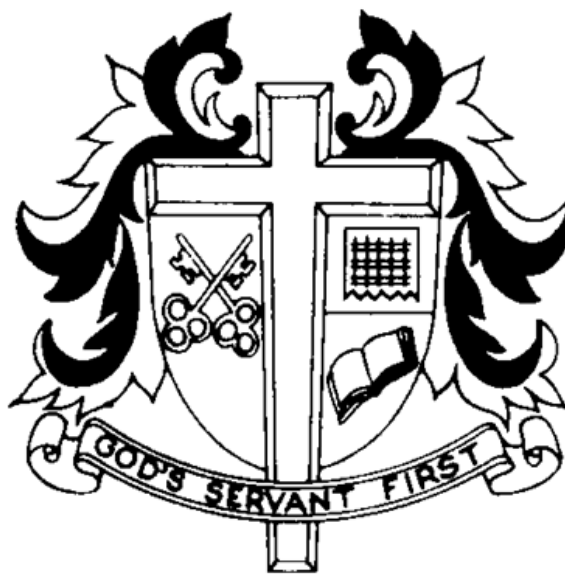


Prospectus Supplement

2024-2025

General Information



St Thomas More High School

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CONTACT DETAILS

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School Hours: 8.30am-3.30pm

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Deputy Headteacher:	Mr P Maxfield B.SC (Hons) PGCE MA
Deputy Headteacher:	Mr. M. Hardiman B.SC (Hons)
Assistant Headteacher, Data and Assessment	Mr. J. Marshall B.SC (Hons) PGCE
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Assistant Headteacher, Curriculum	Mrs. A. Hardiman B.SC (Hons)
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Director of Learning Sixth Form:	Ms. E. Corr B.A (Hons)
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 students 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 student 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 students develop respect, tolerance, and concern for others as they journey towards exceeding their academic potential and to becoming responsible citizens.

While the majority of students 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 students. On 1st May 2018 we converted to multi academy Trust status. The Assisi Catholic Trust is a group of nine Catholic schools in the South East Essex Deanery who aim to put Christ and the teaching of the Catholic Church at the centre of our lives.

St Thomas More High School is committed to safeguarding both students and staff. All adults who have unsupervised contact with students 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.

Schools 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.

St Thomas More High School Admission Arrangements 2024

St Thomas More Catholic High School is a six 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.

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 - 11: 180

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

- 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), and whose normal place of residence lies within the postcode areas of SS0, SS1, SS2, SS3, SS4, SS5, SS6, SS7, SS8 and SS9 (map below). If two or more boys tie for the final selective place, then it will be awarded using the oversubscription criteria.
- 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 including those boys who appear to have been in state care outside of England and ceased to be in state care as a result of being 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 including those boys who appear to have been in state care outside of England and

ceased to be in state care as a result of being adopted (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 priority to applications that are supported in writing by their Minister.
- 8) Practising* Christian boys whose parents desire for them a Catholic education. In allocating places, the Governors will consider priority to applications that are 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 community entrance to 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)

Explanatory notes for admission arrangements:

Looked after children and Previously looked after children – Children who are in the care of local authorities as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to the school'. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

Looked after and previously looked after children are given the appropriate priority for each relevant age group in line with the admission criteria.

Statement of Special Educational Need (SEN) and Education Health and Care Plan (EHCP) - A Statement of Special Educational Need is a statement made by the local authority under Section 324 of the Education Act 1996, specifying the special educational provision required for that child. If the school is oversubscribed, the admission of pupils with a Statement of Special Educational Needs or Education, Health and Care Plan where the school is named in the Statement or Plan, is mandatory.

Distance where parents share care

The distance is measured the same for all applications. Only one application can be received. The LA should not have the details of both parents or know of the marital status of the parents. If more than one application is received from parents, applications will be placed on hold until such time that:

- an application is made that both parents agree to; or
- written agreement is provided from both parents; or
- a court order is obtained confirming which parent's application takes precedence'.

Details on address checks and which address is relevant are also provided in the admission booklet. In all cases the child's normal place of residence is applicable for the purposes of the application

Waiting lists

Children's names will automatically be on the waiting list for the school if the school is a higher preference than the offer made and a place has been refused.

Waiting lists for all year groups are held for the full school year. Each added child will require the list to be ranked again in line with the published oversubscription criteria. Priority must not be given to children based on the date their application was received or their name was added to the list. Looked after children, previously looked after children, and those allocated a place at the school in accordance with a Fair Access Protocol, must take precedence over those on a waiting list.

Over and Under age applications

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1.

