



Prospectus

**For Entry to Year 7
in September 2018**

Coloma Convent Girls' School

Upper Shirley Road, Croydon, Surrey, CR9 5AS
Headteacher MRS J. JOHNSON BA PGCE MEd PCME
Telephone : 020 8654 6228
www.coloma.croydon.sch.uk

CONTENTS

	Page
Our History	4
The Coloma Campus	4
Academic Excellence	4
Pastoral Care	5
Liaison between School and Home	5
Safeguarding	5
Discipline	5
Attendance	6
The School Day	6
Homework	6
Assessment and Reporting	6
The Curriculum	7
Key Stage 3	7
Key Stage 4	7
The Sixth Form: Years 12 and 13	8
Personal, Social, Health and Emotional Wellbeing (PSHE)	8
Special Educational Needs	8
Extra-Curricular Activities	9-10
Coloma Parents' Association (CPA)	11
Coloma Old Girls' Association (COGA)	11
GCE A Level Results	12
University Courses	13
University Destinations	14
GCSE Results	15
Application Guidance	16
Admissions Policy	17-21
Personal Notes	22-23

OUR HISTORY

The Very Reverend Canon Van Crombrughe, one of the greatest Belgian educationalists of his time, founded the Congregation of the Daughters of Mary and Joseph in Belgium in 1817.

In 1867, at the celebrations commemorating the Golden Jubilee of the foundation of the Institute, it was announced that a convent was to be opened in England. On 17th June 1869, three nuns arrived to take up residence in a small house, Poplar Villa in Wellesley Road, Croydon. On 2nd August 1869, the school opened with one pupil. In 1871, a larger property was found in Tavistock Road and named Coloma. The name owes its origins to the Spanish Count of Santa Coloma, former owner of the Daughters of Mary and Joseph's Mother House in Malines in Belgium, which is named after his estate in Spain.

Throughout its history, the school has experienced many changes, in step with developments in the education of girls and young women. In July 1965, Coloma moved to the site in Shirley and in 1978 became a Voluntary Aided School. In April 1994, Coloma gained Grant Maintained Status and then, following Government reforms, Coloma once again became a Voluntary Aided Catholic Comprehensive Girls' School in 1999. In 2000, Coloma changed from four to five-form entry and opened a new Sixth Form Centre. In 2017, there are 1070 girls on roll, of whom about a quarter are in the Sixth Form.

THE COLOMA CAMPUS

Coloma is situated on the edge of the Addington Hills in extensive grounds, which include tennis and netball courts, a lacrosse and athletics field and a floodlit artificial pitch. We have a purpose-built Sixth Form Centre, a modern Design and Technology Centre, our new Jubilee Centre, which is home to Art, conferences and exhibitions and Computer suite; a Performing Arts Centre; well-equipped science laboratories, five computing suites with resources for independent study and two further suites equipped for computer-aided design and digital composition in music. In addition to specialist classrooms, there are two gymnasias, art and pottery rooms, a music studio, a drama studio, a large hall and stage. Many areas of the school have been recently refurbished with all classrooms having interactive whiteboards. Our beautiful stained glass window chapel is the heart of our community and we gather there for weekly assemblies, liturgies, tutor groups Masses and Light Fever services.

ACADEMIC EXCELLENCE

We strive for excellence in all of our endeavours. We have been awarded Specialist Status in Music and Science and have also been designated a High Performing Specialist School. Coloma continues to be nationally recognised for its exceptional performance by the Schools, Students and Teachers network (SSAT). Coloma is in the top 10% of non-selective schools nationally for high average grades achieved by students and in the top 10% nationally for Progress 8, which is the measure of progress made by pupils between their Key Stage 2 results on entry and their Key Stage 4 GCSE results.

In 2017, having passed a rigorous inspection and assessment process, we were designated a World Class School. World Class schools are defined as schools which equip students with knowledge, skills and confidence to thrive in a challenging international environment where those who succeed take risks and continually pursue improvement. World Class School students are educated to be active and effective citizens who have qualifications which give them choices, and the competences to choose well. They have developed a level of emotional and intellectual literacy which enables them to navigate a potentially bewildering plethora of opportunities and achieve success and contentment for themselves.

PASTORAL CARE

Pastoral care is primarily organised on a tutor group basis. On arrival in Year 7, girls are placed in tutor groups, in which they will usually stay until the end of Year 11. Each group is entrusted to the care of a Form Tutor who, under the leadership of the Head of Year and Pastoral Manager, is responsible for the daily well-being, general discipline and academic progress of all pupils. Attached to each tutor group in Years 7 and 8 are Sixth Form Prefects who help the girls settle into the school and assist with their day-to-day organisation. In Year 7, most lessons are taught in these tutor groups.

The Key Stage Co-ordinator is the first point of contact for parents who have any general queries or concerns. They will direct your communication to the relevant person if they cannot assist you directly. Similarly, they will contact you if we wish to speak to you about your daughter's progress or well-being.

We are fully committed to helping girls to achieve their potential but parents have an essential role to play in their daughter's success.

LIAISON BETWEEN SCHOOL AND HOME

Parents are the primary educators of their daughters, and school is an extension of the home. A girl will flourish at school only when she feels happy and comfortable with her friends and her surroundings; when she knows what is expected of her and is confident that she can rely on the support of parents and staff. On acceptance into the school, parents and pupils sign a Home-School agreement.

