



ST. PHILIP HOWARD

CATHOLIC VOLUNTARY ACADEMY

#TeamSPH

Head, Heart, Hands
Together on the success Journey



St Ralph
Sherwin
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY

has been rated **GOOD**
in all areas by Ofsted

Prospectus





**St Ralph
Sherwin**
Catholic Multi Academy Trust

At the Heart of the Community

Our trust exists to serve all 25 Catholic schools within our family, ensuring that every child benefits from an outstanding Catholic education. Our mission statement, 'growing in faith, serving in love, transforming our world, together in Christ' permeates all that we do and this can be witnessed each and every day in our schools.

As a family of Catholic schools, we see every child as being created in the likeness of God with a mission to make the world a better place. We are committed to offering every child the very best education possible, but also, we know that an outstanding Catholic education is about instilling in every one of our pupils a deep sense of love and service to others.

As parents and carers, you can be assured that we will care for your children as if they were our own, and that we will shape and challenge them to go out and transform the world. Our Catholic mission is to serve all families in our communities; of course, we have a deep familial connection with our Catholic families but we also welcome, with warm hearts and open arms, children from different faiths and children of no faith.

We believe in the gift and dignity of every life and it would be an honour to serve all children in our communities. At the heart of Catholic education is a deep Christ-like love for each and every person, child or adult, who learns or works in our schools. This is the foundation of all that we do. In contrast to some other education trusts, we do not 'brand' our schools.

We believe in the leadership of our Headteachers and empower them to create outstanding Catholic schools that best meet the needs of their communities. As a result, our schools are deeply rooted in their communities to ensure that you, as parents and carers, feel a deep connection to your child's school. Our virtues are, 'trust, togetherness and kindness.' I hope that you will see and experience this when you visit St Philip Howard.

Lisa Waltons CEO







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“ Pupils are part of a vibrant school community built on the ethos of togetherness and care. They are kept safe by staff who know them well. ”

– Ofsted, January 2026

Welcome from the Headteacher



Mr Kays
Headteacher



Mrs Ganderton Burns
Deputy Head



Mrs Kernohan
Assistant Headteacher



Ms Neves
Associate Assistant Headteacher

St Philip Howard Catholic Voluntary Academy is an exciting place to be. We are proud of the achievements we have made since becoming an Academy and at all times strive to provide an excellent education for the pupils in our care. We work closely with all stakeholders to ensure that SPH is an inclusive and welcoming community.

St Philip Howard CVA is a 'Good' School situated in the heart of the Glossop community

Hopefully, this prospectus will provide you with a taster of what life is like at SPH.

In addition, if you would like a tour of the school then please contact us where we will be happy to accommodate your request.

Best wishes,

Mr Kays
Head Teacher

Our School Day

Pattern of the School Day

8.40 Arrive at school

- Year 7 – St Mary's Road Entrance
- Year 8 – St Mary's Road Entrance
- Year 9 – Sunlaws Street Entrance
- Year 10 – Sunlaws Street Entrance
- Year 11 – St Mary's Road Entrance

