



# **PROSPECTUS**



**2024 - 2025**

**Thorpe St Andrew School  
and Sixth Form**

<b>C O N T E N T S</b>	<b>P A G E</b>
Welcome	3 & 4
Our Vision	5
Introduction, The Best Learning Opportunities	6
The Academic Organisation of the School	7
Beyond the Classroom, Home Learning	8 & 9
ClassCharts	10
Pastoral Curriculum, House System, Student Leadership Agency	11 & 12
Behaviour for Educational Support Team (BEST), Well-being	13
Raising Achievement Team (RAT), Special Educational Needs and Disability (SEND)	14
Admissions	15
Parents	16
Cover for Absent Teachers; Compliments and Complaints, Chaplaincy Team, Student Leadership and the School Day	17
Careers Advice, Sixth Form, More Able Students (Orbit)	18
Mobile Telephones, Behaviour Expectations, School Uniform	19
School Uniform (continued)	20 & 21
Clubs, Educational Visits and Expeditions, School Music and Drama	21 & 22
Broad Horizons Education Trust (BHET) Charging and Remissions Policy	22
Additional Information	23
Parental Involvement, Policies	24
What Makes Thorpe St Andrew School and Sixth Form Special? Contact Details	25

**Excellence for All**

## Welcome

Welcome to our school. We would like to take this opportunity to share with you the ethos behind our beliefs. At Thorpe St Andrew School and Sixth Form we aim for *Excellence for All*.



**An Excellent School** is what we would want for our own children and this is what we believe the students of this community deserve and will find at Thorpe St Andrew School and Sixth Form.

### So, what is an excellent school?

*Somewhere everyone wants to be part of the learning process.*

*Where every individual really matters and their achievements are celebrated.*

*A place where opportunities exist both in class and in extra-curricular activities.*

Equally, each student needs to feel safe and happy, knowing that they will be encouraged and supported in their growth.

Partnerships are at the core of our work, with the student very much at the centre.

As teachers, we maintain close links with parents, primary schools, employers and the community at large.

**We believe excellence is a result of consistent behaviours and attitude traits to:**

- **Aspire** to achieve by aiming for excellence in every way
- **Respect** all others and their environment by demonstrating exceptional behaviours at all times
- **Engage** with their learning effectively by consistently demonstrating an excellent attitude to learning.

One of our aims at **Thorpe St Andrew School and Sixth Form** is to keep our community informed about the work of the school; its successes and its priorities for further development. We achieve this in a number of ways, including, regular newsletters to parents, emails and texts home, open evenings, parent briefing evenings and parent consultation evenings, via our website, texts and by email.

This publication is part of this process and all the statutory information, which must be provided about the school, is contained within this document and on the website. This year we will be hosting our Open Evening on Thursday 21 September 2023 from 5pm and there is also a virtual experience of Thorpe St Andrew School and Sixth Form you can by following this link <https://youtu.be/notlYd1bXXg>

We wish you success in your choice of secondary school. We believe we have a range of experiences and opportunities available to our young people, which will see them grow academically and socially, throughout their time at the school.

Our school has a successful record with students demonstrating excellence in their examination outcomes at GCSE and A level. We now invite you to be part of our future achievements, as together we aim to bring excellence to each individual student.

**Mrs P Bignell**

**Principal**



# OUR VISION

At Thorpe St Andrew School and Sixth Form we aim for **Excellence for All**. We wish that all our students will leave us achieving excellence, equipped as life-long learners, prepared to contribute positively to the wider community and best placed to lead a successful and fulfilling life being the best that they can be.

In order to achieve this, we believe our focus on excellence is essential. We believe that excellence is the result of the consistent application of three behavioural traits: **Aspiration, Respect** and **Engagement**. All interactions in the school will reflect these traits in order to build a strong sense of focus and purpose. In turn, this will build strong independent learners who are well prepared for the challenges of a highly competitive, rapidly changing global society.

In order to achieve **Excellence for All** we expect students, staff at the school and adults at home to work together to create an environment that facilitates and seizes upon the effective teaching and learning that students receive at Thorpe St Andrew School and Sixth Form.

**In principle, students must:**

**Aspire** to achieve by aiming for excellence in every way



**Respect** all others and their environment by demonstrating exceptional behaviour at all times



**Engage** with their learning effectively by consistently demonstrating an excellent attitude to learning.



## Excellence for All

# Introduction

Thorpe St Andrew School and Sixth Form is part of Broad Horizons Education Trust and a secondary school for approximately 1860 students of all abilities between the ages of 11 and 19 years. The school is set in pleasant surroundings on the outskirts of Thorpe, which is on the eastern fringe of Norwich. The campus of 34 acres has extensive sports fields and open green space.

Admission for places is controlled by Thorpe St Andrew School and Sixth Form in partnership with Norfolk Children's Services. The Governors' philosophy is to serve the local community by aiming to have places for all students within the traditional catchment area. In most years, there are a number of places for 'out of catchment' students.



The school is housed in separate sets of buildings at each end of the campus. The school has an extensive range of Sports facilities including gym, a Sports Hall, All Weather Pitch, floodlit tennis courts and a swimming pool. Students are given the opportunity to use these facilities during their PE lessons and in extra-curricular activities. The school also benefits from dedicated Performing Arts and Music facilities, where students can display their dramatic prowess and musical ability all in a specialist environment.

We endeavour to continually update our facilities and this year we have installed non-gender specific toilets, following a model that is being used by many other High Schools and Universities, including the UEA.

From IT suites and science labs to music studios and art rooms, we enjoy a superb and inspiring environment for our students. The perfect place for students to learn and thrive.



## The Best Learning Opportunities

### Curriculum - Excellence for All

We believe that the curriculum should create an environment where scholarship, questioning and the freedom to learn from mistakes are all encouraged. Our curriculum is designed to support students in systematically building their knowledge and skills and to remember what they learn.

Each student's right to a quality education is paramount to all we do at Thorpe St Andrew School and Sixth Form, and great teaching is at the heart of this process. The Leadership and Pastoral Team regularly visit classrooms to share in the successes of the students, to support teaching colleagues in their work and see good practice taking place.

Examination success is important and students need appropriate work within school alongside home learning and extension activities. We have a successful record in preparing for examinations and believe every student should find work enjoyable, yet challenging, at whatever level they are working. We constantly review our curriculum to ensure that it is as ambitious as possible.

Thorpe St Andrew School and Sixth Form has a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical developments of students and prepares them for the opportunities, responsibilities and experiences of later life.

We are passionate that our curriculum should be accessible to all of our students so that they are equipped with the tools necessary to succeed in life beyond the school. We have high expectations for all our students and ensure that lessons are designed that challenge all.

