



ST. EDWARD'S COLLEGE

Prospectus



ST. EDWARD'S COLLEGE

The College motto

Courage Through Faith

has its origins in the final verse of Psalm 27

be strong and let your heart take courage

(Translation from New Revised Standard Version of the Bible)

The College badge features a crown surmounted by a cross; underneath is the Gothic letter E (the initial of Edward) with sprays of shamrock (St. Patrick's symbol of the Trinity), two martlets (heraldic birds) from the arms of King Edward and two stars representing Faith and Learning

Mission Statement

We seek to trust in God and be of good courage

As a Christian community, St. Edward's College aims to:

- Promote an atmosphere in which all members of the community feel comfortable, are free to develop their own interests and can appreciate the values of kindness, honesty and service to others
- Affirm, nurture and seek to develop the faith and spiritual growth of all of its members and to encourage individuals to participate in the life of the Church
- Provide a broad and challenging education and a stimulating environment in which individuals are encouraged to fulfil their own potential, value the talents of others and live life to the full
- Assist individuals to recognise how Catholic moral teaching can be applied to their lives, thereby helping them to recognise the dignity and uniqueness of each person
- Promote an active partnership between school and home
- Seek to be a vital and integral part of local and wider communities



St. Edward's College is a Christian community which strives to guide each of its pupils so that they may realise their potential and live their lives to the full, both during their schooldays and afterwards.

We seek to promote an atmosphere in which all members of the community feel comfortable and free to follow their own interests, where boys and girls can appreciate the values of kindness and honesty.

St. Edward's is a school where high standards are required, where academic rigour is demanding but still allows the opportunity of trying different things, whether it be climbing mountains or playing a musical instrument.

In partnership with parents, St. Edward's strives to develop independence of mind, self-discipline and self-respect.

St. Edward's College has over many years built up an enviable and distinguished tradition of excellence in academic, sporting and extra-curricular activities of which it is justifiably proud.

This has been made possible by the sacrifices of generations of College parents, and the continuing goodwill and financial contributions of parents and friends of the College is vital in maintaining these high standards.

In entrusting the care and education of your sons and daughters to us, you will be giving them the opportunity to make their own unique contribution to our community and in turn to draw on all that we offer to prepare them for their journey through life.

We invite you to see our school for yourselves.

J. F. Waszek

John Waszek, Principal



St. Edward's College is a Voluntary Aided Catholic school for boys and girls and is Choir School to the Metropolitan Cathedral.

The College has Specialist Status in Languages and Performing Arts.

The College educates over 1100 pupils of whom over 300 are in the Upper School. It is one of the very few maintained schools whose Principal is a member of the Headmasters' and Headmistresses' Conference and of the Choir Schools' Association: this reflects the high standing in which St. Edward's College is held regionally and nationally. The school boasts a well-qualified teaching and support staff.

The College was founded as the Catholic Institute in 1853 by the legendary Fr. James Nugent, whose statue is sited in St. John's Gardens alongside St. George's Hall. The Christian Brothers began to administer the school at the beginning of the century and the Institute became St. Edward's College in 1920. In 1938 the school transferred from central Liverpool to its current setting in 30 acres of beautiful grounds in Sandfield Park, West Derby. Since then there has been a continual programme of development.

The College has long had a justifiable reputation for high academic, musical and sporting activities, with many of its former pupils reaching the top of their chosen professions. The College is Christian, and Roman Catholic by tradition, and fosters high standards of discipline and morality. Good manners and courtesy are considered essential to everyday life and pupils are encouraged to help others.

Boys and girls enter the College at the age of 11 and are admitted on the basis of the Admissions Regulations as set out in the *Information Booklet* which accompanies this Prospectus.

The College is well equipped with modern teaching and sporting facilities in spacious surroundings. Pupils begin Key Stage 3 on their admission to Year 7 and follow a wide ranging and rigorous curriculum.

Courses to Key Stage 4 (GCSE) begin in Year 10, and almost all pupils continue into the Upper School to pursue A level studies before going on to university or other professional courses.

St. Clare, originally a Victorian mansion, is the centre for the Upper School, complete with a large common room and a quiet study room, as well as classrooms.



Upper School classes are smaller and pupils have a degree of supervised freedom in how they allocate their time - at leisure or in study. This is intended to help them prepare for the work ethic at university and in further education.

Parents are seen as partners with the school, and a *Home-College Partnership Agreement* sets down the expectations of the College.

Individual reports are prepared regularly, and for all Years there is an annual meeting between staff and parents.

Contact from parents is welcome at any time.

PASTORAL CARE

The overall welfare of pupils is of paramount importance, including co-ordination of academic monitoring. All pupils have regular daily contact with their Form Teacher under the leadership of Heads of Year and Heads of Lower, Middle and Upper Schools respectively (Key Stage 3, Key Stage 4 and Post 16). Pastoral Year teams deliver the programme for Education for Personal Relationships during Registration Period and in additional sessions, as appropriate.

SEX EDUCATION

Sex Education is an integral part of the Science, Religious Education and EPR (Education for Personal Relationships) courses throughout the College, and whether as part of the planned programme or whether it arises in the general context of the curriculum, it is given in accordance with the teaching of the Catholic Church. Parents have the right to withdraw their children from all or part of the sex education programme, but not those aspects prescribed by the National Science Curriculum.

CAREERS GUIDANCE

Careers Education begins in Year 9 and a continuous programme serves to prepare young people for Option Choices at Key Stage 4 and Sixth Form (Upper School). The College uses the extensive Information Technology facilities to enable pupils to explore their own interests and career opportunities. Access to the Careers Library allows pupils to find out about Higher Education and different areas of employment.

UPPER SCHOOL

Pupils in Years 12 and 13 are based in their own Centre and each assigned a tutor who has about 20-22 pupils in his or her care. Tutors maintain close contact with subject teachers and the Head of Upper School and establish a good relationship with their pupils.

An introductory meeting for the parents of New Year 12 pupils is held to give them insight into the aims and objectives together with information on higher education and career choices. Regular reports and meetings with parents help cement a good system of support.



All Upper School pupils study four AS levels. Everyone in the Upper School takes Key Skills, Religious Education and Physical Education/ Games.

RELIGIOUS EDUCATION

Religious Education is of vital importance in the school. It gives purpose and meaning to the existence of the school and in this sense is the responsibility of all members of our community.

Faithful to the spirit of Edmund Rice, the founder of the Christian Brothers, education is seen as more than the imparting of information. Pupils are helped to understand what being a Christian means in their everyday lives, at both personal and community levels. In every way, we try to create an environment in which pupils may develop a real relationship with Christ.

The experience of the Church as a living community is offered through prayer and worship, formally and informally, with class liturgies, assemblies and retreats. There are also daily eucharistic celebrations, and Mass is celebrated from time to time in the school.

Organised community service is an important feature and extra-curricular voluntary work is encouraged through SVP, CAFOD and the Sunday Club.





ACADEMIC LIFE

St. Edward's has a long established and distinguished academic record.

The great majority of pupils leave the school to continue their studies at university. A broad and balanced programme of study is provided, covering all aspects of the National Curriculum. A wide range of subjects is taught in the context of GCSE and GCE A level syllabuses.

Courses at St. Edward's go beyond the Fundamental.

A well-qualified and enthusiastic staff leads the pupils in their quest for knowledge and in a great number of extra-curricular activities.



Study of the sciences is undertaken in a comprehensive and holistic programme in order to develop both the implications of a scientific truth and its moral consequences. European history and the geography of the world are complementary sectors of knowledge.



Every pupil will be exposed to a wide range of mathematical skills and introduced to the greatest English authors.

The College has six Information Technology suites and every pupil will spend time each week being exposed to new technology. All pupils have access to the Internet. In addition, the College Library holds twelve multimedia computers for personal use and as a resource base.



All pupils are positively encouraged to achieve their learning potential within a sound and sensible system of self-discipline. There is a reward system for work well done. The learning and teaching facilities of the school are first-rate, and new building developments have kept pace with modern demands in education.

Homework of sensible proportions is set for all pupils so that they may learn to organise their own time usefully and with purpose. This is clarified in our Homework Policy.



THE DESIGN CENTRE

This was opened by HRH the Duke of Gloucester in 1988 and has been specifically created to provide an environment suitable for Art, Design and Technology.

DESIGN TECHNOLOGY

Workshops and rooms in the Department allow for technologies such as plastics processing, electronics, pneumatics, computer-aided design (CAD), control and computer-aided manufacturing (CAM) and textiles.



Pupils design and make a range of useful products at GCSE and A level. The focus is always on quality and usefulness. Pupils visit local companies and the London Design Museum as part of their examination activities.

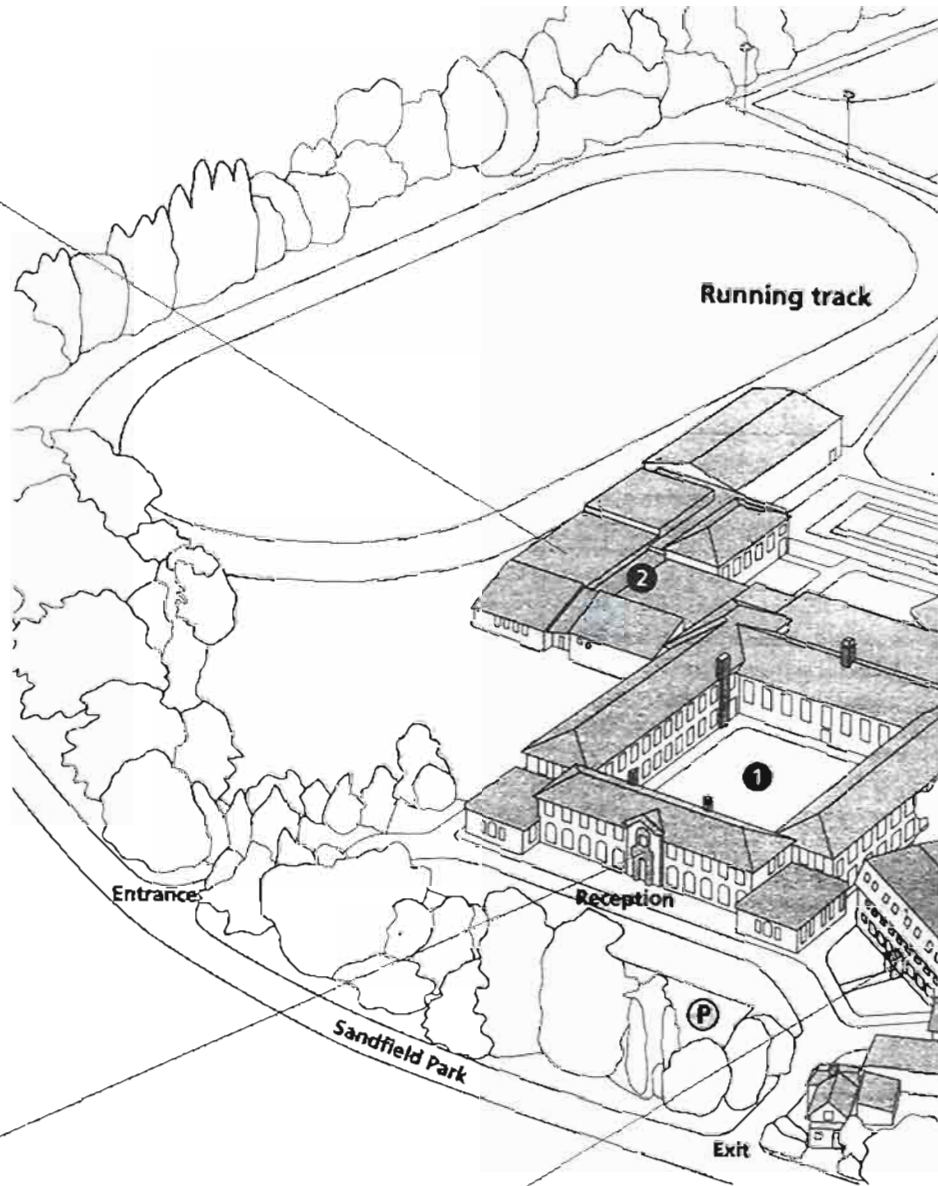


ART & DESIGN



The Art and Design Department comprises a large painting studio, ceramic studio, Upper School studio, textile studio and an exhibition gallery. All pupils visit local and national galleries as part of their Art course. The historical, cultural and social aspects of Art are explored within a multi-disciplined curriculum.

