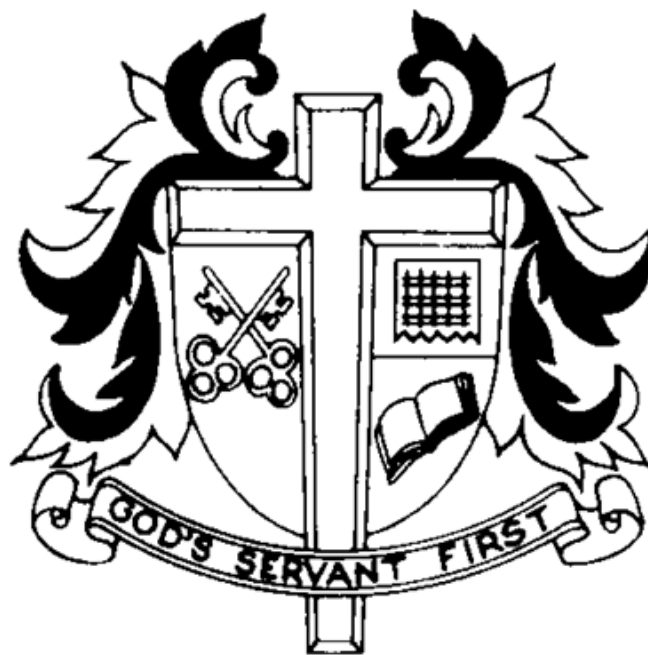


Prospectus Supplement

2018-19

General Information



St Thomas More High School

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CONTACT DETAILS

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School Hours: 8.40am-3.30pm

Headteacher:	Mrs. G. Ackred B.SC (Hons) PGCE
Deputy Headteacher:	Mr P Maxfield B.SC (Hons) PGCE M.A.
Chair of Governors:	Mr. J. Foster
Director of Teaching & Learning:	Mr. J. Hollingsworth B.A. (Hons) PGCE
Director of Learning i/c Behaviour and Safety:	Mr. G. Mason B.SC (Hons) PGCE
Director of Learning i/c Pupil Achievement:	Mr. M. Hardiman B.SC (Hons)
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Director of Learning i/c Sixth Form:	Ms. E. Corr B.A. (Hons)
Director of Business & Audit:	Mr. G. Prior
Director of Finance & Operations:	Mrs. M. Westpfel

WELCOME AND AIMS OF THE SCHOOL

We aim to develop the school's community to provide a disciplined, caring and stable environment in which pupils can achieve their best and develop as confident young people, well prepared and fully equipped to make a positive contribution to the wider world. As a Catholic school each pupil is respected as a unique person with God given gifts, qualities and particular needs. Our school creates an atmosphere of purposeful learning where good teaching leads to a confidence and love of learning and where pupils develop respect, tolerance and concern for others as they journey towards exceeding their academic potential and to becoming responsible citizens.

While the majority of pupils joining us in Year 7 are from Catholic primary schools, the Governors are pleased to accept applications from committed families of other Christian traditions and other faith positions, who support and desire for a Catholic education.

St Thomas More High School opened in 1960. It was established by the Roman Catholic people of South East Essex to provide for their sons a Christian education within the discipline and tradition of the Catholic Church. Today we are a Catholic boys' school in Years 7 to 11 and have both boys and girls in our flourishing and successful Sixth Form. On the 17th August 2011, the School converted to Academy status to ensure its continued commitment to providing the very best education for all its pupils.

St Thomas More High School is committed to safeguarding both pupils and staff. All adults who have unsupervised contact with pupils are subject to an enhanced DBS check.

We hope that you find this prospectus informative and helpful. Should you require further information or would like to visit the School, please do not hesitate to contact us.

ADMISSION ARRANGEMENTS 2018

St Thomas More Catholic High School is a five form, 11-18 bi-lateral school for boys, with a co-educational Sixth Form. The school was founded by the Catholic Church to provide education for children from Catholic families. The partnership between home, parish and school is the basis of the school's existence as a centre for the education of all Catholic boys of secondary age in the area. In addition to applications for Catholic children, the Governors welcome applications for practising Christian children and children whose parents wish for them a Catholic education.

Our dedicated staff is committed to the progress of all students, setting targets with them and supporting achievement through active learning and teaching.