Our students follow a broad curriculum in Year 7 and Year 8, before taking some ownership of their curriculum pathway in Year 9 as they begin their **Key Stage 4** journey at the end of the academic year. We guide students as they move towards their GCSE studies ensuring that they make the right choices for them as individuals.



Most of our students at GCSE will follow the English Baccalaureate (Ebacc) pathway. To achieve the Ebacc, students have to achieve at least a GCSE grade 4 in five areas: English Language or Literature (both must be studied), Mathematics, two Sciences taken from: Physics, Chemistry, Biology, Combined Science, Computer Science, one Foreign Language, History or Geography. By gaining this standard, students will be able to compete with other similar students nationally for places in universities or employment. Although the Ebacc is not a qualification itself, a broad curriculum is recommended by the Government and top universities as a good way of keeping options open and prepares students for any future course they may wish to apply for.

At **Key Stage 5**, students continue to thrive within a familiar and safe environment by joining our Sixth Form. With nearly 50 courses on offer, we are certain that all students will find a course which suits their needs, enabling them to move onto their Post-18 pathway, should this be university, apprenticeship or employment.

## The Academic Organisation of the School

Our Year Groups are separated into two distinct year halves, with students remaining in this cohort throughout the year. The school operates on a two week timetable. Students joining us in Year 7 study a broad and balanced curriculum, following similar curriculum pathways at the start of the year. Students study English, Mathematics and Sciences and a language, either French, German or Spanish. All students study Humanities (Geography and History) RPE, PSHEE and creative subjects such as Drama, Music and Art, along with scientific subjects such as Design Technology (including Food/Nutrition) and Computing. All students are encouraged to be active, with two lessons of Physical Education per week.

**Years 8 to 11.** Students continue to study the National Curriculum subjects throughout Year 8 and 9. During Year 9, students select subjects that they would prefer to study in Years 10 and 11. Students are then guided onto a suitable pathway. Courses on offer range from traditional GCSE subjects such as History and Geography to alternative qualifications that are equivalent to GCSE standards such as Health and Social Care, Cambridge National Sport and Child Development along with many other subjects. Most students will continue with a language and humanity subject at GCSE level, whilst maintaining their studies of the Core subjects of English, Mathematics and Science.

**PSHEE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education).** We aim to promote the personal well-being and development of our students through a comprehensive, locally sensitive and age-appropriate programme of PSHEE that is delivered across all key stages.



PSHEE lessons are designed to help our young people develop the knowledge, understanding, skills and attitudes to lead healthy, productive and fulfilled lives and to keep themselves safe in an ever-changing world. Lessons are organised thematically with a different focus for each half term and are underpinned by the principles of the 2010 Equality act and our British Values of Tolerance, Mutual Respect, Democracy, Individual Liberty and the Rule of Law. The three core themes are 'Health and Well-being', 'Relationships' and 'Living in the Wider World,' through which a wide range of topics such as well-being, diversity, money management, bullying, friendship and romance, sexuality, gender identity and drugs education are fully explored. Full details of the PSHEE curriculum are available on our website.

RSHE (Relationships, Sex and Health Education) is now compulsory for all schools. This statutory content will be delivered through PSHEE, Science, PE and RPE lessons, as well as via the pastoral programme. Parents now have the legal right to withdraw their child from certain aspects of Sex Education, although not from any content that forms part of the Science curriculum. There is no parental right to withdraw their child from Relationships or Health Education. Parents wishing to withdraw from Sex Education lessons are invited to discuss the matter with the Principal.

**Religious Education** is taught in accordance with the Norfolk Agreed Syllabus, a copy of which may be viewed at the school on request.



Parents wishing to withdraw their child from Religious Education or from the devotional part of assembly are invited to discuss the matter with the Principal.

## Beyond the Classroom

### We will always do our best

Our job in school is to make our students 'Learners', learners who will continue to learn throughout their lives and will use these skills to live better lives. The skills of independent learning, practical work and project style activities are included in our teaching.

## Home Learning

### Research

We are a research informed school for Curriculum Development. The evidence shows that the impact of home learning, on average, is **five months' additional progress**. Some studies indicate that there may be an optimum amount of homework, between one and two hours per school day (slightly longer for older students), with effects diminishing as the time that students spend on homework increases. To this end, home learning will be set for all Year Groups to support the learning in school.

### Home Learning at Thorpe St Andrew School and Sixth Form

There are never enough hours in the day or minutes in the lessons, so it is important to make sure that we make the most of our home learning programme as possible. It is also important that we build good habits of learning at home in our students, so that they take these routines forward, learn well, independently, resiliently and purposefully.

All home learning will be set on ClassCharts, to aid support at home. However, all 'learning' materials will be on the Google Classroom for students, to support the learning as effectively as possible, in and out of class. If the learning for topics are all indexed in one place, this makes it easier for us all to keep track.

### Key Stage 3 - Years 7-9

Home learning will be through Key Knowledge work. Key Knowledge work is led by the Key Knowledge sheets



that are shared by the teacher in their lessons and on the Google Classroom. In lessons, instructions will be given on how and what to learn. For instance, the learning may be to prepare a mind map, develop an understanding of a key term with a frayer model, or to complete a retrieval quiz.

### Home Learning Timetable - Examples - Key Stage 3

Students may not have the subject on that day - the purpose of this timetable is to:

- Make sure that students have one week to complete any learning activities
- To allow students and parents to plan their week
- To state (particularly at Key Stage 3) that a day of rest is important for mental well-being
- Each learning homework should last no longer than 15 minutes in Years 7 - 8 and 20 minutes in Year 9.

#### Example Timetable

<b>Monday</b>	<i>Mathematics, English and Science</i>
<b>Tuesday</b>	<i>History, Geography and MFL</i>
<b>Wednesday</b>	<i>Computing, PSHEE and RPE</i>
<b>Thursday</b>	<i>Music, Art and Drama</i>
<b>Friday</b>	<i>DT and PE</i>
<b>Saturday</b>	<i>Mathematics, English and Science</i>
<b>Sunday</b>	<i>No home learning</i>

### Key Stage 4 - Years 10-11

In Years 10 and 11, students are preparing for examination subjects so home learning will take a different approach. The home learning can continue to be Key Knowledge learning, but it also might take the form of Seneca, examination practice questions, research, preparation for an in-class assessment, retrieval or preparation for coursework.

There is time set on this ‘timetable’ for two subjects a night. As a guide, each subject should be setting no more than 45 minutes learning and students will be given seven days to complete any home learning set.

