



THOMAS ALLEYNE'S HIGH SCHOOL



INNOVATE2EDUCATE
Partnership



PROSPECTUS
2024/25

WELCOME

PROGRESS, OPPORTUNITY AND INDIVIDUALITY

Thank you for considering Thomas Alleyne's High School for your child.

Thomas Alleyne's High School is a successful and popular 13 – 18 school serving children from a broad geographical area. Our school is genuinely comprehensive in its social academic mix and has an established reputation for the quality of teaching and learning it provides and the strong pastoral system that supports students during their academic journey.

We are a member of the Innovate2Educate Partnership, working with Oldfields Middle School, Rycroft Middle School, Windsor Park Middle School, Picknalls First School, Hutchinson Memorial First School, Richard Clarke First School, All Saints Church Leigh, and Bramshall Meadows. The aim of our multi-academy trust is to provide the highest quality education and smooth transitions for students from ages 3 to 18. Please contact us if you wish to visit the school.

Our vision for education

We are committed to serving our community by making a difference, embracing excellence, and transforming lives. This responsibility lies at the heart of our school vision, which is captured in the words: 'Progress, Opportunity, and Individuality.'

Our vision is underpinned by the values that our students adhere to. We also ask our school community to work towards our Thomas Character values by being:

Tenacious

Happy & Healthy

One community

Mindful

Ambitious

Self fulfilled

It is our mission that every child will have a wide range of opportunities at Thomas Alleyne's, enabling them to achieve their goals and fulfill their potential in education, life, and employment.

We will achieve this by:

- Challenging, supporting and guiding students of all abilities to achieve their full potential.
- Maintaining a disciplined and caring school to ensure our students are safe, happy and enthused about their learning.
- Delivering excellent results across a broad, innovative, and exciting curriculum that includes academic, vocational, cultural, and sporting activities to equip students for the demands and opportunities of the 21st century.
- Creating leaders who are socially and environmentally responsible and who will lead the way in creating a better society for all, with respect and tolerance at the heart of their education in the local area and the wider world.
- Providing strong leadership and highly motivated,

professional staff to meet the academic and pastoral needs of every student.

- Ensuring mutual respect and partnership between students, staff, parents, the school, and the wider community, making them proud to be associated with Thomas Alleyne's.

In addition to reading the information in this prospectus, I encourage you to explore our website at www.thomasalloynes.uk, which includes a wealth of useful information.

Mrs Rudge
Headteacher



**"Committed to serving our community.
Making a difference, transforming lives"**

WELCOME

A SCHOOL AT THE HEART OF ITS COMMUNITY

Thomas Alleynes High School is a successful and popular 13-18 school serving the local community.

Thomas Alleynes High School is genuinely comprehensive in its social and academic mix and has an established reputation for allowing individual talent to flourish while ensuring the highest pastoral care for students.

A unique feature of our school is our House system, which underpins our strong academic performance and enables all students to feel part of a thriving, busy community from their first day.

We pride ourselves on offering a broad curriculum that meets the needs of all our learners, ensuring that students have the qualifications and skills for the next stage of their lives—whether it is post-16 study in sixth form, college, or an apprenticeship.

A hallmark of Thomas Alleynes High School is the quality and dedication of our entire staff. Both are crucial in maintaining the high standard of education we offer, and we are proud of the strong reputation we have within the local community.

The school occupies a site between the centre of the market town of Uttoxeter and the open fields of the Dove Valley. Our buildings, in a rich variety of styles and periods, include two Georgian listed structures, grassy areas, and courtyards, all providing excellent facilities for our young people.



“Classrooms exude a positive atmosphere” OFSTED

PERSONAL DEVELOPMENT AND WELFARE

CARE, GUIDANCE AND SUPPORT



Our care, guidance and support is underpinned by our unique House system which ensures students immediately feel part of our community.

Our Heads of House are responsible for actively supporting the academic progress, behaviour, attendance, and punctuality of each of their students. Each House has a full-time, non-teaching Pupil Support and Welfare Officer dedicated to supporting the students.

Thomas Alleynes places a high value on excellence. For students to work efficiently in a classroom, there must be an atmosphere conducive to learning.

Therefore, we have clear expectations for our students regarding behaviour, attitude, and commitment to classwork, homework, and all aspects of school life.

We value all our students and are inclusive in our approach. Students have the opportunity to represent their House and contribute to its success in various ways, such as participating in House Competitions, maintaining excellent attendance, and earning credits for effort and achievement.

The school works closely with all appropriate agencies to provide the highest quality pastoral care for our students.



Pupils' attitudes to Learning are consistently positive'
OFSTED

TEACHING AND LEARNING

EXCITING AND INTERESTING

At Thomas Alleyne's we aim to make learning an exciting and interesting experience for all our students.