Students are encouraged to enter wholeheartedly into the life of the school; to work hard, to respect the needs of others and to develop those skills and competencies that will be essential in their future lives.

St Thomas More is a forward looking school with a strong and successful tradition of Catholic Christian education and inclusive ethos where all students participate in the religious life of the school.

Admission limit for year 7: 150

To enable the school's Governing Body to apply its admissions criteria, it will be necessary for parents to complete the school's Supplementary Information Form (SIF) in addition to the Local Authority form. Where appropriate, the SIF should be supported by a Certificate of Catholic Practice obtained from the applicant's Parish Priest (or another Priest who knows the family well).

If at the time of admission there are more applications than there are places the Governors will apply the following oversubscription criteria to rank applications in priority order.

Oversubscription Criteria

Selective Places

- 1) Up to 30 places will be offered to boys who have passed the 11+ Exam Selective Test as administered by the Consortium of Selective Schools in Essex (of which the school is a founder member). If two or more boys tie for the final selective place, then it will be awarded using the oversubscription criteria.

Non-Selective Places

Non-selective places will be offered to bring the total intake for the year to 150.

- 2) "Looked after" boys from Catholic families and boys who were looked after but ceased to be so because they were adopted by Catholic families (or became subject to a residence order or special guardianship order).

- 3) Baptised, practising* Catholic boys living in the parishes of Our Lady of Lourdes, Leigh on Sea; St. Helen's, Westcliff on Sea; Sacred Heart, Southend on Sea; St. Georges, Shoebury; St. Peter's, Eastwood; St. John Fisher, Prittlewell; St. Teresa's, Rochford; Holy Family, South Benfleet; Our Lady of Ransom, Rayleigh and Our Lady of Canvey, Canvey Island.
- 4) Other baptised, practising* Catholic boys.
- 5) Baptised Catholic boys
- 6) Other "looked after" boys and boys who were looked after but ceased to be so because they were adopted by families (or became subject to a residence order or special guardianship order).
- 7) Practising* Christian boys attending Catholic primary schools. In allocating places, the Governors will consider applications supported in writing by their Minister.
- 8) Practising* Christian boys who parents desire for them a Catholic education. In allocating places, the Governors will consider applications supported in writing by their Minister.
- 9) Families who desire a Catholic education for their son.

Notes:

Preference will be given within each category to

- I. Boys with a sibling** at the school or at St Bernard's at the time of admission
- II. Proximity of the child's home to the school as measured by Southend LA; those living closest to the school being accorded the highest priority. In the case of over subscription in any one category "straight line" distance will be used to measure the distance between the pupil's home (including flats) and the nearest pupil entrance to the school. If the pupil's home is a flat the distance will be measured to the main external entrance of the building. If the same distance is shared by more than one pupil and only one place is available, the place will be awarded on the basis of a computerised random allocation process (supervised by someone independent of the Council/Governing body)

Admission to the Sixth Form

Admission to the Sixth Form is by individual application using the School's Sixth Form application form (available on the school website). Applications are welcomed from students outside the school. Prospective Sixth Form students are encouraged to visit the school in the autumn term. Details of the entry and course requirements can be found in the Sixth Form Prospectus which is available from the school or on the school website.

In-Year Admissions

To apply for a Year 7 school place after the normal admission cycle or for admission into Years 8-11, parents will need to complete an In-Year application form and Supplementary Information Form (both available from the school office).

Appeals

Parents unsuccessful in securing a place for their child have the right to appeal to an Independent Admissions Appeal Panel. Details of how to do this can be found on the Academy's website.

*The definition of practising being:

- If your son is a practising Catholic you have enclosed or arranged for a **Certificate of Catholic Practice** to be submitted to the school. (Catholic applicants).
- If your son is a practising Christian you should obtain a letter which states that your son is practising his faith, from your Minister to be submitted to the school. (Non-Catholic applicants).

**The definition of sibling being:

Siblings are considered to be a brother or sister, half-brother or half-sister, step-brother or step-sister, adopted brother or sister, living at the same address, who attends St. Thomas More High School or St. Bernard's High School at the time of application with a reasonable expectation that he or she will still be attending at the time of the proposed admission.

