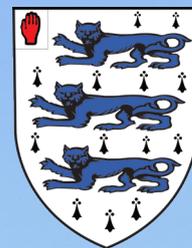


The Thomas Adams School

Prospectus



Prospectus

2019-2020



The Thomas Adams School
Low Hill
Wem
SHROPSHIRE
SY4 5UB
01939 237000

Email: enquiries@thomasadams.net
Visit our website for further information:
www.thomasadams.net

Our Lower School Open Day and Evening is on the 9th of October 2018. Tours of the school at 9.15am and 11.45am

In the evening, please visit us between 5.30 and 8.00pm. There will be a talk by the Headteacher at 5.30pm and again at 6.45pm. This evening gives you the opportunity to ask questions of the staff and students in an informal setting.

Please make a note of the date in your diary: everyone is welcome!

we look forward to seeing you!





Dear Parent(s)

I should like to take this opportunity to welcome you to Thomas Adams School.

Any move to a new secondary school is of vital importance and we wish to work closely with you and your son/daughter to make this transition as smooth and academically effective as possible.

We spend a lot of time during the summer term in our partner primary schools, building up a clear picture with your son/daughter of what they can expect. We believe that if this process is done with care and sensitivity the students themselves settle in and make great strides from their first day with us. Within five years they will be taking their GCSE examinations and the School is justly proud of its excellent GCSE examination results. Most of our Year 11 students then go on to take further qualifications here at Adams College and this is a tradition that we are very keen to maintain. There is no doubt, the future lies with people who are well educated – by this we mean people who have received a broad and balanced education dealing with the whole person. We at Thomas Adams give you a guarantee that this is a challenge we take very seriously and our track record shows that we are able to achieve outstanding results with students across the complete ability range.

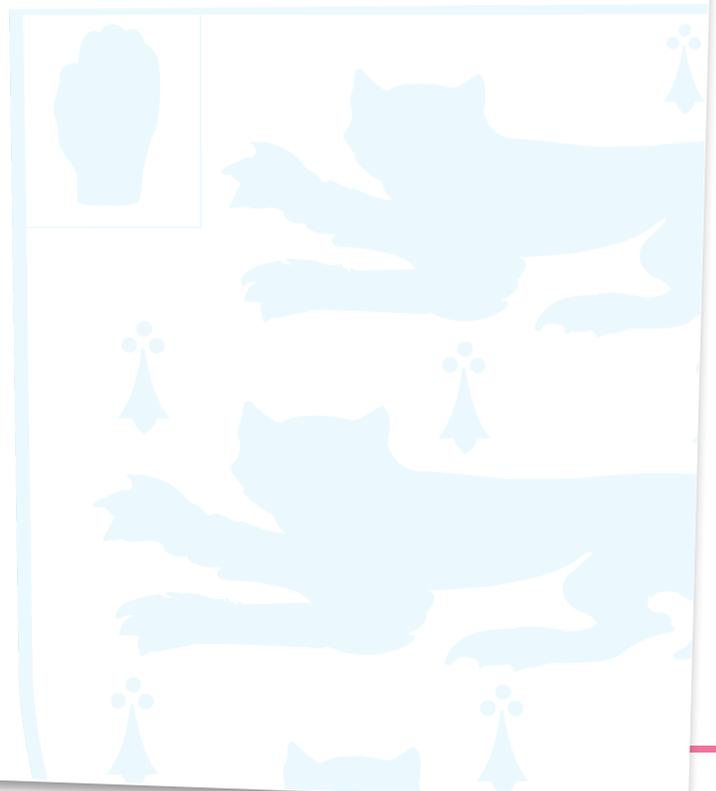
This prospectus has been written to help you and your child get the very best out of our school. I hope you will go through it carefully together so that concerns and worries can be minimised.

If, after reading this prospectus, you have queries about any aspect of our school, or you would like an informal tour and chat, please do not hesitate to contact me.

The partnership you have started with us is one that we look forward to developing and building upon.



Mark Cooper
Headteacher
From January 2019



Contents

6	The Aims of the School
7	General Information about Thomas Adams
8	An Overview
9	Senior Leadership Team and School Governors
10	Staff
12	Admission to the School
14	Transport Arrangements
15	Adams House - boarding
16	Adams College
17	Curriculum Organisation
18	Care and Supervision of Students
19	Home-School Agreement
20	Thomas Adams' Code of Conduct
21	Home Learning Policy
23	Assessment and Reporting Policy
24	Examination Entry Policy
25	Special Educational Needs
26	Personal, Social and Health Education
28	Citizenship
29	Extra-curricular Activities
31	Charging and Remissions Policy
32	Thomas Adams' Anti-Bullying Commitment
33	Praise and Rewards
34	Sanctions
35	Attendance
36	Illness
37	School Uniform
38	P.E. Kit
39	School Meals
40	Times of the School Day
41	Terms and Holiday Dates
42	Equal Opportunities
43	Access to the School for Students with Disabilities
45	Provision of Information
46	As a Parent, What do I do if...



Introduction

This Prospectus is published in September 2018 and relates to the academic year 2019-2020. All information contained in the booklet is correct at the time of publication but there could of course be further changes made as the school develops improved procedures, practices and policies as part of the ongoing process of seeking even higher standards. There will also be the need to meet any new requirements of the Government, particularly relating to national policies and strategies.

This Prospectus is complemented by other publications which can be viewed on our website:

- Adams College Prospectus' which outlines our post-16 courses
- Celebrating Achievement which gives information with regard to our public examination results and the destinations of our students
- Adams House Prospectus which details our boarding provision
- Student Guides are published too, which give the basic information that students need before they start either at the School or the College.

The School has developed an enviable reputation for pastoral care and the quality of our extracurricular provisions including Drama, Art and Music. We also have a myriad of sporting opportunities and successes including football, rugby, volleyball, basketball, athletics, swimming, netball, rounders, tennis and badminton.

We have always aimed to offer a broad and balanced curriculum to meet the needs and interests of our students, with a wide range of both traditional and more applied learning opportunities.

Our wish for all our students is that they achieve their potential and leave equipped to be informed and active citizens in our democratic society, ready for work in an ever-changing world.



School Vision and Aims

All students, whatever their circumstances, achieve their potential and are ready to contribute fully to their families, community and society.

This is not to be defined in terms of just examination success, although this is obviously vital, but includes achievement in all other areas including the ability to continue learning, solve problems, develop resilience and be active, informed citizens, prepared for life in modern day Britain.

We must ensure that the school embraces an achievement culture with a shared vision. Every aspect of the school has to reflect the very best practice, with rigorous systems, attention to detail and a high degree of personalisation.

Aims and Objectives

To encourage and support the potential of all our students.

To ensure there is a culture throughout the school where excellence, progress and achievement are valued.

To provide an enjoyable and stimulating curriculum that meets the needs of all students.

To provide a disciplined, caring and moral environment which supports and inspires young people to become useful and caring citizens and family members.

To provide an ethos which promotes mutual respect, tolerance and individuality whilst appreciating the value of democracy and law.

To support the above there is the need for:

- the development of a close partnership with parents and carers
- an efficiently managed school where all systems are the best that they can be
- a clear focus on teaching and learning
- a clear focus on literacy, numeracy and independent study skills
- the provision of a wide range of extra-curricular opportunities for the students
- the development of community, education and business links
- the continuation of positive relationships between students and staff which makes the school a friendly, warm and vibrant place
- sustaining of excellent standards of behaviour
- the continuing development of the student voice
- good and accountable budgetary management.

We must always:

- challenge complacency
- challenge low aspirations.



General Information

THE THOMAS ADAMS SCHOOL, WEM

Controlled Co-Educational 11-18 Maintained Secondary Day and Boarding School

Low Hill, WEM, Shropshire, SY4 5UB

Tel: Wem (01939) 237000

Fax: Wem (01939) 237020

email: enquiries@thomasadams.net

website: www.thomasadams.net

ADAMS COLLEGE (Sixth Form)

c/o The Thomas Adams School, Low Hill, WEM, Shropshire, SY4 5UB

Headteacher of The Thomas Adams School

Mark Cooper

Deputy Headteacher

To be appointed in Autumn 2018

Chair of Governors

Richard Bray

ADAMS HOUSE - BOARDING ACCOMMODATION

100 High Street, WEM, Shropshire, SY4 5DS

Tel: Wem (01939) 233311

Fax: Wem (01939) 234382

email: adamshouse@thomasadams.net

Director of Boarding

Mrs N Cooper

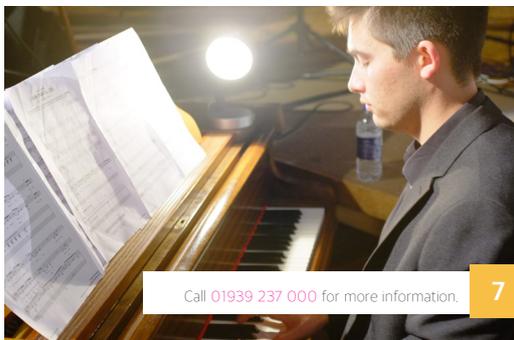
AREA SERVED BY THE SCHOOL

Traditionally, Clive, Hadnall, Loppington, parts of Lower Heath, Prees Green, Newtown, Shawbury, Wem, Weston and Whixall have formed the area served by the school. Increasingly, however, many parents resident in other areas of Shropshire and beyond are choosing to send their children to Thomas Adams.