#### Example Timetable

<b>Monday</b>	<i>English Language and Mathematics</i>
<b>Tuesday</b>	<i>English Literature and Science</i>
<b>Wednesday</b>	<i>Preference 1 and 2</i>
<b>Thursday</b>	<i>Preference 3 and 4</i>
<b>Friday</b>	<i>English Language and Mathematics</i>
<b>Saturday</b>	<i>English Literature and Science</i>
<b>Sunday</b>	<i>No home learning</i>

Although achieved partly in the classroom, what goes on outside the classroom is of equal importance. Home learning is one component and there are also many activities which extend the school day and offer enrichment opportunities, for example drama and music productions, sporting events, field work and

residential visits, special occasions and various functions involving the Friends of Thorpe St Andrew School (FOTSAS).

## ClassCharts

Independent work is a vital part of the learning process and Thorpe St Andrew School and Sixth Form students will always be given opportunities to do this, although it will vary with the stage of learning and individual subject areas.



Students and parents can download the ClassCharts app for IOS and Android. This gives a personalised screen for students and parents. Log in details are sent out at the start of the new year for all new students.

This enables you to view your child's positive and negative behaviour points and read the comments around this. The points are in real time so as soon as your child is awarded a point, you will be able to view this on ClassCharts. This enables us to work together to celebrate your child's successes in school. Expect to see many positive points awarded for **Aspiration**, **Respect** and **Engage**.

When things are not going so well you may see a negative point added by a teacher and you will be able to see the comments and reasons for this. As with the positive points, please take the time to unpack what went wrong with your child, we are very keen to work together in order to support you.

There is a homework calendar accessible on ClassCharts. Here, parents and students can filter tasks by year, subject or teacher to access the full instructions and deadlines for homework. We recommend viewing through your personalised app.



We believe that *ClassCharts Homework* is an essential tool for student organisation and planning. No more lost homework sheets, no need to spend lesson time copying down instructions into planners and all the necessary templates, web-links and resources to hand, are just a few of the advantages of using *ClassCharts Homework*.

**Students are encouraged to log in to *ClassCharts Homework* via RM Unify.** Parents and students can also access rewards and consequences through **ClassCharts**.

## Scholarship

Students are encouraged to develop independent learning skills and value learning. This is delivered through our Pastoral Curriculum or we **ARE** programme, in Form Time and also in our study skills programme. The study skills programme implements the latest cognitive science and research into the classroom and gives students practical study tips that are proven to work. At the heart of their learning is our broad and balanced, knowledge rich curriculum that gives all students the essential knowledge that they need to progress onto the next stage of their education.

# Serving Our Community

**We will work to promote our community**

## Positive Behaviour and Discipline

All our teachers work hard to reward students who behave in the manner that is expected which we share with parents through ClassCharts. We believe students need clear boundaries and we teach a set of Social Routines to make expectations clear.



Our pastoral programmes, delivered at Form Time, help students develop a sense of responsibility for our whole community. This work is taken on through the School Senate and the house system, which is where the views of students can be heard and their ideas put forward for improving the school.

All this work builds upon the partnership that exists between the school and our local primary schools where we share expertise and knowledge to ensure we provide a continuity of education for our young people from the age of 3 to 19.

## The Pastoral Curriculum

### Every individual is important

The pastoral care of every student is important to all staff at Thorpe St Andrew School and Sixth Form. Although we are a big school, we aim for all students to feel welcomed and an important part of our inclusive school community.

To achieve this, every student is placed in a Form Group with other students of the same age. As much as possible, each student stays with the same Form Tutor until the end of Year 10, allowing a good supportive relationship to flourish. In Year 11, a specialist group of Form Tutors works with students to help them through their final GCSE year. Students meet their Form Tutor every morning and they will engage with the pastoral curriculum during their Form Time.

In order to deliver an age appropriate Pastoral Curriculum and meet the personal development needs of our students, each Year Group has its own dedicated Pastoral Team. Each Pastoral Team is led by a Head of Year and their Assistant Head of Year who are specialists in the needs of that Year Group. Every Year Group school also has a dedicated Assistant Principal from the school Senior Leadership Team who is known as Head of School.

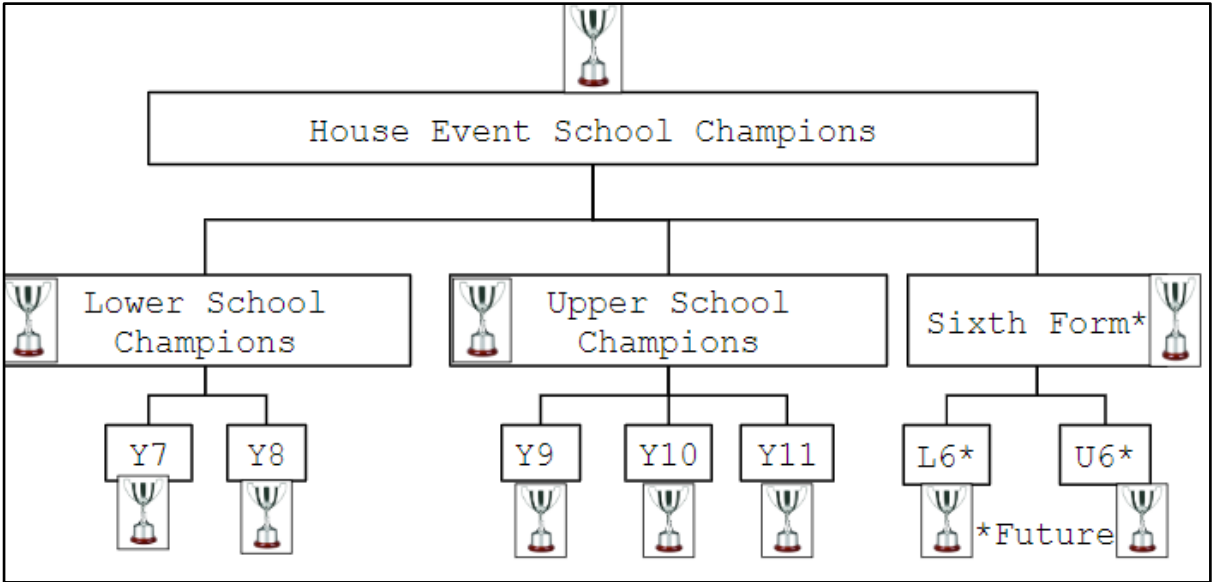
We want all our students to also feel part of the wider school community. We do this through whole school assemblies that are led by the Senior Leadership Team. This facilitates a common strong message of our Pastoral Curriculum and allows for collective reflection. Opportunities for students to meet and support each other in different Year Groups are planned into the school year so that students also feel part of the wider school community.

### House System

To contribute to the community cohesion of the school, there is a newly formed House system. This is the opportunity for students to develop friendships, take part in teamwork activities as well as have those positive lifelong remembered experiences. The House system also offers opportunities for leadership, competition and service within and outside of our school community. Students will be placed in houses with their siblings if

attending Thorpe St Andrew School and Sixth Form. There are three Houses Blue, Green and Yellow. Over 2023 -2024 there will be a community consultation on the naming of the houses, house logos and house mottos. Each house has a Head of House who co-ordinates events within the house. Within each Year Group students take on the responsibility of House Captains to ensure participation in events.