8.40 Registration

9.00 Period 1

10.00 Period 2

11:00–11:25 Break

11:25–12:25 Period 3

12.25–13.25 Period 4

13.25–14:10 Lunch

14.10–15.10 Period 5



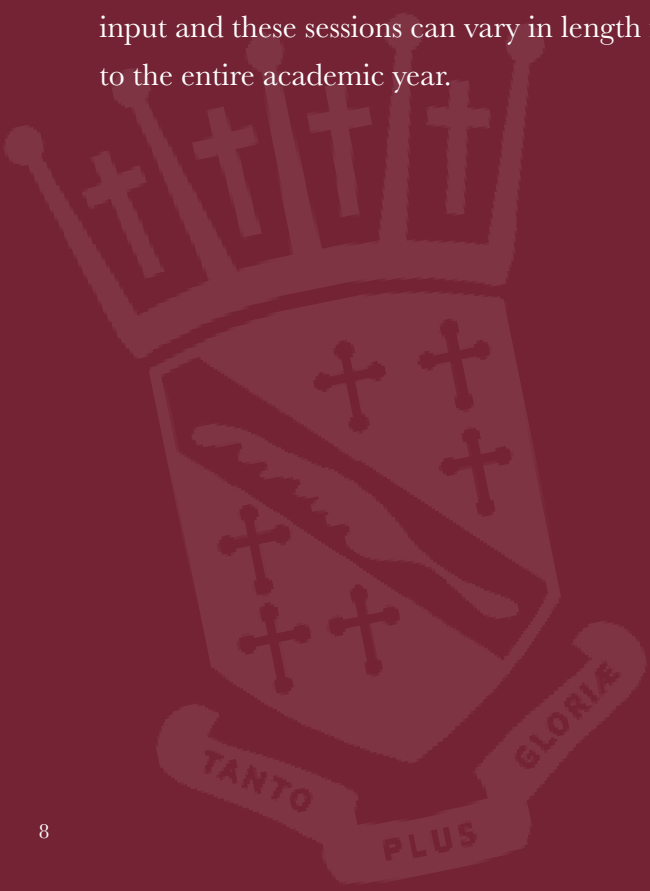


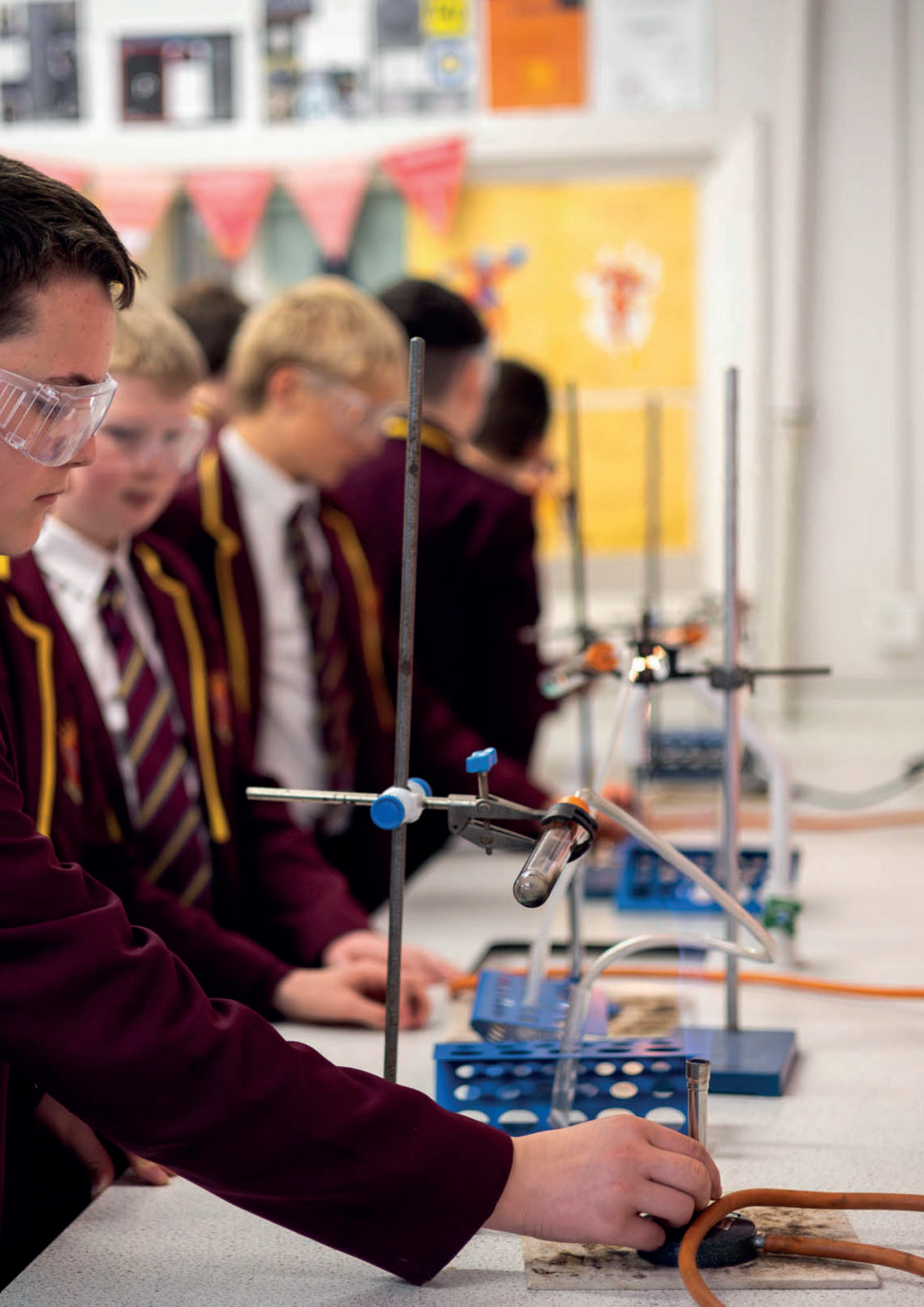
The SPH Curriculum

St Philip Howard Catholic Voluntary Academy operates a wide-ranging and well balanced curriculum that has been especially tailored to reflect the individual learning styles, interests, aspirations and abilities of students.

The range of learning on offer encompasses the classic academic subjects, as well as the Arts, and utilises both GCSE and BTEC courses. This broad spectrum of options helps ensure that every child has the learning opportunity to reach their full personal potential within a happy, positive learning environment.

We operate a two week timetable and each school week comprises of 25 one hour lessons. We also operate specific targeted intervention groups for students who require extra input and these sessions can vary in length from a few weeks to the entire academic year.





“Pupils show pride
in their work and
are motivated
to succeed.”

– Ofsted, January 2026



Key Stage 3

Years 7,8 and 9 are termed 'Key Stage 3'. St Philip Howard students study a wide range of subjects within KS3, including Religious Education, Maths, English, Science, Music, Art, Physical Education, Geography, History, Computer Science, Spanish, Food Technology, Design Technology, Drama and French.

In Year 8 & 9 students are grouped into ability with additional support provided for those who are identified as having special educational needs, while in year 7 pupils are taught in their form group. Where a student's SAT scores have been identified as below National Average for Maths and English at Key Stage 2, additional literacy and numeracy lessons are provided.

Key Stage 4

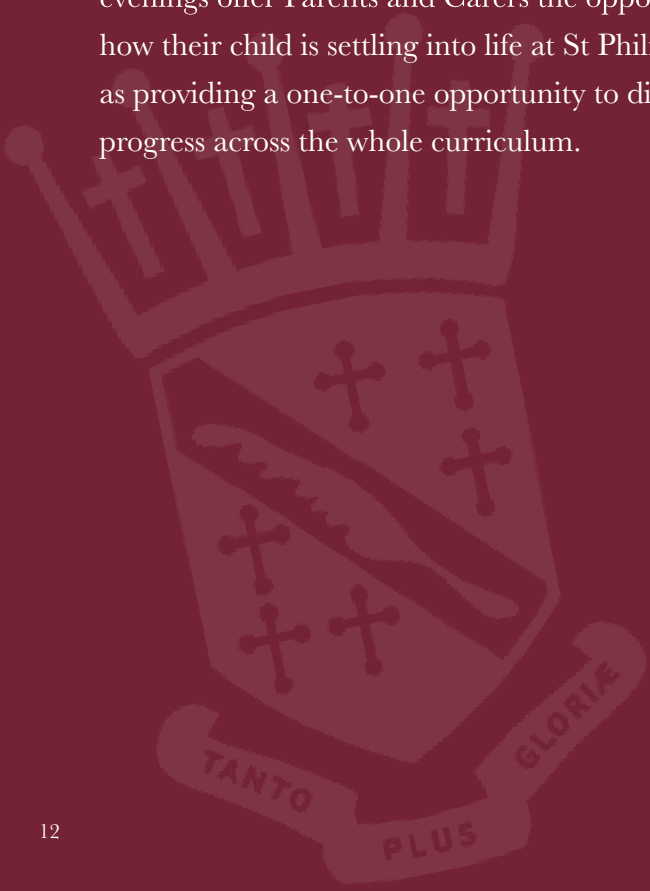
Years 10 and 11 are termed 'Key Stage 4'. The Academy provides a broad spectrum of subjects reflecting the wide range of personal interests, aspirations and needs of our students. However, all students study a common core of Religious Education, English, Maths and Combined or Triple Science, as well as participating in core PE.

During Year 9, the pupils will choose 3 subjects to specialize in along with the core subjects. This allows for them to tailor their curriculum to their own interests.

