



# St John Fisher

Catholic High School

## Prospectus 2025-2026



# Our Vision

St John Fisher School is an inclusive and welcoming Catholic community, committed to excellence, success and lifelong learning where each individual is valued and supported to reach their full potential as a Child of God.

We aim to be an exceptional Catholic school where the impact of social injustice is eliminated, life is lived to the full with God at the centre and outcomes for students are excellent.



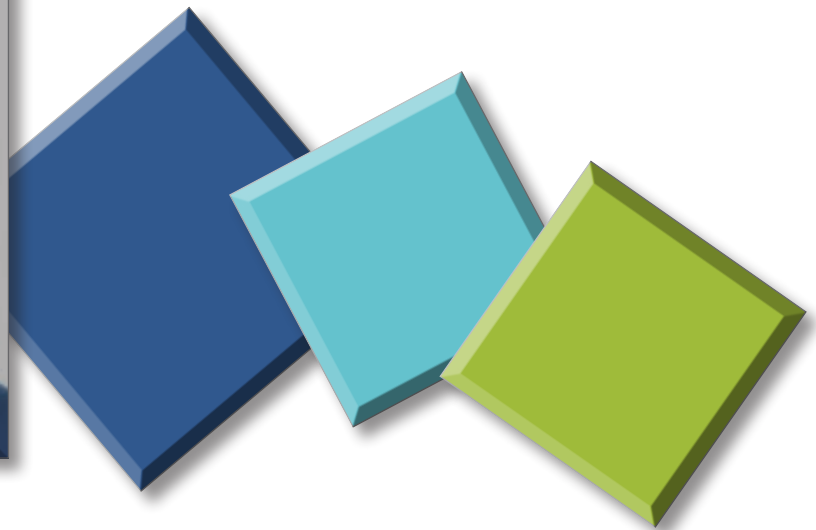
## Mission Statement

“I have come that they may have life  
and have it to the full”

*St John's Gospel Chapter 10*

St John Fisher School is a learning community striving to  
live the gift of life that God gave us:

- we know through our spirituality that everyone is a loved creation of God and that every person has a lesson they can teach someone else.
- we will take every opportunity to help each other and those less fortunate than ourselves.
- we will do our best to reach our aspirations, and celebrate our successes.



Dear Parents and Carers

Welcome to St John Fisher Catholic High School. This prospectus has been produced to provide you with an overview of our school.

St John Fisher is the Catholic secondary school for Peterborough and the western area of the Diocese of East Anglia. We appreciate the special role that we play in the delivery of a Catholic education for those young people who wish to receive one and are proud of the fact that we deliver this through a comprehensive status. This means that the school is inclusive and we welcome students from other faiths when space allows. We have students from a wide range of cultural backgrounds and are proud of the way that they integrate, learning and growing together in an atmosphere of mutual respect.

We are a smaller school than most in the city and intend to remain so as we value highly our ability to get to know each individual child and cater for their needs. Parents appreciate this and often cite it as a reason for choosing the school, particularly in the Sixth Form. We have a very strong pastoral system with each child in a small mixed-age tutor group; this allows them to know students right across the school from the day they arrive and creates a supportive family atmosphere. This is supported by a form tutor, a Student Support Officer and a Head of House, all of whom monitor the child's academic progress as well as supporting them pastorally.

We celebrated the school's 60th Anniversary recently and there is still much to celebrate. We have an impressive building providing a wonderful place in which to learn, excellent examination results, and an extensive provision of extra-curricular activities, including Duke of Edinburgh Award, representing St John Fisher at Sporting events and many student leadership roles. We are proud of our school, which has changed a great deal over the last few years, and we intend to continually improve the education we provide in an ever-changing system.

If you have any further questions about the school after reading this booklet please contact us by one of the routes on the back cover.

*Kate Pereira*

**Headteacher**



Our faith and values are central to the life of our school. We celebrate each day and help our students to express their faith by encouraging them to use their abilities to reach their full potential.

## Prayer and Liturgy

At St John Fisher Catholic High School there are lots of opportunities for students and staff to reflect and pray.

All students are encouraged to take part in the planning and leading of liturgical celebrations and special masses in School. There is an act of worship every morning in form time or in assembly where students are encouraged to participate. The Chaplaincy team meets twice a term to plan and evaluate the Spiritual Life of the School.