An example of house activities for the first term are Chess, Autumn Photography Competitions, Black History Month Poetry Competition, Pumpkin carving, E sports, Debating and Inter House Maths. The house points add up over the year to give rise to different champions at different levels with an overall House Champion for each event as in the diagram below.

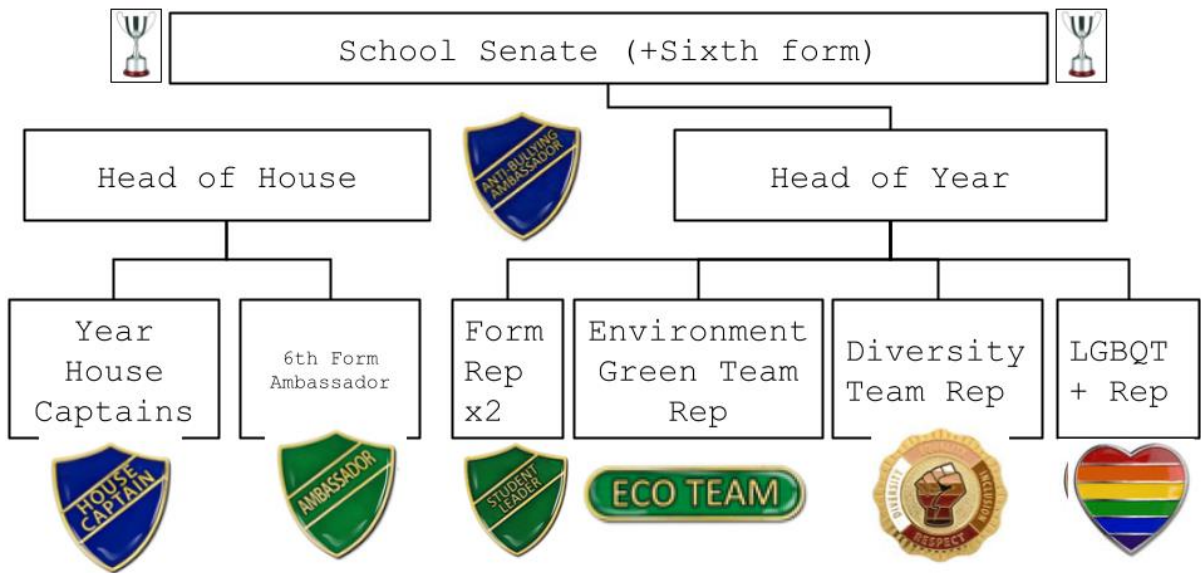


Each of these house events over the year are then combined with the sporting house points to get an overall house champion.

**Student Leadership and Agency**

Student leadership and agency is at the heart of the school. Within the group there are Form Representatives, Environmental Green Team Representatives, Diversity Team Representatives and LGBTQ+ Representative/Ally.

What opportunities are there for me to demonstrate leadership?



- **Form Representatives** - The voice of the form. They are there to raise concerns to the Head of Year in

the Year Group Senate. Two of the Student Leaders represent Year Groups in the school senate.

- **Diversity Representative** - A representative to be a voice for all. This may be underrepresented community members.
- **Eco Green Team Representative** - The forms voice on environmental matters around the school. Students will be helping their Head of Year with Green Projects.
- **LGBTQ+ Representative Ally** - A voice to specifically represent and stand for the LGBTQ+ community.

Each Year Group will send representatives to the School Senate where issues are discussed.

## BEHAVIOUR for EDUCATIONAL SUPPORT TEAM (BEST)

If you have any questions or concerns and you wish to call in person to the school, the person you want to speak to may not be immediately available. In most cases, you will speak to a member of the **Behaviour for Education Support Team (BEST)** first. They will speak to you, take details and ensure that you are contacted later. We are sure that you understand why this process may be required. They have a wide and varied role supporting our students to ensure they are able to make a positive contribution to school life.

### They support with;

- ❖ Students who are worried or anxious about school or something about school or home
- ❖ Help resolve friendship issues
- ❖ Help students make the right choices in their behaviour and attendance by analysing their behaviour patterns and mentoring them, setting targets and helping them to improve
- ❖ Students who have Medical Care Plans.

**BEST are your first port of call if you have any concerns about your child that you would like to make us aware of.**

## WELL-BEING

We take the well-being of our students very seriously and we take a tiered approach to supporting well-being.

- ❖ Research has shown that a regular 'check in' with a familiar member of staff each day is important. Every morning your child will be welcomed by their Form Tutor who will take them through the Pastoral Curriculum, students will be given strategies in order to support with well-being.

### As part of this programme:

- ❖ Students who require further support to understand and unlock their feelings will be offered, through a referral process, time to come out of lessons to attend small group sessions to support with well-being, access to the Student Well-being Office or School Counsellor
- ❖ We work with various outside agencies including MAP, LGBT Norfolk and CAMHS to support our students as and when required and we request that you discuss this with us in terms of a bespoke package that may require a referral to outside agencies or signposting.

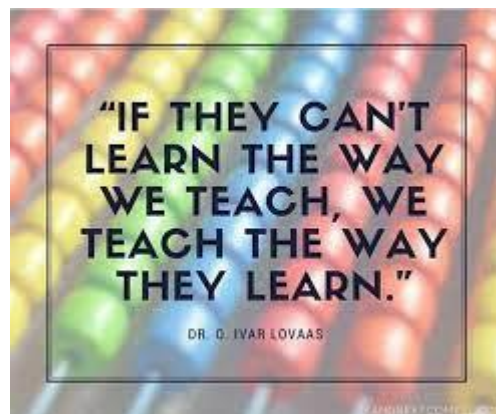
We actively promote the use of **Kooth**, a well-being app that many of our students find useful. Further details can be found at [www.kooth.com/video](http://www.kooth.com/video).



## Raising Achievement Team

Our successful Raising Achievement Team, consisting of specialists and learning support staff and teachers of numeracy and literacy, work to support students who are underachieving in their studies and require extra support or intervention to be successful. Through the work of our team we aim to remove barriers to learning for our students, especially the most vulnerable students to ensure excellence for all. This includes SEND, Pupil Premium (PP), LAC (Looked After Children) students and students with attendance issues and mental health concerns. Support can include:

- ❖ Academic Mentoring
- ❖ Alternative Qualifications to GCSE
- ❖ Alternative Therapy
- ❖ Additional English and Mathematics Intervention
- ❖ Tutoring 1:1 or in Small Groups
- ❖ Reading Programmes
- ❖ Literacy/Numeracy Catch Up Programmes if Students Have a Low Reading or Spelling Age
- ❖ Designated Senior Member of Staff Responsible for LAC and PP Co-ordinating Support.