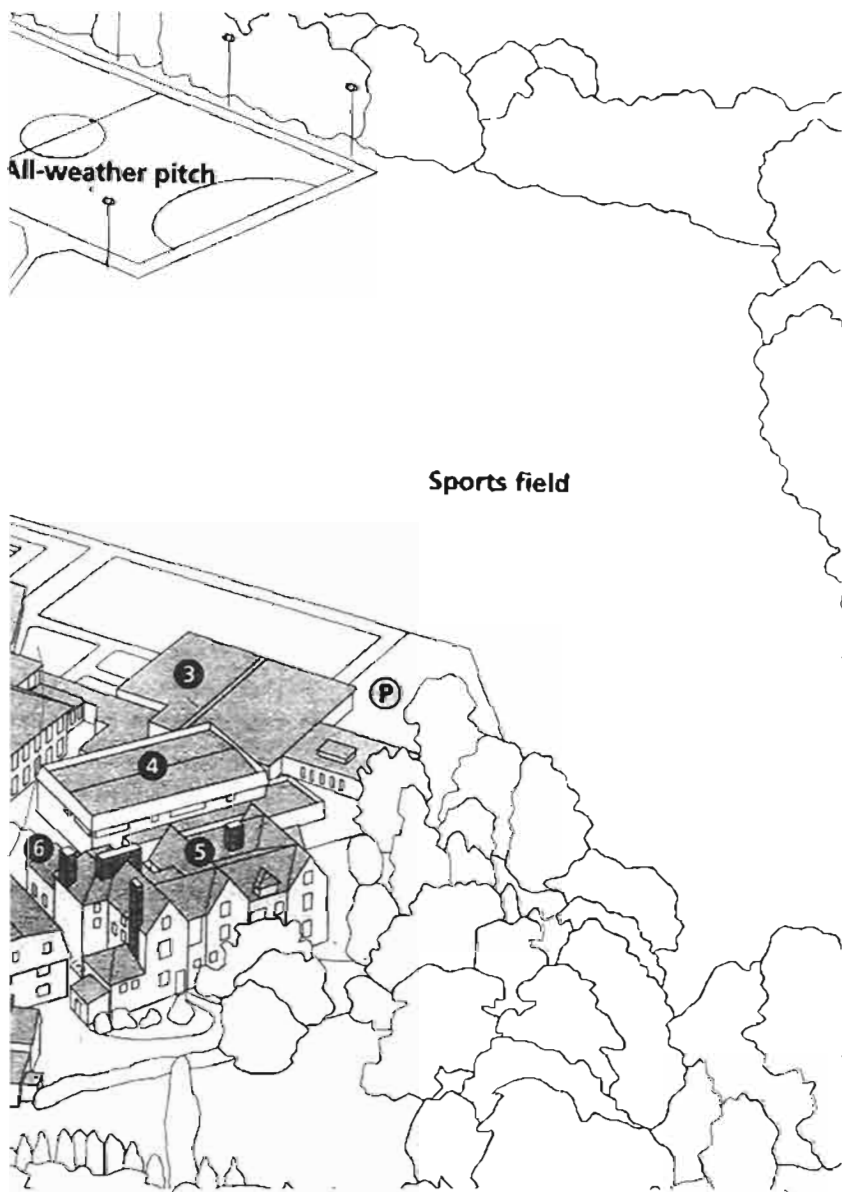






ST. EDWARD'S COLLEGE

- ① Main College Building
- ② John Morgan Sports Complex
- ③ Dining Hall
- ④ Design Centre
- ⑤ St. Clare
Upper School Centre
- ⑥ Chapel
- ⑦ The Foley Building
Language Centre
- ⑧ Uniform Shop
- P Parking



LANGUAGES



The school is a specialist Language College and languages taught include French, Spanish, German and Mandarin, as well as Portuguese and Italian. In addition local partner schools are assisted in their language teaching.



Language classes are also available to members of the local community outside of school hours.



PERFORMING ARTS

In 2004 the school was designated with a second specialism in Performing Arts to include Music, Drama and Dance.



Specialist status has facilitated a new Lecture Theatre for Drama, Music and Public Speaking and the renovation of the Gynmasium within the Sports Complex into a state-of-the-art Dance Studio.

Pupils' experience in Performing Arts, both within the curriculum and as part of extra-curricular activity, encourages self-confidence, team work and the promotion of excellence.



MUSIC

The Music School is well equipped and flourishing, both in its excellent and extensive facilities and in the number of pupils using them. There is a range of practice rooms and a Music Technology Suite.



The Director of Music heads a large team of part-time instrumental and vocal tutors who give lessons to a good proportion of the College's pupils. An annual season of concerts is presented which features a wide range of music. The musicians also make a very positive contribution to school services and dramatic productions. Entry to the orchestras, bands, ensembles and choirs is by ability and not age.



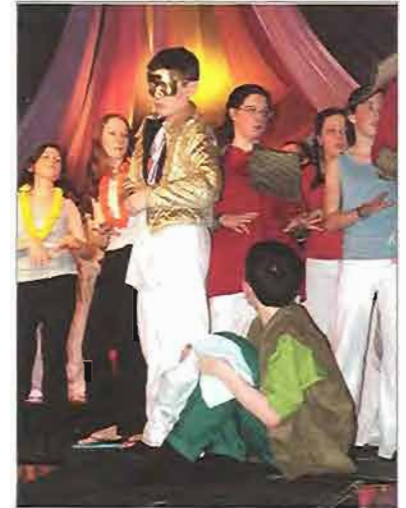
All pupils are encouraged in appreciation and performance. Many take the Associated Board Examinations and a few proceed to music colleges and universities for professional studies.



DRAMA

The English Department staff have a strong commitment to educational and performance drama and work in collaboration with the Music Department. Facilities in College Hall for performances have been developed. The productions involve many pupils at different levels both as performers and backstage staff.

Each year sees a Lower School production, including in recent years *The Wizard of Oz*, *Oliver*, *Scrooge* and *Joseph & his Amazing Technicoloured Dreamcoat*.



Upper School productions have included *Of Mice and Men*, *Macbeth*, *The Merchant of Venice*, *The Crucible*, *A Midsummer Night's Dream*, and *The Tempest*.



In addition there is a Drama Festival each year in which every Year 7 pupil appears on stage and there are drama clubs and public speaking debates and competitions.

SPORTS & ACTIVITIES



The John Morgan Sports Complex

The Complex was formally opened in 1996 by HRH the Duchess of Kent, Patron of the Choir Schools' Association. Named after His Honour Judge John Morgan, a distinguished Old Edwardian, former parent and past Chairman of Governors, it contains a sports hall, dance studio/gymnasium and swimming pool, together with changing and showering facilities for over 300.



Outside, the all-weather pitch and netball court are floodlit and a running track, sports pitches and extensive grassed areas offer excellent sporting facilities.

Alongside its academic tradition, St. Edward's has a long history of sporting achievements at regional, national and international levels.



The splendid facilities and setting enable pupils to enjoy a range of activities. These include the principal Winter sports of hockey, rugby, cross-country, swimming and netball; tennis, rounders, athletics and cricket take place in the Summer.



Teams at all levels represent the school and compete against local, North West and national schools in matches and tournaments. Pupils also take part in outdoor education such as hill walking, climbing, canoeing, skiing and other activities which form part of the Duke of Edinburgh Award Scheme.



There are regular periods of Physical Education and games for all pupils, including Upper School pupils. The key elements are gymnastics, swimming and health-related fitness with weight training, plus a range of major and minor games.

In all sports, pupils are encouraged to participate and to achieve awards and assessments.



In 1999 the College was first awarded the Sport England Sportsmark for three years and in both 2002 and 2005 the College was successfully redesignated.





OUT OF SCHOOL ACTIVITIES

There is an extensive and popular range of out of school activities.



Annual exchange visits are organised with French and Spanish schools and there is a residential trip to France for Year 8 pupils, Belgium/Holland in Year 9 and a History trip to Berlin for pupils in Year 10.



The Geography department arranges field trips.

The English department takes pupils to the theatre.

Musicians attend concerts and operas.

Members of the Art department explore local and national galleries and museums.

Upper School pupils participate in university open days both local and farther afield, with special visits to Oxford and Cambridge.



Skiing holidays are well supported and regular *Duke of Edinburgh* expeditions are undertaken.



Sports teams travel nationally and internationally, with Rugby representatives taking part in important competitions.



The Religious Education department arranges both day retreats and extended residential retreats away from the school.

EXTRA-CURRICULAR ACTIVITIES



The many extra-curricular activities are too numerous to mention and every pupil should easily be able to find something to his or her liking.



Most clubs take place at lunchtime, a few before and after school. They range from chess to recycling clubs, from sailing to wildlife groups.



All are listed in the termly *Calendar and Homework Diary*. The vast range of interests teaches pupils how to manage limited free time sensibly as well as providing structured leisure pursuits.



METROPOLITAN CATHEDRAL CHOIR

All the senior choristers are pupils at the College and sing at Cathedral services. They also sing with orchestras and soloists, tour at home and abroad, take part in television and radio broadcasts and recordings and in other activities.



Besides the vocal training during choir practices, choristers receive individual singing lessons and learn to play at least one instrument. With practices and services in addition to schoolwork, the demands on these pupils' time are considerable but the rewards significant. Many have gone on to careers as professional musicians.