We offer a stimulating and varied curriculum designed to be broad and balanced, providing a wide range of opportunities to personalise students' experiences.

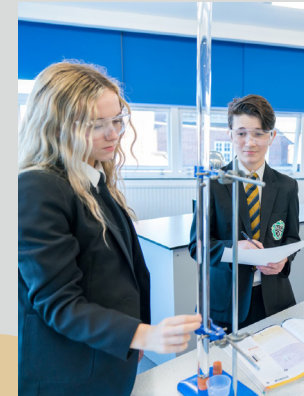
YEAR 9

All students are taught English, Mathematics, Science, Technology, ICT, French, Art, Geography, History, RE, Music, Drama, and PE. Additionally, all students will have the opportunity to receive careers education. Personal, Social, Health, and Citizenship Education (PSHCE) will be integrated into Drama lessons and our PSHE programme.

YEARS 10 & 11

During Years 10 and 11 students follow GCSE courses in English, English Literature, Mathematics, Science and R.E.

In addition to the core subjects, each student can select from a wide range of additional choices. We provide considerable guidance to ensure that students make appropriate choices reflecting their potential and individual needs.



'Teachers... deepen learners' understanding and provoke their curiosity' OFSTED

EXTRA-CURRICULAR ACTIVITIES

SPORTS, MUSIC AND TRIPS



We strongly believe in the value and importance of extra-curricular activities in supporting the development of our students and we are able to offer a wealth of activities both at lunchtime, after school and trips.

We compete at a high level in all sports and students also have the opportunity to represent their House in a variety of sports.

The school is renowned for its musical and dramatic talents and alongside the concerts, orchestral and vocal groups we alternate between either a major musical production or drama production each year.

Many departments offer trips to enrich the study of their subject and some of these have included visits to The West End, Museums, Universities and Outdoor Education Centres.

Over 20% of our children participate in the Duke of Edinburgh Award schemes.

In working with World Challenge has seen our students travel to Morocco, Mexico, Vietnam, Tanzania and Laos.

FACILITIES

SPECIALIST FACILITIES TO MEET ALL NEEDS

Modern facilities are available throughout the school and all departments enjoy specialist teaching bases.

Our sports facilities are excellent. They include a newly refurbished indoor swimming pool, two fitness suites, and an astro turf pitch. Specialist facilities are available for music and drama and these two areas make a great contribution to the culture within the school. Our school sports hall is currently undergoing refurbishment and we have plans in place for a new suite of technology rich classrooms.

A key feature of our school is our school farm which houses a new purpose-built laboratory, together with animal houses, livestock, poultry pens, greenhouses and gardens.



WORKING IN PARTNERSHIP

EFFECTIVE TRANSITION, OPPORTUNITIES AND SUPPORT



Thomas Alleynes High School occupies a unique place at the heart of the local community and has well established links with local businesses, industries and services to support our students.

A successful education depends on the partnership between students, school and parents and we aim to work closely with parents so that we enable students to realise their full potential.

Parents are encouraged to contact the school or their Head of House with any concerns and we value parental support at parents' evenings. Our online work environment utilising Office 365 and Talaxy enables parents to work with us to monitor homework and reward progress. By having constant access to homework and reports parents are fully engaged in the learning

of their child. We will contact parents immediately if we have any concerns. In November 2024 we will be moving our students from the Talaxy homework portal to a new portal called Arbor. We will provide support for students and parents at the point of transfer.

Thomas Alleynes, its 3 feeder middle schools and 13 first schools established a unique pyramid partnership to ensure effective transition, opportunities and support for all pupils in the Uttoxeter area. In 2017 this partnership was formalised through the formation of the Innovate2Educate Partnership. Currently there are eight academies in the Innovate2Educate Partnership – Windsor Park Middle School, Picknalls, Hutchinson Memorial, All Saints Church Leigh, Richard Clarke First School, Oldfields Middle School, Ryecroft Middle School, Bramshall Meadows and Thomas Alleynes.



'Uniquely placed at the heart of the community'

THE SIXTH FORM

The Sixth form at Thomas Alleyne's High School is highly regarded by students and parents alike.

Most of our students choose to stay on and study with us in the Sixth Form at the end of year 11 and are joined by pupils from schools in the surrounding area producing a large Sixth Form of around 250 students.

Our Post-16 Curriculum offers a wide range of two-year courses. These could be pure A-level courses, of which we currently offer 19 courses, BTEC's of which we offer 6 courses or a blended course combining both subject routes. Students who study 3 subjects will also undertake the Extended Project Qualification (EPQ) in an area of their personal interest which offers an additional level 3 qualification. Some students will also resit their GCSE Maths and/or English so they can improve their grade.