Our wide range of courses includes GCSEs in English, Maths, Double and Triple Science, Geography, History, Spanish, French, RE, Art & Design, Engineering, PE and Food Preparation & Nutrition. SPH also provides a number of vocational BTEC courses: Sport, Health and Social Care, and Performing Arts. The curriculum on offer to our pupils is reviewed each academic year.

Assessment & Reporting

Pupil performance, attitude to learning and well-being are monitored regularly through formal and informal assessment, as well as through professional observations by all Staff within the Academy. In Years 7, 8 & 9, Parents receive an 'Academic Progress Review' three times a year. This provides a clear picture of their child's progress against curriculum expectations for their phase in each subject area. In Years 10 and 11, Parents also receive an 'Academic Review' three times a year giving a clear picture of progress against their Key Stage 4 targets for each subject. This comprehensive progress reporting is complemented by Parent Evenings and Parent Information Evenings which are held twice a year in Year 7 and 11, and once a year in other Year Groups. These evenings offer Parents and Carers the opportunity to find out how their child is settling into life at St Philip Howard, as well as providing a one-to-one opportunity to discuss academic progress across the whole curriculum.





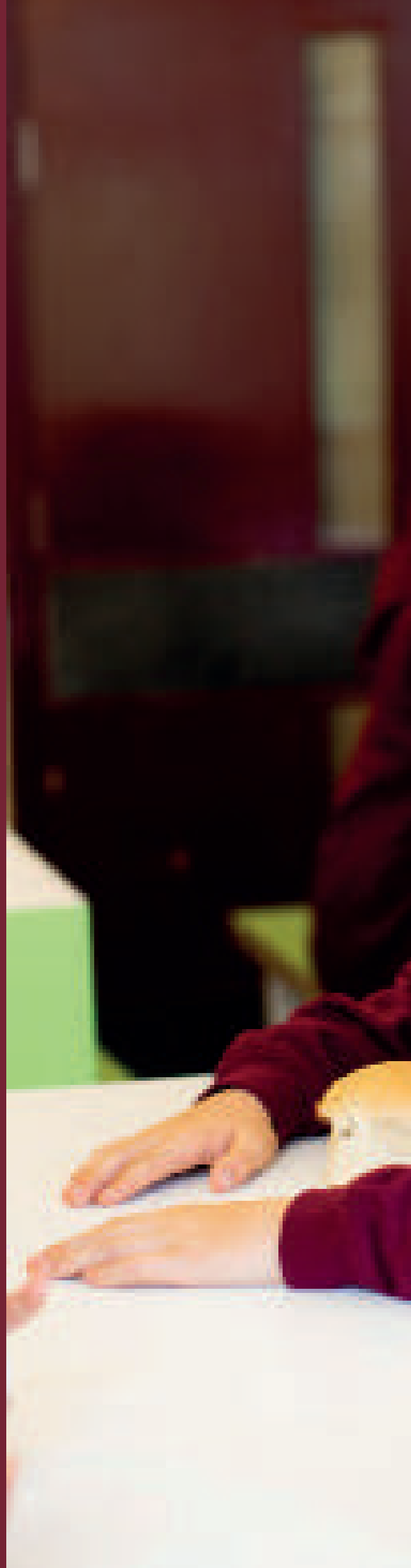
Our Pastoral Care

At St Philip Howard the Head Teacher is assisted in the planning and delivery of effective pastoral care by an experienced team comprising of the Senior Leadership Team, Pastoral Managers, Family Support Manager, Family Support Officer, Pupil Support Officer, the individual Heads of Year, SENCO and the Form Tutors.

The Form Tutors represent the primary point of contact at the Academy and will respond to the majority of questions or concerns that may arise. For more serious issues, the Head of Year will support you and your child, both in terms of their academic progress and for any significant pastoral issues that may arise. You can contact your child's Form Tutor or Head of Year by phone, email, letter or by adding a note in your child's planner.

The Pastoral staff should be kept informed about illness, absence or any change in home circumstances to enable them to pinpoint any need for additional support. From time to time the school will text or email parents with important information and therefore mobile phone numbers and email addresses should always be updated with the Academy.

Each Tutor Group will be assigned to one of the Academy's 'Houses'; Champion, Clitheroe, Fisher, and Southwell, and will participate in Year Group assemblies and inter-house events within these groupings, strengthening the links with, and working with all members of the wider Academy community. Each Form will undertake a wide variety of House competitions throughout the year, and in particular inter-house competitions. Pupils can earn House Points, which not only attract personal recognition through the awarding of Credits and the like, but also contribute towards each House's total points for the year.







“ Leaders and governors engage positively with parents, carers and the wider community. ”

– Ofsted, January 2026

“ They describe the school as a 'family' and 'welcoming', where everyone works together. ”

