



THOMAS ALLEYNE'S HIGH SCHOOL



**PROSPECTUS
2025/26**

WELCOME

PROGRESS, OPPORTUNITY AND INDIVIDUALITY

Thank you for considering Thomas Alleyne's High School for the next stage of your child's education.

Thomas Alleyne's is a successful and highly respected school for students aged 13 to 18, attracting young people from a wide geographical area. As a truly comprehensive school, we are proud of the rich diversity of our student body and of our longstanding reputation for high-quality teaching and learning.

We are equally proud of our strong pastoral support, which ensures every student is nurtured and guided throughout academic journey.

We are part of the Innovate2Educate Partnership, working in close partnership with Oldfields Hall Middle School, Rycroft C.E Middle School, Windsor Park C.E Middle School, Picknalls First School, Hutchinson Memorial C.E First School, The Richard Clarke First School, All Saints C.E First School, and Bramshall Meadows First School. Together, we aim to provide an outstanding, seamless education for all children aged 3 to 18, supporting their development and success at every stage.

We warmly welcome visits from prospective families - please do not hesitate to contact us to arrange a tour.

Our Vision for Education

We are dedicated to making a meaningful impact in our community by striving for excellence and enriching lives. This responsibility lies at the heart of our school vision, captured by the words: Progress, Opportunity

and Individuality.

This vision is brought to life through the values we uphold. We ask all members of our school community to strive toward the Thomas Character values:

- Tenacious
- Happy & Healthy
- One Community
- Mindful
- Ambitious
- Self-fulfilled

At Thomas Alleyne's, our mission is to provide every student with the opportunity to achieve their personal best - academically, socially, and emotionally - so they leave us ready to succeed in life, further education, and employment.

We Will Achieve This By:

- Challenging, supporting, and inspiring students of all abilities to fulfil their potential.
- Maintaining a safe, disciplined, and caring environment where students feel happy and eager to learn.
- Delivering strong academic outcomes through a broad, innovative, and exciting curriculum - encompassing academic, vocational, cultural, and sporting opportunities.
- Developing socially and environmentally responsible leaders, underpinned by a culture of

respect, kindness, and global awareness.

- Providing dynamic leadership and a team of highly motivated, professional staff dedicated to each student's academic and personal development.
- Promoting strong partnerships between students, staff, families, and our wider community - fostering pride in being part of Thomas Alleyne's High School.

To find out more, I invite you to explore our website at www.thomasalloynes.uk, where you'll discover further information about the vibrant life of our school.



Mrs L Heywood
Headteacher

Committed to serving our community.
Making a difference. Transforming lives.

WELCOME

A SCHOOL AT THE HEART OF ITS COMMUNITY

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

Thomas Alleyn's High School is a successful and well-regarded 13-18 school, proudly serving the local community and welcoming students from a wide range of social and academic backgrounds. As a truly comprehensive school, we celebrate individuality and diversity, while ensuring every student receives the support and care they need to thrive.

A defining feature of life at Thomas Alleyn's is our distinctive House system, which lies at the heart of our school culture. It plays a vital role in fostering a strong sense of belonging, supporting students both academically and personally from their very first day - creating a vibrant and connected school community.

We offer a broad and balanced curriculum designed to meet the needs of every learner. Whether a student's next steps are in our Sixth Form, college, or an apprenticeship, we are committed to ensuring they leave us with the qualifications, confidence, and skills to succeed in their future.

What truly sets our school apart is the dedication and quality of our staff. Their commitment, expertise, and care underpin everything we do, and are central to the high standards of education and pastoral support for which we are known.

Our school is located in an enviable setting between the centre of the market town of Uttoxeter and the open countryside of the Dove Valley.

The campus combines a rich architectural heritage with two grade 2 listed Georgian buildings, a school farm, a recently refurbished swimming pool, as well as modern learning spaces, green courtyards, and open playing fields - all of which provide a welcoming and well-equipped environment for our students.



"Classrooms exude a positive atmosphere" OFSTED

PERSONAL DEVELOPMENT AND WELFARE

PASTORAL CARE, HIGH EXPECTATIONS AND BELONGING



At Thomas Alleyne's, the wellbeing and personal development of our students are at the heart of everything we do.

