required to pay for materials, books, instruments or other equipment for use in school, but are requested to equip their daughters with basic writing equipment, a New International Version Bible, an English Dictionary and a dictionary in the Modern Foreign Language(s) their daughter is studying. (Bible and dictionaries are available from school).

Charges may be made for materials used in practical work when parents have indicated, in advance, a wish to own the final product.

A voluntary contribution is requested to enable certain Physical Education activities to go ahead for Upper School pupils; e.g. Judo.

Parents will be required to pay for transport to work experience.

A fee of £5 is charged for lockers.

Charges will be made for board and lodging on residential visits. Where families are in receipt of certain benefits, under the threshold of £16,190 no charge will be made for residential visits made during school hours or if the visit is an essential part of the curriculum. Parents requesting exemption should write directly to the Headteacher.

There will be no charge for entry to public examination unless:

- the pupil has not been prepared for the examination by the school.
- the examination is not on the prescribed list.
- preparation for the examination takes place outside school hours.
- the pupil is resitting all or part of an examination.

Where a girl fails to complete examination requirements without good reason e.g. failing to complete coursework or not turning up for the examination, then the fees will be recovered from the parents.

Charges will be made for “optional extras” i.e. activities which take place outside school hours and are not related to statutory duties.

Since no compulsory charge is allowed for any curricular activity which occurs for more than 50% of normal school hours, the Governors will ask for voluntary contributions from parents so that the activity can take place.

One of the exciting areas of life at St Paul’s is the range of educational trips and visits that have traditionally been offered. The Governors hope that parents will continue to support the various activities and visits offered to girls.
Transport

West Midlands Travel provide two buses, No 829 at 8.10am each morning, next to St Philips Church on Colmore Row which travel direct to St Paul’s. After school three double decker buses convey girls to the City Centre. Two of the 829 buses travel along Broad street to Colmore Row. The other bus, 829A, goes to the island at Five Ways, down Belgrave Middle Way and then onto New Street Station and Moor Street Station before going onto Colmore Row.

The school is situated near all main bus routes on the Hagley Rd: Nos. 9, 19, 120, 126, 137 and 140; as well as having easy access to both the inner and outer circle city bus routes.

Attendance and Punctuality

Students are issued with a photo identity card that they will swipe to enter the school building. This records the time they enter and leave the building for attendance, punctuality and health and safety.

Parents are asked to see that girls arrive in good time for registration in the morning.

**Ordinary school hours are 8.50am to 3.15pm.**

Unless some prior permission has been granted by the Headteacher or some form of medical treatment is required, no pupil may be absent except for reasons of personal illness or family bereavement.

In the case of illness it is important that parents notify the school on the morning of the first day of absence, as school operates a ‘first day of absence call’ to any parent who may not have contacted school. Absence must be confirmed in writing, by a parent, to the Form Tutor on their daughter’s return.

- The acceptable percentage for attendance is 95% or above.
- 100% attendance is expected and rewarded.
- Attendance below 95% is unacceptable and will be followed up by both the Head of Year and Educational Social Worker.

**Information on Absence for 2016-17**

Pupils of Compulsory School Age

- 0.3% of pupil sessions missed through unauthorised absences
- 3.6% of pupil sessions missed through authorised absences
- 96.1% of pupil attendance
Achievement at St Paul’s

We are proud of our pupil progress and achievement. In 2017, we achieved 84% 5 A* - C including English and Maths, with 90% 5 A* - C.

GCSE Results 2017

- English and Maths grades 9 - 4 (combined) 84%
- English and Maths grades 9 - 4 (combined) and 5 GCSEs 84%
- 1 + A*/A – 80%

A Level Results 2017

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Health and Social Care 18 Students

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In 2017 we are in the top 5% of schools in England and Wales.
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What do the DFE say about us?

March 2017

Dear Dr Casserly,

I would like to congratulate you, your staff and your pupils for the high levels of progress your pupils are making.

Your school’s results, as published on 19 January, show that you are amongst the top five per cent of schools in terms of the progress your pupils make between key stage 2 and the end of key stage 4, using the Progress 8 measure.

We want to ensure that every child progresses positively through their education, whatever their starting point, to broaden their future educational and employment opportunities.

Thank you for your work in producing such high standards and congratulations again to you and your staff for your hard work and professionalism.

With best wishes.

Yours sincerely,

Nick Gibb MP
St Paul’s School for Girls
Vernon Road
Edgbaston
Birmingham B16 9SL

Our ref: PPA/103531/003
4 February 2016

ST PAUL’S SCHOOL FOR GIRLS
PUPIL PREMIUM AWARDS 2016: CONGRATULATIONS!

Dear Dr Casserly,

It gives me great pleasure to write to you and congratulate your school on winning a local award in the key stage 4 category of the Pupil Premium Awards 2016. I am also inviting you to submit an application to win the regional or national award. You can find out more at www.pupilpremiumawards.co.uk. The deadline for applications is 5pm on Friday 4 March.

The reason you have been selected is that you are one of the most improved schools in the country in terms of the attainment and value added progress of your disadvantaged pupils since 2012. Also, an above average percentage of your disadvantaged pupils achieved the EBacc in 2015.

It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for further study, training or employment. I would like to congratulate your governors, parents and pupils for their hard work and success, and thank you for your leadership in making such a difference to the future success of your pupils.

Finally, I would also encourage you to share your achievements with other schools so that they can learn from your strengths and experience.

Yours sincerely,

Sam Gyimah MP
Parliamentary Under Secretary of State for Childcare and Education
St Paul’s Old Girls’ Association

The Association is open to all ex-pupils of St Paul’s. Two events are organised annually, to which all previous pupils are invited.

The Annual Mass takes place, by tradition, in October in the Convent Chapel and is followed by their AGM meeting. In 2017, it is to be held on the 7th October at 2pm.

Ex-pupils who would like to join the Old Girls’ Association should contact the Chair of the Association:

Mrs Ann Russell
216 Streetsbrook Road
Solihull
B91 1HF
Tel: 0121 705 4400