



THOMAS ALLEYNE'S HIGH SCHOOL



PROSPECTUS
2021/22

WELCOME

OPPORTUNITY, PROGRESS, AND INDIVIDUALITY

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

A vision for education

We are committed to serving our community. Making a difference by embracing excellence and transforming lives.

This responsibility lies at the heart of our school vision which is captured in the words, 'Opportunity, Progress, and Individuality.'

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

The learning environment at Thomas Alleyne's is one of -

- Respect
- Keeping safe
- Being ready to learn

The focus for students and staff is one of -

- Making Progress
- Developing Opportunity
- Creating Individuality.

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 of 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 who will lead the way to create a better society for all with respect and tolerance for all 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

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 also a member of Uttoxeter Learning Trust working with Oldfields Middle School, Ryecroft Middle School, Windsor Park Middle School, Picknalls First School, Hutchinson Memorial First School, Richard Clarke First School and All Saints Church Leigh. The aim of our multi-academy trust is to provide the

most effective quality of education and transition for students from the age of 3 to 18. Please contact us if you wish to visit the school.

As well as reading the information in this prospectus, I hope that you will explore our website www.thomasalloynes.uk which includes a wealth of useful information.

Mrs J Rudge
Executive Headteacher



**"Committed to serving our community.
Making a difference by embracing
excellence and transforming lives"**

WELCOME

A SCHOOL AT THE HEART OF ITS COMMUNITY

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

This school is genuinely comprehensive in its social academic mix and has an established reputation for allowing individual talent to flourish and for ensuring the highest pastoral care for students.

On average in the last 3 years students made more progress at Thomas Alleyne's High School than at 90% of schools in Staffordshire.

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 in offering a broad curriculum which meets the needs of all our learners and ensures students have the qualifications and skills for the next stage of their lives - whether it is post -16 study in 6th form, college or an apprenticeship.

A hallmark of Thomas Alleyne's High School is the quality and dedication of the whole school staff. Both are important in ensuring the high standard of service we offer and we are proud of the strong reputation that 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. The school buildings are in a rich variety of styles and periods and include two Georgian listed buildings, grassy areas and courtyards. They provide excellent facilities for our young people.



"Classrooms exude a positive atmosphere" OFSTED

SSAT Awards Winners for Progress

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.

The Head of House, Student Support Assistant and Form Tutor have the opportunity to get to know and support their students really well. The Heads of House are also responsible for actively supporting the academic progress, behaviour, attendance and punctuality of each of their students. Each House has a full-time Student Support Assistant to support the students.

We value all our students and are inclusive in our approach. Students have the opportunity to represent their House and contribute

towards its success in many different ways by taking part in one or more of the many House Competitions, securing excellent attendance and earning credits for effort and achievement.

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

Thomas Alleyne's places high value on excellence. For students to work efficiently in a classroom there must be an atmosphere in which learning can take place.

Therefore requirements are made of students in terms of behaviour, attitude and application to class work, homework and all aspects of school life.



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 but also providing wide ranging opportunities for personalising students' experience.

YEAR 9

All students are taught English, Mathematics, Science, Technology, ICT, French, Art, Geography, History, RE, Music, Drama and PE. All students will have the opportunity for careers education. Personal, Social, Health and Citizenship Education will be taught through 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 has the opportunity to select additional choices from a wide-ranging list. Considerable guidance is given to ensure that appropriate choices are made which reflect 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 a business studies trip to China, 6th form geographers visiting New York, music tour to Spain and a skiing trip to Italy.

Over 30% of our children participate in the Duke of Edinburgh Award schemes.

In working with World Challenge we have seen our students travel to Vietnam, Tanzania and Laos.

‘Renowned for its musical and dramatic talent’

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, an astro turf pitch and climbing wall. Specialist facilities are available for music and drama and these two areas make a great contribution to the culture within the school.

Most of our classrooms are equipped with interactive whiteboards and Wifi has been introduced across the majority of the school which gives students and teachers the opportunity to use lap tops, iPads and Smart phones to aid learning.

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.



'Willing and conscientious students' OFSTED

WORKING IN PARTNERSHIP

EFFECTIVE TRANSITION, OPPORTUNITIES AND SUPPORT



Thomas Alleyne's 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 Insight 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.