WEBSITE

The College has a website from which a great deal more information can be accessed. The address is: www.st-edwards.liverpool.sch.uk



Aerial view of St. Edward's College



ST. EDWARD'S COLLEGE

Sandfield Park, Liverpool, L12 1LF
Tel 0151 281 1999 Fax 0151 281 1909
email: postbox@st-edwards.liverpool.sch.uk

Website: www.st-edwards.liverpool.sch.uk

Voluntary Aided



ST. EDWARD'S COLLEGE

Information Booklet and Governors' Report to Parents

2006-2007

Governing Body

Foundation Governors

Mr P Quinn LLB (*Chairman*)
Mrs J Bibby LLB
Dr P Doyle MEd BEd EdD
Mr P Falconer BA DipArch RIBA
Mr N Flewitt QC
Mrs J Kelly BSc MSc
Prof C Lyon LLB FRSA
Mrs V McDonnell Cert.Ed ADSS LPSH
Mrs E Melville JP
Dr E C Nwosu BM ChB MObstet Gynaec FRCOG
Mr J O'Brien BCom FCA
Mr T Sweeney BA FCA (*Vice Chairman*)

Parent Governors

Mrs F Askew RGN DipEd
Dr M Cleator BSc PhD
Mr T Humphreys BSc MRICS
Mr D Willson BSc

Sponsor Governors

Mr B Stuart BEd MEd
Mr R Taylor BEng

Governors Appointed by Liverpool Education Authority

Mr J Devaney

The Principal (ex officio)

Mr J E Waszek BSc MA FRSA

Staff Governors

Mrs A Crimmins
Mr D Crisp MA BA BD

Associate Governors

Mrs D Britton BA (*Deputy Principal*)
Mr C Falconer
Mrs M Nolan BEd (*Deputy Principal*)
Mr A Rowan BA FCCA (*Director of Finance and Information*)
Mrs M Wilson (*Director of Business and Support*)

Clerk to the Governors

Mrs G Woods

All correspondence to Governors on College business should be sent to the Clerk to the Governors at St Edward's College, Sandfield Park, Liverpool L12 1LF, Telephone 0151 281 1999 or Email governingbody@st-edwards.liverpool.sch.uk

Principal

Mr J E Waszek BSc MA FRSA

Teaching Staff

Deputy Principals

Mrs D Britton BA
Mrs M Nolan BEd

Senior Teachers

Mr N Bailly BSc
Mr D Crisp MA BA BD
Mr J D Tedford BA

Heads of School

Miss C Purcell BA (Upper)
Miss J Cooper BSc (Middle)
Mr D Mackenzie BA (Lower)

Chaplain

Mr N Murray BA

Heads of Year

Ms U Gordon BEd (13)
Mr G Davies BA (12)
Mrs G Orger BSc (11)
Miss K Wilson BSc (10)
Mrs C Webster BSc (9)
Mr D Johnson BA MSc (8)
Mr G Ion LLB (7)

Special Needs Coordinator

Mr D Johnson BA

Faculties and Departments

(Heads of Department listed first)

Design Faculty

Director: Mrs M Freeney DASE

Art and Design

Mrs M Freeney DASE
Mr T T Critchley MEd DASE
Mr F Linnett BA DASE

Design Technology

Ms N Mutch BSc
Mrs M Riley BDes
Mr I Sharp BEng BEd
Miss K Willis BDes MSc

English Faculty

Director: Mr C J Hitchen BA

Mrs D Britton BA
Mr J Campbell BA
Mr D Crisp MA BA BD
Miss A Fitzgerald MA
Miss D James BA
Mr D Johnson BA
Miss L McCann BA
Mrs M Nolan BEd
Mrs M Taylor BA
Mr A J Treherne BA

Humanities Faculty

Director: Mr J Tedford BA

Geography

Mr G F Gordon BSc MSc
Mr D Mercer BA
Mr J D Tedford BA
Mr T M Watkins

History

Mr C Newman BA
Mr P Buckton BHum
Mr D Dowson LLB
Miss V Gaskin BSc MA
Mr D Mackenzie BA
Miss C Purcell BA

Law

Mr G Ion LLB
Mr D Dowson LLB

Politics

Mr D Mackenzie BA
Miss V Gaskin BSc MA

Psychology

Mr N Murray BA
Ms S Perera BA

Religious Education

Mr M W Brooks BA MEd
Mrs A Gough MA
Miss K McDonnell BA
Mr N Murray BA
Mrs M Taylor BA

Languages Faculty

Director: Miss C Murphy BA

French

Ms Una Gordon BEd
Mademoiselle G Leroux
Mrs C Talbot MA
Mr M Mourani BA

German

Mrs C Talbot MA

Mandarin

Mrs Z Hu MA

Portuguese

Mr F N Mars BA

Spanish

Miss C Murphy BA
Miss A Botana MA
Miss P Clark BA
Miss J Cooper BSc
Senora E Davis-Guzman

Mathematics Faculty:

Director: Mrs S Pullin BSc MSc

Mr J Broxson BSc
Mr G Davies BA
Mrs A Gough MA
Miss N Haines BSc
Mrs R Jewell MA
Mr A J Pennington BSc
Miss K Wilson BSc MSc

Performing Arts and PE Faculty

Director: Mr D Crisp MA BA BD

Drama

Miss A Fitzgerald MA
Miss D James BA
Miss L McCann BA

Music and Music Technology

Mr J S Moseley BMus GRSM
Miss R Berry BA
Miss E Roberts BA

Physical Education

Mr S R Morgan BEd PECert
Mr G Davies BA
Miss K McConnellogue BA
Miss J McLaughlin BA
Mr D Mercer BA
Mrs G Orger BSc
Miss K Ware BSc

Science and ICT Faculty

Director: Mr N Bailly BSc

Biology

Mrs D Derby BEd
Mr P Crudden BSc
Mrs L Smith BSc
Mr M Stephenson BSc
Mr K J Taylor BSc FTCL LTCL ARCM DASE
Mr A Wright BSc

Chemistry

Mrs M Manning BSc
Mr D T Bamber BSc
Dr L Booth BSc
Ms M Casilli BSc
Mr R Mason BSc

Physics

Mr J J McMullen BEng
Mr N Bailly BSc
Mrs C Webster BSc
Information Technology
Mr G Ion LLB
Miss A Pritchard BSc

Support Staff

Director of Business and Support

Mrs M Wilson

Director of Finance and Information

Mr A E Rowan BA FCCA

Administration

Principal's Assistant:

Mrs G Woods

Administration Officer:

Mrs S Power (Admissions)

Senior Secretaries:

Mrs J Boardman (Deputy Principals)

Mrs L Hayburn

Secretaries:

Mrs J Byrne

Miss S Gibbons BA

Ms M Manning BA MA (Sports Complex)

Receptionist:

Mrs J Kenyon

Office Supervisor:

Mrs D Nolan

First Aid/Administration Assistant:

Mrs B Dodd

CPD Officer/Educational Visits Officer:

Mrs J McKechnie

Examinations and Data Officer:

Mrs J Stalker

Examinations and Data Assistant:

Mrs J Doherty

Pastoral Officer:

Mrs A Crimmins

Educational Support

Educational Support Manager:

Mrs J Taylor

Learning Support Officer/Careers:

Mrs C Golding BA

Learning Support Assistants:

Mrs P Burns

Mrs E Metcalf

Mrs C Pringle

Mr C Ryan

Mrs R Sweeney

Librarian:

Mrs S Biggs BA

Foreign Language Assistants:

Senora E Davis-Guzman (Spanish)

Mademoiselle G Leroux (French)

Laboratories Officer:

Mrs K McKenzie

Laboratory Assistants:

Mrs C Holman (Physics)

Mrs M Ryan (Biology)

Mrs B Fitzpatrick (Sciences)

Technical Assistant (Design)

Mr G Morris

Technical Assistant (Music)

To be appointed

Human Resources

Human Resources Manager:

Mrs M Williamson BA

Facilities

Facilities Manager

Mrs A Hayden

Estate Foreman:

Mr J Clarke

Maintenance Staff:

Mr A Heslop

Mr P Martin

Mr G Morris

Mr R Price

Grounds Staff:

Mr R Scott

Mr B Bridge

Mr M Browne

Housekeeping

Mrs P Carberry (Housekeeper)

Mrs P Evans (Assistant Housekeeper)

Housekeeping and Lunchtime Staff:

Mrs J Barton

Mr T Bates

Mrs S Berry

Miss M Craven

Mrs J Ford

Mrs S Glatton

Mrs J Hart

Mrs A Heslop

Miss L Heslop

Mrs S Horne

Mrs C Judge

Mrs M Kelly

Mrs B Kennedy

Miss R Kennedy

Mrs P Knowles

Mr W Lunt

Mr P Malcolm

Mrs G McKenzie

Miss K Rawlinson

Mrs I Smart

Mrs P Upton

Sports Complex

Sports Complex Officer

Ms J Vaz Martins BEd (PLSSC)

Finance

Finance Officer:

Mrs M Harris

Finance Administrator:

Mrs C Roberts

Finance Assistant:

Mrs C Griffiths

ICT

ICT Manager:

Mr S Naylor MSc

ICT Officer:

Mr D Armsby

ICT Assistant:

To be appointed

Religious Education and Collective Worship

Religious Education is compulsory for all pupils. Our Mission Statement confirms that the College seeks to *affirm, nurture and seek to develop the faith and spiritual growth of all its members and to encourage individuals to participate in the life of the Church.*

The religious worship celebrated and the religious instruction given shall be in accordance with the doctrines, rites, practices and observances of the Catholic Church. Each day will start and end with an act of collective worship. This may take the form of class prayers, or a School or Year Assembly.

Special Educational Needs

The College's policy on Special Education Needs is coordinated with the academic and pastoral systems and has been developed with the assistance of parents. Each Faculty has a SEN Coordinator.

The College seeks to follow the *Code of Practice* and allied legislation in cooperation with the Local Education Authority.

Gifted and Talented Pupils

This initiative provides funding to support pupils identified from academic success or those that possess a particular talent such as music, art or sport. Such pupils are able to participate in workshops, residential courses, trips and visits as well as master classes. All of the activities are organised to provide a varied extension and/or enrichment to curriculum work.

Pupil Roll and Absence Rates

In the year 2005-06 there were 862 pupils at the College of compulsory school age. The percentage for authorised absence was 5.0% and 0% for unauthorised absence.

Security Arrangements

CCTV cameras, security fencing, and other additional security measures are in place. For obvious reasons, the College does not disclose the details. These measures have resulted in the College being classified as **Low Risk**. All visitors to the College are required to sign in and carry a Visitor's Pass with them whilst on the premises. Security is always an active consideration when projects and changes are undertaken.

Arrangements for those with Disabilities

The College does not have access facilities for pupils with certain physical disabilities or mobility problems. Access for wheelchairs is not possible to all parts of the building and campus. Investigations into such provision have proved that this is impossible because of the inherent and dated design of various buildings. The College however does cater for other physical disabilities, including those pupils with some hearing or visual impairment. The Principal or an appropriate member of staff is happy to discuss with parents the needs of any individual, to consider the availability of the necessary and appropriate provision.