Details are provided in the Admission Scheme **2022/23** for the main rounds and requests submitted from parents are coordinated by the LA and follow the requirements in the School Admissions Code. Applications for over or under age applications in-year will be handled in line with the School Admissions Code 2021, (was being reviewed June 2020) 2.18-2.20.

Such requests for Schools in Southend-on-Sea are made directly to the school and the school advises the LA of their decision. Requests for year 6 must have been submitted by the parent and considered by the admission authority before the closing date for applications to year 7, i.e. 31st October of any given year. Admission authorities must make decisions on the basis of the circumstances of each case and in the best interests of the child concerned.

This will include documenting the following:-

- the parent's views;
- information about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group;
- and whether they may naturally have fallen into a lower age group if it were not for being born prematurely.
- They must also take into account the views of the head teacher of the school concerned.

When informing a parent of their decision on the year group the child should be admitted to, the admission authority must set out clearly the reasons for their decision. (2.19 School Admissions Code 2021)

In circumstances where a child transfers from another school already 'outside of normal age group', the school will support any over or under age application where the above has been met and the school is satisfied that the child should continue to be educated out of normal age group.

Home Address

For all applications the address used will be the child's habitual normal place of residence as at the closing date for applications, i.e., 31st October. Changes to address will be updated after all on time applications have been processed.

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 or Supplementary Information Form (both available from the school office/web site).

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.

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. Application details, including a prospectus, can be obtained via the school. The date for applications is the end of the autumn term. However late applicants can be considered. Students should complete the appropriate application form and return it to the school.

The school operates a sixth form for a total of 300 students. 150 places overall will be available in year 12. While the admission number is 300, if fewer than 150 of the school's existing students transfer into year 12, additional external students will be admitted until year 12 meets its capacity of 150.

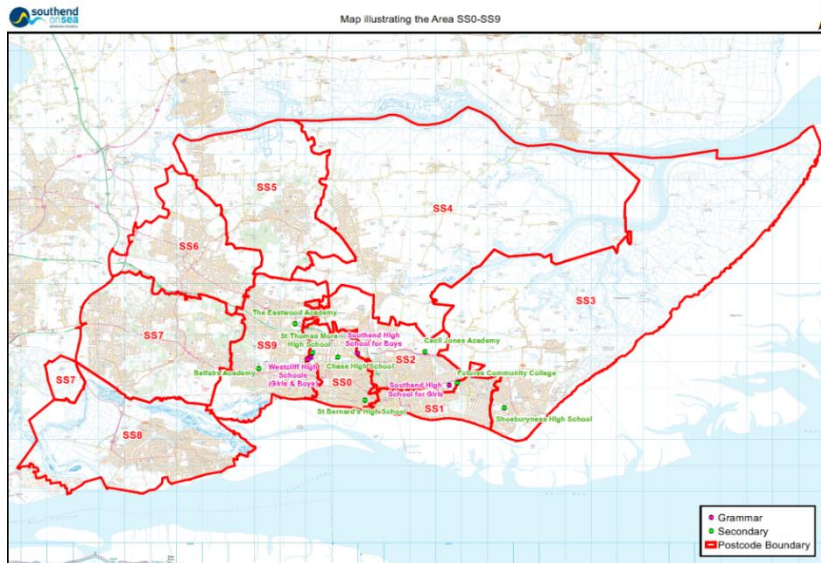
Students wishing to enter the sixth form will be expected to have met the minimum academic entry requirements for the sixth form. These are that students will have achieved at least 5 GCSEs at grades 9-5, including a 5 in English and Maths.

In addition to the sixth form's minimum academic entry requirements students will need to satisfy minimum entry requirements to the courses for which they are applying. If applicants fail to meet the minimum course requirements, they will be given the option of pursuing any alternative courses for which they do meet the minimum academic requirements. Course requirements are published annually in the Sixth Form Options booklet and on its website.

When year 12 is undersubscribed all applicants meeting the minimum academic entry requirements will be admitted or permitted to progress.

When there are more applicants of the required level than places available, selection will be based on rank ordering the GCSE grades achieved. 'Looked-After' children are to be given the highest priority in the oversubscription rank ordering criteria.

Drill down map and a postcode look up table are available on www.southend.gov.uk/admissions



ARRANGEMENTS FOR PARENTS TO VISIT THE SCHOOL

The school holds an Open evening in July, which allows children and parents to look around the school and meet staff. Please check the school website for confirmation of the date. In the Autumn term of year 6, following the publication of the 11+ results there will be an opportunity to visit the school by appointment.

In July of year 6, 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 Friends of St Thomas More 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 students in the School are encouraged to work hard to reach their full potential. To this end, each student, from Year 7 to the Sixth Form, is given a challenging, yet realistic targets which encourage progress in each of his or her subjects.