– Ofsted, January 2026

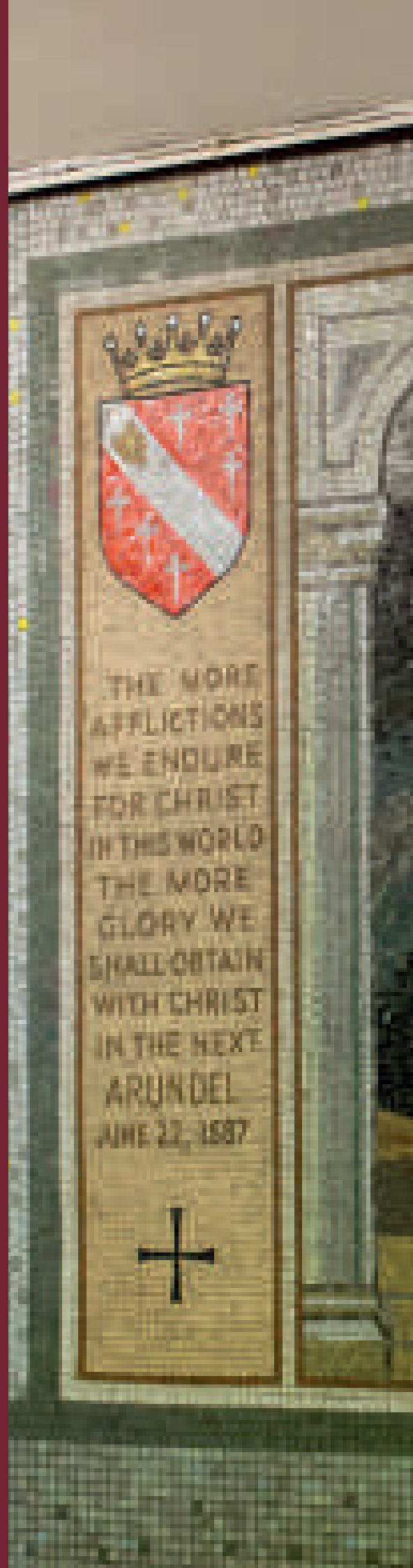
Form Time

Each student spends at least 15 minutes of every morning with their Form and Form Tutor. They engage in a variety of structured activities during this dedicated Form Time, including daily 'Uniform and Equipment' check which helps ensure the highest of personal standards are maintained. An act of collective worship also takes place during this period and student also takes part in an assembly at least once a week. There is a formal structure to form time, with activities ranging from quizzes to silent reading. It is also important therefore that they come equipped with a suitable reading book. This then allows the Form Tutor to focus on the tracking and monitoring of individual student's academic progress through personal meetings, supporting the work of the Head of Year. It is very important that every child is on time and present at every Form Period, as it is here that their daily attendance is officially registered and where they are given important messages and/or letters for parents or carers.



Religion at St Philip Howard

The school holds an act of collective worship every day, either as a Form Group or within a larger Assembly. The academy celebrates Mass and regularly comes together for liturgies to celebrate occasions throughout the school year. Every St Philip Howard student participates in Religious Education consisting of five lessons over two weeks.





“Beyond lessons, pupils benefit from a wide range of opportunities that help them thrive. They take part in sports teams, drama productions and a range of clubs that build teamwork and communication skills.”

– Ofsted, January 2026



Religious Education

Collective worship is an essential part of the school day at SPH where all Students are expected to take part. The school holds an act of collective worship every day, either as a Form Group or within a larger Assembly. The academy celebrates Mass and regularly comes together to celebrate feasts or liturgical celebrations, as well as historical or contextual events that are important throughout the school year. Pupils are regularly involved with and lead activities which promote the school's ethos within school and the wider community. All Students attend, take part in and lead collective worship and time is given for Students to reflect, grow and develop through Form Assemblies, whole school Weekly Reflections, Liturgies, Masses and Pilgrimages. Every St Philip Howard Student studies Religious Education where they receive five lessons over two weeks. This Core Subject is taught right from Year 7 through to Year 11 and Students work towards achieving a GCSE in this Subject at the end of Year 11.

The Catholic Life and Ethos of the School

The Catholic Life and ethos of the school are integral to Students' development and the clear mission of SPH is understood and shared by all. We have fully embedded our motto '#TeamSPH – Head, Heart, Hands together on the success journey into all aspects of school life.

As a result, 'Pupils are proud to attend this school' and believe there is a '...strong sense of community at all levels' (OFSTED 2021). Pupils embrace the distinctive Catholic identity and are fully aware and contribute to living this out in their 'Daily Journey' at St Philip Howard. All Staff promote and celebrate living out the gospel values (Courage, Justice, Peace, Love, Gratitude, Generosity, Forgiveness, Hope, Trust, Compassion, Responsibility and Service) and this supports all Students to develop personally, emotionally and spiritually.

As a result, Pupils have a deep experience of belonging and enthusiastically embrace the demands that membership of the SPH community entails. This begins before Students join SPH through the thorough and inspiring Transition programme which enables SPH to be a hub for the community. Students welcome visitors of other faiths/ backgrounds and ask insightful questions, showing their 'Respect for all' and celebration of Students' individual FLORIC skills (Faith, Leadership, Organisation, Resilience, Initiative and Communication) and, as such engage in many events to support local, national or international charities and help support others in the local community.

SEN Department

We are a strong caring team who pride ourselves on ensuring pupils are well supported, happy and achieve their potential. The aim of the department is to ensure the inclusion of all children, irrespective of need, into a mainstream educational setting. It also enables all young people to access the curriculum and to achieve their potential.







The department offers:

- Specialist Teaching Assistants.
- Standardised ability and attainment assessments to establish literacy and numeracy skills and to inform provision.
- Small group interventions.
- Emotional Literacy sessions.
- Speech and Lanuage, touch typing small groups.
- Siena Centre where vulnerable students, or those recovering from illnesses can be nurtured and cared for as they are integrated back into school on a full time basis
- Accelerated Reading Scheme including sessions with Volunteer readers.
- Key Workers.

- SEN Pupil Passport.
- In-house assessments by the SENCO who is a member of the British Psychological Society and holds a Certificate in Competency in Educational Testing.
- Additional induction sessions, for vulnerable pupils in Year 6, over and above those organised by the Head of Year 7. This allows for a smooth transition into Year 7
- A caring, nurturing environment at break and lunch times.
- Homework club.

We work closely with outside agencies such as Educational Psychologists, Healthy Young Minds (CAMHS), EWO, Youth Team, Speech and Language therapists, family resource workers etc. to ensure we have relevant expertise available to assist all our students.

“ Relationships between
pupils and staff are highly
respectful. ”

– Ofsted, January 2026

Teaching & Learning

At SPH, we believe it is our duty to provide a safe, caring, supportive and challenging environment in which Students can demonstrate their 'God-given talents' and realise their full potential. We believe that our students should be given the opportunity to take responsibility for their own learning; be encouraged to embrace a 'growth mind-set' and learn to recognise that 'mistakes' are an intrinsic part of becoming a better learner.

High quality Teaching and Learning is at the heart of our whole curriculum and our outstanding team of Teaching and Support Staff provide high-quality learning opportunities for each and every student in our care.

At St Philip Howard Catholic Voluntary Academy, we place children at the centre of their own learning experience and place great emphasis on nurturing valuable life skills and attitudes such as resilience, articulation and collaboration so that they become highly ambitious, metacognitive, lifelong learners.

We promise to you that we will:

- Welcome each individual into an inclusive environment where the learning needs of every individual are recognised and supported.
- Provide a broad, creative and high-quality curriculum that gives all of our students the opportunity to become independent learners who take responsibility for their learning.
- Create an excellent learning environment which motivates, appreciates and celebrates effort and achievement.
- Challenge learners to be aspirational by ensuring learning is enjoyable.
- Nurture every learner to experience success.