Each of our four Houses is led by a Head of House, who is responsible for monitoring and supporting the academic progress, behaviour, attendance, and punctuality of every student in their care. They are supported by full-time, non-teaching Pupil Support and Welfare Officers, who provide dedicated, day-to-day support. This structure ensures that every student is known, cared for, and supported to thrive both personally and academically.

We place a high value on excellence, and we understand that students learn best in calm, purposeful classrooms. We set clear and consistent expectations for behaviour, effort, and respect - ensuring a learning environment where every student can succeed. Our behaviour policy is well understood and appreciated by students because it provides consistency and fairness, with staff who listen and respond to concerns effectively.

As noted in our recent inspection:

"Pupils value the school's behaviour policy because it provides clear boundaries. With few distractions, they are happy because they can remember more and achieve well. Pupils say that when bullying happens, staff deal with it effectively. Pupils appreciate the school's concern

for their health and well-being. This gives them reassurance if they are worried."

Our House competitions, attendance awards, and recognition for effort and achievement help to foster both individual aspiration and community spirit. Students take pride in representing their House and contributing to its success.

We are proud of our inclusive ethos. Every child is encouraged to reach their potential, regardless of background or starting point. As the inspection also highlighted:

"Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, strive hard to meet the school's high expectations."

We work closely with a wide range of external agencies to ensure students receive the highest quality pastoral care, tailored to their individual needs. This strong foundation helps us nurture confident, resilient, and well-rounded young people.

Beyond the classroom, students benefit from a broad programme of extra-curricular activities - including sports clubs, Duke of Edinburgh's Award, and overseas expeditions. These opportunities encourage students to explore their interests and passions, and to develop the personal qualities that will serve them throughout life.

"Pupils know they can turn to a trusted adult for guidance
OFSTED, 2025

TEACHING AND LEARNING

AN EXCITING, BALANCED CURRICULUM FOR EVERY LEARNER

At Thomas Alleyne's, we believe that learning should be inspiring, challenging, and rewarding. Our curriculum is designed not only to provide academic success but also to nurture curiosity, creativity, and a lifelong love of learning.

We offer a stimulating and broad curriculum, carefully planned to meet the needs of every student. Whether they are aspiring towards university, skilled employment, or vocational pathways, students are supported to make informed, ambitious choices throughout their time with us.

YEAR 9 – BUILDING STRONG FOUNDATIONS

In Year 9, students follow a rich and varied curriculum that includes:

- English
- Mathematics
- Science
- Technology
- ICT
- French
- Art
- Geography
- History
- Religious Education
- Music
- Drama

- Physical Education

In addition, students receive careers education and Personal, Social, Health and Citizenship Education (PSHCE) delivered through our PSHE programme. This helps students begin to explore the wider world, make informed decisions, and reflect on their personal values. The PSHE programme is delivered through Thomas Character sessions during form time and through Ethics as part of the RE curriculum.

YEARS 10 & 11 – PATHWAYS TO THE FUTURE

In Key Stage 4, all students study the core subjects:

- English Language & English Literature
- Mathematics
- Combined or Triple Science
- Religious Education

Alongside these, students choose from a wide range of option subjects. These include academic, creative, and vocational courses - enabling students to tailor their learning to their interests, talents, and future aspirations.

We provide personalised guidance to every student and family when making option choices, ensuring they are supported to select the right subjects for success.

Our teaching staff use their subject expertise and passion to inspire students in every lesson. As a result, students are well prepared for further study, training, or employment when they leave Key Stage 4.



'Teachers... deepen learners' understanding and provoke their curiosity'
OFSTED, 2025

EXTRA-CURRICULAR ACTIVITIES

BEYOND THE CLASSROOM: SPORTS, MUSIC, TRIPS & MORE



At Thomas Alleynes, we are deeply committed to developing well-rounded, confident individuals. That's why we offer an extensive programme of extra-curricular activities, giving students the opportunity to discover passions, develop talents, and form lasting friendships.

From lunchtime clubs to after-school sessions and enriching trips, every student is encouraged to get involved and make the most of their time with us.