Staff work as closely as possible with parents. Pupil Planners will provide parents with an immediate picture of their daughter's homework and is a quick and easy means of communication with the Form Tutor. Regular reports give information on academic effort and achievement. There is an annual meeting for parents with members of the teaching staff, to report on each girl's progress and achievements.

SAFEGUARDING

The welfare of each girl is of paramount importance. The School has a moral as well as a statutory obligation to safeguard and promote its pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Clear procedures are in place for the monitoring and reporting of any causes for concern, in accordance with Local Authority Guidelines. We have a specialist Designated Safeguarding Lead Teacher and every member of staff receives regular training in this important aspect of our work. Our Safeguarding Policy is available on the school website.

DISCIPLINE

Staff and parents work together to encourage the girls' development of self-discipline. School rules are kept to a minimum and are based on common sense and a concern for others. The emphasis is on the encouragement of consistent effort and good behaviour. Our Commendation Scheme rewards effort and behaviour. Throughout the school, full attendance, effort, participation, helpfulness and achievements are publicly acknowledged through Assemblies and Proclamations. There is an annual prize-giving of examination certificates. Sporting achievements are recognised at our annual Sports Award evening.

Sanctions include being reported to the Form Tutor, misconduct marks which may lead to after-school detention; being sent to the Head of Year and being placed on a daily report, which monitors behaviour, attitude and commitment in every lesson. The Pastoral Team will deal with more serious offences which may result in internal exclusion. Parents are always contacted in cases of serious misconduct. The ultimate sanction, although this is rarely used, is temporary or permanent exclusion.

ATTENDANCE

Parents are responsible for ensuring that their daughter arrives in good time at school. We have excellent public transport service. The 466 and 130 buses pass the school gates. In addition, the 194, 198, 367 and 119 buses pass the Shirley roundabout (5 minutes' walk from school). Tramlink is also possible with Coombe Lane and Sandilands being the closest stops. The nearest mainline station is East Croydon, where any of the above buses may be boarded.

At Coloma we know that Every Lesson Matters. Absence should be for serious illness or incapacity only. If a girl is absent from school, parents should notify the school by telephone on each day of absence. On return to school, she must bring a written note of explanation to her Form Tutor. We will contact parents if they have not informed us about their daughter's absence. Routine medical, ophthalmic and dental treatment should be arranged outside school hours. Parents are not allowed to take children on holiday in term time.

THE SCHOOL DAY

The school day is from 8.20am to 3.15pm. Girls can enter the buildings from 7.45am onwards. Each day begins with a Collective Act of Worship which may take place in the tutor group, year group or whole school assembly. Every lesson begins with a prayer.

The Coloma Prayer: Direct, O Lord, our actions by your holy inspiration, and carry them on by your divine assistance, so that every prayer and work of ours may always begin through you and by you be happily ended. Amen

Registration	8:20 – 8:40am
Period 1	8:40 – 9:30am
Period 2	9:30 – 10:20am
Recess	10:20 -10:40am
Period 3	10:40 – 11:30am
Period 4	11:30am – 12:20pm
Lunch	12:20 -1:20pm
Period 5	1:20 – 2:10pm
Period 6	2:10 – 3:00pm
Afternoon Registration	
Yrs. 7-9, 11-13	3:00 – 3:05pm
Yr.10	3:00 – 3:15pm

HOMEWORK

Homework is an integral part of the teaching and learning programme. Each girl uses her Pupil Planner to record the homework set and the date on which it is due. Girls are expected to take full responsibility for meeting all deadlines. Parents are expected to monitor their daughter's completion of homework. If teaching staff have concerns about commitment in a lesson or about homework, they will communicate with parents through her planner. Girls' time management, organisation, punctuality and presentation are important factors in academic progress.

ASSESSMENT AND REPORTING

Students will receive a variety of feedback to support their learning and progress. Marking may be with comments and/or grades as the task demands. We have specific 'Review and Respond' assessments where students are required to reflect upon and evaluate their work, thus developing strategies to direct their own learning and progress further. We use the GCSE 9-1 grading system at Coloma from Year 7. You will see your daughter ascend through the grading scale from Year 7 to her final GCSE grade in Year 11.

THE CURRICULUM

The curriculum is at the heart of the School's work. The everyday teaching and learning activities are planned to ensure that each pupil is challenged and stimulated, according to her own learning needs, to achieve her potential in a supportive and encouraging environment. All our courses meet the statutory requirements of the National Curriculum and the Awarding Body (examination board) specifications. The School's curriculum is reviewed and updated annually in line with Government guidelines and other initiatives in education.

Key Stage 3: Years 7, 8 and 9

Subjects studied:

Art	History
Biology	Computer Science
Chemistry	Mathematics
Design and Technology	Music
Drama	PSHE
English	Physical Education
French	Physics
Geography	Religious Studies
German (Years 8 and 9)	

For the first three years all girls follow a general curriculum which includes the statutory requirements of the National Curriculum. In Year 7, pupils are initially taught in mixed ability groups. This continues through Key Stage 3 with some setting for Science and Mathematics. Groupings are reviewed annually. The Design and Technology programme includes elements of Food, Textiles and Resistant Materials. German is introduced in Year 8 and all girls continue to study two languages until the end of Year 9. Citizenship is delivered throughout the curriculum and PSHE.

Key Stage 4: Years 10 and 11

In Key Stage 4, courses lead to GCSE certification. We deliver an English Baccaulaureate (EBacc) curriculum where the following subjects are studied by all girls.