Homework

The purpose of homework is to:

- Engage Students' in the background knowledge required for a topic before deeper study.
- Manage life skills such as time management and organisation.
- Consolidate knowledge and understanding.
- Extend learning beyond the classroom, for instance through additional reading and research.
- Help develop the confidence, motivation and skills required for independent learning.
- Develop positive and sustainable study habits, reflection and self-evaluation.

Homework must be completed regularly in order to have a positive impact on Students' retention of knowledge or progress.

The Frequency and duration of homework:

For each year group, Homework is set regularly by Class Teachers using the Student Planner and VLE. However, some variation may occur during the course of the school year due to examinations and educational visits etc. Core Homework will incorporate a combination of online revisiting of key knowledge and extended tasks to practice the application of skills.

It will be set as follows:

- Homework nuggets/ courses on 'Century'. (Weekly)
- Longer pieces of written Homework on the VLE. (Every fortnight).

*Other subjects will be set and marked on the VLE/ in books.

Homework helps to develop a positive attitude to study and forms an important part of The SPH Learning Journey. Homework is set once a week and the expected time spent on this is as follows:

- Year 7 & 8 - each Homework piece will be between 20-40 minutes.
- Year 9 - each Homework piece will be between 30-50 minutes.
- Year 10 & 11 - each Homework piece will be between 30-60 minutes.

Every student has a planner which must be kept up-to-date. We ask parents to check and sign this every week to let us know they are aware of the work to be done.

Parents can also access the VLE to check what Homework has been set for their child. It is also important that Students are able to do their Homework in a quiet environment that is conducive to study. Whether used for homework or classwork, books should be well looked-after, free of graffiti and kept solely for the purpose they were given and used to evidence learning over time.

“

Pupils are encouraged
to become leaders
and contribute to
school life.

The student leadership
team is highly respected
and purposeful.

”

– Ofsted, January 2026

Rewards & Sanctions

It is of great importance to us that we reward our pupils as frequently as possible. Each term, pupils have the opportunity to earn a place on the termly reward trip. These trips are regularly reviewed and varied to provide as many exciting experiences for our pupils as possible. Recent trips have included: Trafford Centre, St George's Park, Inflatation, Dino Golf, theatre visits, cinema, Alton Towers, Chester Zoo, Blackpool Pleasure Beach, Sea Life, Lazer Quest, Paintballing, Chatsworth House and many more.





Praise and Rewards

At St Philip Howard we feel it is very important to recognise and praise effort, hard work and personal success. If a student has done a particularly good piece of work or has shown great improvement in their work an official Credit is often awarded. Credits may also be awarded if a student has been a good ambassador for the Academy or has shown their care and support to others through an act of kindness.

Credits Criteria:

- Outstanding work
- Representing the Academy at an event.
- A full week's attendance.
- A good, positive contribution to class discussion.
- Improvement in personal effort or attitude.
- Good group work.
- Excellent effort.
- Assessment on target.

In addition to the Academy's well-proven Credit system, further rewards for students' positive behaviour may include:

- Verbal Praise.
- Praise Postcards being posted home.
- Credits from Head of Year.
- Extra responsibility.
- Year 11 students' receive an invitation to the Prom
- A note added in a student's in Planner or Workbooks.
- Congratulatory phone calls or letters home from staff.
- The prestigious Head of Year and SLT Awards.
- Reward Trip(s).

We believe that students achieve success through constant encouragement and well deserved praise. As a parent or carer of a child who is doing their best, you may receive a number of special Praise Postcards by post throughout the year. They may be sent by any member of staff at any time just to let you know that you can be proud of how well your child is doing. The Academy can only function successfully in an atmosphere of trust, mutual understanding and good order. We expect the highest standards from our students and encourage them to be self-disciplined at all times. Pupils should respect others and the environment in which they work and learn.

We would like to stress that St Philip Howard 'belongs' to us all'; that means **YOU**, your **CHILD** and **THE COMMUNITY**; and we ask for everyone's co-operation in making it a happy and safe place. The Academy has a minimal number of core rules on discipline and behaviour. We feel that our Code of Conduct ensures the smooth running of the Academy and fosters good working relations between staff and students. Students are a representation of the Academy at all times when they are dressed in St Philip Howard Uniform. They are therefore reminded that the Rewards and Sanctions policy applies **BEFORE**, **DURING** and **AFTER** Academy hours whilst they are in uniform.

The Code of Conduct

The Code of Conduct ensures that students have clear guidelines as to what is expected of them. **IF** a student fails to exercise self-control or self-discipline in their conduct towards others then they are disciplined. Needless to say, we expect parents' full support in all disciplinary matters.

Levels of Behaviour

- Level 1: Pupils who break Academy rules on punctuality, uniform and appearance, behaviour or use of facilities will be dealt with by either Subject Teacher or their Form Tutor in the first instance.
- Level 2: For more serious matters, students are referred to the relevant Heads of Departments or their Head of Year.
- Level 3: There may be occasions when behaviour is serious enough to necessitate the referral to an Assistant Headteacher, or the Head Teacher himself. These incidents may result in temporary or permanent exclusion, and where a criminal act has occurred the Police may become involved.

Sanctions

Parents are advised that, as part of our Code of Conduct and Behaviour Policy, the Academy has the legal authority to issue after-school detentions to students. In cases where a student is issued a detention for ten minutes or less, the Academy is not obliged to inform their parents or carers beforehand.

Where an after-school detention exceeds ten minutes, the Academy will ensure that at least 24 hours' notice is provided. It should be noted that under education law, the Academy is required to inform the parents or carers of a detention, but does not need to gain their permission to keep a child in detention.

The Academy also operates the Emmaus Centre. This special sanction may be employed as a preventative measure to avoid imposing a fixed-term exclusion. Students who undergo this sanction will work in the Emmaus Centre for a set period of time under close supervision and their parents or carers will be notified by phone call and letter of this preventative step.

Should a behaviour issue be serious enough, after careful consideration the Head Teacher may decide to issue a fixed term, or even permanent exclusion. Exclusion from the Academy is used as a last resort when other sanctions have failed, or in direct response to a single, particularly serious incident. Such exclusion orders are carried out in line with the Department for Education guidance.