Every student in the Sixth form is allocated an academic tutor who will monitor their subject progress and help them to plan the next stage of their education or career whilst supporting them pastorally. Additionally, all students have access to an online destination's platform called 'Unifrog' and receive independent

careers advice. Stage three of the TAHS Future Intentions Programme is delivered by the experienced Sixth Form team alongside external specialists and offers a range of activities throughout year 12 and 13 aimed at supporting our learners to make a fully informed decision about their future.

We are proud that our Sixth Form can facilitate and support students in achieving the top grades required to pursue a range of Post-18 options whether that is continuing into Higher Education, undertaking an Apprenticeship, or entering the world of employment. Most students choose to apply to university, and each year around a quarter of our applicants secure a place to study at the prestigious Russell Group Universities. We have a proven record of success in competitive courses such as Medicine, Dentistry and Veterinary Medicine, and a long history of our Sixth form students gaining places at both Oxford and Cambridge University. Some students chose to continue their Post-18 education by pursuing and securing apprenticeships in top companies such as AstraZeneca, Land Rover, Total IT Solutions, JCB, Unilever, Ernst and Young and Rolls Royce.



'The sixth form is a confident purposeful community'
OFSTED

THE SIXTH FORM



Developing the whole individual is our core purpose, and we facilitate this by providing opportunities to pursue ambitions, interests and passions and develop skills and talents beyond our rich curriculum. Students can undertake a wealth of Enrichment activities including, the Extended Project Qualification (EPQ), Community Service with the Uttoxeter Lions, MOOC's, Leadership opportunities, The Duke of Edinburgh Award (DofE), World Challenge, educational visits, the TAHS debating society, 6th Form Council, work experience, Eco Team, Student Subject Ambassadors and numerous house competitions to name a few.

There is a strong sense of community amongst our Sixth Form, and our students thrive in a welcoming and purposeful learning environment, enabling them to transform into confident, well-rounded individuals with the character and skills to succeed in the next stage of their lives.

The Sixth form has its own suite with a common room, kitchen area, private study spaces and the Sixth Form computer room – all of which can be used using non-contacts. In addition to this, all Sixth Form students have access to the canteen, servery, library, and free classrooms to work in a space that best suits their educational needs.

A Sixth Form prospectus is available on request, and on the Sixth Form section of the school website. For further information, please email sixthform@tahs.org.uk

ADDITIONAL INFORMATION

ADMISSION ARRANGEMENTS

Students who have elected to pursue their middle school education at one of our main feeder middle schools will always be admitted. These schools are: Oldfields Hall Middle School, Windsor Park Middle School and Ryecroft Middle School. Additionally, students living in our catchment area will be admitted.

ATTENDANCE

Our whole school attendance target is a minimum of 96%. We place great importance on the value of good attendance and punctuality. If your child is ill please contact the school by 9.00am that day on 01889 561820 or text 01889 390054 (give name and reason for absence) or email attendance@tahs.org.uk. We will contact you on the first day of absence if we have not heard from you, as part of our commitment to safeguarding our students.

Registration begins at 8.40 each morning. Students must be in their form rooms for this time. Any students arriving after 8.40am without a genuine reason will be issued with a same day punctuality detention. In order to reward good attendance and punctuality, positive incident points will be issued by Form Tutors and Heads of House.

CURRICULUM KS4

In addition to core subjects (Maths, English, Science, PE and RE) the following optional subjects are offered in Year 10 and Year 11 -

- Art and Design
- Business Studies
- Children's Learning, Play & Development

- Drama
 - Animal Care
 - French
 - Geography
 - Food & Nutrition
 - Computing
 - Sport
 - Design & Technology
 - Health & Social Care
 - History
 - Music
 - Innovate2Educate Partnership Creative Curriculum
- All students follow the THOMAS Character personal development and careers curriculum during sessions with their tutor.

CHARGING AND REMISSIONS

Thomas Alleyn's High School's Governing Body has a policy that no student will be excluded from any activity organised by the school because he/she cannot pay.

The school may seek voluntary contributions in connection with any activity organised within school hours e.g. an educational visit. If adequate support is not received, a planned activity may have to be cancelled. Activities outside school hours are normally charged at cost.

Parents of students who are eligible for Pupil Premium funding may be able to apply for financial support to enable their child to take part in an activity. Parents should contact their Head of House or the Business and Facilities Manager.

In line with the Charging & Remissions Policy, parents may be asked to pay for any defacing, damaging or loss of school property by their children. Public examination fees will be charged to parents when their children fail to attend examinations, including resits, without good reason. Examination fees will be charged for all resits.