Religious Studies	Mathematics	Physics
English Language	Biology	A Humanity (History or Geography)
English Literature	Chemistry	A Modern Language (French or German)

Science is a balanced course at Key Stage 4, which contains units of Biology, Chemistry and Physics. Based on each girl's progress and the judgement of the teaching staff, students have the opportunity to study for three separate GCSE Sciences or a GCSE Double Award. Both pathways allow for progression to the study of individual Science subjects at A Level. In discussion with teaching staff, girls will currently opt to select other subjects as follows:

A Second Humanity	History or Geography
A Second Language:	French or German
Option Subjects:	Art, Business, Computer Science, Drama, Economics, Food Preparation and Nutrition, Music, Performing Arts, PE, Product Design, Spanish and Textiles.

Physical Education continues for all girls in Year 7 through to Year 12. It is not formally examined, but a rigorous programme of activities is in place for all pupils.

The Sixth Form: Years 12 and 13

The Sixth Form allows progression from GCSE to the study of four/three A Level subjects. We also offer a small number of Level 3 BTEC subjects. In addition to those taught at GCSE, students may choose from new subjects such as:

Media Studies	Psychology	Further Mathematics	Art(Textiles)
Economics	Photography	Computer Science	Spanish
Sociology	Theatre Studies	Music Technology	Law
Government and Politics	Health & Social Care	Business	

Sixth Form students are expected to take full responsibility for meeting deadlines. All students are encouraged to make use of the library and ICT facilities for personal research and study. In addition, a full enrichment programme incorporating Religious Studies, PSHE, career guidance, preparation for careers and university entrance, a wide variety of PE activities and opportunities for leadership and service are built in for all students.

A separate Sixth Form prospectus detailing course content, entry requirements and study guidelines is available for parents of girls in Year 11 when they are preparing for Sixth Form entry.

PERSONAL SOCIAL HEALTH AND EMOTIONAL WELLBEING (PSHE) & CAREERS

The PSHE programme is firmly embedded in the values and ethos of the school. Year 7 receive a bespoke programme which supports their transition to Secondary education. Several special days are organised for Years 8, 9, 10, 11 and 12 on a variety of themes appropriate to their age and maturity.

A wide range of curriculum-based events and visits take place annually to prepare girls for their future careers. There is a biennial Careers Fair to inform and inspire girls with potential career options; this is open to girls of all ages. We participate in the outreach programmes from both Oxford and Cambridge Universities. Work-related learning is integrated across all subjects to improve and enhance the understanding of the world of work. All girls participate in a two-week work placement which currently takes place at the end of Year 11.

In Year 12, we devote a large part of our PSHE programme to exploring qualification pathways, careers and university courses. The end of Year 12 culminates in the two-day Post-18 Conference, where we provide several workshops on writing personal statements and hear fascinating talks from former students, who share their experiences with our current students. Our intensive support continues into Year 13 as we guide students through their university, training and employment applications, offers and decisions.

ADDITIONAL LEARNING

Our Catholic ethos and Christian values underpin our work with every girl in the school. Girls may be placed on the SEND register in school for a variety of reasons. Some reasons are medical, ranging from those who suffer from asthma and eczema, to those who have a history of a serious medical condition. Others are placed on the register when there are concerns about emotional needs, or temporary problems at home or school, any of which may affect their learning. We also place girls on the register if, in the professional opinion of the staff, there is concern regarding specific learning difficulties, for example poor comprehension or signs of dyslexia. Where specific concerns arise, we try to work closely with the girl's parents so that her specific needs are addressed.

The appointed specialists work very closely with teachers, tutors, senior leadership staff and parents to provide timely support on an individual basis.

Coloma works closely with the Croydon LA in giving full support to any pupils with Statements/ Education Health Care Plans. A nominated member of the Croydon Educational Psychology Service (Octavo Partnership) visits the school, to advise on suitable help for girls who have specific learning needs. Coloma also receives specialist support from Croydon's Hearing and Visual Impaired Service.

EXTRA-CURRICULAR ACTIVITIES

All girls are encouraged to make the most of their gifts and talents. We seek to inspire girls to aim for academic, sporting, musical and artistic excellence. We are fully committed to the many benefits of extra-curricular activities and offer a rich and diverse programme of events. Girls have the opportunity to take part in a wide variety of extra-curricular activities, including everything from 'Mathematical Mysteries' to debating and public speaking. Everyone is encouraged to avail themselves of as many experiences as possible at all stages of their school life.

Music plays a vital role in the extra-curricular activities we offer. A team of peripatetic Music staff undertake instrumental tuition for more than 300 girls. Girls may elect to learn the piano, flute, saxophone, percussion, drums, harp, trumpet, trombone, oboe, clarinet, violin, cello, double bass, viola, French horn, euphonium, tuba, recorder, bassoon or guitar. The School has two orchestras, a variety of chamber ensembles, a jazz group, a brass band and many other instrumental groups. Singing lessons are also available for the older girls. Instrumental lessons are available at school, with fees applied. Associated Board examinations are conducted regularly at School. The girls can also attend Grade 5 Theory lessons after school.