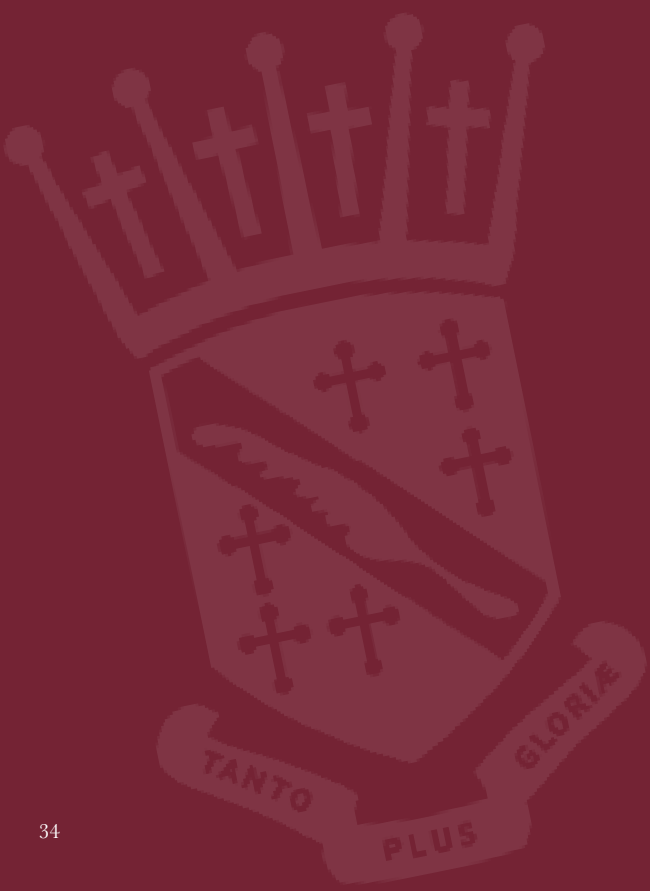
On completion of an exclusion period, a re-integration meeting will take place upon a child's return to school. This meeting will usually involve a Head of Year, Associate Assistant Headteachers, Deputy Headteachers and/or the Head Teacher herself. Parents or carers are also expected to be in attendance.

Occasionally an incident will result in the need to interview students, a written statement clarifying their involvement will often also be required. At such times, and in accordance with current national practice, we reserve the right to interview students **WITHOUT** prior parental permission, although we **DO** seek to inform parents at the earliest opportunity.

“ Pupils act as wellbeing ambassadors, sports captains and mentors for younger pupils. These roles develop their confidence and responsibility, preparing pupils to play an active part in society. ”

Our Uniform Expectation

At SPH we believe that high standards of uniform foster higher expectations. Our uniform is a big part of our identity and you will notice our children wear it with pride across both the school and wider Glossop community.







Girls' Uniform

Skirts should be of a 'reasonable' length and girls' trousers should be of a smart, tailored design and must be of a fit that allows blouses to be properly tucked in. Leggings and close fitted trousers are NOT acceptable. All students should wear black shoes of plain, traditional design. Trainers may only be worn for PE.

- Maroon Blazer with school crest.
- Plain white school shirt and approved school tie.
- Maroon V-neck jumper with the school crest. Year 11 students wear a black V-neck jumper with the school crest.
- Black skirt, no more than two inches above the knee line, or tailored Trousers; not jeans, cords, ski pants, bootleg trousers, leggings etc.
- 'Sensible' black shoes with no obvious logos.
- Black tights or Socks.

Boys' Uniform

- Maroon Blazer with the school crest.
- Plain white shirt with approved school tie.
- Maroon V-neck jumper with the school crest. Year 11 students wear a black V-neck jumper with the school crest.
- Black trousers; not jeans, cords, sweat pants etc.
- 'Sensible' black shoes with no obvious logos.
- Black socks.
- Black Tailored shorts

PE Kit

Students are to bring PE kit in a separate bag for days when they have timetabled lessons of PE or an extra-curricular sports club. Students have designated changing rooms in the PE Department.

- White approved Polo Shirt with school crest.
- Plain black PE shorts.
- Trainers or plimsolls.
- Black socks.
- Optional approved sweatshirt with school crest.

Hair & Makeup

Pupils are expected to wear hair in a neat and acceptable style. Hair must be of one colour, natural in appearance. Hair styles judged to be extreme by the Head Teacher are not permitted. Make up, including coloured nail varnish, lip gloss and fake tan, is not to be worn. Hair fashion accessories are also not to be worn. False nails and other beauty accessories are not acceptable. If hair bands are worn they should be black only. Pupils who do not conform to the Academy's uniform and appearance policy will be sanctioned in line with our behaviour policy.

Mobile Phones

We strongly advise students not to bring mobile devices, including tablets, laptops, headphones, air pods and mobile phones into the Academy. If a student chooses to bring one of these devices into the school, it must not be visible during class. We do not take any responsibility for loss of or damage to mobile devices whilst on school premises.

We do recognise that some parents may wish their child to have a mobile device with them as they travel to and from school. However, all mobile devices must be switched OFF and put away whilst on the premises.

If a student is seen using their mobile device whilst on the premises, it WILL be confiscated by staff and will be retained for collection by a parent or carer from the Visitors' Reception. Please see the Behaviour Policy for our staged approach to mobile phone sanctions. We accept no responsibility for the loss or damage of these items whilst in the Academy's possession. Should you need to contact your child in an emergency, please use the main Academy number, 01457 853611.

Jewellery and Valuables

The general policy is that no jewellery is to be worn. A watch and ONE small stud in each earlobe are the only items of jewellery permissible at St Philip Howard.

Whilst every effort is made to protect personal property, the Academy does not accept any responsibility for the loss or damage of possessions, money or valuables brought onto the school site.

Substantial amounts of money or items of value; including personal audio equipment like MP3 players, iPods and electronic games or jewellery; should not be brought into the Academy. If spotted, these items WILL be confiscated by staff and retained for collection by a parent or carer from the Visitors' Reception. We accept no responsibility for loss or damage of these items whilst in the Academy's possession.

Important Insurance Notice

St Philip Howard cannot accept financial responsibility for the loss or damage of any persons possession, including equipment, bags and clothing whilst in school.