- We compete at a high level in a wide range of sports, and students regularly represent both the school and their House in inter-school and House competitions.
- Our school is renowned for its musical and dramatic talent, with regular concerts, ensembles, and choirs. Each year we stage either a major musical or drama production, showcasing the talents of our performers, musicians, and backstage teams.
- Subject-specific trips enhance classroom learning - recent visits include the West End, national museums, universities, and outdoor education centres.
- Over 20% of our students take part in the Duke of Edinburgh's Award, developing resilience, teamwork, and leadership skills.
- Our collaboration with World Challenge has taken students to Peru, Morocco, Mexico, Vietnam, Tanzania, and Laos - life-changing experiences that promote independence and global awareness.

FACILITIES

OUTSTANDING FACILITIES TO SUPPORT LEARNING AND GROWTH

We are proud to offer a wide range of modern, specialist facilities that meet the academic, sporting, creative, and vocational needs of our students.

Each subject benefits from dedicated teaching spaces equipped to the highest standard. Highlights include:

- A newly refurbished indoor swimming pool, two fitness suites, and an AstroTurf pitch
- Specialist music and drama studios, supporting the vibrant creative life of the school
- A large, recently refurbished sports hall
- Plans for a new suite of technology-rich classrooms

A particularly distinctive feature of our school is our on-site farm, which includes:

- A purpose-built science laboratory
- Livestock areas and poultry pens
- Greenhouses and horticultural areas

The farm plays an important role in science, environmental education, and our wider curriculum - offering hands-on learning experiences that set us apart.



WORKING IN PARTNERSHIP

WORKING TOGETHER: PARTNERSHIP WITH FAMILIES AND THE COMMUNITY



Thomas Alleyne's High School occupies a unique and valued place at the heart of the local community, and we are proud of the strong partnerships we have built with families, local businesses, and organisations. These relationships help us provide students with a rich, supportive, and inspiring education.

We believe that a successful education is built on a three-way partnership between students, school, and parents. We work hard to maintain open and proactive communication, ensuring that all families feel connected to school life and their child's learning.

- Parents are encouraged to contact their child's tutor, Pupil Support and Welfare officer or Head of House with any concerns or queries.
- We value parental attendance at Parents' Evenings and school events.
- Through our online learning environment, using Microsoft Office 365 and Arbor, parents can access homework, progress reports, and behaviour updates - ensuring they are fully informed and actively engaged.
- Support is available to all parents and students to help them make full use of the Arbor platform.

Part of the Innovate2Educate Partnership

Thomas Alleyne's High School is part of the Innovate2Educate Partnership, a group of schools dedicated to transforming lives through education. Our partnership is guided by shared values that shape everything we do:

We love. We listen. We learn. We grow.

Innovating for today. Educating for tomorrow.

These values inspire us to:

- Collaborate – learning from one another and growing stronger as a family of schools
- Include – valuing every individual and committing to equity and opportunity for all
- Aspire – aiming high for our students, staff, and communities
- Act with integrity – doing the right thing, even when it's challenging
- Think sustainably – caring for our young people and our planet with a long-term vision

Innovate2Educate supports our school's ongoing improvement, professional development, and commitment to high standards. Together, we are building something special for our young people and our community.



'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 Sixth Form of up to 225 students.

Our Post-16 Curriculum offers a wide range of two-year courses, including A-levels, BTECs, and blended options that combine both pathways. 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 can re-sit their GCSE Maths and/or English to 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, as well as supporting them pastorally. Additionally, all students have access to an online destination's platform called 'Unifrog' and receive independent careers advice. Our Future Intentions Programme is delivered by the experienced Sixth Form team alongside external specialists, offering 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 choose to continue their post-18 education by pursuing and securing apprenticeships in top companies such as Mercedes, 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. 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, Leadership opportunities, The Duke of Edinburgh Award (DofE), Charitable work abroad linked to expeditions, educational visits, Sixth Form Council, Work experience, Eco Team, Student Subject Ambassadors, Community Leads and numerous house competitions to name a few.

There is a strong sense of community amongst our Sixth Form, who 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 whilst establishing our values which are hard-working and industrious.

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 during 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 office@tahs.i2e.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 C.E Middle School and Ryecroft Middle C.E School. Additionally, students living in our catchment area will be admitted.