COMPLAINTS PROCEDURE

The school takes complaints seriously and has a complaints procedure to resolve problems and give parents a way of raising and resolving issues of concern. Initially concerns should be directed to the appropriate Head of House or Head of Department. If the matter cannot be resolved, parents should contact an Assistant or Deputy Headteacher or the Headteacher.

Should the problem still remain, parents should follow the procedures outlined in the school's complaints policy available on our website.

EQUAL OPPORTUNITIES/RACE EQUALITY

Thomas Alleyn's High School recognises the cultural, ethnic and religious diversity of contemporary British society. We are, therefore, committed to promoting and supporting equal opportunities, justice and respect for all individuals who make up the school community regardless of gender, race, language, religious belief, ability, disability, social background or age. We recognise the right of equal access to education as a means of achieving the full potential of every student (please refer to our Equal Opportunities statement on our website).

ADDITIONAL INFORMATION

CATERING PROVISION

Catering facilities, provided by Edwards and Ward Caterers, are available to students during morning break and lunchtime. A variety of healthy options are offered, including:

- A hot meat or vegetarian dish
- A pasta, rice or noodle dish
- Filled jacket potatoes
- Sandwiches, baguettes, paninis
- Salad bar
- Hot and cold dessert
- Fresh fruit
- Drinks

A hot meal typically costs around £2.56. We use a Cashless Catering system in our canteen, which operates via a biometric recognition system, allowing students to pay for food using a thumb scan or pin number. Parents or carers can pay for meals online through a secure web-based system called ParentPay



CAREERS GUIDANCE, WORK RELATED LEARNING & ENTERPRISE

Careers guidance is provided to all students through external providers, a carefully planned tutor programme, the options process and by working closely with the local authority's Young People's Service. In Year 9, as part of the options process, all students are introduced to the range of careers available to them through Unifrog. This provides them with a clear career focus and is aimed at raising their self-awareness. The Year 10 tutor programme builds on this and includes practical guidance on making applications to 6th form, college or as part of an apprenticeship scheme. In Year 11 all students are offered an information, advice and guidance interview, either with a member of the Senior or Pastoral Team.

FUTURE INTENTIONS AND WORK EXPERIENCE

All students receive careers, education, information and advice guidance (CEIAG) in Year 9 as part of their GCSE options programme. This supports students in choosing the right GCSE and BTEC subjects to enable them to consider their future academic and career choices. To support their future intentions throughout their academic journey, all students use an online platform, Unifrog, which enables them to research a large range of careers as well as look at university and apprenticeship options. Form Tutors support students with this online platform and all parents are given access to a help guide and advice at home. This provides them with a clear career focus and is aimed at raising their self-awareness. In Year 10 students will receive guidance on college, 6th Form and apprenticeship applications. There are also opportunities to plan and write CV's as well as look at local labour market information, which in turn will support their future intentions. As well as this all students will participate in Work Experience in Year 10, this will provide the students with a clear focus on their chosen future career as well as help grow their employability skills. In Year 11 all students receive a guidance interview with a member of the Senior or Pastoral Team and are offered an interview with a fully qualified Careers Advisor. The support for Future Intentions continues into Year 12 and 13 where they will receive regular information advice and guidance to support all their Post-18 needs. They also participate in a full week of Work Experience in Year 12, which helps students make informed choices for their future intentions after leaving Year 13.

RELATIONSHIPS AND SEX EDUCATION

We provide an appropriate programme for relationship, health and sex education which is part of our THOMAS Character curriculum. This provides opportunities for lifelong learning about physical, moral and emotional development. The programme reflects individual differences inspired by cultural, religious and family backgrounds and seeks to promote these values which are common to all in our society.

Our THOMAS Character programme also teaches the protected

characteristics as well as a variety of topics that are linked to how we live today, tolerance, acceptance and understanding of situations which may arise.

RELIGIOUS EDUCATION AND SCHOOL ASSEMBLIES

All students share in assemblies each week on a House basis. Assemblies are of a broadly Christian character, reflecting the traditions of Christian belief without being distinctive of any particular denomination and addressing the core themes of Spiritual, Moral, Social and Cultural Education.

The teaching of religious education is nondenominational, and, through it, students are given an insight into some of the established religions of the world and are encouraged to discuss moral issues.

A parent's wish to withdraw a student from assemblies or religious education is respected and accepted but very few parents have felt the need to exercise this right.

THE LEARNING RESOURCE CENTRE

The Library is situated on the ground floor of Ross House, overlooking the Millennium Quad. It is well used by Sixth Form students for independent study. The space is also used by a number of reading groups, including the Carnegie readers, Year 10 and Year 11 Reading Champions and the staff and Sixth Form Reading Group.