Currently the College has five pupils on roll with physical disabilities, including visual and hearing. All pupils have been incorporated into the full life of the College as far as their disability permits and they are not treated as exceptions by either staff or fellow pupils. All pupils are encouraged to participate as fully as possible in a wide range of curricular and extra-curricular activities.

Accessibility Plan

A full accessibility survey of the College has been carried out and an accessibility plan formulated. Appropriate action will be taken as funds become available from the Local Education Authority.

Professional Development of Staff

Professional training and development sessions this year have again sought to address issues identified in Departmental Plans. Whole staff training days have included sessions on Special Educational Needs, in particular Dyslexia training, Pupil Discipline and the College Detention system. Training sessions have also taken place for all staff on the College database system CMIS incorporate Report writing and computerised registration.

Following on from the 'outstanding' *Ofsted* Inspection considerable progress on Leadership Training for staff has taken place firstly with the College Leadership Team and more recently the College Management Team (CMT). Members of CMT were out of College for one day in March and two days in May to attend off site training courses. These courses were intensive and valuable in improving leadership and management skills. In addition the activities undertaken encouraged more cooperation between Senior Managers across different parts of the College. In addition, many staff (both teaching and support) have attended courses relevant to their own professional and career development, as reflecting new roles/responsibilities, Performance Management targets or areas identified in the Development Plan.

Target Setting

Key Stage 3 Targets and Results

(Percentage of Pupils Achieving Level 5 or Above)

| Year | | English | Mathematics | Science | ICT |
|-----------|--------|---------|-------------|---------|------|
| 2003-2004 | Target | 94.0 | 94.0 | 94.0 | 90.0 |
| | Result | 98.8 | 98.2 | 94.0 | |
| 2004-2005 | Target | 94.0 | 95.0 | 92.0 | 90.0 |
| | Result | 99.4 | 98.2 | 96.4 | |
| 2005-2006 | Target | 95.0 | 96.5 | 96.0 | 92.0 |
| 2006-2007 | Target | 93.0 | 95.0 | 93.0 | 94.0 |

Key Stage 4 (GCSE) Targets and Results

| Year | | Percentage of Pupils Achieving 1 or more A*-G | Percentage of Pupils Achieving 5 or more A*-C | GCSE Average Point Score |
|-----------|--------|---|---|--------------------------|
| 2003-2004 | Target | 100.0 | 77.0 | 49.0 |
| | Result | 98.6 | 93.3 | |
| 2004-2005 | Target | 99.0 | 93.0 | 52.0 |
| | Result | 98.6 | 92.8 | |
| 2005-2006 | Target | 99.0 | 87.5 | 51.0 |
| 2006-2007 | Target | 99.0 | 89.5 | 51.0 |

Financial Statement

St Edward's College

Income and Expenditure Account

For the year ended 31 March 2006

| | 2006 £ | 2005 £ |
|-------------------------------------|------------------|------------------|
| Income | | |
| Local Education Authority grant | 2,709,495 | 2,545,502 |
| Learning and Skills Council grant | 1,415,580 | 1,413,754 |
| Special Education Needs funding | 4,459 | 6,000 |
| Standards fund | 501,431 | 401,715 |
| Government grant | 533,791 | 264,810 |
| Other grant | 0 | 39,483 |
| Income from facilities and services | 274,475 | 321,795 |
| Catering income | 350,803 | 306,608 |
| Other Insurance Claims | -6,000 | -1,570 |
| Donations | 219,756 | 221,651 |
| Total Income | 6,003,790 | 5,519,748 |
| Expenditure | | |
| Staff costs | 4,022,456 | 3,790,630 |
| Indirect employee expenses | 47,680 | 62,649 |
| Staff development and training | 74,882 | 13,119 |
| Staff related insurance | 3,564 | 4,945 |
| Premises costs | 713,062 | 577,954 |
| Other occupational costs | 897 | 22,918 |
| Learning resources | 409,542 | 361,663 |
| Exam fees | 141,358 | 97,268 |
| Other supplies and services | 162,864 | 127,316 |
| Other insurance premiums | 44,680 | 47,357 |
| Catering supplies | 342,498 | 359,190 |
| Agency supply teaching staff | 6,277 | 0 |
| Total Expenditure | 5,969,757 | 5,465,010 |
| Surplus for the Year | 34,032 | 54,738 |

Admissions Policy

Admission to Year 7
in September 2007

Category A
Specialist Music Places

In September of each year, the College will admit 150 boys and girls aged 11 to Year 7 (including 30 onto a Specialist Music Course). The College has an Indicated Admissions Number (IAN) of 150.

The College is the Choir School to Liverpool Metropolitan Cathedral of Christ the King. The College will admit 30 girls and boys (this number to include choristers) into Year 7 who will undertake a specialist music course which will require them to take part in musical activities arranged outside normal school hours, including weekends and holidays.

Candidates will be auditioned and tested aurally and orally for general musical aptitude and details of music examinations already taken will be required. Auditions will be held on Saturday 2 December 2006. Choristers are admitted automatically without reference to an audition.

All these pupils will be required to learn one musical instrument or take voice studies and most will be expected to learn a second instrument. Tuition, in groups or individually, will be arranged by the College and for the first instrument, will be free of charge for the first two years. For choristers, many activities will be contained within their normal choral duties whilst they continue as choristers.

Oversubscription Priority

In the event of oversubscription, the following priority will be applied:

- Priority 1 Choristers of the Metropolitan Cathedral.
- Priority 2 Baptised Roman Catholic candidates on the basis of the score in the audition process.
- Priority 3 Candidates of other Christian denominations on the basis of the score in the audition process.
- Priority 4 Other candidates on the basis of the score in the audition process.

Applicants should be aware that places will be allocated in the order of sequence specified above. Hence, if all 30 places are allocated to candidates applying for a place under priority 1 and 2 (choristers and Roman Catholic applicants) candidates applying under priority 3 and 4 will be unsuccessful.

Unsuccessful candidates for Category A will automatically be considered for Category B.

Category B
Standard Places

120 other pupils will be admitted.

Oversubscription Priority

In the event of oversubscription, the following priority will be applied:

- Priority 1 Girls and boys with medical or social reasons supported by professional documentary evidence. The maximum number of girls and boys to be admitted under this priority will be ten.
- Priority 2 Girls and boys who have a sibling* who is a pupil at St Edward's College on the date of application.
- Priority 3: Committed Roman Catholic applicants as determined using the Pointing System approved by the Governing Body (as set out below) to determine denominational commitment.
- Priority 4: Applicants of other Christian denominations using the Pointing System.
- Priority 5: Other applicants.

Applicants should be aware that places will be allocated in the order of sequence specified above. Hence if all 120 places are allocated to candidates applying for a place under priority 1 and priority 2, candidates applying under priorities 3, 4 and 5 will be unsuccessful.

The Governors reserve the right to admit as a priority baptised Catholic and non-Catholic children in public care (looked after children) in that order of priority with reference to the criteria.

**Siblings include brothers and sisters, stepchildren, half brothers and sisters and foster children who are living with the same family at the same address.*

Category B Pointing System

The Religious commitment of the child and parent(s) will be based on the information given in the Application Form and the Statement of Religious Practice Proforma.

Religious commitment of the child maximum 30 points

Parental commitment to the Faith maximum 30 points

Tie Break

In the event of oversubscription under either category, within every priority, the tie-break will be the proximity of the child's home to the school as measured by the shortest walking distance from the College's main entrance, with those living nearest being accorded the highest priority.

Application Process

Applications to the College are part of the Coordinated Admissions Arrangements operated by Liverpool LEA.

Applications will be accepted between 1 September 2006 and 3 November 2006. Applications for places for Year 7 in September 2006 should be made both to the Home Local Education Authority using the Preference Form (which is distributed to all parents of children in Year 6 by the Primary School) and also directly to the College using the application form (available from the College). **The closing date for applications is Friday 3 November 2006.**

A statement of Religious Practice Proforma is provided with the application form. The parents should complete this proforma and have the completed statement endorsed by a person of standing within the Church Community or may return it directly to the College. **Endorsement is an important factor in confirming religious commitment.** The College does not seek references from Priests or Primary School Head Teachers.

The College does not have designated feeder Primary Schools.

Applicants for Specialist Music Places also need to complete the relevant sections of the College application form. Auditions for music places will be held on Saturday 2 December 2006; parents attend the audition to support their child.

When allocating places to Year 7 in September 2007, the College will co-ordinate admission arrangements with the Education Authority and will follow the equal preference scheme determined by the Education Authority.

Reserve List

A reserve list will be established to cover any vacancies which may arise from offers not being taken up in both categories. This list will then be ranked according to the Admission Priority; parents will be informed of their child's position on the reserve list if they so wish and this list will be operated until 31 December 2007.

Prospective applicants should note that the College received 393 applications for a place in Year 7 in September 2006. 75 Appeals against non-admission were lodged of which 14 were upheld.

Admission to Years 8 to 11

Applications for admission to Years 8 to 11, and for Year 7 after the beginning of the Autumn term, will be considered according to the above criteria and will be subject to a vacancy in the relevant year.

Admission to Year 12

The College admits a minimum of ten boys and girls to Year 12. Availability of places in Year 12 depends on the number of pupils coming forward from within the School. The total number of pupils in Years 12 and 13 is not normally expected to exceed 320.

Applications forms are available from the College.

Applications will be considered according to the above criteria.

An offer of a place is conditional on the applicant having demonstrated in his or her GCSE courses willingness and an ability to study at the proposed level. An applicant must attain at least five GCSEs at Grade C and typically GCSE Grade B in the subjects to be studied at AS.

There must be a minimum of 12 months between repeat applications unless there has been a significant change in circumstances.