ATTENDANCE

At Thomas Alleyne's High School, we are committed to ensuring that every student has the best possible opportunity to succeed. A key part of this is excellent attendance and punctuality. Our whole school attendance target is a minimum of 97%.

We place a strong emphasis on the importance of being present and on time every day. Regular attendance supports academic achievement, helps students develop positive social relationships, and contributes to good mental health.

To support this, students will also have discussions with their form tutor and the pastoral team to review their attendance patterns. These conversations aim to raise awareness of how absence can affect all aspects of school life, both academically and personally.

If your child is unwell and unable to attend school, please inform us by 9:00am on the same day by calling 01889 561820 (Option 1) or emailing attendance@tahs.i2e.org.uk. Be sure to include your child's name and the reason for their absence. If we do not receive a message, we will contact you on the first day of absence, as part of our safeguarding procedures.

Morning registration begins promptly at 8:40am. Students are expected to be in their form rooms by this time. Any student who arrives after 8:40am without a valid reason will receive a same-day punctuality detention. To recognise and celebrate excellent attendance and punctuality, students will receive positive reward points from their 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 Creative Curriculum

All students follow the THOMAS character personal development and careers curriculum during sessions with their tutor and a specialist teacher.

CHARGING AND REMISSIONS

At Thomas Alleyne's High School, we are committed to ensuring that no student is excluded from any school activity due to financial constraints.

While we may invite voluntary contributions towards activities held during school hours (such as educational visits) no student will be prevented from participating if they are unable to contribute. However, if insufficient support is received, certain planned activities may unfortunately have to be cancelled.

Activities taking place outside of school hours are usually charged at cost.

Families eligible for Pupil Premium funding may apply for financial assistance to support their child's involvement in these activities. For more information, parents are

encouraged to contact their child's Head of House.

In accordance with the Charging and Remissions Policy, parents may be asked to cover the cost of any damage, loss, or defacing of school property caused by their child. Additionally, public examination fees will be charged to parents if their child fails to attend exams (including resits) without a valid reason. Fees also apply to all examination 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 Headteacher, 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 Alleyne'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

Thomas Alleyne's High School's catering services are provided by Edwards and Ward Caterers, offering students a range of nutritious options during morning break and lunchtime. Our menu includes:

- A hot meat or vegetarian main dish
- Pasta, rice, or noodle dishes
- Filled jacket potatoes
- Sandwiches, baguettes, and paninis
- A fresh salad bar
- Hot and cold desserts
- Fresh fruit
- A variety of drinks

The hot meal option is priced at £3.20.

To make lunchtime convenient and efficient, we operate a Cashless Catering system. Students can pay for their meals using a secure PIN or biometric recognition via thumb scan. Parents and carers can easily add funds online through the Arbor App.



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 and a meeting with a member of the Pastoral Team. 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 the Sixth Form, college or a Level 2 or 3 apprenticeship. In Year 11 all students are offered an information, advice and guidance interview, either

with a member of the Senior or Pastoral Team as well as an independent careers interview with a qualified Careers Advisor.

FUTURE INTENTIONS AND WORK EXPERIENCE

All students receive careers, education, information, advice and 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 intentions both at an academic level and for their 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 and consider the future employment trend by accessing the Labour Market Information (LMI). Form Tutors support students with this online platform and all parents are given access to support and help guide and advise students 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, Sixth Form and apprenticeship applications. There are also opportunities to plan and write CV's 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 provided with a careers 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 through the Tutor Activity Programme which has been created to meet the needs of all students to support them to move into employment, university, travel or an apprenticeship. They also participate in a full week of Work Experience in Year 12, which supports students in making informed choices for their future intentions after leaving Year 13.

RELATIONSHIP, HEALTH 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.

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 Alleyn'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, well trained and able to bring out the best in our students.

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.