The Coloma Choirs are very well known. The number in the choirs totals approximately 50% of the School. Two Christmas Concerts and two Summer Shows are held annually. In addition, groups of girls perform at a variety of locations, competitions and events. In recent years, the Senior Chamber Choir has been to Spain and Italy and, most recently, New York in July 2017. The Junior and Senior Special Choirs were rated as two of the best school choirs in the country in 2015 and, in March 2016, the St Cecilia's Singers won the 'Barnardo's Senior Choir of the Year' competition at the Royal Festival Hall. The Juniors were also runners-up on TV in the Songs of Praise School Choir of the Year Competition. In November 2016, this year, the entire school choir (over 500 pupils) were invited to sing at the Royal Albert Hall in a performance of 'The Pearl' by Howard Goodall, a work especially commissioned for the 140th anniversary of the school. Rehearsals are held weekly at School for the Junior, Senior and all chamber Choirs and for the orchestras and ensembles.

Sport also plays an important part in school life. In 2016-17, Coloma was ranked as the highest performing all-girls comprehensive school in the country for sport. Girls are introduced to a variety of activities, which they are able to continue after the end of the school day, if they so choose. For each age group, we field lacrosse, netball, football, rounders, athletics and tennis teams, playing a full fixture list, and entering both local and national tournaments. In addition, Coloma girls successfully take part in the Croydon Schools' Swimming Gala and Croydon Schools' Cross-Country Championships. There are also gym, dance, trampoline and basketball clubs at lunchtime and after school.

Girls in Year 9 have the opportunity to take part in a skiing expedition to Austria.

Girls in Year 10 upwards are also able to participate in trampoline, volleyball, badminton, table tennis, keep-fit and basketball.

Excursions abroad are regularly organised. These include the skiing expedition, sports and music tours, home-stay visits to France and Germany and visits to Ypres, Berlin and Lourdes.

Field trips and visits are regularly arranged. The Science and Geography departments undertake field studies. There are visits to places of historical interest by the History department, including the WWI battlefields, as well as attendance at relevant conferences for the Sixth Form. Art pupils regularly visit museums and galleries. The Drama, English and Music departments make full use of the many theatres and concert halls in London.

Lunchtime clubs and activities open to girls include the Science Club, Drama Club, Languages Club, the Debating Society, Public Speaking, Model United Nations, History Society, Medical Society, British Sign Language Club, Dance Club, Coding Club, Environment Club and Chess Club. There is never a shortage of things to do at Coloma.

Charity: As well as enjoying all these activities, Coloma girls are encouraged to think of and help others whenever they can. Many worthwhile fundraising activities take place throughout the School year. Charities' Week, an important event in the Autumn term, is organised and run by the 6th Upper Charities' Committee. In 2016, they raised £6,000 for The Royal Marsden Cancer Charity in one week. Students in the Sixth Form participate in community-based projects. Girls in Years 7 to 11 regularly raise money for the Cabrini Children's Society, CAFOD or for a charity chosen by their form group.

Combined Cadet Force: In Year 9, some girls have the opportunity to participate in a joint Cadet Force with Royal Russell School with subsequent opportunities to join Army or RAF sections in Year 10 and Year 11. This includes opportunities to participate in the Duke of Edinburgh award scheme.

Duke of Edinburgh Award: In Year 10, pupils have the opportunity to enrol in the Bronze Duke of Edinburgh award scheme and take part in training, expeditions and skill development.

Student Service and Leadership roles: Service to the school, in all its many facets, is a well-established tradition and an expectation for all our Sixth Form students. The School Council constitutes representatives from each year group, under the Chairmanship of the Head Girl and her Deputies. It meets regularly to discuss issues relating to school life. The House system operates throughout the School, and girls are assigned to one of six Houses. Each House is led by a House Captain and Deputy House Captain.

Sixth Form: Students have the opportunity to attend subject-specific conferences which are led by eminent figures. Health and Social Care courses offer placements in various care settings, as well as visits to local Health and Social Services. Sixth Form students produce an occasional periodical, showcasing original work. Girls prepare and take part in local and national Debating and Public Speaking competitions. Year 12 students give their time and talents in the service of others by, for example, accompanying children with disabilities to Lourdes during the Easter break. Increasing numbers of girls are participating in annual holiday schemes for children with disabilities and are enormously enriched by their experiences.

We recognise that not every extra-curricular activity will be suitable for every girl but we feel that, given the range of opportunities on offer, Coloma provides something for everyone.

COLOMA PARENTS' ASSOCIATION (CPA)

The Association was established over forty years ago and the scale of its fundraising and social activities has grown over the years. All parents are automatically members of the Association and receive communications regularly. Members of the Committee are present at the meeting in April/May held each year for parents of girls entering the School in September, to welcome them as members of the CPA, to inform them of activities, and to let them know of the support the Association gives the School. The proceeds of the CPA's 400 Club go towards the maintenance and insurance of the School minibuses. The Association has donated large sums of money to help equip teaching rooms and develop the school facilities.

COLOMA OLD GIRLS' ASSOCIATION (COGA)

Anyone who has been a pupil at Coloma qualifies to be a member of COGA. This Association is essentially a network of friends and a modest subscription is used to produce regular newsletters, which are sent all round the world. The School works with COGA to maintain both their own and the School's extensive archives, material from which is on regular display. We welcome any contribution to the archives.

The Association has a great interest in the current development of the School and in the activities of present pupils. Many members have been very generous with the time they have given to our Careers Fairs and the help they have extended to individual school leavers embarking on careers, higher education or professional training.