Thomas Alleyne's and its 3 feeder middle schools and 13 first schools have 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 Uttoxeter Learning Trust. Currently there are eight academies in the Uttoxeter Learning Trust – Windsor Park Middle School, Picknalls, Hutchinson Memorial, All Saints Church Leigh, Richard Clarke First School, Oldfields Middle School, Ryecroft Middle School and Thomas Alleyne's.



'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 300 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 have additional opportunity to 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 of 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 are offered support from

our fully qualified internal Career's adviser. 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 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, a 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, 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 a major contributory school 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 as soon as possible that day on 01889 561820 or 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, credits will be issued by Form Tutors and Heads of House.

CURRICULUM KS4

In addition to core subjects the following optional subjects are offered -

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

- French
- Geography
- Food & Nutrition
- Computing
- PE
- Design & Technology
- Health & Social Care
- History
- ICT
- Music

CHARGING AND REMISSIONS

Thomas Alleyne'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 Operations Manager.

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 solve 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 Executive 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

Catering facilities are available to students before school and at morning break, in addition to the main lunchtime provisions. A range of healthy options is available -

- A hot meat or vegetarian dish
- A pasta, rice or noodle dish
- Filled jacket potatoes
- Sandwiches, baguettes, paninis
- Salad bar

Drinks, fruit and hot and cold desserts are also available. A hot meal usually costs in the region of £2.35.

We operate a Cashless Catering system in our canteen. This operates using a biometric recognition system and students pay for food via a thumb scan or pin number. Accounts are credited by parents/carers online via 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 an online self-assessment package. 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 a guidance interview, either with a member of the Senior Team or our fully qualified internal Careers Advisor.

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.

Appraisal 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.

Peer mentoring and coaching takes place on a regular basis and it is recognised that some of the most valuable training involves teaching and support staff learning from the good practice of their peers and of colleagues in other schools.

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.



ADDITIONAL INFORMATION

RELATIONSHIPS AND SEX EDUCATION

We provide an appropriate programme for relationship, health and sex education. 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.

We also deliver our THOMAS Character programme which covers 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 a welcoming and attractive area in which students and staff have easy access to a range of resources.

The non-fiction section has curriculum relevant material suitable for a wide range and ability of students.

There is a fiction collection with an expanding selection of "wider reading" for sixth form or more experienced readers.

A wide range of "quick reads", graphic novels and picture books are available.

A suite of computers is provided for private study and research.



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.
- Black v-necked jumper (school logo is optional; no branded jumpers are permitted). No cardigans or hoodies
- 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
- Ties - only clip on ties allowed. School tie in House colour and must be worn at the correct length. Elkes - red, Orme - green, Torrance - blue, Whitmore - yellow.

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.



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. Student voice groups include self-evaluation through Survey Monkey, School Council, meetings with the Executive Headteacher. There is also an annual survey for all students.

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. Heads of House and students visit our middle schools throughout the year.

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.

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. 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 Insight and is accessible to parents and pupils alike via a free smartphone app or your PC.

ASSESSMENT AND REPORTING

Data on effort and attainment in every subject area is collected five times a year at KS3 and KS4. These data collections are linked into progress review meetings, 3 reports (published to parents) and parents' evenings. 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 Insight. Once a year all groups will receive an additional report from their tutor and Head of House.

SPECIAL EDUCATIONAL NEEDS

Our Special Educational Needs provision is outstanding. Thomas Alleyne's is committed to the concept of a comprehensive education which offers all students the chance to succeed. The management of Special Educational Needs & Disabilities (SEND) is considered a key element in ensuring this aim is met.

The ethos, organisation and culture of the school encourages and supports student participation. Students with SEND work in a positive and supportive atmosphere, with open access of help with school work and support for access to the whole school environment.

Parents of students with special needs will have the opportunity to attend information meetings with staff and other parents on a regular basis, as well as offering a 'open house' approach.

As a reflection of our commitment to supporting students with special needs Thomas Alleyne's staff deliver Quality First Teaching in the classroom.