Any parent considering the school is very welcome to contact us for details.

SIZE OF SCHOOL

1264 students at May 2018



AN OVERVIEW

The Thomas Adams School was established in 1976 on a 30 acre campus as a co-educational community school catering for all students in Wem and the surrounding areas. It was formed by the amalgamation of local schools dating back to 1650 when Sir Thomas Adams, founded the Free School of Wem.

There are two main sites, on the same large campus, which are approximately five minutes apart on foot. The Lowe Hill buildings cater for the 11-16 age range. They provide excellent facilities for all curricular areas and are in good decorative order. At the Noble Street site of the campus, we have "Adams College" housed in the attractive old grammar school buildings but with first class new facilities provided more recently. Adams College is our sixth-form centre and provides an attractive environment for our circa 300 year 12/13 students who have a high degree of independence whilst being part of an 11-18 school. There is excellent IT provision on both sites.

We have a thriving boarding house, Adams House, which can have approximately 60 boarders who at the present time come from Britain and several other countries. Our boarding house has been rated 'outstanding' by Ofsted.

The School is famous for its Music and Drama and we have specialist Centres for both these subjects with full performance facilities. We also have a multi-use sports centre, while the extensive fields give us additional sports facilities including tennis courts, artificial cricket wicket, basketball courts, hard surface play areas and many pitches for team games.

The whole campus is situated on the edge of Wem and is very attractive and pleasant for both staff and students. Wem itself is a small market town, but about 60% of our students come to school on buses from the extensive rural area that surrounds Wem.

The intake is above national average in ability but we are still very proud to be a community school in ethos and belief, and we aim to help all students of all abilities fulfil their potential. We currently have circa 1220 students on roll. The vast majority of them are pleasant, good-natured and cooperative - we have relatively few very difficult students. There are just under 90 teaching staff and I have nothing but admiration for their professional skills and conscientiousness. Our support staff are of equally high quality.

Our examination results continue to impress. The School's most recent Ofsted inspection report graded the overall effectiveness of Thomas Adams as 'Good' in all areas but we are never complacent and are always striving to improve what we do.

Whether a student has a sporting talent, or a talent in the Creative, Media and Performing Arts, we believe that we are able to foster and nurture that talent. In addition, we believe that the opportunity to partake in visits, both educational or leisure, as well as in activity programmes such as the Duke of Edinburgh award, also contributes to enabling our students to become well-rounded individuals who are ready to progress to further and higher education and the world of work.

Our pastoral system is organised by Year group and is very strong and effective and there are very low levels of bullying. Meanwhile, we encourage our students to participate in the wide range of House and other extra-curricular activities on offer. Our reputation with parents is exceptionally high and there is considerable pride in Thomas Adams amongst the local community, which we intend to keep justifying. Certainly we hope that the happy atmosphere and good relationships within Thomas Adams will be very evident to those who visit the school.



Senior Leadership Team



Mr M Cooper – Headteacher



Mr S Radford – Senior Assistant Headteacher



Mr T McAleavy – Assistant Headteacher



Mrs J Whitfield – Assistant Headteacher

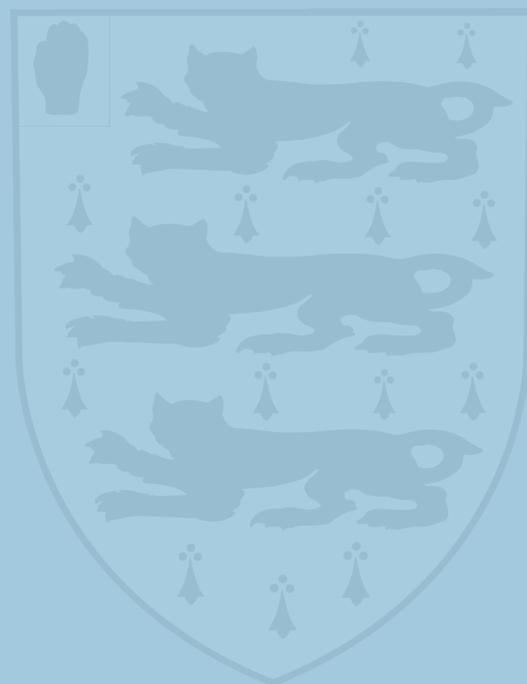
Mr R Bray
Co-opted Governor
Chair of Governors
Mr M Cooper
Headteacher
Rev N Heron
Co-opted Governor
Mr A D Cross
Trustee of the Adams
Foundation
Vice Chair of the Adams
Foundation Trust
Mr R Drummond
Co-opted Governor
Mrs J Hickson
Co-opted Governor
Vice Chair of Governors
Mrs D Lloyd-Brown
Co-opted Governor
Wng Cdr Claire Harrison
Trustee of Adams
Foundation

Mr R Lumley
Trustee of the Adams
Foundation
Chair of the Adams
Foundation Trust
Mrs D Partridge
Staff Governor
Mr R Powell
Local Authority Governor
Mr S Thelwell
Parent Governor
Mr G Jenkins
Trustee of the Adams
Foundation
Mr D Watts
Parent Governor
Mr S Thelwell
Parent Governor
Mr A Higson
Parent Governor

Composition of Governing Body

LA Governors 1
Headteacher Governor 1
Staff Governors 1
Parent Governors 4
Co-opted Governors 7
Foundation Governors 4
Total members 18

School Governors



Teaching Staff

English

Mr M Ashley
Subject Leader English Curriculum
Miss S Black
Miss N Clarke
Miss K Davies
Mrs R Jennings
Joint Head of Year 11
Mrs H Jones
Second in English
Miss K Kenyon
Literacy
Mrs A Lingen
Mrs T Nixon
Mrs J Squire
Key Stage 5 Manager
Miss G Teggin
Mrs J Rogers
Joint Head of House
Mrs H Lister

Design and Technology

Mrs K Adams
Mr J Allen
Joint Subject Leader Technology
Mrs H Lloyd
Joint Subject Leader Food Technology/Catering
Mrs K Mead
Textiles
Mrs R Wilkinson
Technology
Miss H Homfray (Mat)

Information & Communications Technology

Mr J Fell
Computer Science
Mr M Howlett
Subject Leader ICT
Mrs M Turner
House Co-ordinator

Mathematics

Mrs C Boyd
Mr P Carney
Head of Lawley
Head of Year 8
Mrs A Darrell
Head of Year 7
Ms R Holland
Mr A Page
Mr S Radford
Senior Assistant Headteacher
Mrs K Strafford
Second in Mathematics
Mrs L Sullivan
Mr R Whittaker
Mr A Naden
Mr D Watts
Mr M Buckley

Drama

Mrs S Carter
Subject Leader
Miss L Hobbs
Mrs O Stokes
Subject Leader
Mr L Winter
Examinations, Cover
Dr S James
Assistant Head of Year 7

History

Mr J Hargreaves
Head of Careers
Head of PSE
Mr D Williams
Subject Leader
Mr S Peate

Science

Mr T Cuthbert
Head of Physics
Miss L Evans
Head of BTec Science
Mr A Gilbert
Miss N McConnell
Mrs J Allen
Mr P Phillips
Subject Leader Science
Mrs C Sheffield-Kelly
Head of Biology
Mrs S Steinberg
Mrs Z Stevanovic
Mrs R Williams
Mrs R Wycherley
Head of Chemistry
Mr M Machin

Visual Communication

Mr D Haycocks
Subject Leader

Modern Languages

Mrs E Dunkerley
Joint Head of Year 11
Ms R Holland
Head of Year 10
Ms V Geslin
Subject Leader
Mrs J Whitfield
Assistant Head
Miss N Vincent
Mr A Coleman

Religious Education

Miss E Badger
Subject Leader
Mr D Jones
Senior Teacher
Ms E Elliot
Mrs R Turner
Welfare and Inclusions Coordinator

Art

Miss N Azzolina
Mrs H Harris
Subject Leader
Mrs E Morris

Health & Social Care

Mr J Daniels
Subject Leader

Business Studies

Mr S Moss
Subject Leader

Physical Education

Mr L Allen
Senior Tutor KS5
Mrs N Cooper
Director of Boarding
Mrs A Gilbert
Second in PE
Mrs C Kempster
Subject Leader
Mr T McAleavy
Assistant Head
Mr C Bailey

Sociology & Politics

Mrs P Edwards
Subject Leader

Psychology

Ms K Betts
Subject Leader

Music

Mrs R Heywood
Director of Music
Miss A Ingham



Special Needs Learning Co-ordinator

Mr D Tunnah

Teaching Assistants

Mrs L Andersen-Smith
Mrs S Bolas
Mrs E Brown
Mrs D Cooper
Mrs A Edge
Mrs C Fearnley
Mrs E Jones
Mrs S Jones
Ms F Kilgour
Mrs S Langley
Mrs D Partridge
Mrs J Pearson
Mrs C Philpott
Ms K Probyn
Mrs R Rutter
Mrs L Sherriff
Mrs E Smith
Mr S Tudor
Mrs K Young
Mr P Hotchkiss