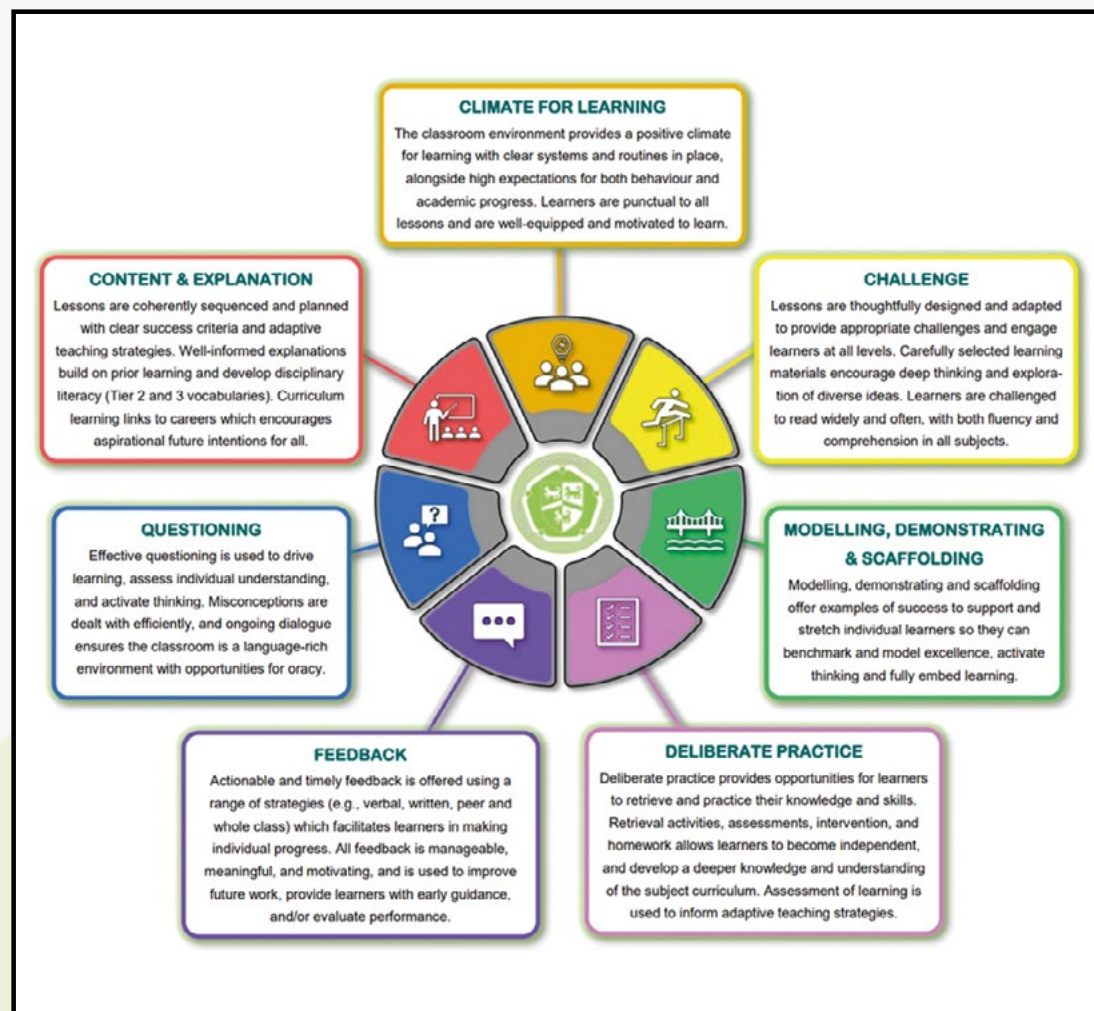
Twilight training sessions take place over the year which provides staff with opportunities to explore evidence-based research to continue to develop high quality classroom practice.

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 Alleyn'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 Alleyn'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 **pleated** 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; some digitally and some in focus groups, for all years. 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 into 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 cared for and are confident to start with us.

HOMEWORK

Parents will have a link with school through the Arbor App, where they can view homework which has been set. 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.

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 school reports published to parents. The monitoring of student progress and effective target setting in all year groups underpin our vision to ensure that every student realises their full potential.

All school reports can be accessed on the Arbor App.

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 SEND is considered a key element in ensuring we deliver on this vision. 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 - 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.

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 in a 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 several policies to enable students to exploit their educational entitlement to the full. These include Anti Bullying, Behaviour and Attendance policies, PSHE, Special Educational Needs & Disabilities and Safeguarding. Please contact the school office or website for further information. The school operates an Anti-bullying Policy and follows clearly laid down safeguarding procedures.