General Certificate of Education A Level Results 2005

| Subject | Entries | Number of Pupils Achieving Each Grade | | | | | | | A-B% | A-E% |
|-----------------------|------------|---------------------------------------|------------|------------|-----------|-----------|----------|----------|--------------|------------|
| | | A | B | C | D | E | N | U | | |
| Art and Design | 10 | 3 | 4 | 2 | 0 | 1 | 0 | 0 | 70.00 | 100 |
| Biology | 39 | 13 | 4 | 10 | 7 | 5 | 0 | 0 | 43.58 | 100 |
| Business Studies | 17 | 7 | 6 | 1 | 3 | 0 | 0 | 0 | 76.47 | 100 |
| Chemistry | 40 | 11 | 14 | 9 | 4 | 2 | 0 | 0 | 62.50 | 100 |
| Design and Technology | 9 | 2 | 3 | 2 | 2 | 0 | 0 | 0 | 55.55 | 100 |
| English Language | 38 | 3 | 17 | 6 | 9 | 3 | 0 | 0 | 52.63 | 100 |
| English Literature | 41 | 10 | 14 | 8 | 5 | 4 | 0 | 0 | 58.53 | 100 |
| French | 10 | 5 | 3 | 1 | 1 | 0 | 0 | 0 | 80.00 | 100 |
| General Studies | 53 | 4 | 11 | 16 | 10 | 12 | 0 | 0 | 28.30 | 100 |
| Geography | 11 | 3 | 2 | 3 | 2 | 1 | 0 | 0 | 45.45 | 100 |
| Government & Politics | 14 | 4 | 4 | 3 | 2 | 1 | 0 | 0 | 57.14 | 100 |
| History | 41 | 7 | 11 | 14 | 8 | 1 | 0 | 0 | 43.90 | 100 |
| Law | 16 | 0 | 4 | 1 | 5 | 6 | 0 | 0 | 25.00 | 100 |
| Mathematics | 37 | 23 | 9 | 1 | 4 | 0 | 0 | 0 | 86.48 | 100 |
| Further Mathematics | 4 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 75.00 | 100 |
| Music | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 100.00 | 100 |
| Music Technology | 8 | 0 | 5 | 2 | 1 | 0 | 0 | 0 | 62.50 | 100 |
| PE | 13 | 3 | 6 | 3 | 1 | 0 | 0 | 0 | 69.23 | 100 |
| Physics | 14 | 9 | 2 | 2 | 0 | 1 | 0 | 0 | 78.57 | 100 |
| Psychology | 33 | 5 | 9 | 7 | 9 | 3 | 0 | 0 | 42.42 | 100 |
| Religious Studies | 17 | 0 | 8 | 8 | 1 | 0 | 0 | 0 | 47.05 | 100 |
| Spanish | 29 | 13 | 7 | 8 | 1 | 0 | 0 | 0 | 68.96 | 100 |
| Total | 497 | 129 | 145 | 108 | 75 | 40 | 0 | 0 | 55.13 | 100 |

AVCE Results by Subject 2005

| Subject | Entries | Number of Pupils Achieving Each Grade | | | | | | | A-B% | A-E% |
|-----------------|-----------|---------------------------------------|----------|----------|----------|----------|----------|----------|--------------|------------|
| | | A | B | C | D | E | N | U | | |
| ICT | 11 | 4 | 5 | 1 | 0 | 1 | 0 | 0 | 81.81 | 100 |
| Performing Arts | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 100.00 | 100 |
| Total | 26 | 19 | 5 | 1 | 0 | 1 | 0 | 0 | 92.30 | 100 |

AS Level Results by Subject 2005

| Subject | Entries | Number of Pupils Achieving Each Grade | | | | | | | A-B% | A-E% |
|-------------------|-----------|---------------------------------------|-----------|-----------|-----------|-----------|----------|----------|--------------|--------------|
| | | A | B | C | D | E | N | U | | |
| Art | 4 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 25.00 | 100 |
| Biology | 5 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 0 | 80 |
| Chemistry | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 100 |
| English Language | 4 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 25.00 | 100 |
| French | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 100.00 | 100 |
| General Studies | 29 | 7 | 6 | 4 | 3 | 7 | 0 | 2 | 44.82 | 93.10 |
| Geography | 4 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 100 |
| German | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 100 |
| History | 5 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 40.00 | 100 |
| Law | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 0 | 75 |
| Mathematics | 3 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 66.66 | 100 |
| Music | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 100 |
| PE | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 100 |
| Physics | 3 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 33.33 | 100 |
| Politics | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| Psychology | 10 | 0 | 0 | 1 | 1 | 6 | 0 | 2 | 0 | 80 |
| Religious Studies | 5 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 20.00 | 100 |
| Spanish | 8 | 2 | 1 | 3 | 1 | 1 | 0 | 0 | 37.50 | 100 |
| Total | 94 | 16 | 12 | 18 | 14 | 28 | 0 | 6 | 29.79 | 93.62 |

Summary of GCE A/AS Level and AVCE/Results 2005

for Pupils aged 17 or 18 at the end of their two years of Advanced Level Study (Number of pupils in school aged 17+: 169)

| | Nil to 60 Points | 61-119 points | 120-180 points | 181-239 points | 240-300 points | 301-359 points | 360 points or more | Average Score Per Candidate |
|---------------------|------------------|---------------|----------------|----------------|----------------|----------------|--------------------|-----------------------------|
| St Edward's College | 1% | 2% | 9% | 14% | 24% | 16% | 34% | 309.80 |
| National | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 273.70 |

Grades in GCE A/AS and AVCE/Three Units VCE examinations score points as indicated

| Score | GCE/VCE AS Level | GCE/VCE A Level | VCE A-Level Double Award |
|-------|------------------|-----------------|--------------------------|
| 240 | | | AA |
| 220 | | | AB |
| 200 | | | BB |
| 180 | | | BC |
| 160 | | | CC |
| 140 | | | CD |
| 120 | | A | DD |
| 100 | | B | DE |
| 80 | | C | EE |
| 60 | A | D | |
| 50 | B | | |
| 40 | C | E | |
| 30 | D | | |
| 20 | E | | |

| | Percentage of Candidates Achieving Grades A and B | Percentage of Candidates Achieving Grades A-E | Average Point Score per Candidate |
|---------------------|---|---|-----------------------------------|
| St Edward's College | 56.98 | 100 | 309.80 |
| National | 46.60 | 96.20 | 273.70 |

General Certificate of Secondary Education Results 2005

Number of pupils in school aged 15+: 138 pupils in Year 11

| Subject | Entries | Number of Pupils Achieving Each Grade | | | | | | | | | | A*-A% | A*-C% | A*-G% |
|---------------------------------|-------------|---------------------------------------|------------|------------|------------|-----------|-----------|----------|----------|----------|--------------|--------------|--------------|-------|
| | | A* | A | B | C | D | E | F | G | U | | | | |
| Arabic | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100.00 | 100 | 100 | |
| Art & Design | 41 | 4 | 10 | 16 | 11 | 0 | 0 | 0 | 0 | 0 | 34.15 | 100 | 100 | |
| Business Studies | 37 | 3 | 12 | 6 | 10 | 4 | 1 | 0 | 0 | 1 | 40.54 | 83.78 | 97.29 | |
| Design & Technology | 25 | 8 | 12 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 80.00 | 96 | 100 | |
| English | 137 | 18 | 54 | 43 | 18 | 3 | 1 | 0 | 0 | 0 | 52.55 | 97.08 | 100 | |
| English Literature | 134 | 4 | 33 | 53 | 33 | 11 | 0 | 0 | 0 | 0 | 27.61 | 91.79 | 100 | |
| French | 39 | 13 | 13 | 9 | 4 | 0 | 0 | 0 | 0 | 0 | 66.67 | 100 | 100 | |
| French (Short Course) | 63 | 1 | 5 | 25 | 23 | 9 | 0 | 0 | 0 | 0 | 09.52 | 85.71 | 100 | |
| Geography | 39 | 9 | 16 | 7 | 5 | 1 | 1 | 0 | 0 | 0 | 64.10 | 94.87 | 100 | |
| German (Short Course) | 18 | 2 | 3 | 5 | 5 | 1 | 1 | 1 | 0 | 0 | 27.78 | 83.33 | 100 | |
| History | 67 | 7 | 30 | 20 | 8 | 0 | 1 | 0 | 1 | 0 | 55.22 | 97.01 | 100 | |
| Mathematics | 137 | 21 | 30 | 55 | 24 | 5 | 1 | 1 | 0 | 0 | 37.23 | 94.89 | 100 | |
| Music | 30 | 17 | 10 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 100 | 100 | |
| PE (Short Course) | 28 | 26 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 96.43 | 100 | 100 | |
| Religious Studies | 141 | 31 | 42 | 38 | 22 | 6 | 2 | 0 | 0 | 0 | 51.77 | 94.33 | 100 | |
| Science ** | 272 | 38 | 50 | 64 | 70 | 38 | 10 | 2 | 0 | 0 | 32.35 | 81.62 | 100 | |
| Spanish | 118 | 23 | 43 | 27 | 18 | 7 | 0 | 0 | 0 | 0 | 55.93 | 94.07 | 100 | |
| Spanish (Short Course) | 6 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 83.33 | 100 | 100 | |
| Total (inc Short Course) | 1333 | 227 | 368 | 375 | 253 | 86 | 18 | 4 | 1 | 1 | 44.64 | 91.75 | 99.92 | |

NB: A Short Course is 50% of a full GCSE and counts as one-half of a GCSE grade. Science is a Double Award and counts as two GCSE grades. Religious Studies results are those gained by these pupils at the end of Year 10.

Summary of GCSE Results 2005 (Including Local and National Results) per cent

| PUPILS, AGE 15+ | Entered 5+ GCSE | Achieving 5+ A*-C | Achieving 5+ A*-G | Entered 1+ GCSE | Achieving 1+ A*-G | Achieving no passes |
|------------------------|-----------------|-------------------|-------------------|-----------------|-------------------|---------------------|
| St Edward's | 100 | 92.8 | 98.6 | 100 | 100 | 0 |
| LEA (Liverpool) | 89.5 | 50.0 | 84.8 | 96.5 | 92.6 | 7.4 |
| National (All Schools) | 93.6 | 55.7 | 88.9 | 98.8 | 97.4 | 2.6 |

GCSE Results achieved in 2005 by Year 10 Pupils

| Subject | Entries | Number of Pupils Achieving Each Grade | | | | | | | | | A*-A% | A*-C% | A*-G% |
|-------------------|---------|---------------------------------------|----|----|----|---|---|---|---|---|-------|-------|-------|
| | | A* | A | B | C | D | E | F | G | U | | | |
| Religious Studies | 172 | 51 | 64 | 29 | 14 | 5 | 7 | 2 | 0 | 0 | 66.86 | 91.86 | 100 |

GCSE Results achieved in 2005 by Year 12 Pupils

| Subject | Entries | Number of Pupils Achieving Each Grade | | | | | | | | | | A*-A% | A*-C% | A*-G% |
|------------|---------|---------------------------------------|---|---|---|---|---|---|---|---|---|-------|-------|-------|
| | | A* | A | B | C | D | E | F | G | U | | | | |
| Portuguese | 15 | 0 | 0 | 2 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 60 | 100 | |

Key Stage 3 Results

These tables show the most recent statutory assessment results of Year 9 pupils at each level in the 2004–2005 school year, together with National and Local results. At Key Stage 3, Level 7 is the highest that can be achieved in English and Science.