Cohesion is very important at our School and therefore Liturgy is inclusive at St John Fisher and all students, regardless of their faith background, take part and none are excluded.

## Thought for the Day

Each day begins with a 'Thought and Prayer' in Tutor Time. These 'Thoughts' follow the liturgical year and often include contemporary issues that may be relevant for that week. The 'Thoughts' embed scripture, discussion and awareness of our impact on the world e.g. Global Learning.

## Assembly

Every week each House comes together during Tutor Time for an assembly which could be led by their Head of House, a member of the Senior Leadership Team or a Tutor group. The themes for the assembly are scheduled and follow the liturgical year, embeds scripture, Catholic teaching and time for reflection and prayer.

## The Chapel

The Chapel is available for all members of our community to use for prayer and reflection. It is a space that we are very proud of and something that most schools do not have.

Each Tutor Group attends reflection and prayer on a rota basis. Prayers and themes for the Chapel programme follow the liturgical year. This is led by our Lay Chaplain and involves Form Tutors and students.

## Mass

Every Tuesday morning, we have voluntary Mass in our Chapel led by a Deanery Priest. Staff and students are welcome to attend.

# lent celebration advent liturgies mass reconciliation respect community Catholic life faith

## Other Celebrations

Liturgies are celebrated to mark special times of the year and special points in the lives of our students. These include Lent, Easter, Christmas, Advent and Leaving liturgies for students in Years 11 and 13.

Each House celebrates Mass led by a Deanery Priest at least once during the academic year. Students are actively involved through the choir and music, readings and offertory.

## Retreats

All students have the opportunity to experience a programme of day and residential retreats during their time at St John Fisher Catholic High School. These are special times when students go away from school to reflect and pray and enjoy each other's company in a more relaxed environment.





## Houses and Tutor Groups

The school has a vertical tutoring system, which means that tutor groups consist of a mixture of students from Year 7 – Year 13. There are 36 tutor groups with an approximate number of 20–25 students in each group. On entry, students are placed into a tutor group and this forms the basis of pastoral care. We try to ensure that these remain constant during a student's time at the school.

Each form tutor is responsible for their students' welfare. Each tutor group is part of one of the school's four Houses: Beverley, Cambridge, Rochester and Westminster. Each House has both a Head of House and Student Support Officer who support the students within their houses. The House system is both the basis of the pastoral system, but also fundamental in the rewards system.

Tutor groups meet for twenty minutes in the morning and in this time they are prepared for their school day. They engage in group activities, house competitions, sporting challenges and thinking exercises. The purpose is to prepare them, challenge them and to stretch them.

### Moving from Primary School

St John Fisher Catholic High School places great importance on making sure the transition from primary to secondary school is handled sensitively and skilfully, in full consultation with parents and with primary school colleagues.

As a smaller secondary school we pride ourselves on our level of individual care we take for each child, making sure that everyone settles quickly and happily in their new surroundings.

Children from primary schools will have the opportunity to participate in a welcome day as part of their preparations for secondary school life. By the time Year 7 students join us in September, we aim to make sure that they already know their new school and teachers well and are looking forward to joining the school community.

Parents of students starting with us in Year 7 in September will have the opportunity to meet us at Open Evening in October, Welcome Evening in July and at a 'Meet the Tutor' evening during the first half-term in order to know and meet the key teaching staff who are supporting their children.

Applications are coordinated by Peterborough City Council and you should complete their on-line application form as well as the school's supplementary information form.

For more information about admissions go to our website: [www.stjohnfisherschool.org.uk](http://www.stjohnfisherschool.org.uk)

westminster beverley  
student support officer  
tutor head of house  
pastoral care  
tutor groups houses  
rochester cambridge

Each House is named after an aspect of St John Fisher's life. The Houses are as follows:



#### Beverley House

Named after the town of St John Fisher's birth.

The Head of House is Mrs E Udeaja.  
Their Student Support Officer is Mr J Cowlin.



#### Cambridge House

Named after the university town where St John Fisher studied.

The Head of House is Mr S Cayley.  
Their Student Support Officer is Miss A Renda.



#### Rochester House

Named after the town where St John Fisher was bishop.

The Head of House is Miss Z James.  
Their Student Support Officer is Mrs K D'Ambrosio.



#### Westminster House

Named after the site in London where St John Fisher was tried and found guilty of treason.