Houseparents

Mr K Gough
Mr D Reid
Ms J Vanes

Cover Supervisors

Miss A Devismes
Joint Head of
Haughmond House
Head of Year 9
Mrs B Mason
Mr J Davies
Mrs T Smith

Non - teaching staff

Mr P Neale
Business Manager
Mrs B Howells
Headteacher's Personal
Assistant
Mrs G Birch
Administrative Assistant
Mrs S Harte
Administrative Assistant
Mrs T Orrell
Administrative Assistant
Mrs L Carter
Administrative Assistant
Mrs C Brown
Finance Assistant
Mrs R Kinnon
Examinations Officer
Mrs R Turnbull
Assessment and Exams
Mrs D Peel
Administrative & Pastoral
Support Worker
Mrs D Crick
Attendance
Mrs T Plant
Pastoral Support Worker
and Councillor
Mrs L Glover
Education Welfare Officer
Mrs S Evans
College Administrator
Mrs C Beckett
Clerical Assistant
Mrs G Varrall
SEN Admin / Admin
Mrs S Price
Senior Laboratory Technician
Mrs P Bates
Laboratory Technician

Mrs S Jeavons
Laboratory Technician
Mrs M Peate
Laboratory Technician
Mrs A Lucia
Technical Assistant (D & T)
Mr D Smither
Technical Assistant (D & T)
Mrs E Jones
Technical Assistant (Art)
Mr C Frank
IT Technician
Mr K Davies
Site Services Manager
Mr S Williams
Caretaker
Miss L Addy
Catering Manager
Mrs M Hadleigh
Lunchtime Supervisor
Mrs J Richmond
Lunchtime Supervisor
Mr D Moore
Caretaker
Mrs C Cornes
Finance Assistant
Mr D Rowley
Network Manager
Mrs D Birney
Finance Manager
Mrs S Koopmann-
Williams
Pastoral Support Worker



We are always pleased to show prospective parents and students around the school, to see the quality of our students at work.



Mr M Cooper - Headteacher

The admissions policy for Thomas Adams is determined by Shropshire Council, which is the Admissions Authority for all Community and Voluntary Controlled schools in Shropshire. The Council's Admissions Team operates the admissions process and all enquiries regarding Admissions should be addressed to them. They produce a booklet "Parents' Guide to Education in Shropshire" each year with up to date information about schools and a full explanation of the admissions processes. The booklets are available in school or from the Admissions Team or can be accessed on the Shropshire website. Parents/Carers who may wish to speak directly to an Admissions Advisor may also contact them through the Admissions Team.

The contact address is: Admissions Team, People's Services, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Tel: 01743 254394
or email: school-admissions@shropshire.gov.uk
website: www.shropshire.gov.uk

Catchment areas for schools can be viewed on LocalView which can be found on the above website address.

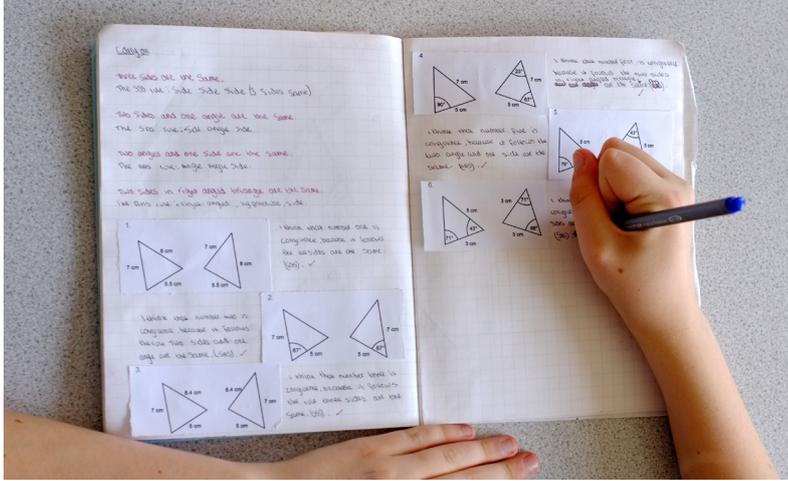
Before making decisions on which schools to apply for, parents/carers and their children are invited to visit the school. An Open Evening will be held each autumn term, or please contact the school to make a personal appointment.

Date of allocation	1 st preferences received	Total places allocated	2 nd preferences allocated	3 rd preferences allocated	PAN
March 2018	193	208	11	2	208

Parents/Carers of Year 6 children and resident in Shropshire are required in the autumn term prior to the school year of transfer to complete a Shropshire application form on which 3 preferences can be stated. Information on how to apply for a secondary school place will be given to Year 6 pupils in their primary schools in early September. Applications can be made online through the Shropshire website. Where there are more applications than there are places available, allocations will be made in accordance with the oversubscription criteria. Full details of these criteria are given in the 'Parents' Guide to Education in Shropshire' booklet available on their website: www.shropshire.gov.uk/schooladmissions; therefore, it is essential that parents read the booklet before completing an application form, but, in general terms, they are based upon the following (in order):

- Looked After Children (that is, children in public care).
- Residence in catchment area.
- Sibling connection.
- Attendance at a primary school within the catchment area.
- Proximity of home address to school.

Children who have a Statement of Special Educational Needs and name this school as the appropriate school to meet those needs will be offered a place.



The Thomas Adams School provides secondary education for students from a wide area of North Shropshire which makes up our designated catchment zone. The majority of the new intake in Year 7 come from these local primary schools: Clive, Hadnall, Lower Heath, Prees, Newtown, Shawbury Primary, St Peter's, Wem, and Whixall. However, it must be stressed that there is no guaranteed admission to the Thomas Adams School for students who attend these schools as Shropshire does not operate a system of feeder schools : the home address of your child is the principal criterion for being offered a place.

Our primary liaison coordinator is responsible for Year 7 admissions and maintains close links with the staff of the above schools. Agreed procedures ensure that the transition to Thomas Adams is carried out as smoothly as possible. The students may well have visited our Sports Centre, attended music or drama festivals or other activities at Thomas Adams to help them get used to the feel of a larger school. They come to our Open Day in October with their parents and the New Intake Day in June/July to take part in lessons and activities. Before the students transfer, staff from Thomas Adams visit each primary school to meet the children individually and talk with their teachers. Our staff also liaise regularly with regard to subject teaching and curriculum planning.

In addition, there are children from other primary schools whose parents manage to secure a place at Thomas Adams. In each case we liaise carefully with the student's primary school, and often offer a second taster day.

Where applications are not successful, parents/carers may wish to put their names on a waiting list or appeal against the decision. The Admissions Team will be able to advise on these matters. Members of the school staff and Governors are legally not allowed to write a letter of support for applicants so please do not ask them to do so. Nor is the school allowed to give any guarantee that a place will be offered at the school.

Mid-Term or In-Year Admissions

Where families move house at other times of the year after the start of Year 7, please contact the Headteacher in the first instance in order to make an appointment to visit the school. You will be given an indication of whether there are places available in the relevant Year group.

Note: we have received confirmation that schools are able to admit above their published admission number (PAN).

The admission of students to all Year groups, mid-term, is facilitated in school by Mrs Belinda Howells and Mr Mark Cooper, who liaise with the previous school in order to obtain the necessary academic and background information. To help such students settle we ask several students to act as mentors to the new student, ensuring they know what to do and where to go in the first few days.



Transport Arrangements

Shropshire Council transport

Once a pupil reaches Years 12 and 13, requests for transport assistance will be considered via Shropshire Council's Post 16 Contribution Scheme. Ordinarily, this assistance will be considered for those pupils who are attending their designated Post 16 provider as determined by the Authority. There is a charge for this assistance via the Post 16 Contribution Scheme, although this cost is reduced for those families who are in receipt of certain qualifying benefits.

For more details about this scheme or to make an application over the phone, please call Shropshire Council's Customer Service team on 0345 6789006. Alternatively, please visit Shropshire Council's website www.shropshire.gov.uk for further information. Please note applications for Post 16 transport assistance for the academic year will not be available until the end of May for the following year. It is important to explain that drivers are asked to carry out regular bus pass checks and that any students found to be travelling without a valid travel pass may be refused transport.

Out of Catchment Area Transport

The School operates and subsidises private school buses for students living out of the catchment area. The cost of a bus pass on a private school bus can be made by monthly standing order. At present we operate buses from the following areas:

- Tilstock, Whitchurch and Higher Heath
- Wollerton, Hodnet and Marchamley
- Market Drayton
- Tern Hill, Bletchley and Prees
- Shrewsbury, Harlescott, Baschurch, Bomere Heath, Myddle, Burlton and Harmer Hill
- Oswestry, Whittington, Gobowen, St Martins, Dudleston Heath, Ellesmere, Welshampton and Cockshutt

For more information, please contact either Cathy Cornes or the Business Manager, at Thomas Adams School 01939 237000 who will offer advice and information on the transport available.

Adams House Boarding Accommodation

The Thomas Adams School and College is unusual and unique in Shropshire in that it can provide boarding accommodation for its students. As Adams is funded by the State, tuition is free and parents only pay for board and accommodation. This means that the costs of boarding are much lower than those of independent schools.

The House provides high quality boarding for up to 62 boarders (boys and girls) of all ages. It is the largest family in Wem!

Mrs Cooper is our Director of Boarding and she is assisted by other permanent house staff. Additionally tutors, who are also teachers in the School, are available in the House on weekday evenings.