ARRANGEMENTS FOR PARENTS TO VISIT THE SCHOOL

Towards the end of the Summer Term in the year prior to the pupil's admission to St. Thomas More High School, parents may visit and look around the School. There will be an Open Evening on Thursday 6th July 2017 from 6.00pm to 9.00pm. Following the publication of the 11+ results there will be an opportunity to visit the school in October 2017, by appointment.

The following July, the parents of the new Year 7 boys who will be joining the School are invited to a meeting to be addressed by the Headteacher and Senior Staff on the aims, objectives and organisation of the School. After the formal talks, parents are served refreshments by the Parents' Association and can then take the opportunity to ask questions of the Headteacher, staff and prefects.

Parents who are unable to visit the School for this meeting are invited to telephone the Admissions Secretary and arrange to have a guided tour.

THE HEART OF THE SCHOOL

Our faith lies at the heart of all we do at St Thomas More High School. Religious Education at our School might be understood as consisting of three dimensions:

- religious worship and spirituality,
- Christian living and
- academic education.

ACADEMIC EXCELLENCE

All pupils in the School are encouraged to work hard to reach their full potential. To this end, each pupil, from Year 7 to the Sixth Form, is given a challenging, yet realistic target grade in each of his or her subjects.

Pupils are encouraged to take a pleasure in their learning and their achievements. Teachers use a variety of skills and strategies to meet the needs of each and every learner and to allow each pupil to get the most out of each lesson.

It is our aim to produce knowledgeable, skilled, independent learners who are capable of thriving in the workplace and world of the 21st century.

The academic progress of each pupil is monitored on a regular basis to identify pupils who are not making progress. These pupils are supported by a team of mentors who work closely with the pupil and their parents.

Through a programme of objectives setting and regular reviews we aim to improve the attainment of such pupils so that they might do their abilities justice.

Setting Arrangements

It is the School's policy to set by academic ability where possible. For instance, in Year 7 setting occurs in English, Mathematics and Science from November. Other subjects may be taught in mixed ability groups. Setting by ability is possible in the compulsory GCSE subjects and some of the optional ones. Setting is determined by considering previous academic information from Primary school, as well as the results of the CATs, spelling and reading tests taken at the start of year 7 and the baseline tests in each curriculum subject to assess ability and gifts at the beginning of your son's school career.

Able, Gifted & Talented Programme

At our School, we strive to provide your son with a personalised learning experience. 'Able, Gifted & Talented' is a growth area at the very heart of this inclusive approach and one that is developing each year.

We aim to ensure that our pupils are given every opportunity to explore and develop their abilities. The aims of our Able, Gifted and Talented policy are detailed below:

1. To ensure every Able, Gifted & Talented pupil develops his or her special gifts and talents,
2. To identify, monitor, mentor, assess and review the achievements of all Able, Gifted & Talented pupils,
3. To source activities, resources and outlets for Able, Gifted & Talented pupils to demonstrate their skills,
4. To maximise in-school, national and international opportunities for all Able, Gifted & Talented pupils to reach their educational goals,
5. To provide an individually tailored educational experience for all Able, Gifted & Talented pupils.

Over recent years, being part of the 'Able, Gifted and Talented' programme has involved many fantastic opportunities.

These have included one-on-one mentoring, specialised days, activities and visits, extension programmes, access to online resources and many other events over the course of the academic year.

So if your son or daughter has a special talent or is amongst the brightest in the year group you can be confident that his 'gifts and talents' will continue to be recognised, nurtured and challenged.

English as an Additional Language (EAL)

Many of our pupils speak another language or languages in addition to English at home and with their extended families. The School encourages pupils to maintain and develop this wonderful ability, and many belong to the Able, Gifted and Talented programme.

Learning Support

We have a strong Special Educational Needs Department and pupils with special learning needs are encouraged through a combination of approaches depending upon the needs of the individual child.

For example:

- there will be differentiated teaching and support in all lessons,
- at times, and after discussion with parents, pupils may be temporarily withdrawn from the usual curriculum for additional support,
- we run various computerised study-programmes matched to the specific needs of the pupils

Individual learning programmes are reviewed regularly and information is disseminated to teaching staff to ensure the educational needs of all our pupils are met.

Extended Learning

The aim of extended learning is students, parents and teachers working together to develop independent and enquiring learners.

What is our expectation?

Our Expectation is that students, parents and teachers will all work together to extend students' learning and challenge their interests, by encouraging them to think beyond the four walls of St Thomas More's classroom.