Teacher Assessments

| Percentage at each Level | | | | | | | | | |
|--------------------------|-----|-----|-----|-----|------|------|------|-----|---------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Pupils absent |
| English | 0.0 | 0.0 | 0.0 | 0.6 | 16.0 | 35.5 | 47.9 | 0.0 | 0.0 |
| Mathematics | 0.0 | 0.0 | 0.0 | 2.4 | 5.3 | 39.1 | 44.4 | 8.9 | 0.0 |
| Science | 0.0 | 0.0 | 0.0 | 1.8 | 20.7 | 57.4 | 20.1 | 0.0 | 0.0 |

Test Results

| Percentage at each Level | | | | | | | | | |
|--------------------------|-----|-----|-----|-----|------|------|------|------|---------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Pupils Absent |
| English | 0.0 | 0.0 | 0.0 | 0.6 | 30.2 | 43.8 | 25.4 | 0.0 | 0.0 |
| Mathematics | 0.0 | 0.0 | 0.0 | 1.8 | 2.4 | 33.3 | 46.7 | 16.0 | 0.0 |
| Science | 0.6 | 0.0 | 0.0 | 3.6 | 17.8 | 45.6 | 33.1 | 0.0 | 0.0 |

Percentage of pupils achieving the minimum standard expected of 14 year olds (Level 5)

| | St Edward's College | National Average |
|-------------|---------------------|------------------|
| English | 99.4 | 74.0 |
| Mathematics | 98.2 | 74.0 |
| Science | 96.4 | 70.0 |

Percentage of pupils achieving better than the minimum standard expected of 14 year olds (Levels 6 and above)

| | St Edward's College | National Average |
|-------------|---------------------|------------------|
| English | 69.2 | 35.0 |
| Mathematics | 95.9 | 53.0 |
| Science | 78.7 | 37.0 |

Destination of Year 13 Leavers 2005

| Name | Destination | |
|-----------------------|--------------------------------------|--|
| Agnew, James | Manchester University | Mathematics and Physics |
| Ambrose Hayley | Liverpool Hope University | Criminology |
| Arancibia Javier | Liverpool John Moores University | Architecture |
| Archer Clare | Swansea University | Audiology |
| Ashton Jayne | Liverpool John Moores University | Media and Cultural Studies |
| Austin Sara | Manchester Metropolitan University | Fashion Buying for Retail |
| Baker Catherine | Newcastle University | Chemical/Processing Engineering |
| Banfield Natasha | Birmingham University | English |
| Beggs Gary | Manchester Metropolitan University | Psychology |
| Bell Joanna | Oxford University | Law |
| Bellis Laura | Liverpool University | Software Development |
| Bluett-Duncan Rebecca | Newcastle University | Speech/Language Science |
| Brown Sophie | Manchester University | Italian/Spanish |
| Brown Stephanie | Liverpool University | Computer and Multimedia |
| Bullock Neil | Manchester University | Commercial Management & Q.S. |
| Buxton Richard | Gap Year | |
| Byrne Jonathan | Cambridge University | Natural Sciences |
| Campbell Adam | Gap Year | |
| Carden Daniel | Gap Year | |
| Carter Rachel | Liverpool John Moores University | Pharmacy |
| Cassery James | Sheffield University | Dentistry |
| Clint Adam | Liverpool University | Criminology & Sociology |
| Clinton Thomas | Liverpool University | Law |
| Collins Florence | Liverpool University | Business/Hispanic Studies |
| Comber Matthew | Salford University | Professional Sound & Video Technology |
| Conning Kerry | Oxford University | Modern Languages |
| Cornes Frederick | York University | Electronic Engineering |
| Crosby Faye | Liverpool John Moores University | Applied Psychology |
| Davey Corrine | Manchester University | French/Spanish |
| Davidson Angus | Nottingham University | Law |
| Dewick Sarah | Liverpool University | Psychology |
| Doherty Alexandra | Notre Dame University | International Relations & Euro Studies |
| Doherty Christine | Liverpool University | Dentistry |
| Doran Rachel | Liverpool University | Hispanic Studies |
| Dover Charlotte | Liverpool University | Irish Studies & English |
| Dowrick Susanna | Oxford University | Archaeology & Anthropology |
| Drew Chloe | Liverpool John Moores University | English |
| Edgar Marie | Liverpool John Moores University | Forensic Science |
| Edwards Michael | York University | Philosophy |
| Edwards Sean | Sheffield University | History |
| Ellison Lisa | Liverpool University | English/Hispanic |
| Evans Chloe | Liverpool University | Biochemistry |
| Evans Lee | Leeds Metro University | Physiotherapy |
| Falconer Rachel | Newcastle University | Combined Studies |
| Faulkner Daniel | Nottingham University | Chemical Engineering |
| Feehily Lucy | Newcastle University | Mathematics |
| Ferguson Laura | Gap Year | |
| Fitzpatrick Ben | Newcastle University | Politics |
| Fitzpatrick James | Gap Year | |
| Fitzpatrick Jo | Royal Holloway, University of London | History |
| Ford Mark | Gap Year | |
| Forshaw James | Liverpool University | Dentistry |
| Fox Sarah | Liverpool University | Combined Honours |
| Foy Ruth | Liverpool John Moores University | Biomedical Science |
| Gall Lauren | Liverpool John Moores University | English/Media Studies |
| Gallagher Paul | Liverpool John Moores University | Biochemistry/Forensic Science |

| Name | Destination | |
|--------------------|----------------------------------|--------------------------------------|
| Gibaud William | York University | History |
| Goodwin Lucinda | Gap Year | |
| Greaves Michael | Liverpool University | Civil & Structural Engineering |
| Greenland Helen | Liverpool John Moores University | Applied Psychology |
| Hale Michael | Gap Year | |
| Halliday Philippa | Sheffield University | Management |
| Halpin Gary | Liverpool John Moores University | Criminology/ Psychology |
| Hankinson Emma | Gap Year | |
| Hart Jessica | Manchester University | Environmental Science |
| Hearity Nadine | Lancaster University | Film and Cultural Studies |
| Hoey Laura | Liverpool Hope University | Adv Study of Early Years |
| Holdworth Jenna | Liverpool John Moores University | Pharmacy |
| Houghton Gemma | Liverpool John Moores University | Industrial/Pharmaceutical Science |
| Howard Jessica | Liverpool University | Architecture |
| Howarth Sian | Edge Hill College | Early Years Education |
| Hughes Amanda | Reading University | Physics and the Universe |
| Hynes James | Bath University | Mathematics |
| Jarvis Jay | Liverpool Hope University | Primary Teaching and Info Technology |
| Jones Claire | Liverpool University | Aerospace Engineering/Pilot Studies |
| Jones Daniel | Liverpool John Moores University | Law |
| Keeffe Clare | Leeds University | Mathematics |
| Kelly Christine | Liverpool John Moores University | Criminology/Sociology |
| Kennedy Ashleigh | Liverpool John Moores University | Primary Education |
| King Lyndsey | Liverpool Hope University | Primary Teaching/ Eng Literature |
| Kokai Alexander | Liverpool University | Town/Regional Planning |
| Latimer Lynsey | Liverpool University | Combined Honours |
| Leahy Matthew | Liverpool University | Physiology |
| Lewis James | Sheffield University | Aerospace Engineering |
| Leyland Katherine | Edinburgh University | Medicine |
| Li Ruwei | Liverpool University | Anatomy/Human Biology |
| Linnane Emily | Gap Year | |
| Loughlin Matthew | Liverpool University | Psychology |
| Luximon Ashvin | Nottingham University | Medicine |
| Maddocks Katy | Gap Year | |
| Maguire Phillip | Manchester University | Pharmacy |
| Malone Christopher | Durham University | Philosophy/Politics/Economics |
| Mannion John | Liverpool John Moores University | Physical Education |
| Matchett Nicholas | Liverpool University | Business/Hispanic Studies |
| McConomy Sarah | Liverpool University | Physiotherapy |
| McElroy Thomas | Liverpool University | Civil Engineering |
| McEvitt Sarah | Gap Year | |
| McGlory Sarah | Manchester University | Medicine |
| McGovern Sean | Leeds University | French/Spanish |
| McManiman David | Liverpool John Moores University | English |
| McQuiggan Nicola | Durham University | Physics |
| Mercer Gabrielle | Kings College London | Medical Biochemistry |
| Mintz David | Liverpool University | Mathematics |
| Mooney Sean | Chester University | English |
| Moore Olivia | Leeds University | French/Spanish |
| Morgan Charlotte | Leeds University | Spanish |
| Morris Helen | Loughborough University | Industrial Design & Technology |
| Morris Niall | Manchester University | Medicine |
| Murphy Michael | Sheffield University | Law with Spanish |
| Murray Helen | Leeds University | French/Spanish |
| Muscatelli Carlo | Edge Hill College | Sports Coach Education |
| Naylor Luke | Liverpool John Moores University | Law |
| Nelson Robert | Liverpool John Moores University | Criminology and Sociology |
| Nesbitt Rebecca | Liverpool University | Zoology |

| Name | Destination | |
|----------------------|------------------------------------|-------------------------------|
| Ness Hannah | Manchester University | Architecture |
| Nielson Dominic | Leeds University | Medicine |
| Nwosu Nneka | Newcastle University | Medicine |
| O'Connor Nathan | Liverpool University | International Business |
| O'Donnell Robert | Liverpool University | Forensic Science |
| O'Neill Erin | Liverpool John Moores University | Forensic Psychology |
| O'Sullivan Emma | Reading University | English |
| Owen Amanda | Durham University | Education Studies |
| Quinn Tom | Liverpool University | Marketing |
| Rankin Rachael | Leeds University | Neuroscience |
| Redmond Patrick | Manchester Metropolitan University | Modern History |
| Renton Noel | Newcastle University | Medicine |
| Roberts Nina | Salford University | Journalism & Broadcasting |
| Romano Suzanne | Leeds University | French/Spanish |
| Rowlands Abigail | Warwick University | English Literature |
| Sefton Rachel | Liverpool John Moores University | Drama |
| Shaw Michael | Leeds University | Medicine |
| Stewart Robert | Liverpool John Moores University | History |
| Stoddart Andrew | Newcastle University | Sociology |
| Tai Hogan Anna | Derby University | Popular Music with Music Tech |
| Talbot David | Stafford University | Advertising/Brand Management |
| Taylor Katharine | Manchester University | English Language |
| Trevaskis Alex | Cambridge University | Natural Sciences |
| Tyrer Rebecca | Liverpool John Moores University | Applied Psychology |
| Underwood William | Liverpool John Moores University | Business Studies |
| Wang Tue | Leeds University | Accounting and Finance |
| Ward Alison | Leeds University | Mathematics with Finance |
| Warrilow Jennifer | Liverpool University | Biological Sciences |
| Watkins Jennifer | Manchester Metropolitan University | Physiotherapy |
| Weeder Emma | Leeds University | Philosophy |
| Whalley Simon | Liverpool University | Combined Honours |
| Whiteley James | Liverpool University | Computer Science |
| Williams Amy | London School of Economics | Government |
| Williams Thomas | Sheffield Hallam University | Quantity Surveying |
| Winstanley Elizabeth | Leeds University | Broadcast Journalism |
| Wong Daniel | Lancaster University | Sociology |
| Wright Clare | Liverpool University | Veterinary Science |
| Wright Stephanie | Liverpool University | Film Studies/Modern Language |
| Yates David | Liverpool University | Modern European Languages |
| Yung Victoria | Liverpool University | Business Studies |

Destination of Year 11 Pupils - July 2005

Of the 143 pupils who completed Year 11 in 2005, 120 (81.1%) returned to continue their education at St Edward's College, 27 (18.9%) began employment or a course of further education elsewhere.