Adams House provides a full life and education for students in the School and College. Homework is supervised for younger students and many activities are arranged for evenings and weekends including sports, theatre and cultural visits, cinema and outdoor pursuit weekends etc.

Boarders come from all parts of the UK as well as from around the world. A special curriculum is arranged for 6th Form students who choose to stay for only one year or part of a year. Supplementary English lessons are organised for students for whom English is not their first language. The House also welcomes applications from weekly or day boarders.

Extra-curricular subjects may be studied through Adams House. The following have been taken in the past:

- Spanish,
- Greek,
- Modern Greek,
- Latin,
- Arabic,
- Japanese,
- Cantonese,
- English (EFL) Tutorials for A level subjects



Adams House Staff

Mrs N Cooper
Head of Boarding
Mr K Gough
Senior House Parent
Mr M Cooper
School Liaison
Mrs L Carter
Secretary

Mrs Jane Vane
House parent
Mr D Reid
House Parent

For details of boarding contact Mrs N Cooper

Tel: 01939 233 311
Fax: 01939 234 382
Email: adamshouse@thomasadams.net
www.thomasadams.net

Adams College

Years 12 & 13

Adams College is the open access sixth-form centre of Thomas Adams School. It has its own purpose-built accommodation, including a well-equipped learning resource centre, as well as its own student common room and restaurant. Students have access to the latest computing facilities, including use of e-mail and the internet, to help them with their studies. The atmosphere at the College is quite distinct from that of the lower school at Lowe Hill.

Adams College has no bells, for example, to signal the start and finish of lessons and we have no college uniform. Our aim is that students are able to develop their own sense of personal responsibility for their learning which will stand them in good stead at university or in the world of work. There is a supportive tutor/mentor system to support this process.

Certainly our sixth-formers develop a real sense of partnership with their teachers and tutors and help to plan and organise with them a wide range of activities to support their academic and social development. Students may opt for a range of courses designed to cater for a broad spectrum of talents and abilities.

The majority of students take A level courses and then go on to university. Some proceed directly into employment or stay in further education. The 'A' level subjects offered are:

- Mathematics, Further Mathematics
- Physics, Chemistry, Biology
- English Language, English Literature, English (Combined)
- French
- History, Geography, Philosophy and Ethics (RE)
- Business Studies
- Applied ICT, Computer Science
- Art, Textiles
- Food and Nutrition
- Technology (Product Design)
- BTEC Health and Social Care Level 3 (A level equivalent)
- Drama
- Film Studies and Graphic Communication
- Music
- BTEC Sports Studies Level 3 (A level equivalent)
- Psychology, Sociology
- Extended Project Qualification
- Government and Politics

All Adams College students are encouraged to contribute to a wide ranging extra-curricular programme and have the opportunity to participate in sport, music, theatre, media, Duke of Edinburgh and other activities. A separate Adams College prospectus, giving details of all sixth-form courses, is available online at www.thomasadams.net



Curriculum organisation

KEY STAGE 3 - Years 7, 8 and 9

All students follow a general course comprising English, Mathematics, Science, Technology, Information Technology, Geography, History, Religious Education, French, Art, Music, Drama, Personal and Social Education and Physical Education/ Games.

In Year 7, pupils are setted in Mathematics, English, Modern Foreign Languages and PE. In Years 8 and 9, these arrangements extend into other subject areas. Special provision is made for students with learning difficulties or special needs.

In the Spring Term of Year 9, students and parents are consulted regarding subject choices and future courses.

KEY STAGE 4 - Years 10 and 11

All students take courses leading to GCSE or other appropriate examinations. As core subjects, all students take English, Maths, Science, Physical Education and a Personal and Social Education course which includes Religious Education, Careers Guidance and Health Education, and are given the opportunity to be involved in a work experience programme.

A modern foreign language is also taken by the vast majority of students.

Great care is taken to ensure that the other subjects chosen offer each student a broad and balanced education. Subjects on offer include History, Geography, Business Studies, Computer Science, ICT, Design and Technology (including, Product Design, Catering and Textiles), Art, 3D Art, Drama, Graphic Communication, Music, Religious Education and Physical Education.

For full details of our Key Stage 4 curriculum, see the supplements to this Handbook entitled "Curriculum Outline" and "Key Stage 4 Options Guide", both available online at www.thomasadams.net



Care & supervision of students

On entering the School, pupils are grouped into seven forms. Each form contains children of all levels of ability and a mixture of children from the various primary schools. As far as possible we take care to see that new pupils are placed in a form with at least some other students that they know well.

Note: in Year 7 pupils are taught in sets in English, Maths, Modern Foreign Languages and PE. From Year 8 pupils are taught in sets across most of the curriculum.

Pupils stay in the same form through Years 7 to 11 and will usually keep the same form tutor throughout that time.

Heads of Year are:

Year 7	Mrs Darrell / Dr James
Year 8	Mr Carney
Year 9	Miss Devismes
Year 10	Miss Holland
Year 11	Mrs Dunkerley / Mrs Jennings

This team, under the guidance of Mrs Whitfield and Mr D Jones, will support your child both academically and pastorally if there are any problems.

In addition to the above, your child will have a mentor to give further support.

On day-to-day matters, your first point of contact is the Pastoral Team support desk, or your child's Form Tutor. If you have more serious concerns then please ask for the Head of Year or Mrs Whitfield.

For complaints against the School, please contact Mr Cooper who will endeavour to put matters right as quickly as possible.



Home-school agreement

School agrees to:

- provide a broad and balanced curriculum which seeks to meet the needs of all its pupils
- ensure that children are taught well, cared for and treated fairly
- help and encourage children to make constructive use of their talents
- provide an orderly, secure and happy environment in which children can learn and grow up
- keep parents informed of children's progress and offer advice on how parents can help
- listen and have due regard for parents' concerns and anxieties and provide opportunities for parents to discuss these.

Parents and Guardians agree to:

- support the aims of the school
- ensure that my/our child attends school punctually and with minimum absence
- ensure that my/our child is properly dressed in correct school uniform
- ensure that my/our child completes all homework set to the best of his/her ability and in reasonable working conditions
- attend Consultation Evenings and meetings about my/our child's progress
- not take my/our child out of school during term time without the permission of the Headteacher
- advise the school of any concerns or problems which might affect my/our child's progress
- work constructively and cooperatively with the school to resolve any concerns about attendance, punctuality, behaviour or work.

Students agree to:

- attend school punctually and with minimum absence
- bring necessary equipment and books including pens and pencils to all lessons
- complete classwork and homework as well as they can
- ask teachers for help when they have problems with work
- behave responsibly at all times
- observe the school rules
- wear the school uniform correctly and be tidy in appearance
- be polite and respectful to others
- conduct themselves at all times in such a way as to enhance the school's reputation within the community.



Code of conduct

The Responsibilities of Students:

As members of the school community they should:

- expect to be responsible for their actions
- be polite at all times and treat other students, staff and visitors with consideration and respect
- respect the rights, views and feelings of others
- be tolerant of others irrespective of race, gender, religion and age
- respect the truth
- keep promises and honour obligations
- be fair, and treat people equally - reject injustice in all its forms
- reject violence as a solution for solving problems between individuals and groups
- not bully or attempt to bully others by word or action
- not interfere with the property of others
- play their part in creating an attractive school environment - avoid litter, graffiti and damage to school property and premises
- move around the school in a sensible and safe fashion

There are 5 'non-negotiables' which serve as the basic minimum standard we expect from all of our pupils. These are:

- Arrive on time with the correct equipment to learn
- Always follow instructions first time without questioning
- Try your hardest even when it is difficult
- Be respectful and tolerant of others, politeness is key!
- Do your homework on time and do it well

The Rights of Students:

All students have the right:

- to learn without interference from others
- to feel secure and free from humiliation, physical or verbal threat or abuse
- to be treated fairly and with respect by teachers and other adults in school
- to be listened to by other students and teachers
- to be well taught in a well-ordered environment and be given help by teachers
- to have their achievements and merits recognized



Home Learning policy

It is school policy that all students undertake a regular programme of home learning. We view this as an integral part of the curriculum and ask you to support your son or daughter by encouraging them to plan their time outside school so that work is not rushed or overlooked and by providing a suitable environment in which they can study.

As a guide, the amount of work set varies from approximately thirty minutes one hour per evening at Key Stage 3 to around two hours per evening in Years 10 and 11 based on the requirements of the exam course. (Students in Adams College will need to devote approximately five hours a week to each Advanced Level subject or equivalent course.)

Students from Years 7 to 11 are provided with a student planner in which they record home learning that has been set and the date on which it is due to be handed in. Parents are asked to contact their son's or daughter's Head of Year if they are regularly spending too much or too little time on home learning.

To support our pupils in the effective completion of homework, students are given the opportunity to attend study sessions during and after school, where they are able to work on home learning tasks. These sessions take place in an ICT room every lunchtime and afterschool on Tuesdays and Thursdays between 3.30 - 4.30pm and at lunchtime in room 8 on Monday, Wednesday and Friday.

Revision is essential preparation for examinations and often it will be a key part of home learning. If, for some reason, your child has not been set home learning, we would expect them to spend their time revising work covered in lessons or simply reading for pleasure.

What is home learning and why have it?