We anticipate this working in the following ways:-

- Teachers will offer pupils opportunities to extend their learning in a variety of ways
- Parents/Carers will take time to support, encourage and inspire students to develop their knowledge and understanding at every opportunity
- Pupils will take these opportunities provided to them and even work on their own initiative to develop their learning and their interests through the help, support and encouragement of both their parents and their subject teachers.

A Partnership with Pupils and Parents

For your child to achieve great success it is important that we work together in partnership. The School has many informal ways of encouraging this. There are also many formal methods, for instance:

- specialised Briefing Evenings for each year group,
- the weekly newsletter, 'Contact',
- assessment reports based on the pupil's attainment and effort,
- Parents' Evenings,
- Regular progress reports.

We are keen for parents to play a full part in the formal and informal opportunities for communication and working together.

SUPPORT, CARE AND ENJOYMENT

We want our children to be safe and happy in our School. We want them to develop into confident young men and women who know the difference between right and wrong and have the confidence to express themselves and their beliefs.

We therefore have a strong pastoral system to ensure that pupils understand proper behaviour, are self-disciplined, respect one another and receive all appropriate support.

All teachers and support staff at the School have a pastoral responsibility, but the School also has a team of dedicated pastoral specialists, these include the Director of Learning i/c of Safety and Behaviour, the Pupil and Community Support Officer and the Pupil Support Mentors.

For everyday pastoral matters the relevant Form Teacher or Pupil Support Mentor should be contacted, in the first instance.

External Agencies

Sometimes a pupil requires additional specialist-support and when this is needed, we are able to draw upon a wide range of external agencies. Some of these agencies are:

- Brentwood Catholic Children's Society Counsellor,
- Behaviour Support Services,
- the Child and Family Consultation Services,
- Educational Psychology Services.

Form Groups

The form groups are organised according to the age of the pupils into 5 houses. Each pupil's form tutor and associate form tutor will meet your son or daughter at the start of each day. The form tutor and associate form tutor is there to ensure that the day starts well and, over the course of the year, he or she will get to know your son or daughter well.

Registration takes place in the form room in the morning and in the final lesson of the day. Attendance is monitored by Pupil Support Mentors and by the Local Authority's Attendance Officer, who liaises with our Pupil Community Support Officer.

Student Council

The voice of our pupils is immensely important to us and the School Council is the elected student body who enable the leadership of the School to hear and benefit from the views of our pupils. Pupils also complete an annual attitudinal survey which feeds into the school development plan. The Student Council is led and managed by our Head Boy and Head Girl and their deputies who hold office one year in Year 13.

Behaviour

The School expects high standards of behaviour. A Code of Conduct regulates all aspects of our life at School. Every pupil is expected to be sensible and courteous in his or her behaviour at all times and to obey any reasonable request made by a member of staff. There are general school rules to ensure the smooth running of the School community and the safety, happiness and academic success of all. A copy of our Code of Conduct is set out in detail in the student planner.

The School has a rich and diverse system of rewards to encourage and reward good behaviour. Students are encouraged to earn House Merits and achievement points for a wide variety of things including attempting Extended Learning Challenges, showing a sense of community spirit and compassion towards others in the school. We also provide many opportunities for pupils to undertake roles of responsibility throughout the School. In Year 11, we have a Prefect system.

Discipline at our School is firm, fair and caring. Misdemeanours are dealt with in a variety of ways, with more serious offences punished by, for instance, after-school detentions or internal seclusion. These will be accompanied, if necessary, by interviews with parents. Very serious offences may result in the pupil being excluded from the School.

Uniform

We not only want our pupils to take a pride in their work and achievements, but also in their appearance. All boys in Years 7 to 11 wear the School's uniform and in the Sixth Form there is a strict dress-code. The legend on the School badge sums up the ethos of the School: God's Servant First. Below the school badge is the House name and colour to which a student belongs.

Policies

The School has policies that are concerned with the health, safety, welfare and achievement of all of the pupils. One such policy is the Child Protection Policy, which makes clear that we have responsibilities to inform the relevant authorities of child protection concerns.

Some of our other policies are the, Accessibility Policy, Anti-Bullying Policy, Anti Drugs Policy, Behaviour and Discipline Policy, Disability Equality Scheme, Equal Opportunities Policy and Race Equality Policy. The School also has a Complaints Procedure, to be found on our website.