There is a range of fiction and non-fiction texts including the best of contemporary Young Adult choices as well as the traditional classics. We also have a small but growing collection of "quick reads" and graphic novels, as well as some dual language texts. The non-fiction section has relevant material suitable for a wide range of abilities and interests, as well as curriculum support.

ADDITIONAL INFORMATION

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Thomas Alleyne's High School recognises the importance of supporting staff (teaching and support) in meeting their individual needs which will aid whole school improvement. Staff are a school's greatest resource and it is vital that all our staff are well motivated and well trained and are able to bring out the best in our young people.

All new staff follow an induction programme and staff new to teaching follow an individual programme, tailor made to meet their needs. All Early Career Teachers are supported through the Early Career Framework to ensure that they can develop their practice, knowledge and successful working habits.

Performance Management is a key process which is undertaken by all staff, which sets targets, in line with the School Improvement Plan to meet needs, monitor progress and review and praise achievements.

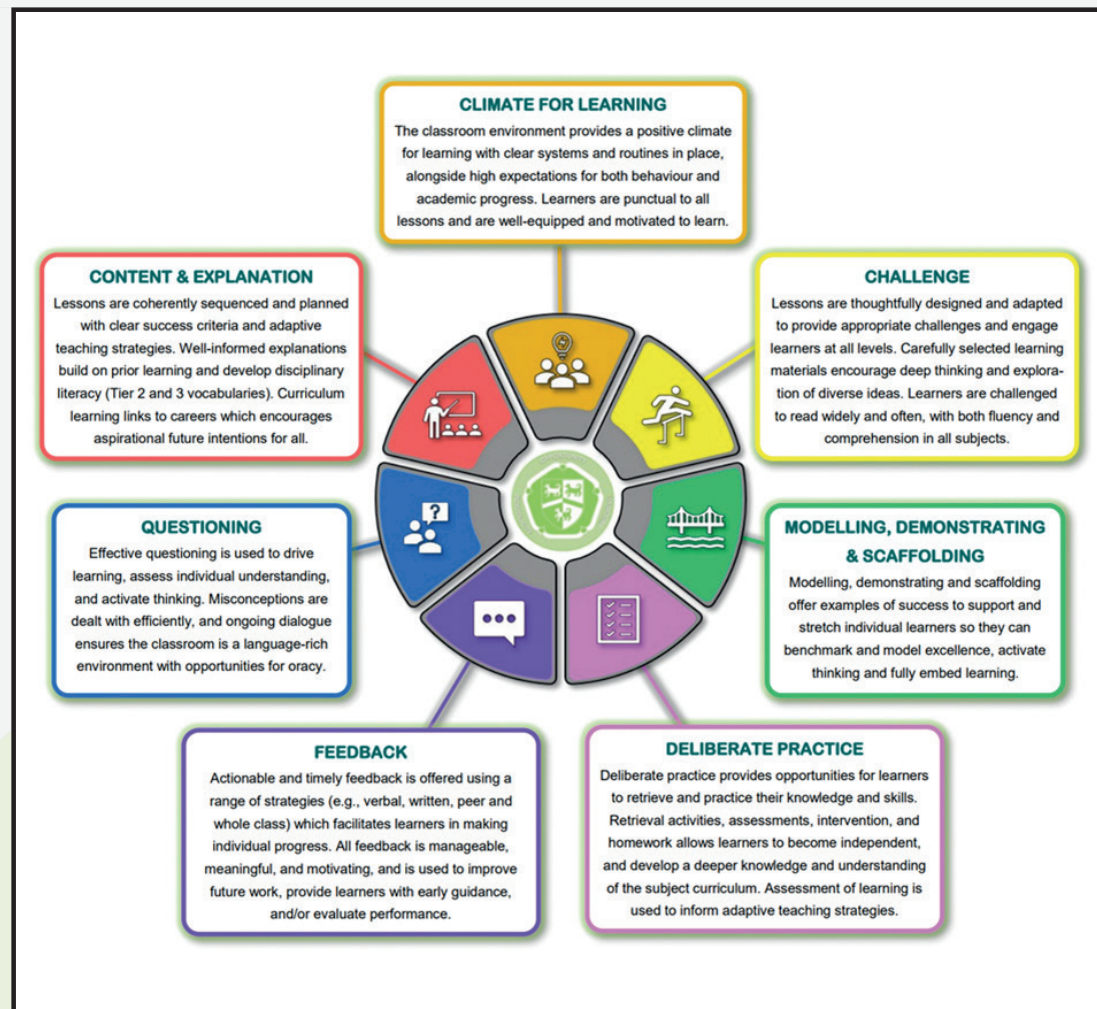
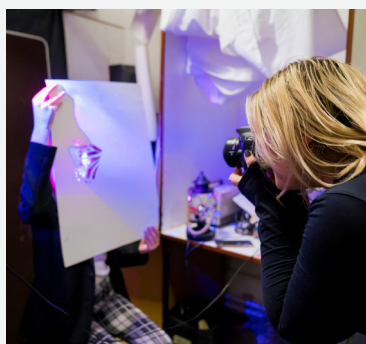
Twilight training sessions take place over the year which provides staff with opportunities to explore evidence based research to continue to develop high quality classroom practice.