Committee members run a stall at our fundraising and social events, making welcome donations to School funds. In the past, COGA has made generous contributions to the stained-glass windows and purchased altar cloths for the Chapel. A pond and quiet garden area has also been provided by the Association in memory of Sister Mary Cuthbert, past Headteacher of the School.

Coloma Convent Girls' School
Year 13 A Level Results Academic Year 2016 – 2017

Subject 2017	A*	A	B	C	D	E	U	Total entries
Art	1	0	9	4	2	1	0	17
Art: Photography	0	0	1	2	0	0	0	3
Biology	1	5	10	8	3	0	0	27
Business	1	4	6	4	1	1	0	17
Business Studies	0	2	0	0	0	0	0	2
Chemistry	1	6	5	6	2	1	0	21
D&T: Food	0	0	0	0	1	0	0	1
Economics	1	3	1	1	1	0	0	7
English	5	5	21	9	1	0	0	41
French	1	4	2	1	0	0	0	8
Further Mathematics	1	2	1	2	0	0	0	6
Geography	1	5	4	2	1	0	0	13
German	0	2	2	0	0	0	0	4
Government & Politics	2	7	2	6	0	0	0	17
Health & Social Care	0	0	3	3	1	0	0	7
History	4	2	12	4	0	1	0	23
ICT	2	0	2	0	0	0	0	4
Law	1	2	4	0	1	0	0	8
Mathematics	5	3	10	8	7	3	0	36
Media Studies	1	1	4	8	0	0	0	14
Music	0	1	1	1	2	0	0	5
Music Technology	1	0	0	1	1	0	0	3
PE	0	2	2	0	0	0	0	4
Performing Arts	1	3	3	0	0	0	0	7
Physics	1	2	1	1	0	0	0	5
Polish	1	0	0	0	0	0	0	1
Psychology	3	8	9	4	2	1	0	27
Religious Studies	4	1	7	5	4	0	0	21
Sociology	5	3	10	11	2	0	0	31
Spanish	2	0	2	1	0	0	0	5
Theatre Studies & Drama	0	1	3	2	2	0	0	8
Total Grades	46	74	138	36	34	8	0	
% Grades	12%	19%	35%	24%	9%	1%	0%	
Cumulative	12%	31%	66%	90%	99%	100%	100%	

UNIVERSITY COURSES 2017

We are delighted that our girls choose an exciting and diverse range of University courses. This is a selection of the courses studied by Coloma students in 2017

Course Title	
Accounting with Finance	Football Business and Media (UCFB)
Ancient History	General Engineering
Architecture	Geography
Arts and Sciences with Study Abroad	Geography and Development Studies
Biochemistry	German and History
Biochemistry (optional International Year available)	Hispanic Studies
Biological Sciences	History
Biomedical Science	History and International Relations
Biotechnology	History and Politics
Business Management (Including Year Abroad)	International Business with French and German
Business Management with Communications and Year in Industry	International Relations
Business, Management and Economics (with a foundation year)	International Relations and Development
Chemical Engineering	Law
Chemical Engineering (Industrial Experience)	LLB Law with Sociology
Chemistry	Marketing and Management
Childhood and Youth Studies	Mathematics (with a foundation year)
Comparative Literature	Mathematics and Actuarial Science
Computer Science	Media and Communications
Computer Systems Engineering	Medicine
Contemporary Media Cultures	Microbiology
Criminology	Music
Criminology and Social Policy	Music Technology and French
Criminology and Sociology	Musical Theatre Performance
Dentistry	Nursing (Adult)
Diagnostic Radiography	Nutrition and Dietetics
Drama, Applied Theatre and Education	Optometry
Economic and Social History	Philosophy, Politics and Economics
Economics	Philosophy/Psychology
Economics and Finance	Physiotherapy
English	Politics and Sociology
English and American Literature	Psychology
English Literature	Psychology with Clinical Psychology
English Literature with Film Studies	Sociology
European Legal Studies	Sound Design Technology
Fashion	Theatre Production
Film Studies and Law	Zoology

UNIVERSITY DESTINATIONS 2017

90% to University, 45% to Russell Group Universities

Higher Education Destinations

The Arts University College at Bournemouth	University of Leeds
Aston University	University of Leicester
University of Wales, Bangor	University of Lincoln
University of Bath	The University of Liverpool
Bath Spa University College	Loughborough University
Birkbeck, University of London	The Manchester Metropolitan University
The University of Birmingham	University of Newcastle upon Tyne
University of Brighton	The University of Nottingham
University of Bristol	The Nottingham Trent University
Brunel University	Oxford University
Buckinghamshire New University	Oxford Brookes University
Cambridge University	University of Portsmouth
Cardiff University	Queen Mary, University of London
University of Wales Institute, Cardiff	Queen's University Belfast
The Central School of Speech and Drama	The University of Reading
University of Chester	Royal Holloway, University of London
De Montfort University	The University of Salford
The University of Durham	School of Oriental and African Studies (University of London)
University of East Anglia	Sheffield Hallam University
The University of Edinburgh	University of Southampton
The University of Essex	St George's, University of London (formerly St George's Hospital Medical School)
University of Exeter	
University of Glasgow	University of Surrey
Goldsmiths College (University of London)	University of Sussex
University of Greenwich	University of Wales Swansea
University of Hertfordshire	University of the Arts London
Keele University	University College London (University of London)
The University of Kent at Canterbury	The University of Warwick
King's College London (University of London)	University of Westminster