HOME SCHOOL CONTACT

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

- A parents' progress evening once a year
- Evenings 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
- Arbor provides access to timetables, behaviour, attendance and homework details

FORM TUTORS AND STUDENT SUPPORT

We strongly believe in an effective partnership with parents if students are to achieve their maximum potential. 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 queries, as the Tutor has a detailed knowledge of students in their form.

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 (PWO) to help students with any concerns they may have. Year 9 will also have a Tutor evening to support their transition to Thomas Alleyne's.

RETURN TO LEARNING

Return To Learning (RTL) is our inclusion room 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 our student wellbeing room. Where staff support the social, emotional, welfare and academic needs of students who require additional pastoral support.

Students attending Return to Learning (RTL) are expected to engage fully with their education by working hard and demonstrating consistently good behaviour. They follow the timetabled curriculum for that day, with work set by subject staff to ensure continuity in their learning.

In addition to academic work, students may complete behaviour-focused activities such as de-escalation strategies and emotional regulation work. They also have the opportunity to engage in restorative sessions with the PWO aimed at helping them reflect on and

improve their behaviour.

Students based in RTL remain on school premises but do not have any contact with peers in the main school during the day.

Non-attendance or poor behaviour while in RTL will result in further sanctions being considered, in line with the school's behaviour policy.

ONLINE LEARNING

The Arbor App provides parents and pupils with easy, secure access to important school information. Through the App, parents can monitor their child's homework, attendance, and overall progress in real time. With a personal secure login, parents can stay informed and engaged with their child's learning journey, helping to support their success at school.

Students can also access learning material from the school's Microsoft Teams and are signposted to numerous free online resources such as BBC Bitesize.

TRAVEL TO SCHOOL

Staffordshire County Council provides reliable and convenient bus services to ensure all students have safe and easy access to Thomas Alleyne's High School.

We believe that parents and the school share a joint responsibility to ensure students maintain high standards of behaviour while travelling to and from school, in line with the school's code of conduct.

Where behaviour falls below these standards, the school may impose sanctions, including detentions or suspension from using the school travel service.

For further information or to apply for a bus pass, please visit www.staffordshire.gov.uk.