ADDITIONAL INFORMATION

TEACHING GROUPS

In year 9, students are divided into two halves, or populations called H and U. Within each population all subjects, with the exception of Maths and Science, are taught in mixed ability groups: from Year 10, students will also be in sets in English. Sets with lower ability students are smaller so that more individual help can be given. Students do not have any lessons 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, RHSE, 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
- Insight for accessing homework details

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. He or she is 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 Student Support Assistant 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 exclusion from school. Return To Learning also includes our student support centre 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. anti-smoking work and have the opportunity to work with the Student Support Assistants 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 be severely dealt with.

Any student who brings illegal substances into school or who touches a member of staff in an aggressive way risks being permanently excluded from school.

ONLINE LEARNING

Office 365 and Insight give pupils and parents access to learning resources and homework. 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

We believe that we have a joint responsibility with parents for the behaviour of students travelling to and from school. Many travel by bus – unsupervised – and we expect them to maintain those standards of behaviour that we ask for in school when they are making these journeys. Action, in the form of detention or suspension from the Authority transport, will be taken to deal with any students who do not meet our high standards. The local authority is responsible for bus contracts and the issue of bus passes www.staffordshire.gov.uk

ADDITIONAL INFORMATION

2021/2022 TERM DATES

AUTUMN TERM 2021

Inset day: Wednesday 1 September
Term starts: Thursday 2 September - *Testing Yrs 9, 12 & 13 then students return home*
Friday 3 September - *Testing Yrs 10 & 11 then students return home*
Monday 6 September - *Yr 9 only on site - Induction day*
Tuesday 7 September - *Whole school on site - Yrs 10, 11, 12 & 13 return to school*
Inset day: Friday 22 October
Half term: Monday 25 October - Friday 29 October
Term ends: Friday 17 December
Holiday: Monday 20 December - Friday 3 January

SPRING TERM 2022

Inset day: Tuesday 4 January
Term starts: Wednesday 5 January
Half term: Monday 21 February - Friday 25 February
Term ends: Thursday 8 April
Holiday: Monday 11 April - Friday 22 April
Easter Sunday: Sunday 17 April

SUMMER TERM 2022

Inset Day: Monday 25 April
May Day: Monday 2 May
Half term: Monday 30 May - Friday 3 June
Term ends: Tuesday 19 July
Inset day: Wednesday 20 July
Holiday: Thursday 21 July - Friday 2 September

SENIOR STAFF SCHOOL CONTACTS

Senior Leadership Team

Mrs J Rudge	Executive Headteacher
Mrs A Maingay	Head of School
Mrs C Dodd	Deputy Head of School/ Post 16
Mrs H Major	Assistant Headteacher
Mrs R Lindsay	Assistant Headteacher
Mr D Godwin	Assistant Headteacher
Dr D Squires	Assistant Headteacher
Mr M Convey	Assistant Headteacher
Mrs E Young	Assistant Headteacher
Mr A Storer	Business & Operations Manager

Heads of House

Mr C Parker	Head of Elkes (red)
Mr J Brassington	Head of Orme (green)
Mrs J Lambert	Head of Torrance (blue)
Miss S Jones	Head of Whitmore (yellow)

Heads of Department

Mr I Cartwright	ICT
Mr P Noon	Languages
Mr G Robinson-Wright	Art
Mr L Melland	Science
Mr M Convey	English
Mrs L George	Health & Social Studies
Mrs R Ibbs	Maths
Mr C Barrow	PE
Mr D Godwin	SENCO
Mr M Pollitt	Business Studies
Mr R Quigley	Design & Technology
Mrs L Todd	Music
Mrs C Johnson	History
Mr E Harris	Geography
Mrs A Mood	Expressive Arts
Mr J Scott	RE



CLASS OF 2021 STUDENTS

CELEBRATE GCSE RESULTS

A Uttoxeter Executive Headteacher has praised students for their resilience after another challenging academic year due to the impact of the pandemic.

Thomas Alleyne's High School students have shared their hopes and ambitions for the future after receiving their GCSE results today.

Julie Rudge, Executive Headteacher of Thomas Alleyne's High School, said: "When the pandemic first happened, we did not imagine that a second year of exams would be affected. But our students and staff have continued to go above and beyond in adapting to these difficult circumstances and I am extremely proud of them."