Coloma Convent Girls' School

Year 11 GCSE Results Academic Year 2016 – 2017

Subject	9	8	7	6	5	4	3	2	1	U	Total
English Language	8	20	27	44	31	14	18	0	0	0	152
Coloma Cumulative %	5%	18%	36%	64%	86%	95%	100%	100%	100%	100%	
National Cumulative (female)%	3%	9%	20%	37%	57%	74%	92%	98%	100%	100%	
English Literature	11	18	32	39	29	14	7	0	0	0	150
Coloma Cumulative %	7%	19%	40%	65%	85%	95%	100%	100%	100%	100%	
National Cumulative (female)%	5%	13%	24%	43%	63%	79%	91%	96%	99%	100%	
Mathematics	5	18	23	24	27	36	15	4	1	0	153
Coloma Cumulative %	3%	15%	30%	46%	63%	86%	97%	99%	100%	100%	
National Cumulative (female)%	3%	9%	19%	29%	48%	69%	83%	92%	97%	100%	
Subject	A*	A	B	C	D	E	F	G	U	Total A*-C	Total
Art	5	3	18	17	3	0	0	0	0	43	46
Biology	24	32	30	26	1	0	0	0	0	112	113
Business Communication	1	4	2	4	0	0	0	0	0	11	11
Business Studies	11	14	12	8	4	1	0	0	0	45	50
Chemistry	15	35	31	29	3	0	0	0	0	110	113
Computing	2	5	5	2	1	0	0	0	0	14	15
D&T: Food	2	7	9	4	1	0	0	0	0	22	23
D&T: Product Design	1	2	3	3	1	0	0	0	0	9	10
D&T: Textiles	0	4	3	1	0	0	0	0	0	8	8
Drama	0	1	5	8	4	0	0	0	0	14	18
Economics	0	1	3	0	1	0	0	0	0	4	5
Economics Short Course (Y9)	0.5	8.5	14.5	18.5	10	14	3.5	1.5	0	42	71
French	24	14	21	20	14	4	1	1	0	79	99
Geography	16	17	31	18	14	7	1	0	0	82	104
German	8	12	10	17	9	7	2	0	0	47	65
Health & Social Care	1	10	13	16	8	1	2	0	0	40	51
History	12	25	17	8	4	2	0	0	0	62	68
Italian	1	0	0	0	0	0	0	0	0	1	1
Music	0	7	8	12	2	0	0	0	0	26	29
PE	2	7	7	4	0	0	0	0	0	20	20
Performing Arts	10	6	6	1	0	0	0	0	0	23	23
Physics	12	28	29	37	8	0	0	0	0	106	114
Polish	2	2	0	0	0	0	0	0	0	4	4
Religious Studies	29	59	43	12	9	2	0	0	0	143	154
Science	0	0	9	21	7	4	0	0	0	30	41
Science - Additional	0	0	14	16	7	3	0	0	0	30	40
Spanish	8	1	2	3	0	1	0	0	0	14	15
Total Grades	186.5	304.5	346.5	306.5	114	46	9.5	2.5	0	1311	
Cumulative	14.2%	37.5%	63.9%	87.3%	95.6%	99.1%	99.8%	100%	100%		

Application Guidance

We hope that you have enjoyed your visit to Coloma and have found our prospectus helpful. This guidance is provided to answer questions we are frequently asked.

1. The Admissions Policy for 2018 entry to Year 7 is contained in the following pages of the Prospectus. It is also available on our website at
<http://www.coloma.croydon.sch.uk/admissions-to-coloma/year-7-admissions/>

You are advised to review the Admissions Policy carefully, particularly the admissions criteria which will be applied in the event of oversubscription.

2. Whichever borough you live in, you must complete the **Secondary School Application** provided by the borough. For the London Borough of Croydon (and most other neighbouring authorities); this application is completed and submitted online at
<https://www.eadmissions.org.uk>.

This must be completed **no later than Friday, 31st October 2017.**

3. In the event of oversubscription, we use the Coloma Supplementary Information Form to assign the correct admission category to each applicant who has completed their borough's application form.

Please note this is a new online system for 2018 applicants, which replaces the former paper based system. There is no advantage in applying *as soon as possible*. Please ensure your form is complete and accurate before you submit it. This will ensure an efficient and smooth processing of your Supplementary Information Form. This form must be completed **online** by **all** applicants **no later than Friday, 31st October 2017.**

The Coloma Supplementary Information Form will be available on our website at www.coloma.croydon.sch.uk. Please click the **Admissions** tab on the main menu, then click **Year 7 Admissions**. Alternatively, open the link below

<http://www.coloma.croydon.sch.uk/admissions-to-coloma/year-7-admissions>.

where you will find the link to the Coloma Supplementary Information Form.

The form requires you to complete all fields accurately and upload your supporting documents. These must be scans or good quality photographs of the following original documents.

- Certificate of Baptism
- Certificate or evidence of First Holy Communion
- Request for Information from Priest Form (available to download and print from our Year7 admissions page.) If your Parish Priest uses an alternative form, please upload this here.
- If you need to supply any further information or documents, please use the facility on the online Supplementary Information Form. Please do not send paper documents to Coloma.

The outcome of your Secondary School Application will be made available to you by your Local Authority on 1st March 2018.