Home learning should consolidate, supplement and enhance the learning that is taking place in school.

It should be varied in its nature, and, as such, will include; research tasks, small projects, redrafting of work, creating visual / oral presentations, learning key words and facts, or private reading. In some areas of the curriculum, students will be expected to complete practical tasks such as drawing, painting or making things.

Home learning is set at Thomas Adams School for a variety of reasons:

- it helps students to reinforce or extend what has been

learnt during the day,

- it develops students' ability to organise and manage their time well,
- it encourages students to develop a sense of responsibility and self-discipline,
- it offers students the opportunity to work independently and develop research skills,
- it makes possible the use of resources that are perhaps not available in the classroom ,
- it can be a valuable form of communication between parents, students and school,
- it is ideal for uninterrupted revision and learning.

Sometimes students may be asked to complete a short home learning task for the following day, though usually students will be given a longer period in which to complete their work. This allows them some flexibility in planning when to do their work, and should ensure that large amounts of work do not have to be done on any one night. It should also reduce any conflict between home learning, and other activities. Students do, however, have to learn to be responsible and not let their work 'build up'. It is important to remember that the quality of work is as significant as the quantity.



Who is responsible for home learning?

We believe that there is a mutual responsibility for home learning between teachers, students and parents/carers. It is the responsibility of teaching staff to ensure that the work set is meaningful and appropriate to the ability level of each student and enables students to achieve success. It is the responsibility of students to keep a record of all work set and to complete the work by the time specified by the teacher. It is the responsibility of both parents and teachers to ensure that students have completed the work to a satisfactory standard.

Understandably some parents feel there is little they can do to help with home learning, but in fact there are many ways in which you can help your children: encouraging and supporting them; checking presentation, handwriting and spelling; testing them; listening to them; reading what they have written; asking them to explain what they have been studying. All these things will help your child to appreciate the importance of the work and encourage the practice of looking again at work done so that errors can be corrected and improvements made. Above all, this



will help your child fulfil his/her true potential. Student Planners should be kept up to date and this can be monitored by staff and parents alike.

What happens if there is a problem with home learning?

If students fail to complete home learning they will be expected to explain the reason for this. Where there is a good reason for non-completion, it is helpful if you write a note explaining the problem. A text message will be sent to inform parents/carers if their child fails to meet a deadline, and the pupil will be given a lunchtime detention where they can complete the work. The subject teacher may also choose to set their own break or lunchtime detention. However, if the lunchtime detention is not attended, then an after-school detention will be set and a letter will be sent home so that parents/carers have advanced notice to arrange transport. It is the parents/carers responsibility to make these arrangements.

As parents/carers, please do not hesitate to contact your son's or daughter's Form Tutor or Head of Year if there are difficulties with any aspect of home learning. that you feel we should know about. We view home learning as being very important and communications between staff, students and parents will bring the best results for the young people of Thomas Adams School.



Assessment & reporting policy

The work of all students is assessed regularly so that staff can monitor the progress of each individual. This is done by:

- marking classwork and home learning.
- regular testing that is part of the curriculum
- monitoring assignments that are required for internal assessment and external examination purposes
- recording achievements of students in in-house and external examinations

Your child will have 3 monitoring reports per year, usually every term. One of them will be a more detailed written report. You will also hear from us if there are problems or if your child deserves special praise. We set students aspirational targets for each of their subjects.

You will also have the opportunity once per year to come to school to discuss your child's progress with subject staff at a Consultation Evening - we ask that your child comes with you to these evenings if at all possible.

Education is a partnership between the student, their parents and the school. We consider it very important that there should be regular communication between all parties as this is in the best interests of the student. Should you feel concerned about the rate of progress your son or daughter is making at any time, please contact your child's Head of Year or relevant subject leader in the first instance.

Parents and students have access to Go4Schools, allowing them to keep a close eye on assessment results in each subject.

Our full Assessment Policy is available in the 'Policy Document' section of the school website.



Examination entry policy

Public examinations are the appropriate method for assessing students' level of achievement. We all understand that results awarded by external examining bodies will provide students with qualifications that will enable them to progress to the next level in education or to employment.

Public examinations take place in Years 10 to 13. Students and parents will be consulted before entries for public examinations are submitted. If you wish to amend an entry you are asked to discuss the matter with the appropriate member of staff, usually the Subject Leader of the examination in question, or Mr Winter.

At Adams College, students re-sitting a subject will be asked to pay the appropriate subject entry fee.

Public Examination Results - GCSE

Results awarded to students in public examinations have consistently been above the national average.

Headline figures for 2018 include:

- 61% of students gained 5+ standard passes, including English and Mathematics.
- 34% of students gained a standard pass in English and Mathematics.
- 34% of students achieved the English Baccalaureate, with strong passes in English and Mathematics.
- 29 of the new top grade 9s were awarded in English and Mathematics.

Full details of these can be found on the School's website.

Special educational needs

The Thomas Adams School believes that:

- All teachers are teachers of pupils with special educational needs and have a responsibility to meet those needs with the advice and support of the Special Educational Team
- All pupils are entitled to a broad and balanced curriculum with full access to all National Curriculum subjects
- Pupils with special educational needs are fully integrated into the life of the school, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school

The school has a comprehensive policy for meeting the needs of those students who have a special educational need and the provision for students should:

- Match needs
- Take account of the wishes and feelings of the student
- Be in partnership with the student's parents/carers

In practice this means that we try to identify at an early stage any students who are experiencing barriers to learning. We use information from the primary school, listen to the concerns of students and parents as well as our own observations and assessments. As required by the Special Educational Needs Code of Practice all students who have a special need are put on a Special Needs Register. This confidential list is given to all staff so that they are aware of students' needs and can plan their teaching accordingly. Students are placed on the register at:

- Monitoring - where there is a concern regarding some aspect of the pupils' learning and this is monitored
- Education and Health Care Plans (formally known as Statements of Special Educational Needs) - pupils at

this stage will have been formally assessed by the local authority and been given prior to September 2014 a statement, but from September 2014 an Education and Health Care Plan. The school will work towards meeting the objectives (Statements) or outcomes (EHCP) on these documents. They will be reviewed annually and the objectives/outcomes may change as a result of this review. In Year 9 and Year 11 a Connexions adviser will also attend these reviews to discuss career choices. In addition to the Annual Review Meeting parents will be contacted termly to discuss pupil progress.

Students on the SEN Register with a Statement or an EHCP will have a keyworker who will link in with the pupil on a daily basis, in most cases the keyworker will be a member of the SEN department. They will also attend Annual Reviews and discuss and review the one page profile with the student. Pupil Passports will be given to all staff so that they have detailed information about each student with a Statement or an EHCP.

Admission Arrangements:

The admission arrangements for those students with special needs without a statement are the same as for all students.

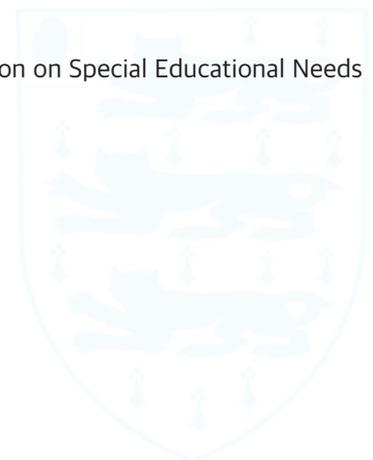
Students with a statement or EHCP are placed by the Local Authority, which makes every effort to comply with parent and student preference in accordance with the Authority's own admission procedures.

Communication with Parents:

The SEN department are committed to working closely with all parents/carers at formally arranged meetings and also through phone calls and/or e-mails, and would urge you to contact the department with any concerns at all not matter how small they may appear.

Contact can be made on 01939 237000 or enquiries@thomasadams.net or directly to Mr Darran Tunnah.

There is further information on Special Educational Needs on the school website.



Personal, social & health education (PSHE) & Careers

PSHE is the promotion of the development of the whole person as an individual through the whole curriculum and the whole school experience. The taught programme of Personal, Social and Health Education, at Thomas Adams, is designed to focus on and enhance this process. Therefore it is delivered to all students in all year groups.

The course incorporates aspects of:

- Health education, including sex and drugs education
- Careers education and guidance
- Social, communication and personal management skills
- Cultural, moral and spiritual awareness

Through student-centred activities and interactions involving participation and taking responsibility for choices and decisions, students can be encouraged to:

- Develop confidence and responsibility and make the most of their abilities;
- Develop a healthy, safer lifestyle
- Develop good relationships and respect the differences between people
- Know and understand about becoming informed citizens
- Develop skills of enquiry and communication
- Develop skills of participation and responsible actions to enhance the transition to adulthood and beyond.

Careers Education

Careers education aims to provide students with the skills and information to enable them to undertake their self development, career exploration and career management. This guidance is provided at all stages by a wide variety of staff, careers leadert, careers adviser and member of SLT. They are supported by the careers hub and student-accessible computer programmes.

Sex Education

Sex education aims to provide knowledge about the processes and nature of sexuality within a moral context so that students may develop the skills and values to





manage their relationships in a responsible, happy and healthy lifestyle. This follows award winning Shropshire Council programme.

Moral and Spiritual Awareness

In Years 10 and 11 we will cover some areas of enquiry, such as multicultural societies, agreed by the Standing Advisory Committee on Religious Education, within the PSHE programme. Religious Education is taught as a separate subject in Years 7-9.