## Special Education Needs and Disability (SEND)

Our Special Education Needs and Disability policy is based on principles stated in the Code of Practice on the identification of Special Educational Needs.

The principal of Thorpe St Andrew School and Sixth Form SEND policy is that all students should receive a broad and balanced curriculum relevant to their needs, involving active participation by the complete range of students.

In order to achieve success, all students with SEND need time, specific forms of support, carefully structured teaching programmes and work suitable presented and differentiated to match their needs.

Support can include:

- Learning Support Assistant(s) working with Subject Teachers to produce work at the appropriate level for individuals
- Limited withdrawal from lessons for individuals or small groups to allow work on a specific difficulty for example spelling and handwriting
- In-class support with a Learning Support Assistant or Support Teacher.

**Further details and the Local Offer are available on the school's website.**

# ADMISSIONS

## FOR STUDENTS OF AGE TO ENTER THE SCHOOL AT THE START OF YEAR 7

Applications are made to the Education Department at County Hall via [School admissions](#).



The admission round is deemed as starting on 1 September of the year prior to transfer and closes on 31 October. The primary schools in the area served by our school are Blofield Primary, Brundall Primary, Dussindale Primary, Hemblington Primary, Hillside Avenue Primary and Nursery, Little Plumstead VA Primary and St William's Primary. To check your catchment, you can use the website <https://www.norfolk.gov.uk/where-i-live>

Applications are welcome from other students at other primary schools, of which a number of places are usually available. Places are confirmed in March and parents are welcome to visit and see the school in operation. The full Admissions Policy is available on the school website [www.thorpestandrewschool.org.uk](http://www.thorpestandrewschool.org.uk).

The school will admit children with a Statement of Special Educational Needs or an Educational Health and Care Plan (EHCP) naming the school.

### Oversubscription Criteria

When considering the allocation of places under criteria 5, the highest priority will be given to children living nearest to the school. To determine who lives nearest, distance will be measured on a straight line 'crow-fly' basis, using Ordnance Survey data. If following the application of admission rules and distance, two applicants cannot be separated for a final place at the school, the Trust will use random allocation to determine the priority for the remaining place.

Should the school receive more applications than the published admission limit, the following oversubscription criteria will be used:

1. Looked After Children (LAC) and children in public care
2. Children who live in the area served by the school (Catchment Area)
3. Children who live outside the area served by the school, who have an older sibling attending the school at the time of admission (but not Sixth Form)
4. Children who attend a school which is a named feeder school
5. Children who live outside the area served by the school.

## FOR STUDENTS ALREADY IN KEY STAGE 3 OR 4

Enquiries can be made directly to Mrs Allen or Mrs Williams, Operation Assistant – Primary Liaison and Admissions, via email [admissions-tsa@yare-edu.org.uk](mailto:admissions-tsa@yare-edu.org.uk).

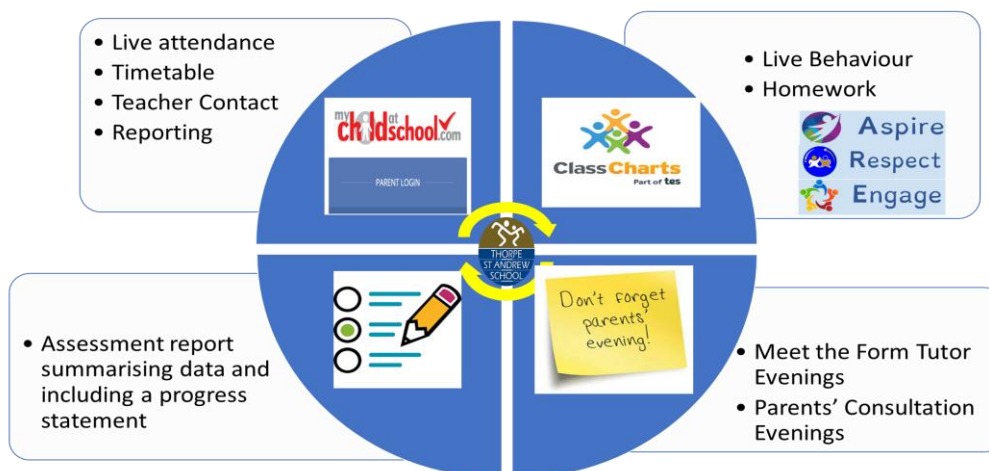
## FOR KEY STAGE 5

The school is keen to encourage applications from students at Thorpe St Andrew School and Sixth Form and from other schools and colleges. All applications will be considered and applicants offered advice on course choices. Increasingly we are attracting applicants to the Sixth Form from other schools. The school reserves the right to refuse entry to the Sixth Form if students do not meet the published entry requirements. Enquiries can be made to Mrs Batson via email [sfadmissions-tsa@yare-edu.org.uk](mailto:sfadmissions-tsa@yare-edu.org.uk).



# PARENTS

The role of parents is a key component in the success of any student and our aim is to keep parents informed at all stages.



## Contracts

The school also has general contracts with parents regarding the use of Information Technology in school, image permission use, school visits and biometric storing.

We believe that parents need access to live information about their child's progress at school. To enable this ClassCharts holds live behaviour data and homework for all students and attendance details can be accessed via My Child at School.

## Reporting to Parents

In addition to this, progress reports are sent home at least once per term, adding these to our annual calendar of reporting and Parent Consultation Evenings. This combination of live reporting and assessment progress reports ensures parents are kept up to date with both progress and attitude.

**Parent Consultation Evenings** give parents the opportunity to discuss their child's progress with individual Subject Teachers or Form Tutors. These will be online meetings so you can discuss successes and how to improve. Each Year Group will have one evening when, as parents, you can speak directly to Subject Teachers, as we believe this is who parents really wish to hear from.

## Meet the Tutor Evening

All parents also receive an additional evening early in the academic year where Form Tutors discuss how an individual has settled into school. This will be an in-person event for our new Year 7 cohort.

**Our Website** [www.thorpestandrewschool.org.uk](http://www.thorpestandrewschool.org.uk), which links to our digital platform, carries a great deal of information and it is essential that parents check this regularly. In particular, when choosing a secondary school, you may find the Year 6 Intake section very useful.

## Parent Pay

Thorpe St Andrew School and Sixth Form offers parents the facility to pay for school trips, school lunches and events using this convenient on-line facility. Login details will be provided.