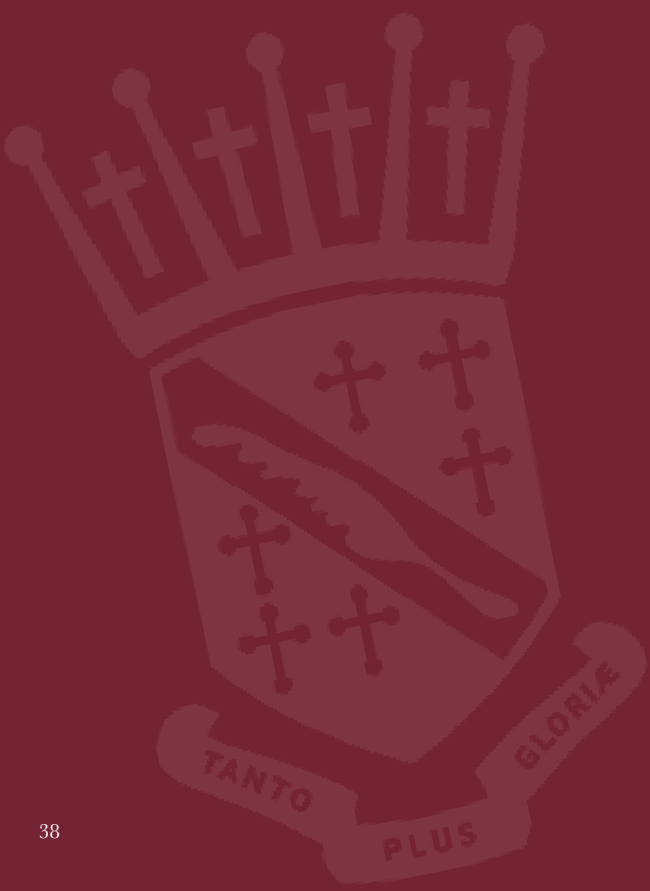
We strongly recommend that parents and carers make their own arrangements for insurance of bags, clothing, watches, mobile devices, pens, bicycles and similar items that may be brought onto the school premises. This can usually be very easily done by adding it as an extension to your home insurance.

Please do not allow your child to bring anything expensive or of particular sentimental value into the Academy as the school can take no responsibility for its loss or damage. Pupils should report anything missing to staff immediately.

“Trips, such as the Barcelona visit in Year 10 and the Kenya expedition, broaden pupils' horizons and teach them resilience and empathy. Leaders make sure that disadvantaged pupils and those with SEND can join in.”

Attendance & Absence

It is vital that your child attends school regularly and that they arrive on-time. Missing valuable lesson time may well result in them falling behind. Employers also place great emphasis on consistent attendance and good punctuality and these will be mentioned in each student's Termly Academic Review. Therefore, we do not authorize holidays in term time.





Absence

Children of a school age who are registered at a school must attend school regularly BY LAW. It is vital that your child aims for 100% attendance. Absence should be kept to an absolute minimum.

If your child is ill and unable to attend, please contact the Academy by telephone as soon as possible prior to 8.45am on the day in question. When your child returns they **MUST** have a written signed note from you explaining the cause of the absence. This should be handed to their Form Tutor who will keep it on file.

When your child is absent please encourage them to catch up with any work they may have missed. Should your child need to be absent for a long period, the Academy must be notified so work can be provided. It is also important that they attempt to catch up on the work missed during this time.

Unless the Academy has already been notified, on the first morning of absence, parents will receive a first day of absence email or call requesting a reason for absence.

'Truancy' from school or failure to provide an acceptable reason for absence will result in the Academy coding the absence as 'unauthorised'. This in turn could lead to the issue of penalty notices. The Academy will provide you with regular updated records of your child's attendance, and will let you know if we are concerned your child's attendance.

Holidays During Term Time

Due to changes in the law, with effect from September 2013 parents and carers **DO NOT** have the 'right' to take their child out of school without prior permission. Leave of absence for a family holiday is no longer allowed and is likely to result in a Penalty Notice fine.

Department for Education Guidance to schools states 'Head Teachers should **NOT** grant leave of absence, unless in exceptional circumstances'.

Requests for leave of absence should be submitted well in advance, in writing to the Head Teacher using the Leave of Absence form, detailing the exceptional circumstances leading to the request. All leave of absence forms will be carefully considered by the Assistant Headteacher and Head Teacher.

It should be noted that cheaper term-time holiday deals and parents or carers' own work-related holiday patterns are **NOT** acceptable as 'exceptional' circumstances.

A leave of absence is granted entirely at the Head Teacher's discretion. Where it is given, Mr Kays will determine the maximum number of days a student can be away from school.

“Staff understand their role in school improvement and contribute positively, reflecting a shared ambition for pupils to thrive.”

- Ofsted, January 2026



Punctuality

Your child is expected to be in their Form Room at 8.45am every morning. Arrival after 9.00am means your child is considered to be 'late' and they will have to sign-in at the Student Reception.

They will be required to sign in electronically providing a reason for lateness. Two occasions of lateness, or more in a single week will result in an after-school Pastoral Detention of 30 minutes that week.

Students' attendance and punctuality is tracked by the Pastoral Managers, Heads of Year and the Pastoral Support Officer on a weekly basis.. Repeated late arrival at school or lessons will be responded to in line with the Behaviour Policy and will involve the Form Tutor, Heads of Year and Senior Leadership Team as necessary.

Medical Appointments

Lessons missed can impact on progress and continuity of learning. Medical and dental appointments should not be made during school hours unless absolutely necessary. Where a school time appointment is unavoidable, they are not normally expected to necessitate a full day's absence. Pupils must provide evidence of the medical appointment. They should sign out at the specified time at the Student Reception with their note, and then sign back in as soon as possible.

The SPH Experience

St Philip Howard is not merely about academic success. Whilst maximising personal academic achievement is of enormous importance to every student, it is also important to recognise that schools are about much more than just excellent results. To get the most out of their years at St Philip Howard students need to engage, enjoy and be successful in, the wider opportunities on offer.

The Academy has developed our 'Success Journey' which seeks to provide expected milestones for students to work towards at each stage of their education at St Philip Howard. This includes an extensive programme of clubs, trips, activities and exciting experiences for the enjoyment and development of our students. Whether it is becoming a member of one of the activities on offer, there is plenty to interest and extend the skills and enjoyment of every student

A variety of fascinating visits are regularly organised in support of the curriculum and for sheer enjoyment; students have been on cultural and spiritual trips to Rome, Poland and China.