An Open Evening will be held at the College on

Thursday 29 June 2006, 18.00-21.00

The information contained in this booklet is correct as at 27 June 2006

St Edward's College
Sandfield Park
Liverpool

L12 1LF

Telephone: 0151 281 1999

College Website www.st-edwards.liverpool.sch.uk



ST. EDWARD'S COLLEGE

Sandfield Park, LIVERPOOL L12 1LF
Voluntary Aided

Telephone 0151 281 1999
Facsimile 0151 281 1909
www.st-edwards.liverpool.sch.uk

PLEASE COMPLETE IN BLOCK LETTERS AND IN PEN THROUGHOUT

Application for Year 7, September 2007

Applications to the College are part of the Coordinated Admissions Arrangements operated by Liverpool LEA.

Applications for places for Year 7 in September 2007 must be made both to the Home Local Education Authority using the Preference Form (which is distributed to all parents of children in Year 6 by the Primary School) and also directly to the College using this form.

| | |
|------------------------------------|--|
| Category A: Specialist Music Place | |
| Category B: Standard Place | |

Please ✓ Category A or B

The closing date for applications is
Friday 3 November 2006 at 16.00

Details of Prospective Pupil

Surname of Child: _____
Forenames of Child: _____
Please circle forename by which child is usually known
Gender: Male / Female (please circle) Date of Birth: ____ / ____ / ____
Religion: _____ Nationality: _____
Full Home Address: _____

Primary School: _____

Details of Parents

Surname of Father: _____ Surname of Mother: _____
Forenames: _____ Forenames: _____
Title (Mr, Dr etc): _____ Title (Mrs, Dr etc): _____
Full Home Address: _____

Postcode: _____ Telephone: _____

*If parents are separated,
please indicate to which
parent we should write
and include the address
for correspondence, if
different to that above.*

Write to Father / Mother (please circle)

Full Home Address: _____

Postcode: _____ Telephone: _____

Details of Guardian(s)

*If the child lives with a
guardian or other person
with parental
responsibility, please
complete this section.*

Surname of Guardian: _____
Forenames: _____ Title (Mr, Dr etc): _____
Home Telephone: _____ Work Telephone: _____
Relationship to applicant: _____
Is Guardianship legal or voluntary? _____

Please give the names and date of birth of any brothers or sisters who will be pupils at St Edward's College on the date of application

| Name | Date of Birth |
|------|---------------|
| | |
| | |
| | |

The Religious Proforma which accompanies this application form should be completed by **ALL** applicants **EXCEPT** siblings and Cathedral Choristers

Endorsement is an important factor in confirming religious commitment.

A copy of the piece of music must be sent into College with this Application Form. Details of the audition will be sent after the published closing date.

Applicants for Specialist Music Places will be auditioned in **one** instrument or in voice. They will sing or play a piece of music of their own choice. In addition there will be sight reading and simple aural test in pitch and rhythm. Auditions will be held on **Saturday 2 December 2006** and cannot be rearranged.

In advance of the audition, please provide the following information:

| | |
|----------------------------------|--------|
| Audition in (name of Instrument) | |
| Audition by Singing | |
| Name of Piece of Music | |
| Is an accompanist required | Yes/No |

Choristers are admitted automatically without reference to an audition.

If YES to either question, please give details

Does the child currently receive provision for Special Educational Needs?

Yes / No

Does the child have a Statement of Special Needs?

Yes / No

[illegible]

Please indicate any such reasons. These should be supported by professional documentary evidence. Any such information will be treated as confidential

If this space is inadequate, please continue on a separate sheet of paper.

If this space is inadequate, please continue on a separate sheet of paper.

I / We hereby apply for the admission of our daughter / son to St Edward's College and declare the information in this application for admission to be true and correct. In the event of the child's admission to the school, we agree for ourselves and on behalf of the child to conform to all the rules laid down by the Principal of the College.

Signature of Father / Guardian: _____ Date: _____

Signature of Mother / Guardian: _____ Date: _____

| | |
|---|--|
| I have enclosed a photocopy of my child's Birth Certificate <i>(this will not be returned)</i> | |
| I have enclosed a photocopy of my child's Baptismal Certificate <i>(this will not be returned)</i> | |
| I have passed on the Religious Proforma to be endorsed <i>(if applicable)</i> | |
| I have enclosed a copy of the Piece of Music to be Performed <i>(if applicable)</i> | |

Please note, applications without either a photocopy Birth Certificate or a photocopy Baptismal Certificate will be deemed invalid and cannot be processed.

Please return this completed form to

The Admissions Officer
St Edward's College
Sandfield Park
Liverpool
L12 1LF

Closing date for applications is **Friday 3 November 2006 at 16.00**

If any information supplied in this application form is misleading or false or any canvassing for places is undertaken, the application will be disqualified.

Date Received

| |
|--|
| |
|--|

| | | | | |
|------------------------|------|------------|-----------|--|
| Office use only | | | | |
| Received | Date | Category ✓ | | |
| Baptismal Certificate | | Standard | Sibling | |
| Birth Certificate | | SMP | Chorister | |
| Religious Proforma | | | | |
| Notes | | | | |



ST. EDWARD'S COLLEGE

Application for Admission September 2007

Religious Proforma

Section A (declaration) should be completed by the parent(s) of the child for whom an application for a place is being made and signed overleaf.

Section B (endorsement) should be completed by a person of standing in the Church community and the form then returned directly to the College in the envelope provided.

Endorsement is an important factor in confirming religious commitment.

If any information supplied in this application form is misleading or false or any canvassing for places is undertaken, the application will be disqualified.

Section A

| | |
|--|--|
| Name of Child | |
| Date and Place of Child's Baptism | |
| Date and place of Child's First Communion | |
| Give name of present Primary School | |
| Name of Church/Worshipping Community normally attended | |

Please indicate below the **family** commitment to the Church or worshipping community and over what period of years. Details of commitment in another Parish may be given in *Additional Information*. Please provide as much information wherever possible.

Church Attendance maximum 50 points available – 25 each for child and parent(s)

Maximum points can be awarded if the attendance is by one parent only.

| | Parent(s) | Child | Office Use Only |
|---------------------------|-----------|-------|-----------------|
| Attends every week (25) | | | |
| Attends fortnightly (23) | | | |
| Attends monthly (22) | | | |
| Attends occasionally (20) | | | |

Church Involvement maximum 10 points available – 5 each for child and parent(s)

Maximum points can be awarded if the involvement is by one parent only.

| Details of Church Involvement | Parent(s) | | | Child | | | Office Use Only |
|-------------------------------|-----------|---------|--------------|-----------|---------|--------------|-----------------|
| | Date From | Date To | No. of Years | Date From | Date To | No. of Years | |
| | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |

Additional Information

SECTION B should be completed by a Person of Standing within the Church Community who wishes to endorse the statement overleaf and then returned to St Edward's College in the envelope provided.

Please note that if the applicant is unsuccessful, and the parent subsequently elects to make an Appeal, the parent will legally be entitled to see the comments made in this section.

Governors or Members of the Staff of St Edward's College are not eligible to endorse this form.

Section B (Please complete in BLOCK CAPITALS)

| | |
|--|--|
| Full Name of Endorser | |
| Address | |
| Telephone/Contact Number | |
| Church Community / Other | |
| Position Held | |
| Relationship to Applicant | |
| How long have you known the Applicant / Family | |
| Additional Comments / Information | |

I confirm that the details given in Section A are accurate.

Signed: _____
Parent

Signed: _____
Parent

Date: _____

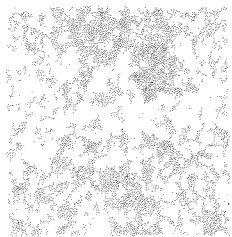
Date: _____

I confirm that the details overleaf are accurate and endorse the application.

Signed: _____
Endorser

Date: _____

If any information supplied in this application form is misleading or false or any canvassing for places is undertaken, the application will be disqualified.



ST. EDWARD'S COLLEGE

Ofsted Inspection Report

November 2005



Ofsted

St. Edward's College

Inspection report

Better
education
and care

Unique Reference Number 131320
LEA Liverpool

Inspection number 282197
Inspection dates 15-Nov-2005
Reporting inspector Garry Jones HMI

This inspection was carried out under section 5 of the Education Act 2005.

| | | | |
|-----------------------------|--------------------|--------------------|-----------------|
| Type of School | Comprehensive | School address | North Drive |
| | Language and | | Sandfield Park |
| | Performing Arts | | Liverpool |
| | College | | Merseyside |
| School category | Voluntary Aided | | L12 1LF |
| Age range of pupils | 11-18 | Telephone number | 0151 281 1999 |
| Gender of pupils | Mixed | Fax number | 0151 281 1909 |
| Number on roll | 1159 | Chair of governors | Mr. P. Quinn |
| Appropriate authority | The governing body | Headteacher | Mr. J.E. Waszek |
| Date of previous inspection | November 2000 | | |

Age group
11 - 18

Published

Reference no.
282197

Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and four additional inspectors.

Description of the school

St Edward's College is a slightly larger than average, 11-18, Roman Catholic, voluntary aided, comprehensive school in Liverpool. It is the Cathedral school of the Metropolitan Cathedral of Christ the King. It serves the city of Liverpool but draws pupils from an extremely wide catchment area. The immediate area of the school has below average levels of socio-economic deprivation and the proportion of pupils eligible for free school meals is below the national average. The pupils are predominantly white and the number of pupils from other ethnic groups is low. The school is an established specialist College for languages and for the performing arts and this has led to extensive links with the wider community.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

This is an outstanding College which provides very good value for money.

The standards and achievement of pupils are outstanding. This reflects the exceptional ethos of achievement which is well established within the College. The high quality of teaching also ensures that pupils achieve exceptionally high standards and make excellent progress. The curriculum is broad and balanced and meets the needs of students well. Despite this the College recognises the need to continually review its curriculum to ensure it meets all pupils' needs. The wide range of languages provided reflects the specialist status of the College and is an excellent feature, as is the extensive provision for music. The commitment of the College to supporting the wider community is impressive. The wide range of extra curricular opportunities available to pupils is exemplary and supports their personal development well. Outstanding care and guidance is provided for all pupils which allows them to flourish in a calm, ordered and stimulating environment. The strong positive catholic ethos supports pupils within a community of faith. The pupils thoroughly enjoy their education and make excellent progress in their personal and social development. This is reflected in their exemplary behaviour, regular attendance and positive attitudes to their work. The success of the school is linked to the excellent leadership of the Principal and the senior leadership team. This group and the staff work in close collaboration with the governing body to establish clear priorities for the future development of the College. The governing body is a powerful and experienced group that holds the College to account effectively. The College regularly completes thorough self evaluation and knows its strengths and weaknesses well. However, the grades awarded were too conservative and were raised by the inspection team from good to outstanding. There is a proven record of improvement and the school has clear capacity to improve further.