The Head of House is Mrs D Maudsley.  
Their Student Support Officer is Mrs J Reid.

# religious education geography english expressive arts history curriculum physical education maths science technology classics

## Key Stage 3

Our students at Key Stage Three are taught a full and ambitious curriculum. They are exposed to a broad range of subjects throughout Years 7-9 which takes them on a spiritual and practical learning journey. Our 'intelligent' timetabling allows for four 75 min lessons a day; which allows enough depth for significant learning as well as 70 minutes for break and lunch which enable students' time for fresh air, exercise and enrichment activities.

At the end of Year 9 students and parents are offered guidance to inform their future Key Stage Four choices.

During the course of **Key Stage 3**, all students study the following subjects:

Subject	Year 7	Year 8	Year 9
Religious Education	4	4	3
English	6	5	5
Mathematics	6	5	5
Science	5	5	5
French/Spanish	3	3	4
Humanities (History, Geography)	4	4	4
The Arts (Art, Drama, Music)	4	6	6
ICT	2	2	2
Physical Education	3	3	3
PSHE/Citizenship	1	1	1
Technology (Textiles, Product Design, Food)	2	2	2

## Key Stage 4

Students in Year 10 and 11 will study 6 core subjects:

Religious Education	4
English Language and Literature	6
Mathematics	6
Science (Double)	7
Physical Education	3
PSHE/Citizenship	2

In addition to the core subjects listed, students choose three other courses. In 2023-2024 the subjects available were:

- Art & Design
- Business
- Computing
- Drama
- English as an Additional Language
- Food Technology
- French
- Geography
- History
- ICT
- Learning Support
- Travel and Tourism
- Media Studies
- Music
- Product Design
- Spanish
- Sports Studies

Where appropriate, students are also able to take GCSE examinations in their home language.



# Relationships and Sex Education (RSE)

The Department for Education made the teaching of RSE statutory in September 2020. After careful research, St John Fisher Catholic School chose the providers TenTen for the RSE Curriculum which was approved by the Diocese. Furthermore, we followed the advice from the Bishop to start in the Summer term of Year 7 to give students time to build relationships with their teachers and ample time for transition and maturity. Further information and resources are shared with parents via our school website.



## Sixth Form

Students wishing to join our sixth form are offered a wide range of courses both A Level and Vocational. Due to our partnership with The King's School; an even wider range of courses may be available to them. We currently have students on roll studying:

- Art & Design
- Biology
- Business
- Chemistry
- English Language
- English Literature
- French
- Geography
- History
- Health and Social Care
- Information Communication Technology
- Mathematics
- Further Mathematics
- Physics
- Psychology
- Religious Studies
- Sociology
- Spanish
- Sports Studies
- Youth Dreams Sport Scholarship

All students in Years 12 and 13 study Religious Education, PSHE and Physical Education. As part of their enrichment programme students will be selected for the Extended Project Qualification in Year 12.

## Support for Learning

As a school we are concerned with the individual needs of every child. The Learning Support

department helps any student who may be experiencing difficulties in accessing the full curriculum. During Key Stage 3 there are literacy withdrawal groups; numeracy coaching; Year 7 Reading Buddies; Early Intervention groups; homework support; handwriting and fine motor skills support.

The St John Fisher site and curriculum are adapted to meet the needs of all students including those with mobility, sight and in need of hearing support. We are a Centre for Excellence in the city and as a Deaf Hub Plus, we provide city wide training, a resources library and lead CPD. This means that our students benefit from the most up to date resources and skilled support staff in the area. Our Deaf Hub mentoring programme supports KS2 transition of our deaf students. We have specialist support in school for students with Vision Impairments.

The English as an Additional Language department provides intensive English support to students who have recently arrived in the country and also supports more advanced learners of English in lessons across the curriculum. All students are regularly assessed and monitored, and the department provides support to teaching staff, to ensure that all students are included and fully stretched during lessons. Students in Years 9, 10 and 11 all study for the EDEXCEL ESOL qualification, alongside their GCSE studies.

The needs of more able students are also recognised and provided for. The majority of the work with these students takes place within faculties as part of the school curriculum. In addition a designated teacher works to support staff and students, regularly reviewing provision and developing whole-school activities to stretch and challenge students further. In addition there is a whole school development programme for identified students and engaging activities such as the Inter Catholic School Quiz League.