Local and national networks also provide opportunities for staff to develop their expertise in particular areas. This continuous variety of developmental opportunities ensures that staff at Thomas Alleyne's are of the highest calibre.

The National College CPD platform is available to all staff with personalised career development and training.

All lessons are designed in line with the Thomas Alleyne's Teaching and Learning model, which highlights best practice from evidence and practice-based research.

See graphic to the right



ADDITIONAL INFORMATION

UNIFORM RULES

Thomas Alleyne's High School believes that students should come to school smartly dressed and we expect that all our students will attend school wearing the school uniform correctly.

We believe that a school uniform gives students a pride in their appearance, a sense of belonging to the school and goes a long way in assisting the discipline and reputation of a school. The school is a place of work and it is important that students recognise the need for appropriate dress.

The basic principles are:

- Black blazer with school badge
- Black trousers; straight-legged with waistband (**not jeans, leggings, cropped, bootleg, skinny or hipsters**) and no buttons, embellishments, trims or belts
- Alternatively, a black skirt (**not lycra**) just above the knee.
- White shirt/blouse with turn-down collar for wearing with a tie (can be a fitted blouse – top button must be fastened and not visible)
- School clip-on tie in House colour – must be worn at the correct length
- Black socks (ankle length / black lycra tights)
- Black shoes you can polish with flat or moderate broad heels (no higher than 2 inches/5 cm). **No boots or trainers**

Other Items

- Make-up is considered unsuitable for school.
- Acrylic or brightly coloured nails are not permitted.
- Small stud or ring earrings are allowed but only one per lobe. No other visible body piercing is permitted.
- Hair should be kept in a clean and tidy condition. Exaggerated styles, excessive hair accessories or exaggerated colours are not acceptable, e.g. tram lines, 'number one' haircuts.
- Ties - only clip on ties allowed. School tie in House colour Elkes - red, Orme - green, Torrance - blue, Whitmore - yellow.
- Plain black V-necked jumper (school logo is optional, **branded jumpers with logos are not permitted**) no cardigans or hoodies.



ADDITIONAL INFORMATION

STUDENT VOICE

At Thomas Alleyne's High School we have a flourishing and well respected student voice programme which provides a real sense of involvement and decision making for all students. Regular student voice is conducted through Microsoft forms for all year groups. The Student Council also meets frequently to discuss student concerns and consider new proposals.

TRANSITION ARRANGEMENTS

Throughout the year a variety of events and activities take place that are all designed to aid a smooth transition of students from middle schools into Thomas Alleyne's.

In the early part of the new academic year we hold an open evening in which students and parents are invited to visit the school and have the opportunity to tour the facilities, meet existing students and staff and take part in showcase demonstrations throughout the evening.

One of the most successful transition tools are the two Induction Days. These are days in July when all Year 8 students on our admissions lists are welcomed into school to meet our existing students and staff and have a taste of the lessons they will be undertaking as they come in to Year 9. These days are an ideal opportunity for new students to become familiar with the surroundings and to meet other students that are new to the school. There is then an induction evening for the parents of the new Year 9 students, when they are presented with information about the school, our core values and what the students and parents can expect during their time at Thomas Alleyne's. There

is also a section on our website which is specifically aimed at transition from Year 8 to Year 9. Assemblies within the middle schools are also delivered by the pastoral team to familiarise students with their Heads of House and Pupil Support and Welfare Officer.

The close links between the middle schools and Thomas Alleyne's means that every effort is made to ensure all students are catered for and look forward to starting with us.

HOMEWORK

Day by day parents will have a link with school through the work which is set to be done at home through the Talaxy App. Each student follows a regular programme of homework. This is an essential part of their studies and can be expected to take 1-1 ½ hours each day in Year 9 and 2 hours each day in Years 10 and 11. Parents are urged to contact school if homework set appears to be inadequate or excessive. All homework is set via Talaxy and is accessible to parents and students alike via a free smartphone app or your PC. Talaxy will change to Arbor from November 2024.