ADDITIONAL INFORMATION

2025/2026 TERM DATES

AUTUMN TERM 2025

Inset day: Monday 1 September

Inset day: Tuesday 2 September

Term starts: Wednesday 3 September

Half term: Monday 27 October - Friday 31 October

Term ends: Friday 19 December

Holiday: Monday 22 December - Friday 2 January

SPRING TERM 2026

Inset day: Monday 5 January

Term starts: Tuesday 6 January

Inset day: Friday 13 February

Half term: Monday 16 February - Friday 20 February

Term ends: Friday 27 March

Holiday: Monday 30 March - Friday 10 April

Easter Sunday: Sunday 5 April

SUMMER TERM 2026

Term Starts: Monday 13 April

May Day: Monday 4 May

Half term: Monday 25 May - Friday 29 May

Term ends: Friday 17 July

Inset day: Monday 20 July

Holiday: Tuesday 21 July - Monday 31 August

EMAIL CONTACTS

office@tahs.i2e.org.uk

attendance@tahs.i2e.org.uk

SENIOR STAFF SCHOOL CONTACTS

Senior Leadership Team

Mrs L Heywood

Headteacher

Mrs C Dodd

Deputy Headteacher

Mrs H Major

Assistant Headteacher Designated

Mrs R Lindsay

Safeguarding Lead

Mr J Biggs

Assistant Headteacher

Mrs Z Farina

Assistant Headteacher: SENDCO

Mrs E Young

Assistant Headteacher

Miss S Wyatt

Business and 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

Mrs R Riley

Science

Mrs K Watson

English

Mrs L George

Health & Social Studies

Mr C Phillips

Maths

Mr C Barrow

PE

Mr J Biggs

SENDCO

Mr R Graham

Business Studies

Mr R Quigley

Design & Technology

Mr D McKenna

Performing Arts

Mrs C Johnson

History

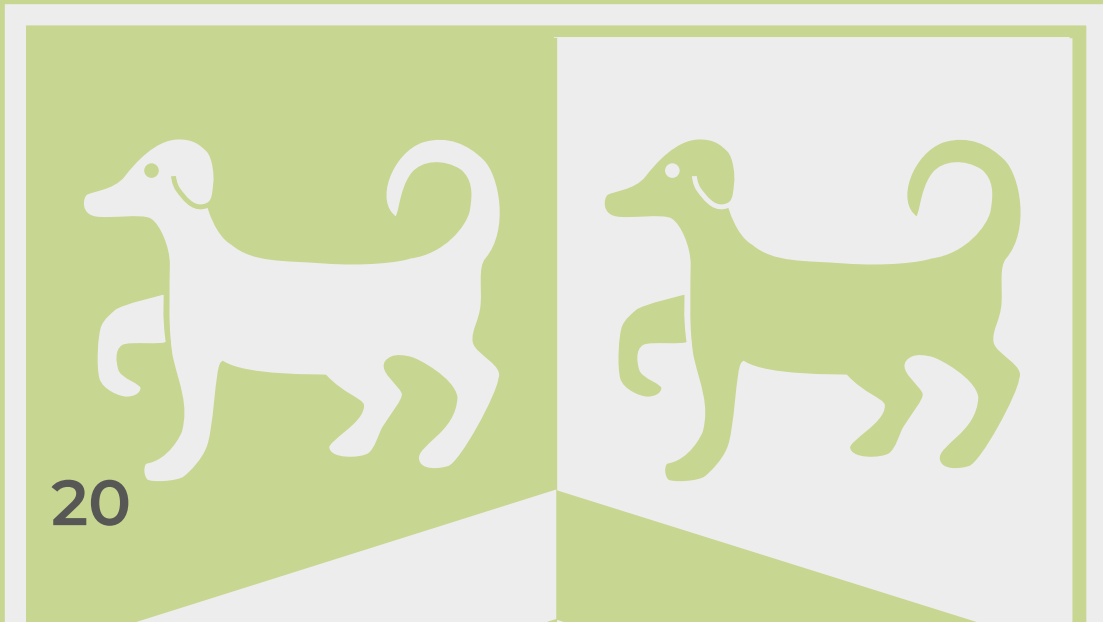
Mrs H Carpenter

Geography

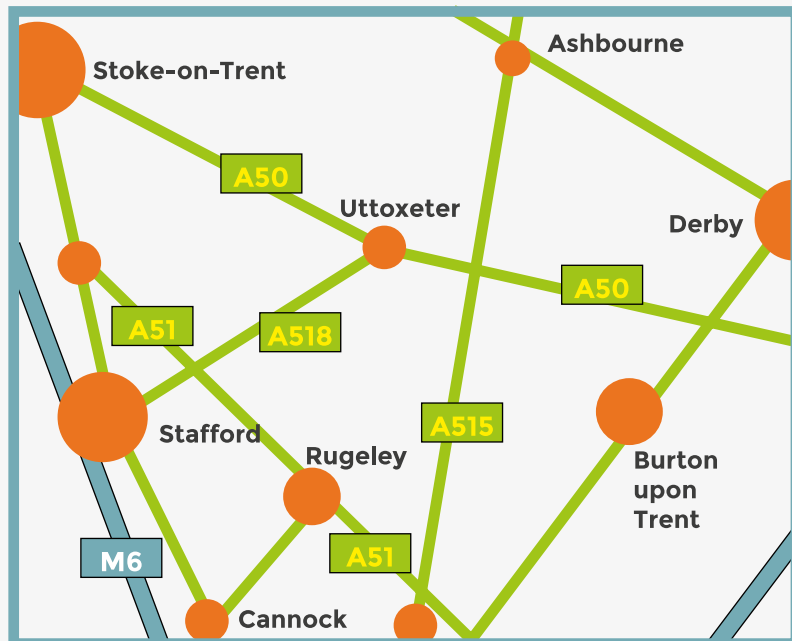
Mr J Scott

RE





CONTACT DETAILS




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ST14 8DU

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www.thomasalloynes.uk

 @tahschool

 thomasalloyneshighschool

Headteacher: Mrs L Heywood



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

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