## ICT

The school has a substantial network of over 300 computers. Each computer is connected to the Internet, enabling research and communication. Every classroom is equipped with a CleverTouch screen and all our assessment records and student data is stored electronically. We use Edulink for text messaging and emailing notices and would like to encourage parents to communicate with the school through the App. Our weekly school newsletter is regularly emailed to parents and is also available on the school website.

## Sports Facilities

Our sports facilities include a flood-lit 3G Football Pitch, well equipped Gym, Tennis/Netball courts and Sports Hall as well as a large field which is used for football and rugby in the winter and athletics, cricket and rounders in the summer.

## Music Practice Rooms

We have a strong tradition in music, both vocal and instrumental, and have several rooms where students can practice.

## Study Centre

Our Study Centre is open from 8.10am until 4.30pm. It is available to all students and is multi-purpose in nature. It is used as a centre for the delivery of academic and social small group interventions, and the venue for Reading Buddies and other activities promoting literacy, a centre for the promotion and teaching of learning habits, the Learning Support team base and a venue for homework and other study clubs. It also houses our collection of 10,000 fiction, non-fiction and reference books. Students are able to borrow books at break and lunchtime and also use it for independent research or study.

The Study Centre is supervised throughout the day with staff available at all times to support students with homework and other aspects of learning.



science laboratories  
music practice rooms  
technology workshop

facilities  
all weather pitches  
drama studio state of the art  
computers sports hall

# structure lunchtime timetable homework food school day break registration organisation clubs lessons assemblies

## The School Day

The school day is broken down into four, 75 minute periods plus a 20 minute break in the morning and a 50 minute break for lunch. Students are expected to be in school by 8:35 and in their tutor rooms for registration by 8.40.

8.40 am	Registration & Assembly
9.00 am	Period 1
10.15 am	Break
10.35 am	Period 2
11.50 am	Movement time
11.55 am	Period 3
1.10 pm	Lunch
2.00 pm	Period 4
3.15 pm	School Ends

Each student has their own timetable and is expected to move around the school for lessons. There is also a wide range of extra-curricular activities and clubs available during lunchtime and after school.

## Food

Food is available for students to purchase before school (from 8.00 am), during morning break and at lunchtime. It is freshly prepared on the premises by our catering staff.

The school operates a Cashless Catering system. Parents can add money to their child's account via the School Gateway app or students can load cash onto their accounts using the cash loading machines in school. Students may also bring a packed lunch, this can be eaten in the Dining Hall.

## Homework

Homework is an important part of every child's education. We wish to encourage students to benefit from developing good study habits. Homework details are available on the Edulink app for students and parents to see. It may take the form of:

- Extending knowledge and consolidating work done in class
- Research and preparation for a forthcoming lesson or part of the course
- Production of a final version of work from drafts completed previously
- Practising and developing particular study skills



reading buddies sports ICT  
lunchtime after school  
book club homework  
**extra curricular**  
**drama**  
**choir** **activities**  
Combined Cadet Force  
Duke of Edinburgh Award

## Our Wider Curriculum

St John Fisher School is a diverse community of students and staff with many different interests. Getting involved in extra-curricular activities allows students to develop their interests and try out activities they may not normally consider or to make a contribution to the community and understand commitment and time management. By taking part in these activities they will meet people, make friends and learn to get on with many different people of differing ages and backgrounds.



Listed below are some of the clubs and activities that may be available to students. Students can also offer their services on the school council, help in the library, become part of the Chaplaincy team and much more. The list is not fixed and changes each year. We hope that there is something to suit everyone.

- Duke of Edinburgh Award
- Combined Cadet Force
- School Choir
- Concert Band
- Drama Club
- Girls Club
- Computing
- Trampolining (Autumn/Spring Terms)
- Dodgeball (Autumn/Spring Terms)
- Benchball
- Futsal
- Football
- Girls Football (Autumn/Spring Terms)
- Boxercise
- Cricket (Summer Term)
- Tennis (Summer Term)
- Badminton (Autumn/Summer Terms)
- Athletics (Summer Term)
- Basketball (Autumn/Spring Terms)
- Netball (Autumn/Spring Terms)
- Rounders (Summer Term)
- Rugby (Autumn/Spring Terms)
- Art & Design
- Film Club (wet weather only)
- Homework Club
- EAL Homework Club
- Science STEM Club

## Focus Days and Educational Visits

Our curriculum is designed to support students' wellbeing as well as their personal development. We offer a rich exposure to a wealth of diverse and important cultural and topical knowledge. The unique Focus Day programme of three collapsed and cross curricular themed events across a year, are intended to build on a range of collaborative learning from Exam Masterclasses, CEIAG sessions, Interactive Astronomy to History Days and Healthy Lifestyle sessions. There are many opportunities to take part in other trips and experiences during the school year: from Field Trips in Humanities to extra-curricular Duke of Edinburgh Expeditions.