Partnership

At our School we aim to make a reality of the idea of partnership with parents and we will contact you readily if the need arises. Please contact us, to discuss any questions you may have about your child's welfare and progress.

Sex Education

The Church recognises that parents are the first educators of their children. It is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly in the sensitive area of sexual development. However, it also recognises that parents often need a major commitment from schools to support them in this role.

The School has a Sex Education programme delivered through the Religious Education Department, the Citizenship and Personal, Social and Health Education Department and the Science Department. This programme spans all year groups of the School and covers both the physical details of human reproduction and moral teaching on sexuality in accordance with the teaching of the Church.

(Parents have a statutory right to withdraw their sons and daughters from sex education classes, except for those aspects of human reproduction which form part of the national curriculum in science.)

Religious worship and spirituality

Our staff and students are encouraged to develop themselves spiritually whilst with us. There are many opportunities for both public and private worship. For example, formal prayers are said at the start of the school day at registration times. The Angelus is said in the middle of the day. There is a main assembly each week where the school gathers to listen to the Word of God and to join together in prayer. Voluntary Mass is offered every week at lunchtime in the Chapel and whole-school Masses are celebrated on Holy Days and on other special occasions.

Christian living

Jesus taught that we should love God with all our heart, mind, soul and with all our strength, and our neighbour as ourselves. It is our aim to follow this teaching in all of our relationships and actions. The School has a strong tradition of charitable fundraising, helping those in need both at home and abroad.

Religious education

All year groups have academic Religious Education lessons. In these lessons the pupils study the traditions, practices and teachings of the Catholic Church, other Christian Churches and some of the other world faiths.

(Parents have a statutory right to withdraw their sons and daughters from Religious Education lessons and acts of Collective Worship.)

THE SIXTH FORM

Ours is a co-educational Sixth Form welcoming both boys and girls and in which we combine a strong academic tradition with a friendly, welcoming ethos and a flourishing extra-curricular life. The Sixth Form environment is characterised by its sense of hard work, community and the individual care, guidance and support that is given to the students.

We see our Sixth Form as a continuation of all that is good about our School in the 11 to 16 age group and it is fully integrated into the whole School. We expect the majority of our own pupils to continue to our Sixth Form where they are joined by large numbers of students – boys and girls – from local schools and some students from overseas.

We have a friendly, mature and studious atmosphere in the Sixth Form and the levels of achievement are high. We have great success in getting our students into university, which includes Oxford and Cambridge and other Russell Group Universities.

(For further details, please see our separate Sixth Form Admission booklet or the school website).

SPORT, ENRICHMENT ACTIVITIES AND HOUSE SYSTEM

SPORT

We have an extensive sports-provision, both in lesson time and as part of the timetable of extra-curricular activities. Many pupils from all year groups attend sports clubs before and after school and lunchtimes are open to anyone to attend as they wish.

There are teams or clubs in football, basketball, hockey, cross country, athletics, swimming, badminton, cricket, tennis and table tennis. Our pupils are involved in many other sports as well. The School enjoys a formidable reputation for sporting achievement. The school runs a Sports Academy in the Sixth form; enabling students to study for A levels whilst at the same time receiving top quality coaching and taking part in regional and national tournaments

Sports Day is held each year where as many pupils as possible from each form are encouraged to compete for their School House – the rest of the School makes up an enthusiastic crowd. We organise House Tournaments in most of the sports listed earlier which are very popular and keenly contested.

ENRICHMENT ACTIVITIES

The School provides an extensive range of extra-curricular activities. These are invaluable in providing the pupils with opportunities to develop their talents and to excel and to find new interests. They also give great enjoyment.

These activities take place mainly after school and occasionally at weekends. They are important in helping to build a sense of School community and a sense of belonging. They also strengthen good relationships between the pupils and staff and give the boys and girls self-confidence. Some of these many opportunities are as follows, although we are always open to new ideas from both pupils and parents to help the programme grow even further.

Music

The Music Department enjoys a reputation for a sound academic and work ethos and as an important adjunct to the Liturgical life of the school. Classroom teaching is broad-ranging and instils a sound knowledge of musical literacy into pupils, as well as enabling a wealth of practical and cross-curricular experience.

All this is augmented by a group of peripatetic staff tutoring boys in clarinet, guitar (electric/acoustic/bass/classical), drums, flute, piano, saxophone, trumpet, trombone and violin.