## **Communications with Parents**

Along with individual letters, notes and telephone calls that might pass between school and home, the school produces a Newsletter (Thorpe Life) which is issued weekly on a Thursday. This contains news, events and important dates, as well as articles of interest. The Newsletters and current information are available on the website and the school will assume that parents/carers have knowledge of what is published in the Newsletters. We encourage parents/carers and members of the community to contribute to it.

We also produce an annual publication 'School Matters' and the link is emailed to parents in summer to each household. This includes information on procedural matters and who you should contact if you need advice or information.

The post of Operations Assistant – Primary Liaison and Admissions supports admissions and Mrs Allen and Mrs Williams can be contacted via email on [admissions-tsa@yare-edu.org.uk](mailto:admissions-tsa@yare-edu.org.uk).

## **COVER FOR ABSENT TEACHERS**

If a teacher is absent for a short period, the lesson will be covered by a member of our team of Cover Supervisors. This team is employed by the school and they know the students and the systems of the school very well. For any longer periods of teacher absence, the school will do all that is possible to cover the lessons with appropriately qualified staff with the correct subject specialism.

## **COMPLIMENTS AND COMPLAINTS**

It is our aim to work in partnership with parents and resolve matters quickly and with appropriate action. We are always happy to hear your views, comments, questions and concerns. This way, we can work together to avoid any problem escalating into something more serious.

The school has a complaints procedure and should you have any concerns, these should be addressed to the appropriate member of staff or Head of Year. If you are unhappy with the response, the matter should be addressed to the Principal. If matters are still unresolved, a copy of the complaint's procedure can be requested.

## **Chaplaincy Team**

The school community is supported by a Chaplaincy Team. The team, made up of leaders from local churches, supports the development of Christian spirituality in the school community by regular involvement and availability, for those who wish to engage.

## **The Student Leader Programme**

This programme has been designed to promote skills that may not always be explicitly encouraged in lessons. Fundamentally, the Student Leader Programme is about democracy, equality, human rights and citizenship within the school. It is about our students becoming key members of an educational partnership and community. The Programme is centered on a desire to change the way young people on the brink of adulthood are treated and how they perceive themselves. There is evidence that the participation of students in the everyday life of the school makes schools happier and more productive. The Student Leader Programme contributes to this process by creating good role models among the other students.

## **THE SCHOOL DAY**

There are five lessons during each school day. The timetable is organised on a two-week block of 50 lessons.

# Careers Advice

Careers Advice is available in school through a team with the responsibility for the delivery of general careers guidance and support.

This team is supported by Careers Advisors. The team, along with our Careers Education programmes, ensures students have access to all appropriate providers within the area.

Work Experience is undertaken in Year 13 and a number of courses also have extended day release placements in the work environment. Year 10 experiences the World of Work week in a variety of ways.

# Sixth Form



An extensive Post-16 programme operates within the school, including our highly successful university application support programme. Each year, on average 85% of our university applicants secure a place at university against a National figure of 74%.

Our **ORBIT Team** (Oxbridge and Russell Group Bridging Intervention Team) will provide tailored support to students who aspire to these universities or who wish to pursue a career in Medicine, Veterinary Science or Dentistry. We also have a high record of students gaining either an apprenticeship or employment upon completion of their Sixth Form studies.

The **Sixth Form Centre** offers a wide variety of courses leading to various qualifications at Advanced Level, Specialist Qualifications, T Levels and Step papers (for Oxbridge entrance). Whatever your aspirations, our Sixth Form will endeavour to help you achieve these.

## Most Able Students (ORBIT)

Our Most Able Group works with all staff to identify higher ability students from the moment they arrive at Thorpe St Andrew School and Sixth Form. We monitor the progress of such children throughout their time with us, offering mentoring and other support, where appropriate. Links to the National Academy for Gifted and Talented Youth are well established. The curriculum offers 'Fast Track' opportunities in some subjects.

[www.thorpestandrewschool.org](http://www.thorpestandrewschool.org)

# MOBILE TELEPHONES

Mobile phones are **not allowed** to be used in school. We know many students will want to bring a mobile phone/ear pods with them, but we ask that their phone/ear pods are switched off and placed in their bag on arrival.

It is also important that parents/carers are aware that the school can take no responsibility for any lost, broken or stolen mobile phones or ear pods.

## EXPECTATIONS

At Thorpe St Andrew School and Sixth Form we set the highest expectations of our students; they are to aim for **excellence every day**. In our pursuit of **excellence for all**, we believe that a student's attitude to learning is crucial. We believe that three behaviours lead to excellence. In short, we want all our students to be able to answer the question: *What are students at Thorpe St Andrew School and Sixth Form like?* By simply saying: we **ARE Aspirational, Respectful and Engaged**.

If a student demonstrates these three characteristics consistently, shows significant improvement or excels in one aspect the teacher will **praise, reward and celebrate** these achievements. Students collect **ARE+ Points** every time they are rewarded. As students receive more ARE+ Points they may be further rewarded with certificates and school colours. We believe that this positive approach to discipline will encourage further positive behaviour and enthuse students to work harder.

However, we know that some children might, from time to time, fall short of these expectations and staff at school may issue **consequences** such as giving a warning, allowing 'time-out' or, if necessary, time for further reflection (either at break, lunch or after school). Every time this happens we will take this as an opportunity for growth. Someone will speak to the student about their behaviour, students will listen carefully to what is said and be able to calmly have their say, they will then reflect on their actions and commit to improve. In most cases, this simple process is enough to avoid any further issues.

For more serious issues or repeated transgressions, a student may be sent to the Hub in order to reflect more deeply on the situation. A similar follow-up as noted above, will occur. There may also be times when support is needed from home, especially when expectations are consistently not met. Sadly, if a student continues to fall short of our school's expectations we may explore a suspension at another school, a suspension at home or in cases where a student has not responded to any of our supportive consequences, a permanent exclusion. In all of these situations we will work with the student and the family to support and offer packages of learning that aspire to excellence for all students.

Staff at school, adults at home and students can all see what **Rewards** and **Consequences** a student has received on **ClassCharts**.

## UNIFORM

Our uniform code is based on common sense and aims to help students show their aspirations and learn how to present themselves in an appropriate manner as expected in adult life. Students will be asked to correct any infringements of the code. As conflict can cause distress to students, staff and parents (including extra costs for replacing inappropriate items) we would ask for your support in keeping to the code. A full uniform guide will be issued for all Year 6 students and is also available on the website.

## PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY NAMED

Our uniform code also highlights the need for safety when undertaking a range of school activities

- Uniform is to be worn on the journey to and from school
- Uniform should be smart and clean at all times and worn in a correct business-like manner
- Hairstyles should not be extreme in either style or colour. All colours should be subtle, this means no pink, green, blue etc.
- Make-up must be subtle and discreet, false eyelashes are not permitted
- Nails should be kept short for health and safety. Coloured nail polish is not permitted, nails must be natural in colour
- Rings and other jewellery are not considered suitable for school. A maximum of one pair of plain small stud earrings (not hoops or other styles), a small nose stud may be worn but facial and other body piercings are potentially dangerous and not permitted. Earrings and nose studs must be removed for PE (please think carefully about when you allow ears to be pierced)
- Ear tunnels, stretchers and plugs are not permitted.