Drugs Awareness

Drugs awareness is carried out within our PSHE programme. The school has a clear policy concerning drugs and liaises closely with the local police and outside agencies. The focus is on risk-taking behaviour and its consequences.

The PSHE course is designed to build upon the work undertaken at Key Stage 2 in Science and selects topics that are appropriate to the needs and ages of the students.

Act of Worship/Thought for the Week

We see this as an integral part of the School. Staff and members of the local clergy team, who lead the Act of

Worship, endeavour to ensure that it is broadly Christian in character but reflects no denominational bias. Our aim is to allow students opportunities to deepen their spiritual awareness and their understanding of the moral and ethical questions affecting our society today. Parents are reminded that they have a legal right to withdraw their child from this activity and also from Religious Education.

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 Local Authority child protection procedures and inform Social Services of their concern.

Radicalisation

Staff at the school are being trained to be aware of any kind of extremism and the radicalisation of young people in our society. Pupils are taught about radicalisation as part of our PSHE programme.

Citizenship

Citizenship aims to provide pupils with knowledge about how the country is run, including elections and different political systems, and to equip them to be active citizens in their community. We aim to make students aware of British Values and their importance.

The programme covers:

Key stage 3

- how the political system of the United Kingdom has developed as a democracy, including the role of the monarchy, and how democracy is different from other forms of government
- the operation of Parliament, including voting and elections, and the role of political parties
- the rights given to the citizens of the United Kingdom
- the nature of rules and laws, and the difference between criminal and civil law
- the justice system, including the role of the police, and how courts and tribunals work
- the functions and uses of money, the importance of personal budgeting, money management and a range of financial products and services.

Key stage 4

- the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary
- the different electoral systems used around the world and the actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

Citizenship is a national curriculum programme of study taught within our PSHE programme; pupils will complete assessments based on this.





Extra-curricular activities

Sport

The School enjoys the facilities provided by having a multi-use Sports Centre on site along with a functional and accessible fitness suite and the municipal swimming pool within walking distance. These, together with the extensive playing fields, ensure first class provision for indoor and outdoor sport including Football, Cricket, Rugby, Athletics, Cross-Country, Swimming, Tennis, Table Tennis, Gymnastics, Badminton, Rounders, Volleyball, Basketball, Netball and a range of individual interests. Certainly we have a wide range of clubs and teams to complement the provision for sport in lesson time. Adams students have achieved success and honours at Area, County, National and International level and our teams have regularly won county titles.

Music

The School's music centre offers excellent facilities and there are many weekly musical activities open to students e.g. Choir, String Orchestra, Orchestra, Windband, Brass Ensemble, Band, Adrock and Taiko drumming. As well as these groups there are regular opportunities for all types of music from chamber to rock. Regular performances take place throughout the year in which students, parents and staff participate both in and outside of school. Some are large scale concerts, but there are other events such as recital evenings. There is also a school production each year in which many of our musicians get involved as singers and performers.

Many students opt to have instrumental lessons at Thomas Adams at a subsidised rate. The range of instruments on offer includes the full range of String, Woodwind and Brass instruments as well as Voice, Guitar and Percussion. We also offer much expertise in Music Technology and have excellent recording facilities.

Music plays a vitally important part in the life of Thomas Adams School and we are proud of the quality and range of musical experiences that are on offer to students.

Drama

Adams has an extremely strong tradition of performance-related events that cater for a wide variety of tastes and



abilities. Some, such as the 'A' level and GCSE drama evenings, are closely tied into timetabled drama lessons, whilst others are open to all Years and often bring together students from across the Year groups.

The major production of the year takes place in October and past performances include: "Miss Saigon", "Les Miserables", "Into The Woods" and "Sweeney Todd". These usually involve well over one hundred students drawn from every year in the school. Music and dance play an important part in these shows and several months of rehearsal culminate in nearly 1000 people attending the final performances in the Stanier Hall. Smaller and often more intimate performances take place in the Drama Studio.

The school year often ends with the challenge of Activities Week when, in three days, approximately one hundred students and staff attempt to produce a complete musical show. Within this time limit, lines are learnt, sets are painted, costumes are made, songs are rehearsed and dances choreographed.

Other Extra-Curricular Activities

Overall, many opportunities exist for students to participate in a variety of activities and visits both at home and abroad. These range from activities closely related to the curriculum (e.g. Field work in Biology



and Geography, visits to mosques or castles, a study or exchange visit to France or Germany) to visits of a more recreational nature e.g. Arthog, History visits to Italy, PGL trips, ski trips etc.

Many clubs and activities take place in the lunch hour or after school e.g. Duke of Edinburgh Award Scheme at Bronze and Gold levels for students aged 14+ and 16+, Computer Club and a variety of Sports clubs to complement our music, drama and media activities. Also more recently Gardening, Crocheting, the School Newspaper 'The Lowe Down', 'Adams Aware' club which often looks at wider issues and charity events.

There are a variety of theatre visits for all age groups, ranging from stop-overs in London to evening performances in Shrewsbury, Stoke, Liverpool or Birmingham. Productions take in all interests from Shakespeare to pantomime.

Students can always stay on in school to study and the Library and IT rooms are open for use at lunchtime and after school.





Charging & remissions

Materials

The School has a limited budget for design and technology materials and therefore a small contribution is requested from each student who wishes to take their work home upon completion. This can also apply to Art at GCSE and A Level. If any parent/carer would like to discuss possible assistance in making the requested contribution, please contact the Headteacher. All such enquiries are dealt with on a discretionary basis and treated as strictly confidential.

Non-residential activities/visits

- Undertaken during 'School Time' or
- Undertaken outside 'School Time' but which fulfil curriculum requirements

The School is only able to offer such activities/visits if sufficient Parents/Carers are willing to make a voluntary contribution. There is no legal obligation for Parents/Carers to contribute and, whether a contribution is made or not, all students will be treated alike. However, in view of their value to students it is hoped that adequate support for such activities/visits is received. If the activity/visit does have to be cancelled due to insufficient support all monies paid will be refunded.

On any occasion if any Parent/Carer wishes to discuss possible assistance in meeting some or all of the proposed contribution, please contact the Headteacher. All such enquiries are dealt with on a discretionary basis and treated as strictly confidential.

Residential activities/visits

- Undertaken during 'School Time' or
- Undertaken outside 'School Time' but which fulfil curriculum requirements

The School is only able to offer such activities/visits if sufficient Parents/Carers are willing to cover full costs. In view of their value to students it is hoped that adequate support will be received, but if such activities/visits have to be cancelled due to insufficient support all monies paid will be refunded.

In certain circumstances some assistance towards costs may be available, and any Parent/Carer wishing to discuss this should contact the Headteacher. All such enquiries are treated as strictly confidential.

Anti-bullying commitment



We will not tolerate bullying.

We feel very strongly that all students have the right to feel happy and secure when they are at school and that they should not be bullied or feel intimidated by others. We aim to provide a caring environment in which we treat each other with mutual respect and consideration.

Bullying cannot, and will not, be tolerated and we have very low levels of bullying at Thomas Adams.

We regard bullying as any verbal, physical or psychological intimidation which results in hurting or causing distress to another student. Examples are: verbal abuse; physical violence; intimidation; sexual harassment. Cyber bullying by use of mobile phones or social network sites is not tolerated and we will do all we can to support students subjected to this.

Sometimes problems arise because of misunderstandings between friends or false messages being passed on by a third party but even this needs sorting out and we always do this.

We will always treat any reported instances of bullying very seriously and can usually resolve the problem immediately, when it is brought to our attention. Students who feel they are being bullied or witness others being bullied should never accept this situation.

The consequences of bullying can be very serious. Possible indications of bullying which staff and parents can watch for include a reluctance to attend school, headaches, stomach aches, loss of interest in school work, sleeplessness, fear of walking to school or travelling on the bus, bruises, scrapes, a change of personality, loss of books or belongings, not wanting to talk about school.

We would ask parents to help in the following ways:

- Talk to your child sensitively and calmly about bullying and emphasize that it does not have to happen and that the problem can be solved if the students, parents and school work together. Bullies depend on students being too frightened to talk or feeling they are inadequate;
- Give them the confidence to bring any concerns about bullying to our attention. Do not make them feel guilty if they say they are being bullied. Believe what they are saying and carefully determine the facts. Assure them of your support and that of the school;
- Contact the school or make sure that your child contacts the form tutor or any other member of staff. We need accurate details of who is involved and what has happened. We accept such information in confidence and will deal with the matter in a way which will protect the students being bullied and prevent any repercussions.

Do remember that your child's account is only one side of the story and that we will need to investigate an incident fully before we can decide on the best course of action. Human situations can be quite complex. Sometimes the bully needs help, too, as well as correction.

Above all, please get in touch with us if you are at all concerned your child may be being bullied.

Praise and rewards

There are few more valuable forms of both reward and also motivation than justified praise and recognition of achievement. Studies show that children respond quite remarkably to systems of positive reward and there is immense educational gain.

Criteria for Praise and Rewards

- All praise should be justified and based on high expectations and standards.
- All students should have equal opportunity to receive praise regardless of ability level.