Coloma Convent Girls' School

YEAR 7 ADMISSION POLICY

September 2018/19

Coloma Convent Girls' School is a voluntary aided, all-ability, Catholic school for girls. The Governing Body, acting through its Admissions Committee, intend to admit a maximum of 150 pupils each year at age 11, without regard to aptitude or ability. The school is conducted as a Catholic school in accordance with the Code of Canon Law promulgated by the Apostolic See and teachings of the Catholic Church, and in accordance with the Deed of Incorporation of the Congregation of the Daughters of Mary and Joseph.

In this Policy the term "**Candidate**" refers to the girl for whom a place at Coloma is being sought; "**Applicant**" refers to the parent or carer of the Candidate. The expression 'Roman Catholic girl' means girls who have been baptised or received into the Roman Catholic Church or into another Church that is in full communion with the See of Rome and daughters of members of the Ordinariate. (See Appendix I).

Coloma welcomes applications from throughout the community, regardless of faith or background, where the Applicant supports Coloma's ethos and aims.

Applicants need to be aware that Coloma is a heavily over-subscribed school. The school received 400 applications from Catholic Candidates for entry in September 2017.

Where applications exceed the number of places available, after allowing for places allocated to children with an Education, Health and Care Plan (EHCP) naming the school, or who the Admissions Committee reasonably believes will receive such a statement before 1st September in the year of intended admission, consideration will be given only to Applicants who include the school in their list of preferences on the Local Authority "Transfer from Primary to Secondary School" form.

The Governors will offer places using the following categories in the order stated:-

1. Looked after Catholic girls or looked after girls in the care of Catholic families and previously looked after Catholic girls who have been adopted.
2. Baptised Catholic girls. Evidence of Baptism will be required.
3. Girls enrolled in the catechumenate. Evidence of enrolment in the catechumenate will be required.
4. Other looked after girls and other previously looked after girls who have been adopted.
5. Girls who are members of Eastern Orthodox Churches. Evidence of Baptism will be required.
6. Girls of families who are members of other Christian denominations that are part of Churches Together in England. Evidence of Baptism (or dedication) provided by a priest or minister of a designated place of worship will be required.
7. Girls who are members of other faiths. Evidence of membership of the faith provided by a priest, minister or religious leader of a designated place of worship will be required.
8. Any other girls.

The following order of priorities will be applied when applications within any of the above categories exceed the places available and it is necessary to decide between applications.

- A. Girls for whom there are medical or other special reasons why the School is the only reasonably available suitable School. Supporting evidence from an appropriate professional person such as a doctor, social worker or educational welfare officer must be supplied at the time of application. Although the Admissions Committee may, at its discretion, make enquiries to satisfy itself as to the matters referred to in the material supplied, it will not be required to make any independent investigation.

- B. Girls whose Sibling at the time of application is a pupil at the School who entered Coloma before year 12 and who will be attending the School at the time of the Candidate's admission. If the Candidate will have a Sibling at the School at the time of the Candidate's admission, it is important that the Sibling's details are included in Section D of the Supplementary Information Form. (See Appendix 2: Definition of Sibling).
- C. For Category 2 above: Girls ranked according to the Candidate's and Applicant's Catholic religious practice; that ranking will determine the order in which offers are made. Appendix 4 sets out details of the system used to facilitate the ranking of Candidates.

Explanatory Note

In order to determine the required ranking, the information provided on the Supplementary Information Form, together with the information on Mass attendance provided by the priest nominated by the Applicant (which information the Applicant will both request from the priest and supply to the school) will be assessed in the following areas:

- The Candidate's and Applicant's Mass attendance.
- The Candidate's age at Baptism
- The Candidate's First Communion.

(See Appendix 3: Notes on Catholic Practice).

Tie-Break (for all categories)

Where there is more than one Candidate having an equal ranking based on the above, the Candidates will be ranked according to proximity to the School of the Candidate's home with the nearer Candidate(s) being ranked higher. The distance used will be that supplied by Croydon Local Authority. In the event that the distances are the same for two or more candidates the order of ranking will be determined by random selection independently scrutinised.

Applications received after the closing date will be dealt with in accordance with the above over-subscription criteria and with the London Borough of Croydon Co-ordinated Scheme Policy on late applications.

Admission of children outside their normal age group

Applicants may choose to seek a place outside their child's chronological (correct) year group. Decisions on whether to offer a place outside of a child's chronological year group will be made by the governors on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parents' views; views of the Headteacher, information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group. Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this.

Withdrawal of Offer

The Admissions Committee reserves the right to seek independent verification of any information supplied by Applicants on the Supplementary Information Form and to request further evidence that the address given is the normal weekday address of the Candidate. Where fraudulent or deliberately misleading or incorrect information has been supplied and that information has led to a place being offered which would not otherwise have been offered, the Admissions Committee reserves the right to withdraw the offer.

Waiting List

In the event of places at the School being oversubscribed, a waiting list will be maintained at least until the end of the first term of the 2018/2019 academic year. Unsuccessful Applicants who wish Candidates to be placed on the waiting list must contact the school to request this. Candidates will not be ranked on the waiting list. Their ranking will only be established, in the order determined by the over-subscription criteria stated above, if and when a vacant place arises. Girls who are the subject of a direction by the Local Authority to admit or who are allocated to the School in accordance with a Fair Access Protocol will take precedence over any girl already on the waiting list.

Applications for places other than for Year 7 in September 2018

Those applying for admission outside the normal admissions cycle - for example, those moving into the area in the course of the year - will be considered under the same criteria as those applying for entry at the usual time. All such applications must be made initially to the Local Authority in which the Applicant lives.