## Uniform and Appearance

All students are expected to wear correct school uniform as it plays an important part in establishing a community spirit and also encourages students to take a personal pride in their own appearance. They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will reflect credit on the individual, the family and the school itself.

## Behaviour

We aim for high standards of behaviour at all times. Our Behaviour for Learning Policy follows the principles set out in the Mission Statement. At St John Fisher students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work.

A student whose conduct is outside the normal limits of acceptability can expect to be reprimanded or punished, depending on the seriousness and frequency of the offence.

## Rewards

Rewards are a very important part of school life and there are many opportunities in the school day and during the school year to celebrate success.

These include Merits, the basis of our reward system, which are given to reinforce positive behaviour both inside and outside of the classroom. Merits are counted and displayed around the school, lapel badges and certificates are awarded when milestones of 100, 200, 300, are achieved.

The Merit system is constantly reviewed and updated and those students who perform to a high standard throughout the year will be given the opportunity to take part in reward events such as Flash Rewards Week.

House activities and events take place to gain House points and these are added to merit points at the end of each term. The best performing Tutor groups receive the House Cup and the St John Fisher Cup is awarded to the best performing House – this is really competitive and is enjoyed by all.

## Attendance

Attendance is closely linked to achievement and as such we expect all students to achieve 100%.

Parents have a duty to support the school in ensuring their children come to school prepared for the day ahead.

It is the Governors policy that absence should only be authorised in exceptional circumstances.

## Celebrating Achievement

We firmly believe that celebrating achievement at school motivates students to achieve their potential, both inside and outside the classroom.

Our House system provides a community spirit for the students and competitive events like Sports Day, House attendance, Quizzes and Competitions all contribute to House points which determines the winning House.

Students can earn merits during lessons as well as being awarded 'Best in Class', for homework and during non-lesson time through participation in school events.

Each term, Houses hold Celebration Assemblies, when students are rewarded for high attainment, effort, excellent attendance and valuable contributions to the form and the House.

Each week in our newsletter, the St John Fisher News, we celebrate the achievement and progress of our students. Every June, parents, teachers, students and governors meet for the Celebration of Achievement Evening at which annual prizes for achievement and effort are presented.

**responsibilities** **head girl**  
**learning together** **standards**  
**head boy** **school council**  
**expectations**  
**learning leaders** **rewards**  
**values** **dress code**  
**behaviour** **merits**  
**uniform** **attendance**

expectations objectives  
 aspirations success  
 achievements  
 accomplishment realisation  
 plans goals dreams  
 attainment ambition

## Academic Progress

Academic progress is carefully monitored throughout a student's time at St John Fisher. Subject teachers assess and grade every student they teach. During the school year parents will receive termly Progress Updates on their child's progress with information on attainment (their current grade and an end of key stage forecast grade), their attitude towards their learning, causes for concern and attendance. Parents' evenings are arranged in the course of the year when staff can discuss students' progress with parents. All parents have the opportunity to meet the teachers at parents evenings. Year 11 have an additional parents evening in January to discuss the pre-public exam results.



Every student is given a target grade for each subject which is the minimum expected grade for that subject. The student is also given a forecast grade, which is a prediction of the grade the teacher thinks the student will achieve based on their current performance.

Progress is formally monitored three times throughout the year and progress towards their target grades tracked during tutorials. If the student is falling behind the tutor will be able to quickly intervene and support the student to ensure they are making the appropriate progress.

The report home will also contain targets for improvement. These targets, set by the teacher, will support the student's performance and enable them to exceed their target grade.

As the monitoring of academic progress carried out by the school is considered so important, parental involvement is strongly encouraged and parents are welcome to contact the school at any time if they are concerned about their child's progress. All students have an Academic Tutoring Interview with their Form Tutor each term and notes of these meetings are sent home to parents.