ASSESSMENT AND REPORTING

Data on effort and attainment in every subject area is collected at regular intervals. This data informs progress review meetings, parents' evenings and three reports published to parents; one written report for all subjects and two progress data reports. The monitoring of student progress and effective target setting in all year groups underpins our vision to ensure that every student realises their full potential.

All published reports can be accessed via our parental portal on Arbor. Once a year, all groups will receive an additional report from their tutor.

SPECIAL EDUCATIONAL NEEDS

Thomas Alleyne's High School is an inclusive high school and offers all students the opportunity to succeed. Our vision for students, the Special Educational Needs and Disabilities (SEND) Vision, is to have an education experience inclusive and ambitious for all which takes students to the CUSP of learning:

C - 'Cusp of learning'

U - 'Universal Objective'

S - 'Scaffolding'

P - 'Precise Teaching'

The management of Special Educational Needs and Disabilities (SEND) is considered a key element in ensuring this aim is met. We operate a person-centred approach to SEND provision by considering the needs of the child, whilst working closely with Parents/Carers and external professionals. Working collaboratively with families and external agencies the appropriate level of support is implemented and reviewed throughout the academic year.

The ethos, organisation and culture of the school supports all students to participate in all aspects of the curriculum. Staff prioritise ensuring that the needs of the students with SEND are at the heart of Quality First Teaching and that school life is inclusive of all. Students with SEND work in a supportive atmosphere and have access to support from the SEND team based in Keeling House. Parents of students with SEND will have the opportunity to attend information meetings with staff and other parents on a regular basis.

ADDITIONAL INFORMATION

TEACHING GROUPS

In year 9, students are divided into two halves, or populations called H and U. Within each population English, Maths and Science are taught in sets and the remaining subjects in mixed ability. Sets with lower ability students are smaller so that more individual help can be given. Students have one lesson with their tutor group.

The process of allocating students to classes is carried out in conjunction with the middle schools, after a meeting to ensure that standards are similar. Where students are set, this is regularly reviewed, particularly in Year 9 to ensure students are always in the most appropriate set.

SCHOOL POLICIES

Thomas Alleyne's High School employs a number of policies to enable students to exploit their educational entitlement to the full. These include Anti Bullying, Behaviour and Attendance policies, PHSE, Special Educational Needs & Disabilities and Safeguarding etc. Please contact the school office for further information. The school operates an Anti-bullying Policy and follows clearly laid down child protection programmes.

HOME SCHOOL CONTACT

Opportunities to keep you informed of the work of your child and of the school include:

- A parents' consultation evening once a year
- Meetings about option choices and important educational matters
- Students receive a regular update on their

progress at least every term in the form of a report

- A weekly online round-up
- Talaxy for accessing homework details (Talaxy will change to Arbor from November 2024)

FORM TUTORS AND STUDENT SUPPORT

We strongly believe in an effective partnership with parents if students are to achieve their maximum. For this reason we put great emphasis on the role of the form tutor. They are the first person a student or parent should contact if there are difficulties, as the tutor has a detailed knowledge of those in their group.

Form Tutors are in regular contact with the Head of House who will also be able to help if there are concerns. Each house also has a full-time Pupil Support and Welfare Officer to help students with any concerns they may have. Year 9 will also have a Tutor evening to support their transition to high school.

RETURN TO LEARNING

Return To Learning is our inclusion facility designed to accommodate students who would have been given a short-term suspension from school. Next to our Return To Learning room, we also have out student wellbeing room where staff address the social, emotional, welfare and academic needs of students who require additional pastoral support.

Students attending Return To Learning are expected to work hard and behave very well. Students follow the lesson timetabled for that day; work is set by staff. Students may also undergo work related to their behaviour e.g. de-escalating techniques and have

the opportunity to work with the Pupil Support and Welfare Officer to manage their emotions in order to regulate and improve their behaviour. Students do not have any contact with students in the main school and stay on the premises. Non-attendance or misbehaviour in Return To Learning will lead to further sanctions.

ONLINE LEARNING

Office 365 and Talaxy give pupils and parents access to learning resources and homework. (Talaxy will change to Arbor from November 2024). Parents have a secure login to the system from which they can monitor, homework, attendance and the overall progress of their child.