The 'Success Journey' also aims to develop our students Faith, Leadership, Organisation, Resilience, Initiative and Communication characteristics through Student Council, Pupil Voice, Gratitude Club and being active citizens within our Academy and wider community.

Voice, Gratitude Club Eco club, Mental Health Ambassadors and the Justice Club. We encourage all of our students to become active citizens within our academy and wider community.



part of the SPH Alumni.
stories of your successes.
ances and contributions to
the wider world



Transition to post 16 by
enrolling at college or on an
apprenticeship/training pathway

Take part in the leavers
assembly and attend
the School prom

Register for the
National Citizenship
Service (NCS) scheme

Attend holiday
revision sessions

Parents/carers to
attend the revision/
exam preparation
evening



Your Future

Return in November for the GCSE
certificate presentation evening
and
to celebrate life after #TeamSPH
Apply for Head Boy/Head Girl or
Prefect leadership roles

Collect your results
on results day!

Sit your
GCSE exams

Complete wellbeing, wellness and
positive mental health sessions

Review your
revision timetable

Attend period six
intervention
in identifi
ed subjects

Year 11

Understanding the #TeamSPH
year groups Cultural Capital

Meet with the careers
advisor to complete part
two of the action plan

Participate in
College events and
Apprenticeship workshop

Trial effective revision
techniques for the
mock exams

Complete all walking,
talking mock exams

Review progress in your subjects and
participate in the mentoring programme

Create a reading list to support your
study, using the CUSP initiative

Contribute to
PSHE focus days

Lead on charity and
fundraising events

Support peer
tutoring programme

Attend College taster
days and workshops

Sept-Launch of the #TeamSPH
FLORIC, 'Cultural Capital' and the next
steps on the Success Journey

on the learning journey
areas for development

Take part in the Duke
of Edinburgh Award

Support the local community
with a positive initiative

Attend a
university visit

Complete part one of your
careers action plan

Develop strong
study habits

Year 10



Experience a
school visit

Seek opportunities
for acts of kindness

Practice key
revision skills

Support transition
events

Sign up to the Duke
of Edinburgh Award

Apply to be
a Peer Tutor

Help organise an
extra-curricular club

Support the work of the
mental health ambassador

Participate in the
world of work day

Share your ideas during
PSHE focus day

Understand the
labour market

Evaluate your success
journey, FLORIC and
celebrate your cultural capital

Help in the organisation
of a charity event

Investigate your GCSE
option choices

Take part in the
world of work day

Lead or take part
in an assembly

Support #Team SPH
Open Evening

Continue on your journey
to independence



Seek opportunities to
be a lead learner

Attend options
evening

Support a peer reading
during world book day

Complete your 'Fast
Tomato' career profile

Seek out opportunities
for acts of kindness

Take part in electing a form
rep for the student council

Support
European
Day of
Languages

Participate in the Savio
House retreat

Share your goals at
Year 7 parents evening

Evaluate your success journey, FLORIC
and celebrate your cultural capital



Develop your understanding
of the 'Learning Journey'

Be an effective
student runner

Year 8

se your voice during
PSHE focus days

Take part in mental
health awareness week

Seek out opportunities
for acts of kindness

Sept-Launch of the #TeamSPH
FLORIC, 'Cultural Capital' and the
next steps on the Success Journey

Actively seek
out rewards

Participate regularly in a
new extra-curricular activity
to develop your skill set

Continue your reading
journey using CUSP

Attend an
extra-curricular club

Access the VLE

Find your feet,
find your path

Attend SPH
transition days

Year 7

Transition



Focus on keeping
yourself safe online

Actively seek
out rewards

Sept-Launch of the #TeamSPH
FLORIC, 'Cultural Capital'
and Success Journey

Meet your
form tutor

Cultural Experiences



St Philip Howard Catholic Voluntary Academy recognises the importance of providing culturally diverse experiences and opportunities. It is our goal to promote and progress life skills in all our students, which will cultivate our #TeamSPH values, so that our students are thoroughly prepared for life in modern Britain. We aim to educate students who will be responsible, respectful and active citizens who are able to play their part and become actively involved in improving the community they live in.

We want our students to be alert to current affairs and be diligent in their appetite for challenge and who value their Personal Development curriculum. Personal Development will broaden our students understanding of fundamental British values; democracy, individual liberty, the rule of law and mutual respect and tolerance.

Personal Development opportunities enlighten our students so that they behave with integrity and cooperate consistently well with others. Within Personal Development we want our students to develop so that they possess Faith, Leadership, Organisation, Resilience, Initiative and Communication skills.

Our students benefit from three Personal Social Health Education (PSHE) drop down days where students have an opportunity to learn about themselves and engage with external agencies, speakers, watch performances, work collaboratively and visit areas outside their immediate location to explore different cultures and faiths.

Our curriculum offer seeks to promote a passion for Personal Development within all students at St Philip Howard Catholic Voluntary Academy. We encourage our students to partake in opportunities such as Youth Parliament and Justice Club.

Personal Development will provide opportunities for educational trips to explore different parts of our curriculum. We continue to provide our students with visits to China, Poland to visit Auschwitz, London to visit the Globe Theatre and Madame Thussards to name a few. Students have developed further cultural experiences visiting local theatres, different places of worship, sporting events, museums, art galleries as well as visiting local activity centres to experience outdoor, adventurous activities. At St Philip Howard Catholic Voluntary Academy we pride ourselves on providing our students with the best opportunities outside of the classroom.



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY



St Ralph
Sherwin
Catholic Multi Academy Trust

Our Mission Statement

#TeamSPH: Together on the Journey

Together, we will make the SPH journey:
safely, respectfully and with kindness as
part of a **united Catholic family**.

God will be at the heart of our journey,
supporting us to realise the potential of
our **God given talents**.

Our Gospel Values will guide us
on our journey, helping us to make
brave choices along the way.

Respect for all will be at the spirit of
our journey and we will **embrace**
the uniqueness of everyone we greet.

Inspiration and passion for
learning will lead us all to have a
memorable and successful journey



**St Ralph
Sherwin**
Catholic Multi Academy Trust



#TEAMSPH

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