# Examination Results

## A Level

With a smaller Sixth Form than other local schools we are able to focus on each individual student and ensure that they achieve the grades they need for the next stage of their life. Those that choose to go to university are supported through the application process and to prepare for their exams. In 2023, most of this group was able to proceed to their first choice of university. A steadily growing number of students each year are choosing to begin an apprenticeship while others take a gap year prior to beginning a degree or apprenticeship.

The destinations of our 2024 students were:

University	36	58%
Apprenticeship	5	8%
Gap year	7	9%
Employment	14	22%

## Our results for 2024

These students performed very well in their exams with a pass rate of 100%. 57% of grades were B or above.

## GCSE

### Progress 8

For many years school performance has been reported in terms of the percentage of students achieving a grade 4 or better in five subjects, including English and Maths. The weakness of this system was that it took no account of the starting points of students and in many cases merely reflected the quality of a school's intake.

The Department for Education (DfE) recognised this weakness and changed the way of reporting school performance. This new system is called Progress 8 and was introduced in the summer of 2016.

Progress 8 compares the best eight grades of each student with those of other students nationally who achieved the same Level at the end of primary school. A positive score is achieved if the student gets better grades than others nationally, and a negative score if they don't do as well. The school's Progress 8 figure is the average of each student's score; it is expressed as a decimal number. A figure of zero means that students in the school made as much progress as other students nationally, a positive figure means they did better, and a negative one that they did less well. A figure of +0.5 means students averaged half a grade better than others nationally, while -0.5 is half a grade below. The floor target for schools is now -0.5.

For 2019 our Progress 8 figure was +0.6 This is above



national average and in the top 10% of schools nationally. The figure is based on the results of students nationally in that year's examinations, the DfE normally expects to be able to confirm the figure for each school in October each year, our provisional results for 2022 show a P8 figure of +0.44

## Other Measures

The other performance figures for each school have also changed. There are four:

- the percentage of students who achieve a 5 or above in English and Maths ('Basics').
- the average attainment of each student, expressed as a score ('Attainment 8')
- the percentage of students who sat examinations in the so-called 'English Baccalaureate' subjects (EBacc)
- the percentage of students who achieved a grade 4 or above in all EBacc subjects.
- the average attainment of each student across all EBacc subjects

The EBacc subjects are English, Maths, Science, a Humanity and a Language. The DfE refuses to recognise Religious Education (RE) as a Humanity subject for the EBacc and so this causes a difficulty for our students, who all study RE for GCSE: if they opt to study a full set of EBacc subjects they only have space in their timetable for one other subject. For many, this is too limiting. We therefore make it possible for students to select a full set of EBacc subjects if they wish but do not insist on this. The so-called EBacc is not a qualification and students do not receive any recognition for opting to study this set of subjects

## Our results for 2024 (provisional):

<b>Progress 8:</b>	<b>+0.69</b>
<b>Basics: 4+ English &amp; Maths</b>	<b>65.9%</b>
<b>Basics: 5+ English &amp; Maths</b>	<b>43.4%</b>
<b>Attainment 8:</b>	<b>4.63</b>
<b>Entered for EBacc</b>	<b>26.4%</b>
<b>Achieving Ebacc</b>	<b>19.4%</b>
<b>EBacc Average Points</b>	<b>3.96</b>



## Post 16

As a Catholic school we expect all Post 16 students to demonstrate our core values: service, care and respect for everyone in all aspects of their day to day life. We aim to prepare students for higher education and working life. Therefore we have created opportunities where students are given more freedom and rights but also have greater responsibilities.

Sixth Form life offers students many new experiences and opportunities. St John Fisher Sixth Form is a place where all students are valued as unique and given a great deal of time and attention by tutors and teachers. Our teachers have great insight into students' strengths and can help work on areas for improvement with the students themselves.