Areas to be Rewarded

In the classroom and also in the wider school context:

- Work of a high standard - academic, practical, sporting, artistic.
- Consistent hard work or improvement in work.
- Personal qualities worthy of praise, e.g. good manners, honesty, courtesy, helpfulness, reliability, displays of initiative, leadership skills etc.
- Excellent or greatly improved attendance or punctuality.
- Service to the school or the community.

Forms of Praise and Rewards

1. In the Classroom - this will be continuous:

- Teachers will use positive marking systems with written praise.
- On giving back marked work teachers will go out of their way to praise students, either publicly as the work is given back or individually.
- Good work being done in class will be praised. Students answering questions correctly will be praised.
- Good work will be put on display.

2. Whole-school systems, based on the House Points System

These are necessary to support teacher praise in the classroom and also to reward other school-related praiseworthy actions and achievements.

The House System

All students as well as belonging to a form will also be a member of a House. There are 7 Houses:

7.1 - 11.1	Clee
7.2 - 11.2	Lawley
7.3 - 11.3	Haughmond
7.4 - 11.4	Caradoc
7.5 - 11.5	Corndon
7.6 - 11.6	Hawkstone
7.7 - 11.7	Grinshill

House Points

House points can be earned for good work/behaviour/citizenship etc. They are awarded electronically. Students will also receive house points during the report-writing period. These are awarded for:

Work:

- Bringing the correct equipment
- Participating in the lesson and showing enthusiasm
- Concentrating and working in silence when required to
- Producing work of a quality that matches ability
- Doing homework set to the expected standard

Behaviour:

- Reflecting the ground rules of the lesson
- Co-operating with the teacher
- Allowing other students to get on with their work
- Being pleasant, positive and responsible

Each term there is a prize draw for rewards for students in each category.

(b) Celebrating Achievement Prizes

Heads of Year, tutors and subject staff decide who is awarded these from each tutor group, many students are invited to a Celebration evening to reward their excellent efforts and work.

(c) Miscellaneous

Students will be praised by tutors and achievements are also often recognised in assemblies. Good work by students is put on display. The Headteacher has a Praise Board. Students' achievements are also recognised by press stories and pictures and are recorded in the termly newsletter. Prizes and special privileges are also given to students who deserve rewards.

Sanctions

The aim of discipline in the school is to help the students develop into young adults who care about others. Self-discipline is the ideal, but rules and regulations are needed to reinforce this. All students are given a copy of the Code of Conduct which is also posted in all classrooms.

When we have to use sanctions we try to make any punishment appropriate to the seriousness of the offence and deal with students in a positive, fair and consistent manner so that they understand what they have done wrong and how to improve in the future.

Our more formal sanctions are as follows:

- break or lunchtime detentions which could involve a teacher, Head of Year or Subject Leader
- lesson report - monitoring on our Go4Schools platform
- withdrawal from a lesson to work under the supervision of a member of staff. This is a serious step and parents will be informed if a student receives "lesson support"
- an after-school detention for which parents receive 24 hours notice
- isolation in the "Linc" area (Learning and Inclusion Centre) for a period of time
- exclusion from school

Exclusions are used rarely and only for very serious matters. The governing body will be informed of the exclusion and the parents of their right of appeal. A student will then only be re-admitted following an interview with a member of the Senior Leadership Team and guarantees about future behaviour. Permanent exclusion is the ultimate sanction and is only used in extreme cases.

Where there are problems, the School will wish to consult and involve parents in an attempt to analyse the situation and try to find ways of improving things. Equally, parents should contact school if they are concerned about their child's behaviour or attitude.

All sanctions are kept under review by Mrs Whitfield and the Head of Year, who will monitor the situation regularly and contact parents when they have concerns. Twice a year Mrs Whitfield will provide for parents a summary of "Key Indicators" which will include sanctions, rewards and attendance. This is usually in conjunction with school academic reports.

Non Negotiables

There are certain standards of behaviour which are non-negotiable and these are:

- Always arrive on time with the correct equipment to learn
- Always follow instruction first time without questioning
- Try your hardest even when it is difficult
- Be respectful and tolerant of others, politeness is key!
- Do your homework on time and do it well.





Attendance

Parents are legally responsible for their child's regular attendance at school. We consider this to be vital as absence affects a student's learning and progress in all years. In Years 10 and 11 it can have a serious effect on the continuity of examination work, especially GCSE coursework assignments.

When a student is unavoidably absent, parents are asked to send in a signed and dated note to the form tutor on the first day the student returns, giving the reason for the absence. On the first day of absence we would ask parents to contact the School by phone, letter or in person so that we are sure the student is not truanting and so that arrangements can be made for work to be sent home if the absence is likely to be a prolonged one. Periods of absence for which we have not received a satisfactory explanation will be followed up by the Education Welfare Officer.

Only the School can authorise absence and we are required by law to keep attendance records and report to parents the total number of school sessions and the number for which the student was absent without authorisation. We ask parents not to remove their children from school for a holiday during term time to avoid being fined. Absence can also be authorised by the school if, for example:

- the student is genuinely sick or injured
- school transport is not available on that day and the school is not within walking distance
- the day is one of religious observance by the religious body to which the parents belong
- a close member of the family has died or there is a major family problem.

'Absence' on school trips and activities is counted as present. Full details of the regulations concerning authorised and unauthorised absences are sent to parents at the start of each year. If parents have any queries about attendance, they must contact the School.

We also stress the importance of punctuality. Lateness for registration is officially recorded and parents are contacted if this becomes a regular pattern. All students who arrive at school late must report to the Attendance / Medical Room. Once they have registered, students are not allowed to leave the premises without our permission. If this is granted at the written request of parents (e.g. to attend a dental appointment) the student must sign out in the Attendance / Medical Room and then sign in on return to school.

If a student is ill, home is the best place. If sickness develops or a student has an accident during the school day we contact parents if we feel the student needs to go home.

The attendance figures for our school are consistently very good (approx. 94% and some of the highest in the County). Our aim is always to improve them further.

Illness

Children who are taken ill should ask for their teacher's permission to report to the medical room. No student is allowed to self-refer, they must be referred via a teacher.

Every effort is made to contact parents where a child is unfit to remain at school. Where an emergency occurs we have to act as necessary at the time and contact parents as quickly as possible. Should it be necessary to take a child to hospital this is done by a member of staff who will then wait until a parent/ carer arrives or, if appropriate, an ambulance is called.

No member of staff is allowed to administer medicines. Parents are asked to inform us of any essential medicines prescribed by the doctor for use in school. They will be stored in a secure place until needed.

We keep a register of students suffering from asthma and allergic reactions. Students are required to bring their own inhalers or EpiPen to school and should keep them on their person to use when needed. We can keep spares for emergency use if these are provided from home.



School uniform

At Thomas Adams, we believe that school uniform has many benefits.

- demonstrates students' pride in attending The Thomas Adams School
- enables all students to look smart at a reasonable cost
- promotes our good name in the local community and further afield
- helps prepare students for the world outside of Adams where particular codes of dress are often obligatory (despite not always being stipulated)

The governors and staff request your assistance in helping us to achieve our goal of a consistent, smart school uniform worn by all students.

Thomas Adams branded school polo shirts and sweatshirts as well as PE kit should be purchased from our supplier School Shop Direct (Nuisance Clothing). The recommended school skirt and trousers are also available for purchase in the same way. Purchases can be made in person at their store: School Shop Direct, Unit 13, Sundorne Trade Park, Featherbed Lane, Shrewsbury, SY1 4NS, tel 01743 440449, opening times: Monday to Saturday 10am to 5pm. Alternatively you can order online at www.schoolshopdirect.co.uk

Years 7 - 11 All Students

- Navy blue Thomas Adams School polo shirt
- Navy blue Thomas Adams School sweatshirt
- Black shoes with a low heel (no canvas or trainer style, no motifs)
- Plain coloured outer coat (no hoodies or cardigans). (Year 11 choose their own colour sweatshirt each year.)

Girls

- School- Shop Direct Thomas Adams straight plain black skirt which should sit JUST ABOVE THE KNEE or
- Smart plain black standard school trousers - appropriate for office wear (no jeans or tight fitting trousers, no canvas or stretchy material, no embellishments) or
- Smart navy or black City shorts (knee length)
- Plain socks or tights (no leggings).

Boys

- Charcoal grey or black standard school trousers (no large pockets)
- Plain socks.

Outdoor winter scarves are acceptable during the cold weather, but must be removed on entering the building.

Both 'fashion' scarves and belts are deemed inappropriate for school.



School uniform continued

Jewellery

Students are not allowed to wear any jewellery which is a risk to health and safety, e.g. eyebrow rings and bars, nose studs and piercings, large dangly earrings, heavy rings etc. Any bangles/necklaces should be out of sight. No silicone tunnels, stretchers or plug style earrings are permitted.

Hair Styles

It is expected that all students will wear their hair appropriately to reflect a serious learning environment. "Exaggerated" hairstyles and colour are not acceptable. No hairstyles below a Grade 2 are permitted.

Tattoos

These are not allowed.

In your own interest, it is vital that each item of school uniform is clearly marked with the owner's name.

Please remember that choosing Thomas Adams School implies the willingness to conform to the school uniform policy at all times, a policy fully endorsed by the school governors and staff.