Appeals

Anyone applying under any of the provisions of this policy who is not offered a place at the School will be advised of the process for appeal to the Independent Appeal Panel.

Submission of Incorrect Information

In the event that it is discovered that an Applicant has submitted information which is later found to be incorrect, this may result in the refusal of the School to offer a place to the child. If a place has already been offered on the basis of incorrect information the School may withdraw the offer.

APPENDIX I CHURCHES IN FULL COMMUNION WITH THE SEE OF ROME

Personal Ordinariate. The Ordinariate established under The Apostolic Constitution *Anglicanorum Coetibus* of November 4th 2009.

Oriental Rite (or Eastern Catholic) Churches in union with Rome

Liturgical Tradition	Church
ALEXANDRIAN	Coptic, Ethiopian (Gheez)
ANTIOCHIAN	Malankrese, Maronite, Syrian
ARMENIAN	Armenian
BYZANTINE (CONSTANTINOPOLITAN)	Albanian, Belarusan, Bulgarian, Krizevci, Greek, Macedonian, Melchite, Italo-Albanian, Romanian, Russian, Ruthenian, Slovakian, Ukrainian, Hungarian
CHALDEAN	Chaldean, Malabar

Note: Eastern Orthodox Churches, including the Bulgarian Orthodox, Coptic Orthodox, Greek Orthodox and Russian Orthodox Churches, are NOT in full communion with the See of Rome.

APPENDIX 2 DEFINITION OF SIBLING

A sibling is defined as a sister or half-sister, or any other child (including an adopted child) who permanently resides at the same address as the Candidate and for whom the Applicant also has parental responsibility.

APPENDIX 3 NOTES ON CATHOLIC PRACTICE Extracts from the current Code of Canon Law

MASS ATTENDANCE

Canon 1247

On Sundays and other holydays of obligation, the faithful are obliged to participate in the Mass.

BAPTISM

Canon 867

Parents are obliged to see that their infants are baptised within the first few weeks. As soon as possible after the birth, indeed even before it, they are to approach the parish priest to ask for the Sacrament for their child, and to be themselves duly prepared for it.

FIRST HOLY COMMUNION

Canon 914

It is primarily the duty of parents and those who take their place, as it is the duty of the parish priest, to ensure that children who have reached the age of reason are properly prepared and, having made their Sacramental confession, are nourished by the divine food as soon as possible.

[The age of reason is presumed to occur on completion of the seventh year of age (Canon 97) and, therefore, the normal age for first Holy Communion will be seven years].

APPENDIX 4

APPLICATION OF OVER-SUBSCRIPTION CRITERIA

Coloma Convent Girls' School is a voluntary aided, all-ability Catholic school for girls. Each year the Governing Body acting through its Admissions Committee offers places to 150 pupils at age 11 without regard to aptitude or ability. Where applications exceed the number of places available the Admissions Committee will apply the over-subscription criteria stated in the Admission Policy to establish an order in which places will be offered to Candidates. To facilitate this, a points system has been implemented.

Points to measure Catholic practice are allocated as follows:

1. Sacrament of Baptism (maximum 10 points)		
Baptism within 6 months of birth	10	
Baptism after 6 months of birth	5	
2. Sacrament of First Holy Communion (maximum 6 points)		
Has received the Sacrament by date of application	6	
3. Frequency of Mass Attendance (maximum 20 points)		
If attendance is of less than 4 years' duration, points will be halved		
(a) Candidate		
Attendance at Mass weekly	10	
Attendance at Mass 2 or 3 times per month	4	
Attendance at Mass monthly	2	
Attendance at Mass less than monthly	1	
(b) Applicant		
Attendance at Mass weekly	10	
Attendance at Mass 2 or 3 times per month	4	
Attendance at Mass monthly	2	
Attendance at Mass less than monthly	1	
Maximum points available under the above four categories		36

In all areas points are assigned as objectively as possible taking into account all information supplied. Individual circumstances and difficulties are also taken into consideration, if sufficient detail and documentation is given. With the exception of adoption and the reception of the applicant into the Church after the candidate's birth, the Governors will take account of factors which delayed a candidate's baptism ONLY if this was as a result of events which were entirely beyond parental control and NOT a matter of parental choice. Examples of circumstances beyond parental control include the death/serious illness of the candidate's parent/sibling, serious illness of the candidate, delay caused by the parish, (civil) wars, domestic abuse and care proceedings. The applicant must explain what events delayed the baptism and must provide written evidence from a priest or other person acting in a professional capacity which fully corroborates the reasons for the delay.

Personal Notes

The information given in this Prospectus was correct at the time of printing in September 2017. It cannot be assumed that there will be no changes during the year, or in subsequent years.



For a hundred and forty seven years the Daughters of Mary and Joseph, following in the footsteps of their founder, Canon William Van Crombrugge, have tried to be aware of the educational needs of young people. The vision of 2016, no less than that of 1869, is one of growth. Advances in knowledge demand that our pupils be equipped to lead balanced lives in the complex world of today.

Growth in knowledge and growth in Christ still have to be seen in the one vision. Yet as our culture changes, as old methods are discarded and new ones take their place, we can still look forward confidently to the future. Coloma, amid educational change, has one constant –

'And taking a child...putting his arms around the child, He said to them, 'Whoever receives this child in my name receives me, and whoever receives me, receives not only me, but Him who sent me'.

Mark 9:36-37