Being in the Sixth Form at St John Fisher is a vibrant and stimulating experience. We have a small Sixth Form and pride ourselves on knowing each student well, so we can support and challenge each individual according to their needs. We aim to facilitate the development of the whole person where each individual is able to flourish not only academically but also socially, morally and spiritually. Students leave us with self confidence and high aspirations for themselves and respect and tolerance for others.

learning habits aspirations  
challenges independence  
opportunities support  
preparation respect  
**sixth form**  
responsibility leadership  
A levels development  
self confidence partnership



Being in the Sixth Form requires students to be responsible and independent in their learning and conduct. We will support each individual throughout their development of excellent learning habits conducive to studying at University and beyond. It is for the reasons above that each student will have their own personalised programme of study to follow based on their GCSE results, needs, aspirations and interests. There are a variety of courses available for study.

Our school works in partnership with The King's School and is therefore able to offer a wider selection of courses for study at A Level than we would have been able to alone. This means that you may study one A Level subject at The King's School if we cannot offer the subject here. We are very fortunate to have this partnership without which our broad Post 16 curriculum would not be possible.

We also work very closely with Luke Kennedy from the Youth Dreams Project in providing a football scholarship for those who wish to follow a career in football or sport leadership more generally.

Our aim is to help students achieve their dreams in a supportive and highly aspirational environment.



# How to Apply

Applications for students who are already in Years 7, 8, 9, 10 or 11 in another school or who are new to the city are co-ordinated by Peterborough City Council and you should complete the Peterborough City Council In-Year on-line application form from [www.peterborough.gov.uk/residents/schools-and-education/admissions](http://www.peterborough.gov.uk/residents/schools-and-education/admissions). You should also complete the In Year Application for Admission Form for a child to attend St John Fisher Catholic High School which can be downloaded from the school website at [www.stjohnfisherschool.org.uk](http://www.stjohnfisherschool.org.uk). Please make sure you enclose all the requested evidence. Please see the Post 16 Prospectus for applications to Years 12 and 13.

## Primary to Secondary Transfer

If your child is in Year 6 and wishes to apply to transfer to St. John Fisher Catholic High School into Year 7 you must visit Peterborough City Council's Admissions Website or the Local Authority website where you live.

You must also complete the Supplementary Information Form, which can be downloaded from the school website at [www.stjohnfisherschool.org.uk](http://www.stjohnfisherschool.org.uk). Please make sure you enclose all the requested evidence with the form.

The online application process is at: [www.peterborough.gov.uk/residents/schools-and-education/admissions](http://www.peterborough.gov.uk/residents/schools-and-education/admissions).

## Admissions Criteria

### Students with an Education, Health and Care Plan

The admission of students with an Education, Health and Care Plan is dealt with by a separate procedure. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

1. Baptised Catholic looked after and previously looked after children.
2. Baptised Catholic children who are in feeder schools and for whom St John Fisher is the nearest Catholic school.
3. Other Baptised Catholic children.
4. Other looked after and previously looked after children.
5. Catechumens and members of an Eastern Christian Church.
6. Non-Catholic children who are in Catholic feeder schools and for whom St John Fisher is the nearest Catholic school
7. Sibling of a child attending the school at the time of enrolment (excluding Sixth Form)
8. Children of other Christian denominations whose membership is evidenced by a minister of religion.
9. Children of other faiths whose membership is evidenced by a religious leader.
10. Any other children.

Within each of the categories the following provisions will

be applied in the following order.

(i) The attendance of a sibling at the school at the time of enrolment (excluding the sixth-form) will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made.

(ii) In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line. Distance is measured in a straight line using the Local Land Property Gazetteer (LLPG) provided from the seed point located at the child's home address to the seed point for the school. The seed point is taken from the ordinance survey's (OS) Address-Base dataset. It is used to locate individual residential and school addresses using grid references as seed points. In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out and supervised by a person independent of the school.