Students 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 student 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 student is monitored on a regular basis to identify students who are not making progress. These students are supported by a team of mentors who work closely with the student and their parents.

Through a programme of regular reviews we aim to improve the progress of all students 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 and Mathematics during the autumn term. 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.

We aim to ensure that our students 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 student develops their special gifts and talents,
2. To identify, monitor, mentor, assess and review the achievements of all Able, Gifted & Talented students,
3. To source activities, resources and outlets for Able, Gifted & Talented students to demonstrate their skills,
4. To maximise in-school, national and international opportunities for all Able, Gifted & Talented students to reach their educational goals,
5. To provide an individually tailored educational experience for all Able, Gifted & Talented students.

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. If your child has a special talent or is amongst the brightest in the year group you can be confident that their 'gifts and talents' will continue to be recognised, nurtured and challenged.

English as an Additional Language (EAL)

Many of our students speak another language or languages in addition to English at home and with their extended families. The School encourages students 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 students 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, students may be temporarily withdrawn from the usual curriculum for additional support,
- we run various computerised study-programmes matched to the specific needs of the students

Individual learning programmes are reviewed regularly, and information is disseminated to teaching staff to ensure the educational needs of all our students 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 students 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
- Students 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 Students 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 student's progress, 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 students 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, Pupil Support Mentors and trained in school Counsellors for when additional support is needed.

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

External Agencies

Sometimes a student 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:

- 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 students into 6 houses. Each student's form tutor will meet your son at the start of each day. The 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 well.

Registration takes place in the form room in the morning and in the fourth 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.

School Council

The voice of our students 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 students. Students also complete an annual attitudinal survey which feeds into the school development plan. The School Council is led and managed by our School Captains, who hold office in Year 13.

Behaviour

The School expects high standards of behaviour. A Code of Conduct regulates all aspects of our life at School. Every student is expected to be sensible and courteous in his 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 students 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 meetings with parents. Very serious offences may result in the student being excluded from the School.

Uniform

We not only want our students 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 students. 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, Race Equality Policy and Relationships and Sex Education 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.

Relationships and 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 Relationships and 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 an assembly each week where we gather to listen to the Word of God and to join together in prayer. Voluntary Mass is offered every week in the Chapel and whole-school Masses are celebrated on Holy Days of obligation 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 students 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 students to continue to our Sixth Form where they are joined by large numbers of new students 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 students 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 students are involved in many other sports as well. The School enjoys a formidable reputation for sporting achievement.

Sports Day is held each year where as many students 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 students 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 students and staff and improve the self-confidence of our students. Some of these many opportunities are as follows, although we are always open to new ideas from both students 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 students, 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 students 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.

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. We also have a successful Mountain Walking club which takes students to walk in the mountains found both in the United Kingdom and Europe.

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. The Geography and Geology department regularly takes students on field trips including Iceland to enhance their learning of these subjects beyond the classroom.

HOUSE SYSTEM

The School is organised in a House System: St Andrew, St David, St George, St Patrick, St Sebastian and St Vincent. Every student at 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 team of House Captains from the Sixth Form who are supported by a staff House Mentor. Each form has form leaders who work as a team to promote house activities. Merit Marks are also allocated to students 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 students 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.

Students will study:

English	Maths	Religious Education	Science
Art	Music	Physical Education	Resistant Materials
History	Geography	Computer Science	Geology
CPSHE	Spanish	Food Technology	STEM

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

In Year 8, students will begin to explore a phased transition between KS3 and KS4. They will be guided through a staggered options process enabling them to study a broad range of options subjects whilst continuing to study subjects in the core curriculum as they move into KS4.

Summary of Key Stage 4 curriculum

CORE SUBJECTS

<u>Subject</u>		<u>Possible qualifications</u>
1	English	2 GCSEs, one in English Language and one in English Literature
2	Maths	1 GCSE
3	Science	2 GCSEs (or Triple Science = 3 GCSEs)
4	RE	1 GCSE
5	Games	Non examinable
6	CPSHE	Non examinable

OPTION SUBJECTS

The following subjects are currently offered, and curriculum pathways are created to match academic profiles of each year group.

<u>GCSE Courses</u>		<u>Alternative Level 2 Courses</u>
Art & Design	Food Preparation & Nutrition	OCR Cambridge National
Business Studies	Media Studies & Film Studies	Creative iMedia – L2
Computer Science	Music	BTEC Sport – L2
Geography	PE	BTEC Tech Award Enterprise –L2
History	Spanish	

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.