Grade: 1

Effectiveness and efficiency of the sixth form

The College judges its sixth form to be good. It is outstanding and gives very good value for money. Students enter the sixth form with above average attainment and make excellent progress to leave with very high qualifications. This is the result of the demanding teaching they receive and their own hard work and commitment. Very few students leave the sixth form once they have started and nearly all go on to higher education, including significant numbers to prestigious universities. The College goes to great lengths to care for and guide its students and offers them a curriculum which meets their needs well. Links with other schools are developing to increase the range of options available and to support provision in other schools. Leadership and management are very strong and there is a clear focus on improvement strategies to raise standards even higher. Students speak highly of the sixth form and are right to appreciate the opportunities it gives them.

Grade: 1

What the school should do to improve further

Ensure that assessment data is used consistently to raise achievement further by disseminating the best practice to all departments.

Achievement and standards

The overall standards of attainment and rates of progress are outstanding.

The attainment of pupils on entry to the College is consistently well above average. The vast majority of pupils enter the school in Year 7 having achieved higher than the expected standards in the National Curriculum end of key stage tests and many pupils achieve the highest possible grades.

During Key Stage 3 good rates of progress are achieved and the value added is significantly above the national average. Progress improved significantly in 2004. Standards in each of the core subjects were significantly above average in 2004 and a higher proportion of pupils achieved the highest grades than was found nationally, especially in mathematics.

By the end of Key Stage 4 pupils have made excellent progress. The attainment of pupils is significantly higher than is found nationally and the proportion of pupils gaining 5+ A*-C grades at GCSE has risen steadily since 2000 to reach 94% in 2004. Every student achieved a qualification and 99% achieve 5 or more grades at GCSE. The College met all of its attainment targets in 2004 and has set even more challenging targets for the future.

The small number of pupils with learning difficulties and disabilities are supported well and make good progress.

Grade: 1

Personal development and well-being

Pupils' personal development is outstanding. Their behaviour is excellent and they respond well to the friendly atmosphere within the College. They are keen to learn and work hard, taking pride in their work. It is clear from lessons and discussions with pupils that they enjoy opportunities to learn independently and this is enhanced by a wide range of clubs at lunch time and after school. Pupils report feeling safe in the College and that bullying is very rare. An exceptional range of extra-curricular activities and effective personal, social and citizenship education help promote pupils' personal development. The school goes to great lengths to ensure pupils are taught how to develop a healthy and safe life style.

As a community of faith the school pays very close attention to pupils' spiritual, moral, social and cultural development and this is a strength of the school. An outstanding example of a spiritual occasion was a remembrance assembly held during the inspection.

Pupils of all ages explained that they offer ideas about many aspect of school life because they know that their views will be taken seriously. There is a high level of involvement in the school and wider community, examples include the College council, involvement in charitable work, musical performances and pupils leading activities such as the CAFOD family fast Day.

Attendance is well above the national average and there is no unauthorised absence.

Grade: 1

Quality of provision

Teaching and learning

Teaching and learning are outstanding overall. Staff have a high level of subject knowledge and well-honed class management skills. Their positive relationships with pupils underpin high quality work in class and impressive external examination results.

Teachers plan lessons effectively, setting clear, and challenging learning objectives which they usually discuss and summarise with pupils. The best lessons are carefully planned with clear presentations, followed by intensive, carefully supported independent, paired or group work. Pupils and students have impressive powers of concentration, so time in these demanding lessons is used intensively. Learners respond with enthusiasm to stimulating teaching and exciting tasks requiring independent or collaborative effort. They make valuable contributions and sensibly seek assistance where required. Where lessons are formally conducted, with prolonged teacher input, the lively responses and buoyant attitudes of pupils often add sparkle and variety to the learning.

Learning is particularly supported by continuous assessment, where progress is tracked and many teachers set pupil precise individual targets. Teachers are increasingly realising the importance of this valuable aid to achievement. However, some teachers confine their use of targets to preparing for external examination work. Pupils and students with learning difficulties and/or are well integrated and monitored, so they make good progress.

Many teachers make very effective use of computers and interactive whiteboards; and all use conventional resources to good effect. Teachers make substantial and valuable use of homework to extend learning.

Grade: 1

Curriculum and other activities

The curriculum is outstanding. The College meets the needs of all pupils well by providing a very broad but balanced curriculum. The specialist status of the College results in an emphasis on languages with pupils studying two languages in Key Stage 3 and some gifted linguists studying three. While the performing arts specialism is reflected in the inclusion of dance and drama in the curriculum. There is a broad range of subjects available to pupils in Key Stage 4.

Pupils have good access to work related education and there are many opportunities in Year 10 and 11 to explore work opportunities for the future. There is a wide range of advanced level GCE courses available in the sixth form including some applied courses. Sixth form students also study short enrichment courses which include information and communication technology and a language such as Arabic, Portuguese or Mandarin. The College is collaborating with local high schools to enable sixth form pupils to access a range of subjects tailored to their individual needs, for example, in business studies or food technology. In turn students from local high schools can access courses at the College in languages and music.

There is an extensive range of extra curricular activities which include a particular focus on music. These take place before school, at lunchtimes, after school and at weekends, and include activities such as rugby, chorister training, public speaking and drama. The activities are highly praised by pupils; they enjoy them and their achievements are boosted by their participation. In addition pupils have many opportunities to make residential trips to many areas of the world.

Grade: 1

Care, guidance and support

The care, guidance and support of the pupils are outstanding. Every individual is treated with respect and dignity; in this school every pupil matters. Staff know pupils very well. The school counsellor provides help for those pupils who have personal or family problems arising from every day life in College or at home. This together with the pastoral system ensures that there are plenty of opportunities for pupils to access a trusted adult if they wish. Pupils feel that the school provides a safe and supportive environment for learning. Child protection requirements and health and safety procedures are firmly established and understood by staff.

Arrangements for new pupils moving from primary school to Year 7 ensure they are well prepared for the change. Pupils speak highly of the induction process. Older pupils receive appropriate advice when choosing options and making career choices. Learning support assistants are used very effectively to support vulnerable pupils, those with additional learning difficulties and those in public care and their progress is tracked. The school actively promotes social inclusion and positively combats bullying; this is very well supported through discussions with pupils. Links with parents, carers and outside agencies, such as Connexions and the education welfare service are very effective. Pupils' achievements are celebrated thoughtfully and there are regular parents' evening and meetings. Pupils' views are gathered and acted upon. They are well represented through the College Council. Attendance is well above national averages. However, there are instances of pupils' absent from school whose whereabouts are not immediately accounted for. The school is aware of this and is dealing with the problem.

Grade: 1

Leadership and management

The overall quality of leadership and management is outstanding. The Principal and his leadership team work closely with the governing body and senior staff to establish clear priorities for the continued development of the College.

There is a strong commitment from all staff to the Christian ethos and to further improve the quality of provision in the College and all staff give willingly of their time to support its aims.

The College has well established processes in place to review the performance of faculties and to support their planning for improvement. This twice yearly review informs the College leadership team when identifying whole College priorities for improvement. This process results in a detailed improvement plan but this is undergoing review to provide a more concise plan for overall improvement. However, the College has yet to establish sufficiently precise success criteria to fully evaluate the impact of all initiatives. There are detailed systems in place to monitor and evaluate the quality of teaching within the College. This links closely to a well established performance management system and reflects a clear commitment to further improve the quality of teaching in the College. There is a well developed programme of staff development in place.

The self evaluation of the College is a comprehensive review which accurately identifies strengths and weaknesses. The College has surveyed the views of pupils, parents and staff to inform the process. However, judgements were too conservative and the inspection team raised the grades for all sections from good to outstanding.

The governing body is an effective group under the leadership of an experienced chair who is well aware of the strengths and areas for development of the College. There is a well established system of committees to review progress and these effectively challenge the leadership of the school to improve further.

The school is extremely well financed with significant additional funding through parental support and fund raising activities. This is used effectively to provide an extremely high level of facilities and the school provides very good value for money.

Grade: 1

Inspection judgements

| | | |
|---|-----------------------|--------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate. | School Overall | 16-19 |
|---|-----------------------|--------------|

Overall effectiveness

| | | |
|--|------------|------------|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 | 1 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | 1 |
| The quality and standards in the Foundation Stage | N/A | |
| The effectiveness of the school's self-evaluation | 2 | 2 |
| The capacity to make any necessary improvements | Yes | Yes |
| Effective steps have been taken to promote improvement since the last inspection | Yes | Yes |

Achievement and standards

| | | |
|--|----------|----------|
| How well do learners achieve? | 1 | 1 |
| The <i>standards</i> ¹ reached by learners | 1 | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | 1 |
| How well learners with learning difficulties and/or disabilities make progress | 2 | |

Personal development and well-being

| | | |
|---|----------|----------|
| How good is the overall personal development and well-being of the learners? | 1 | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 | |
| The behaviour of learners | 1 | |
| The attendance of learners | 1 | |
| How well learners enjoy their education | 1 | |
| The extent to which learners adopt safe practices | 1 | |
| The extent to which learners adopt healthy lifestyles | 1 | |
| The extent to which learners make a positive contribution to the community | 1 | |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | |

The quality of provision

| | | |
|--|----------|----------|
| How effective are teaching and learning in meeting the full range of learners' needs? | 1 | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 | 1 |
| How well are learners cared for, guided and supported? | 1 | 1 |

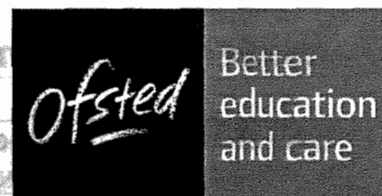
¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Leadership and management

| | | |
|--|------------|------------|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 | |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | |
| How effectively and efficiently resources are deployed to achieve value for money | 1 | |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | Yes |
| Does this school require special measures? | No | |
| Does this school require a notice to improve? | No | |

| | |
|---|------------|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe. | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form | Yes |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | Yes |

Suite 22 WL Investment Centre
 T 01695 566930
 F 01695 729320
 Maple View
 www.ofsted.gov.uk
 Skelmersdale WN8 9TG



St. Edward's College
 North Drive
 Sandfields Park
 Liverpool
 Merseyside
 L12 1LF

17 November 2005

Dear Pupils

Thank you for welcoming us to your College. We thoroughly enjoyed the opportunity to talk with you about your work and interests and to listen to your views on your College. We judged your College to be outstanding and recognise that you help to make it successful.

What we liked most about your College

- Your excellent behaviour and positive approach in lessons.
- The outstanding progress you make in learning and the very high standards you achieve.
- The excellent leadership of the Principal and his colleagues.
- The high quality of almost all the teaching.
- The outstanding care, guidance and support provided for you.
- The range of courses that you can study including the six languages.
- The exceptionally wide range of activities at lunchtime, after school and at other times.
- The high quality of music in the College.

What we have asked your College to do now

- Ensure that all your teachers use information on your performance effectively to help you to improve your achievement even further.

Keep up your excellent behaviour and your enthusiasm for learning.

Best wishes for the future

Garry Jones HMI