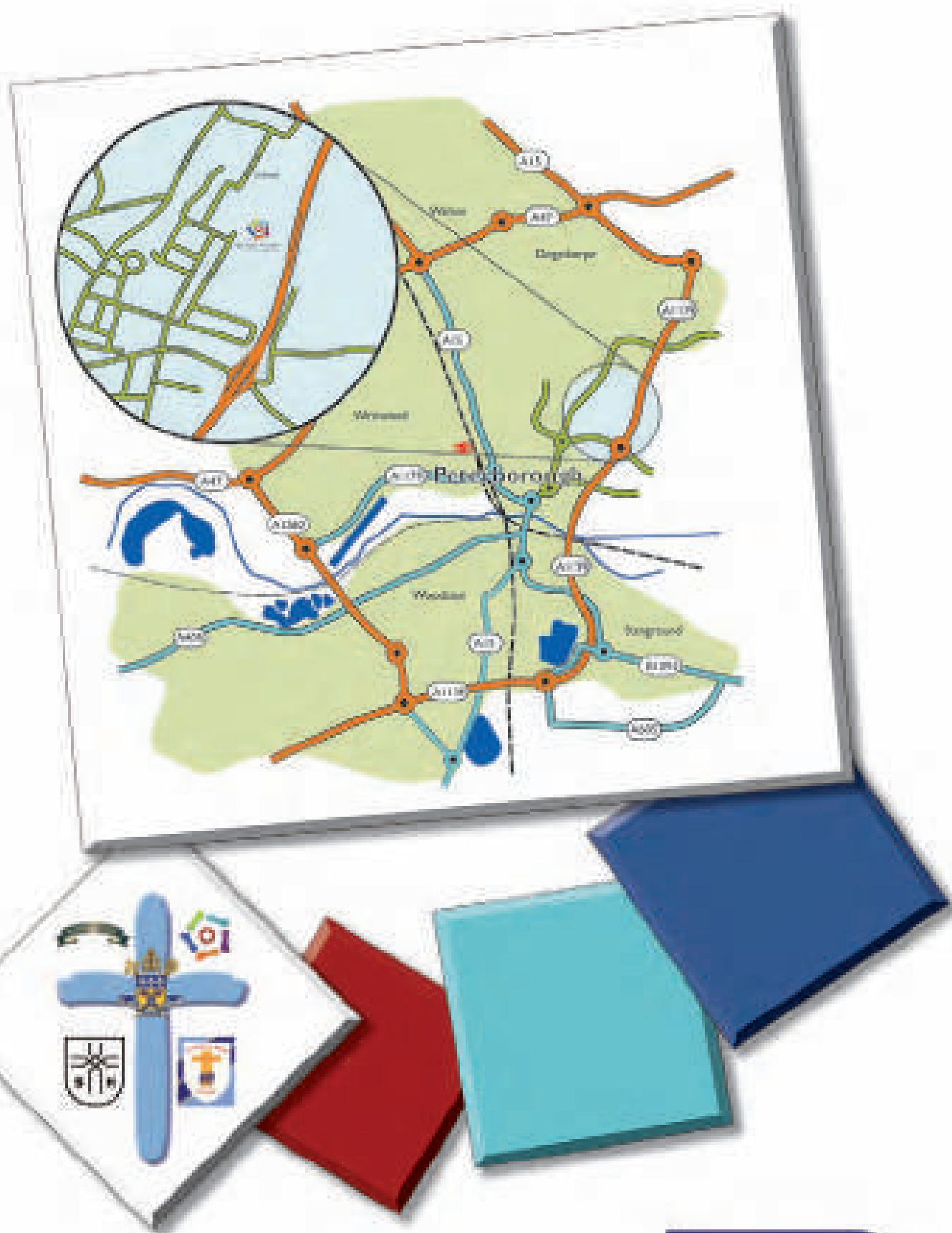
### Feeder schools are:-

- St Thomas More Catholic Primary School, Peterborough
- Sacred Heart Catholic Primary School, Peterborough
- All Saints Inter-Church Academy, March
- St Augustine's Catholic Primary School, Stamford
- St John Henry Newman Catholic Primary School, Pboro
- St Martha's Catholic Primary School, Kings Lynn

### Churches

The following churches are recognised as being in full communion with the Roman Catholic Church:

Albanian Byzantine Catholic Church, Armenian Catholic Church, Belarusian Greek Catholic Church, Bulgarian Greek Catholic Church, Chaldean Catholic Church, Coptic Catholic Church, Eritrean Catholic Church, Ethiopian Catholic Church, Byzantine Church of Croatia, Serbia and Montenegro, Greek Byzantine Catholic Church, Hungarian Greek Catholic Church, Italo-Albanian Byzantine Catholic Church, Macedonian Greek Catholic Church, Maronite Church, Melkite Greek Catholic Church, Romanian Church United with Rome, Greek-Catholic, Russian Greek Catholic Church, Ruthenian Byzantine Catholic Church, Slovak Byzantine Catholic Church, Syriac Catholic Church, Syro-Malabar Catholic Church, Syro-Malankara Catholic Church, Ukrainian Greek Catholic Church.



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