### SCHOOL UNIFORM

Appropriate and compliant school uniform can be purchased from a range of retailers. However, school branded items are only available from the school's main supplier. Items shown in **gold** are available from the school's main supplier. If there is an alternative generic item this is shown in blue.

Personalised Photo-ID Lanyard (Supplied by the School).

White formal long-sleeved shirts (short sleeved shirts are also acceptable uniform).

**Navy pleated skirt, Navy tailored trousers or Navy tailored shorts**, or Navy pleated skirt, Navy tailored trousers or Navy tailored shorts (Tailored shorts are for the Summer term up until October half term).  
**The skirt is available at Stevensons in three lengths.**

**Thorpe St Andrew School Navy knitted jumper with school logo. (No other jumpers are acceptable.)**

Plain black or white socks or tights.

**Thorpe St Andrew School and Sixth Form tie.**

**Plain black shoes only.** These must be 'polishable' – therefore no suede, canvas or similar are allowed. No white soles or logos.

Plain dark coat or jacket (a hoodie is **not** a coat and therefore unacceptable attire).

White long sleeve base layer.

**Thorpe St Andrew School and Sixth Form Butchers apron** or Apron for Technology.

A plain black or navy belt with a small buckle (optional).

### RELIGIOUS DRESS CODE

If Muslim students choose to wear the Hijab it must be plain white or plain navy in colour.  
 Hindu students are permitted to show Tilak markings.  
 Jewish students may wear a kippah, it must be plain white or plain navy in colour.

Sikh students are permitted to wear pagri/turbans, if worn must be plain white or navy in colour. Kara bracelets are permitted.

Religious necklaces may be worn but must be tucked inside shirts and removed for PE.

***If you have any further questions not covered above, please contact the school for further clarification.***

## SPORTS WEAR

**Thorpe St Andrew Tapered Pants, Leggings, Skort or Shorts** or plain Navy sport leggings, shorts or skort.  
**Cycling shorts or short shorts are not allowed.**

**Thorpe St Andrew Polo** or plain Navy Polo.

**For cooler weather - Thorpe St Andrew School and Sixth Form Mid Layer** or a plain Navy sweatshirt.

Trainers that are only used for PE.

### Optional Items:

**Thorpe St Andrew Games Jersey** (for rugby) the purchase of a mouth guard is advised for safety when playing rugby.

**Thorpe St Andrew Sports Socks** or royal blue football socks (to be worn with shorts or skort).

Football Boots.

Students must bring appropriate footwear for Drama lessons. This can be grippy socks or dance shoes. If trainers must be worn for medical reasons, they are to be clean and have non-slip soles and a note will be required.

Plain one-piece swimsuit, swimming trunks or shorts, White swimming hat and a towel.

Items of uniform marked by an (\*) can be purchased from the official uniform suppliers of the school. **Stevensons Schoolwear Outfitters, 67 Ber St, Norwich, NR1 3AD.**

## CLUBS, EDUCATIONAL VISITS AND EXPEDITIONS

**Thorpe St Andrew School and Sixth Form will be running a Curriculum Enhancement Week from 17 to 19 June 2024 where students will be given the opportunity to take part in both day and residential activities.**

Many subjects use the local area for special studies which require students to be out of school for the whole or part of the day. In addition, some visits are to areas further afield. The following are some examples:

<b>Year 7</b>	History trip to Castle Museum	Geography Fieldwork Trip to Gressenhall	Theatre Visits
<b>Year 8</b>	Trip to French Chateau	Geography Fieldwork Trip	Chemistry Festival
<b>Year 9</b>	Trips to London Museums	Trip to Barcelona	Trip to Parliament
<b>Year 10 &amp; 11</b>	Field trips in Biology and Geography	Theatre Trips	Trip to an Art Gallery
<b>Sixth Form</b>	Geography, Sociology, English and Science Trips	Trips to Berlin	Trip to Parliament, Museums and Galleries

There is also an annual ski trip and regular visits to the theatre and sporting events.

### School Clubs and Societies

Our curriculum extends beyond the classroom allowing all students the opportunity to nurture their interests. We provide students with an exceptional range of extra-curricular opportunities which include activities such as trips and visits and participation in music and arts. Our trips and visits encourage students to develop a love of learning and



understanding of the world around them. Some of our extra-curricular activities include the Bake-Off Club, Code Club, Warhammer and the Duke of Edinburgh Award to name but a few.

### **School Sport**

The PE Department is keen to promote sport for pleasure and leisure and also encourages team participation in a wide variety of sports including football, basketball, netball, badminton, athletics and tennis. Students also compete at County and National level.

### **School Music and Drama**

A wide range of musical activities are available to those who are keen, in addition to the normal Music curriculum of the first two years. The school benefits from a purpose built Music block incorporating Music rooms and dedicated recording studios.

Tuition is available for orchestral instruments and this programme is operated by Norfolk County Council's Music Service. Some musical instruments may be hired from the school. Competent players are expected to play in one of the school orchestras and/or wind bands, graded according to the standard required. Associated Board practical and theory examinations are taken termly at school. Students are entered by instrumental teachers and aural/theory tuition is also available.

There are Junior and Senior Choirs which perform regularly in school and in public. Musicals and Drama productions are performed regularly, involving large numbers of students of all ages.



### **Duke of Edinburgh Award Scheme**

The school runs an extensive programme around the Award Scheme, helping students not only benefit from the expeditions but the local community also benefits through community service work.



## **BROAD HORIZONS EDUCATION TRUST (BHET) CHARGING AND REMISSIONS POLICY**

Broad Horizons Education Trust (BHET) wishes to support all that the school does to broaden and enrich the education of students of the school both in and outside the classroom. The school will look sympathetically at requests for supporting children from families in receipt of benefits laid down by legislation.

This policy is intended to enable all the activities that have these aims to continue and to be as widely available to students as possible. If a charge is permissible and is to be made, parents/carers must know of the charge in advance. Voluntary contributions may be asked for any visits/activities, but no student may be excluded on the grounds that a voluntary contribution has not been made.

### **1. Materials Used in Technology**

Parents usually wish to own the finished product and therefore, provide the ingredients or materials (or alternatively buy them from the school). The Governors wish to continue this practice. For Design Technology, parents/carers are asked for a contribution in advance.