TRAVEL TO SCHOOL

Staffordshire County Council provide convenient and reliable bus services to allow all children safe and easy access to school. We believe that there is a joint responsibility with parents to ensure that students maintain standards of behaviour, adhering to the school's code of conduct, whilst travelling to and from school. Sanctions in the form of detention or suspension from using school travel provision may be actioned where behaviour does not meet our high standard. For more information or to enquire about a bus pass, please visit www.staffordshire.gov.uk

ADDITIONAL INFORMATION

2024/2025 TERM DATES

AUTUMN TERM 2024

Inset day: Monday 2 September
Inset day: Tuesday 3 September
Term starts: Wednesday 4 September
Half term: Monday 28 October - Friday 1 November
Term ends: Friday 20 December
Holiday: Monday 23 December - Friday 3 January

SPRING TERM 2025

Inset day: Monday 6 January
Term starts: Tuesday 7 January
Half term: Monday 17 February - Friday 21 February
Inset day: Monday 24 February
Term ends: Friday 11 April
Holiday: Monday 14 April - Friday 25 April
Easter Sunday: Sunday 20 April

SUMMER TERM 2025

Term Starts: Monday 28 April
May Day: Monday 5 May
Half term: Monday 26 May - Friday 30 May
Term ends: Friday 18 July
Inset day: Monday 21 July
Holiday: Tuesday 22 July - Friday 29 August

SENIOR STAFF SCHOOL CONTACTS

Senior Leadership Team

Mrs J Rudge	Headteacher
Mrs C Dodd	Deputy Headteacher
Mrs L Heywood	Deputy Headteacher
Mrs H Major	Assistant Headteacher
Mrs R Lindsay	Assistant Headteacher
Mr J Biggs	Assistant Headteacher: SENDCO
Mrs Z Farina	Assistant Headteacher
Mrs E Young	Assistant Headteacher/ Head of 6th Form
Mrs K Hughes	Business & Facilities Manager

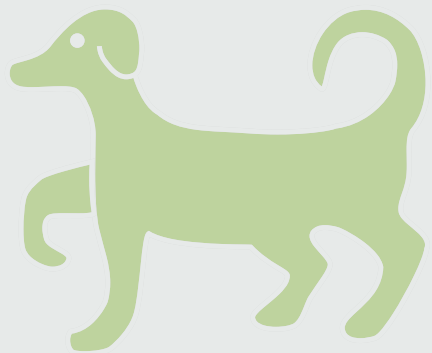
Heads of House

Miss K Thorley Head of Elkes (red)
Mr J Brassington Head of Orme (green)
Miss A Beevor Head of Torrance (blue)
Miss S Jones Head of Whitmore (yellow)

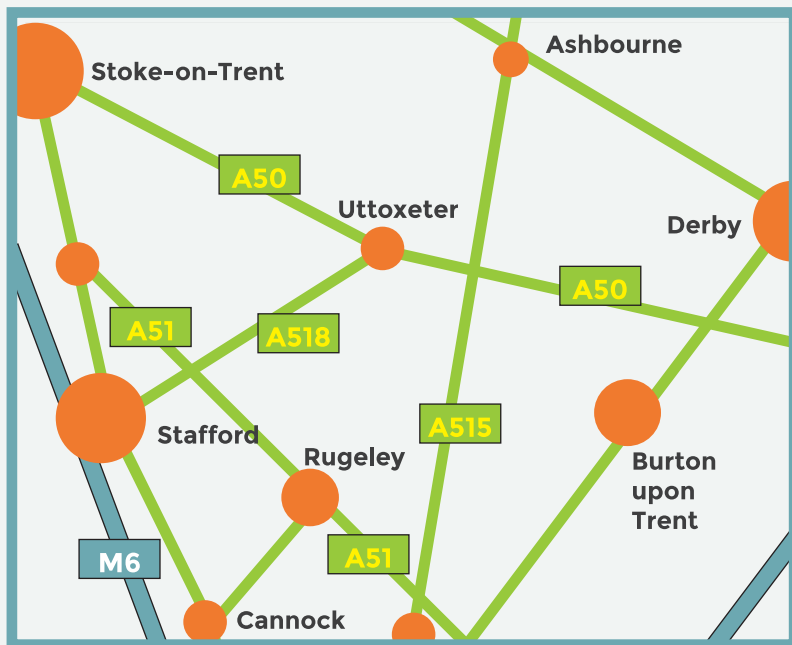
Heads of Department

Mrs J Hadfield	ICT
Mr P Noon	Languages
Mrs A Green	Art
Mr L Melland	Science
Mrs R Hunt	English
Mrs L George	Health & Social Studies
Mr C Phillips	Maths
Mr C Barrow	PE
Mr J Biggs	SENCO
Mr R Graham	Business Studies
Mr R Quigley	Design & Technology
Mrs L Todd	Music
Mrs C Johnson	History
Mrs H Carpenter	Geography
Mrs A Mood	Expressive Arts
Mr J Scott	RE





CONTACT DETAILS



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Headteacher: Mrs Rudge



If you need this information in large print, Braille, another language or on audio cassette, please ask.

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