There are lunchtime activities open to all students who have an interest in taking part.

The Department maintains good links with the Enrichment initiatives of the school; and pupils are encouraged to take part fully in the annual liturgical celebrations in Advent and

Lent, as well as on numerous other occasions throughout the year. Pupils have performed at local events such as the Mayor's concert and the Maritime Festival.

Drama

Thanks to the dedication and commitment of the staff, the school has developed a strong tradition in drama. The annual school play draws from all year groups and continues to be of a very high quality. We have also collaborated with other schools and arts organisations as part of the St Thomas More Shakespeare Festival. The school has been a Hub School in the prestigious Royal Shakespeare Company's Learning and Performance Network and still maintains strong links with the organisation.

Trips

The School enjoys a wealth of trips, both at home and abroad, throughout the academic year. Many are linked to specific subject departments; others are linked to cultural, sporting or religious activities. These trips enhance the achievement and enjoyment of our pupils and help to build the School's strong sense of community. The school has a very successful Duke of Edinburgh award scheme with many students achieving the Bronze, Silver and Gold award in KS4 and KS5.

Overseas Visits

These visits are essential to make modern foreign languages real to pupils and the department strives to make the most of every opportunity to do just that. Visits to different parts of the world are run by many departments. Annually these have included a ski trip and a football tour to Holland. Visits to Barcelona have provided pupils with the opportunity to enjoy linguistic and cultural stays in these European cities. The History department has provided our students with the opportunity to visit Ypres and Berlin and the Business Studies department to Disneyland Paris.

HOUSE SYSTEM

The School is organised in a House System: St Andrew, St David, St George, St Patrick and St Sebastian. Every pupil of the School is allocated a House and many of the sporting and enrichment activities are run through these Houses. Each House is organised by a Head of House from the staff and by House Captains from the Sixth Form. Each form has form leaders who work as a team to promote house activities. Merit Marks are also allocated to pupils through their Houses. The House system encourages involvement and friendship across the year groups and a healthy sense of competition.

THE SCHOOL CURRICULUM

Summary of Key Stage 3 Curriculum

In the first two years of education at St Thomas More High School, all pupils follow a broad general curriculum which builds upon skills and experience from primary school and prepares the ground for the more specialised studies that will follow (at Key Stage 4 and in the Sixth Form).

During Key Stage 3, the National Curriculum core and foundational subjects are studied. As a Catholic school, Religious Education is at the heart of all learning.

Pupils will study:

English	Maths	Religious Education	Science
Art	Music	Physical Education	Resistant Materials
History	Geography	Computer Science	Graphic Products
Personal Development	Spanish	Food Technology	

Teaching takes place principally within a pupil's form group during the first two years. In addition, certain subjects are set at various stages.

In Year 8, students will be guided through the options process enabling them to choose up to three option subjects whilst continuing to study subjects in the core curriculum. Students will then start Key Stage 4 curriculum in Year 9.

Summary of Key Stage 4 curriculum

CORE SUBJECTS

<u>Subject</u>	<u>Possible qualifications</u>
1 English	2 GCSE's, one in English Language and one in English Literature
2 Maths	1 GCSE
3 Science	2 GCSE's (or Triple Science = 3 GCSEs taken as core plus one option)
4 RE	1 GCSE
5 Games	Non examinable
6 Personal Development	Non examinable

OPTION SUBJECTS

The following subjects are placed in blocks and curriculum pathways are created to match academic profiles of year groups.

GCSE Courses

Art
Business Studies
Computer Science
D&T- Resistant Materials
Geography
History

Food Preparation and Nutrition
Media Studies
Music
PE
Separate Science
Spanish

BTEC Courses

L2 Business Studies
L2 Sport
L1 Hospitality
L2 Certificate in Digital Applications (CiDA)

There is also a non GCSE pathway, which offers vocational qualifications.

Setting by ability is possible in the compulsory GCSE subjects and some of the optional ones. When the number of boys in a subject allows setting to take place, it is the School's policy to set.

SCHOOL MISSION STATEMENT

To inspire,

To learn,

To achieve,

To keep our Catholic ethos at the centre of

our lives,

To fulfil our educational potential,

Welcoming all and reaching out to the wider

world,

To be truly God's servant first.