### **2. Chromebooks for All**

The school has a Chromebook for all policy, every student is given their own Chromebook so they are able to access their google classrooms at school and also at home. We ask parents to contribute to a maintenance agreement so any issues with the Chromebook can be quickly resolved. We have high levels of security on this system and can track usage. Our web access software is also very active to ensure students cannot access inappropriate internet sites.



### 3. Fees for Public Examinations

There will be no charge to parents in relation to examination entry fees for subjects in which students have been prepared by the school except where, in the opinion of the Principal, there are educational grounds for not entering the student. Where parents wish their child to enter an examination for which the school has not prepared the student, the full charge will be levied – but the school is under no obligation to act as a centre.

The full charge will be levied if a student fails, without good reason, to complete the examination requirements either by:

- (i) failure to attend the examination or
- (ii) failure to complete or submit necessary coursework.

The school also reserves the right to charge the full examination entry fee where a student's attendance level has been subject to a formal monitoring process, for example Fast Track and no significant improvement has been achieved. For Post-16 students, this consideration will apply where attendance is below 95%.

Where a student chooses to re-take an examination, they would be charged the re-take fee and associated administrative costs.

If a student re-sits an examination and the teaching element is undertaken, no fee would apply.

#### Refunds

Refunds will only be offered in exceptional circumstances for example, if a school visit is cancelled, or if the surplus collected for an activity exceeds the cost of that activity by the amount pre-determined by the Trust of £5 per student. All refunds should be made via ParentPay to the parent/carer concerned, wherever possible.

## ADDITIONAL INFORMATION

### Computerised Information

The school stores a great deal of routine information concerning students, including addresses and telephone numbers, as well as school information such as form, subjects, sets and timetables. This facility is for the convenience and smooth running of the school and is operated under data protection legislation. It is vital that parents keep the school informed of any changes by emailing [data-tsa@yare-edu.org.uk](mailto:data-tsa@yare-edu.org.uk).

### Attendance

Regular and punctual attendance is necessary if students are to gain full benefit from their secondary education. Government policy states that parents should not take children on holiday in term time. Therefore, holidays in term time will not be authorised. For an individual to achieve, their attendance must be very good (over 95%) across the year. The school operates a close monitoring system with text messages sent home if parents have not made contact on the first day of absence. We celebrate and reward good attendance. Medical and dental appointments should, where possible, be made for either after school, or during school holidays. This may not be possible for appointments made by the hospital. Please allow 5 days' notice when requesting leave to attend medical appointments. Students who need to leave the school site during the day to attend an appointment will need to sign out from their relevant Year School and will leave by their Year School gate.

### Absence (Authorised / Unauthorised)

Parents should inform the school of a student's absence by texting 07860 054048, or calling 01603 497722 on the first day of absence. Parents should contact the school on each subsequent day that the student is absent. If a student is absent for more than three days in a half term, we will contact the family to discuss the student's absence record, and to find ways to support the student. If the absence extends to more than 5 days, we will invite parents/carers to come to school for a meeting to discuss ways to improve attendance. We may ask for evidence to add to our understanding of the absence - usually this comes in the form of a copy of a prescription, a photograph of the Pharmacy label on prescribed medication, or a copy of a letter from a GP or Hospital.

## **Lateness**

Punctuality is a sign of engagement. Lateness to Registration will be recorded in the Register as will lateness to lessons. Parents will be informed of students recording patterns of poor punctuality. Unless clear reasons are presented for lateness, consequences such as after-school detention are likely to be incurred. If students arrive late for registration they should go to the Year School Operations Assistant office to sign in. If students have to leave school early, they must go to their Year School Operations Assistant Office to sign out. A note of explanation must be brought to the Form Tutor beforehand requesting permission to leave school early. We close our school morning register at 8:55am, which is the start of Lesson 1. Any student arriving after 8:25am, when we lock the Year School gates, but before 8:55am, will be marked as late. If a student arrives to find their Year School gate locked, they will need to follow the instructions displayed at each gate. A student arriving after 8:55am is regarded by the County Council as being 'absent'. We report on attendance and punctuality in references that we write for employers and colleges.

## **Safeguarding Incorporating Child Protection**

Parents should be aware that the school will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Safeguarding Incorporating Child Protection procedures and inform Social Services of their concerns.

## **Prescribed and Non-Prescribed Drugs**

In line with the Drugs Policy required by all schools, staff will **not** dispense prescribed or non-prescribed drugs (including paracetamol) to students. If you know that your child may require prescribed or non-prescribed drugs at certain times, a small quantity, clearly labelled for your child along with a letter of consent for administration, should be delivered to their Year School Operations Assistant office. Under no circumstances will they be accessible to anyone else. Parents/carers of children with asthma may wish to leave a spare inhaler under the same conditions.

# **PARENTAL INVOLVEMENT**

## **Friends of Thorpe St Andrew School (FOTSAS)**

The Friends of Thorpe St Andrew School support the school and foster more extended relationships between parents/carers, teachers and others associated with the school. All parents become members automatically and copies of the constitution are available, if required. Details of meetings, events and such like are sent home to parents via the students. New committee members are always welcome.

Please support the Friends and help us raise important funds for our children. Contact with the Friends can be made through the Chairperson via the school.

## **POLICIES**

The school is compliant with all statutory policies. All our policies are available on our website [Policies – Thorpe St Andrew School and Sixth Form](#) and from the school on request.



**Aspire**



**Respect**



**Engage**

# What Makes Thorpe St Andrew School and Sixth Form Special?

Talk to any student, former student or parent, and you will get a different set of answers which highlights that the school caters for every individual. However, here are some of the most frequently identified reasons:

- ❖ Proven record of examination successes at GCSE and A Level
- ❖ Evidence of former students' success in gaining university places and employment
- ❖ A large school with a pastoral structure to support each individual
- ❖ An extensive range of subjects offered at GCSE, A Level and Specialist Qualification
- ❖ The advantages of a large Sixth Form within the school structure.
- ❖ A comprehensive range of co-curricular activities
- ❖ Professional staff who reflect an ethos of support
- ❖ A rewards system which recognises achievement and endeavour
- ❖ Positive links with parents and the wider community
- ❖ Good relationship with feeder schools which are reflected in many curriculum activities throughout the year
- ❖ Over subscription in many Year Groups is an indication of positive parental demand for places
- ❖ Rising numbers of 'external' students applying to join our Sixth Form.

**Thorpe St Andrew School and Sixth Form**  
**Laundry Lane**  
**Thorpe St Andrew**  
**Norwich**  
**Norfolk**  
**NR7 0XS**  
**Telephone: 01603 497711**  
**[www.thorpestandrewschool.org.uk](http://www.thorpestandrewschool.org.uk)**  
**[office-tsa@yare-edu.org.uk](mailto:office-tsa@yare-edu.org.uk)**