She added: "I'd like to pay tribute to our students who have worked really hard, overcome adversity, helped us keep our school community safe and supported one another along the way. I wish them every success as they progress with their next steps in education."

Student Polly Jones, 16, is delighted with her results after achieving 10 GCSEs comprising four grade 9s, five grade 8s and one grade 7.

Polly's long term career ambition is to become a doctor and she is going onto sixth form to study four A Levels in biology, chemistry, French and maths. She said: "I feel very relieved and happy with my results. It has been difficult with the unpredictability of the pandemic but I worked hard and am pleased that it has all paid off."

Isabel Punchard, 16, achieved 10 GCSEs including two grade 9s, one grade 7, five grade 6s and one grade 5, and is going onto study three A Levels in geography, psychology and PE.

Isabel said: "I feel very happy given the year that we have had and I've done a lot better than I thought I would. I've loved being back at school in face to face lessons. I've loved being back with people and talking to the teachers."

Ben Twynham, 15, had nothing but praise for his teachers after achieving eight GCSEs at grades 8 and 7, and a distinction in the BTEC Diploma in Sport. He is staying on to study A Level biology, geography and maths. In the long term, he wants to go to university to study a Degree in Sports and Exercise Science.

Ben said: "I am so happy with my results. It's been a pretty tough year but it's been worth all the work! The teachers aren't just teachers at this school – they've done everything they can to help."

Lucy Lowther, 16, is looking forward to starting the sixth form and plans to study three A Levels in drama, history and psychology. Lucy has achieved 10 GCSEs including one grade 9, five grade 8s, two grade 7s and two grade 6s. She said: "It's been a strange and stressful time. I worked really hard and it has been worth it."



Bethany Hoskins, 16, completed 7 GCSEs as well as passing a BTEC Level 2 qualification and is progressing to college to study a vocational qualification in childcare. She said: "I felt excited about opening my results slip and am pleased because my results are taking me to the next step at college. I'm really proud of myself."

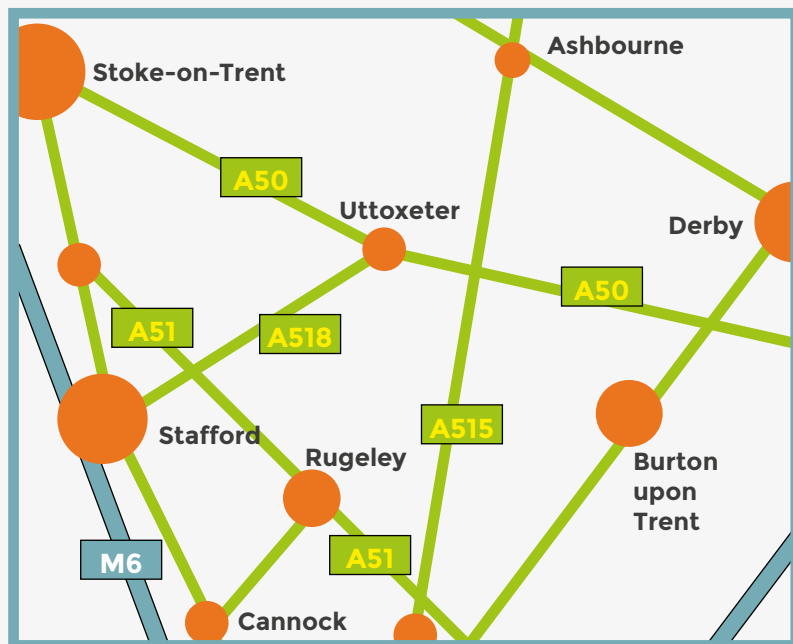
School staff worked diligently to provide as accurate grades as possible for students, based on evidence of performance. This year's grades have been based on a process involving teacher assessment set against national standards defined by the awarding bodies and exam boards.

Thomas Alleyne's High School is Ofsted graded 'good' and part of Uttoxeter Learning Trust.

Visit www.thomasalleynes.uk

Our open evening for potential Year 9 students will be held on 30th September. If you would like further details please email office@tahs.org.uk


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Executive Headteacher: Julie Rudge



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

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