Physical Education kit

Standard kit for all students

Training shoes (non-marking soles)

Football Boots (Only needed for part of the year's activities. PE staff will advise)

Navy blue school tracksuit bottoms may be worn during cold weather at the discretion of the member of staff.

Students are required to wear shin guards for their own safety during team contact games e.g. football. Gum shields are worn for contact rugby in year 8 and above.

Girls

Blue sweatshirt (Adams Wem emblem) OR

Navy blue fleece (Adams Wem emblem)

Navy polo shirt (Adams Wem emblem)

Navy shorts (Adams Wem emblem)

Blue football socks

Blue tracksuit bottom (Adams Wem emblem) [optional]

Boys

Blue rugby jersey (Adams Wem emblem)

Navy polo shirt (Adams Wem emblem)

Navy shorts (Adams Wem emblem)

Blue tracksuit bottom (Adams Wem emblem) [optional]

Blue football socks

White sport socks

All PE Kit can be purchased from School Shop Direct

Swimming caps MUST be purchased for students with long hair and can be bought from Wem Swimming Baths.



Lost property

A great deal of property is mislaid during the year because it is unnamed. Our procedure for dealing with items lost by students is as follows:

All property should be clearly marked with the name of the student. This allows property to be returned promptly when it is recovered.

PE lost property remains in the PE department to be reclaimed by students. All other lost property is sent to the Medical Room where any named item is returned to the student.

It is advised that students bring in items such as PE kits only on the day they are needed and to take them home on the same day.

Valuable items or money must not be left unattended in the classrooms. If it is necessary to bring money or valuables into school, they should be handed in for safekeeping to Pastoral.

If, despite the school's best endeavours, a lost item is not recovered then the student should report this to Pastoral.

Students have the opportunity to seek out any lost item in the Medical Room.

School meals

We have a cashless catering system. Parents upload money onto an account with Parent Pay. Username and password are issued by the school to enable parents to do this. We provide a wide range of hot and cold food in the dining hall at both break and lunchtime.

Menus adhere to the nutrient-based standards for school lunches introduced by the School Food Trust. Supplies are purchased locally wherever practical, all eggs are free range and no artificial colours, preservatives or flavourings are used. Parents are welcome to view the meals available at any time.

Students who prefer to bring sandwiches are required to eat them in the dining room. Students are not allowed to leave the premises at lunchtime without permission from the Headteacher. Parents who wish their children to go home for lunch should send written confirmation of this to school. We do not allow students to leave the school at lunchtime to wander around the town or, indeed, go anywhere other than home.

Could your child be entitled to free school meals?

Free School Meals is a benefit awarded in respect of children under the age of 19 where the parent or carer is in receipt of one of the benefits below:

- Income Support
- Income Based Job Seekers Allowance
- Employment Support Allowance (Income Related)
- Child Tax Credit (*provided you are not entitled to Working Tax Credit) and have an annual income that does not exceed £16,190 (as assessed by HM Revenue and Customs)
- the Guarantee element of State Pension Credit, or
- a letter of support under Part V1 of the Immigration and Asylum Act 1999

*Working Tax Credit is available to employees and self-employed people from HM Revenue and Customs and provides extra financial support for parents who have children. This means you will not qualify for free school meals if you receive it.

Note: Where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment stops, or after they start to work less than 16 hours per week, their children will be entitled to free school meals.

By Law no other category of benefit payment or combination of Tax Credits qualify for free school meals. Similarly, there are no other circumstances that can legally justify the provision of a free school meal. The Free School Meals team is located at

Shirehall,
Abbey Foregate,
Shrewsbury, SY2 6ND.

For further information please call them on 01743 254368 or email fsm@shropshire.gov.uk

Forms can be downloaded from the website:
www.shropshire.gov.uk/schoolmeals.nsf

Times of the school day



8.45 am Registration

9.05 am Lesson one

10.10 am Lesson two

11.10 am Break

11.30 am Lesson three

12.35 pm Lesson four

1.35 pm Lunch

2.20 pm Lesson five

3.20 pm End of school



Terms & holiday dates for students September 2018 - July 2019

Autumn Term 2018

PD Days	Monday & Tuesday 3 & 4 September No students in School
Term Starts	Wednesday 5 September - for Years 7 - 12 Thursday 6 September - for Year 13
PD Day	Friday 26th October
Half Term	Monday 29 October - Friday 2 November
Term Ends	Friday 21 December

Spring Term 2019

Term Starts	Monday 7 January
Half Term	Monday 18 February - Friday 22 February
PD Day	Monday 25 February No students in School
Term Ends	Friday 12 April

Summer Term 2019

Term Starts	Monday 29 April
May Day	Monday 6 May
Half Term	Monday 27 May - Friday 31 May
Term Ends	Friday 19 July



Equal opportunities

We believe and will insist that all individuals are valued equally and not according to age, gender, capability, race, religion, sexual orientation or physical impairment. No individual or group should ever feel prey to attack, abuse or harassment by another.

We are committed to the following:

- The right of all students to have equal access to a curriculum that is broad, balanced, differentiated and which offers continuity and progression.
- The creation of a purposeful and enjoyable working environment, without tension and discord.
- Valuing the importance of personal relationships which are characterised by care and consideration and in which physical and verbal abuse are recognised as being totally unacceptable.
- To consider and respect the feelings and property of other people both in school and in the wider community. We feel that the school should aim to foster such consideration and to actively discourage behaviour which does not fulfil this responsibility.
- In addition we are in support of the assumption that all students should be valued, respected and accepted as individuals, and helped to achieve their full potential.

Our Equal Opportunities Policy can be read in full on our website.



Access to the school for students with disabilities

Thomas Adams School has high ambitions for all its pupils, including any students with particular physical, learning and emotional needs, thus identifying them as 'disabled' in relation to their peers.

Thomas Adams aims to identify and remove barriers to disabled students in every area of school life, and to make all young people, and those who support them, valued and welcome.

Admissions to Thomas Adams School for students with disabilities follows DFE Guidance, which states that Children with a Statement of Special Educational Needs which name a particular school, will be allocated places.

We hope and expect that all our disabled students will participate and achieve in every aspect of school life, given appropriate support and encouragement from all those involved with them.

The Year 6/7 transition process is carefully monitored in order to make sure that:

- All students who will require support in Year 7 have been identified prior to transfer.
- All information regarding the individual student is transferred to establish needs and appropriate strategies.
- All students who require additional visits to familiarise themselves with the school systems of e.g. lesson changeover/moving around the large building/dinner queues, are able to take advantage of individual sessions.
- All students who require specialised intervention are able to meet TAs who will be their Key Workers on entry to Thomas Adams.

The school endeavours to:

- Set suitable learning challenges.
- Respond appropriately to the diverse needs of all students.
- Overcome potential barriers to learning and assessment for individuals and groups of students through regular reviews of school data and personal contact with disabled students and their families.
- Eliminate harassment and promote positive attitudes to disability.

With regard to the wider curriculum, we look to:

- Make reasonable adjustments to ensure access to all

physical areas of the school.

- Make reasonable adjustments to ensure access to recreation.
- Make reasonable adjustments to ensure access to educational visits, trips, extra-curricular activities and special events.
- Promote equality of participation.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

- The school has undertaken a review of specialist equipment, particularly technology equipment, to support the curriculum for students with particular needs.
- We work with the LA to review the physical environment to make reasonable adjustments for



- students with sensory and other physical disabilities.
- The school reviews the interior of the school environment, including lighting, colour contrast, the acoustic environment and floor coverings as alterations occur in school.
- There is an ongoing review of provision for disabled members of staff.

Our priorities include:

- A continuing review of the needs of students who are already in school and reasonable adjustments made where necessary.
- A review of the needs of students who join the school in each September and reasonable adjustments made where necessary.
- A continuing review of provision for disabled members of staff.

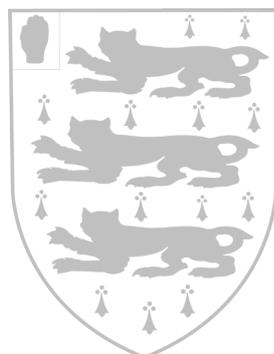
Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

The school looks to continually review how information is provided to disabled students/parents/carers, and how other methods could improve that delivery through:

- Continued consultation with students/parents/carers.
- Continued liaison with primary schools.
- Continued liaison with outside agencies.

Identifying the appropriate format takes into account:

- A student's impairments: access to information may be improved for particular groups of students by particular approaches, for example: students with learning difficulties may be able to access information more easily where it is provided in simplified language; students with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems; students with a visual impairment may be able to access information where it has been pre-recorded onto a CD or podcast.
- Preferences expressed by students or parents: consideration of a variety of different formats should be built into the design of information produced for students.





Provision of information

The 1988 Education Act requires Schools to make available, on request, information on a whole range of topics and these include for example:
The statement of the Curriculum Aims of the Governing Body (including Religious Education).

All circulars, memoranda and statutory instruments received by the school relating to Education Acts.

Any reports on the School by 'Ofsted' inspectors.
Schemes of work currently used by teachers in the School and syllabi followed by all Years.

In addition there is parental access to students' records and all the information which the School holds on students is open to parental inspection on request. The Thomas Adams School seeks the closest possible partnership with parents. If you contact the Headteacher on any issue you will receive all possible help and information.

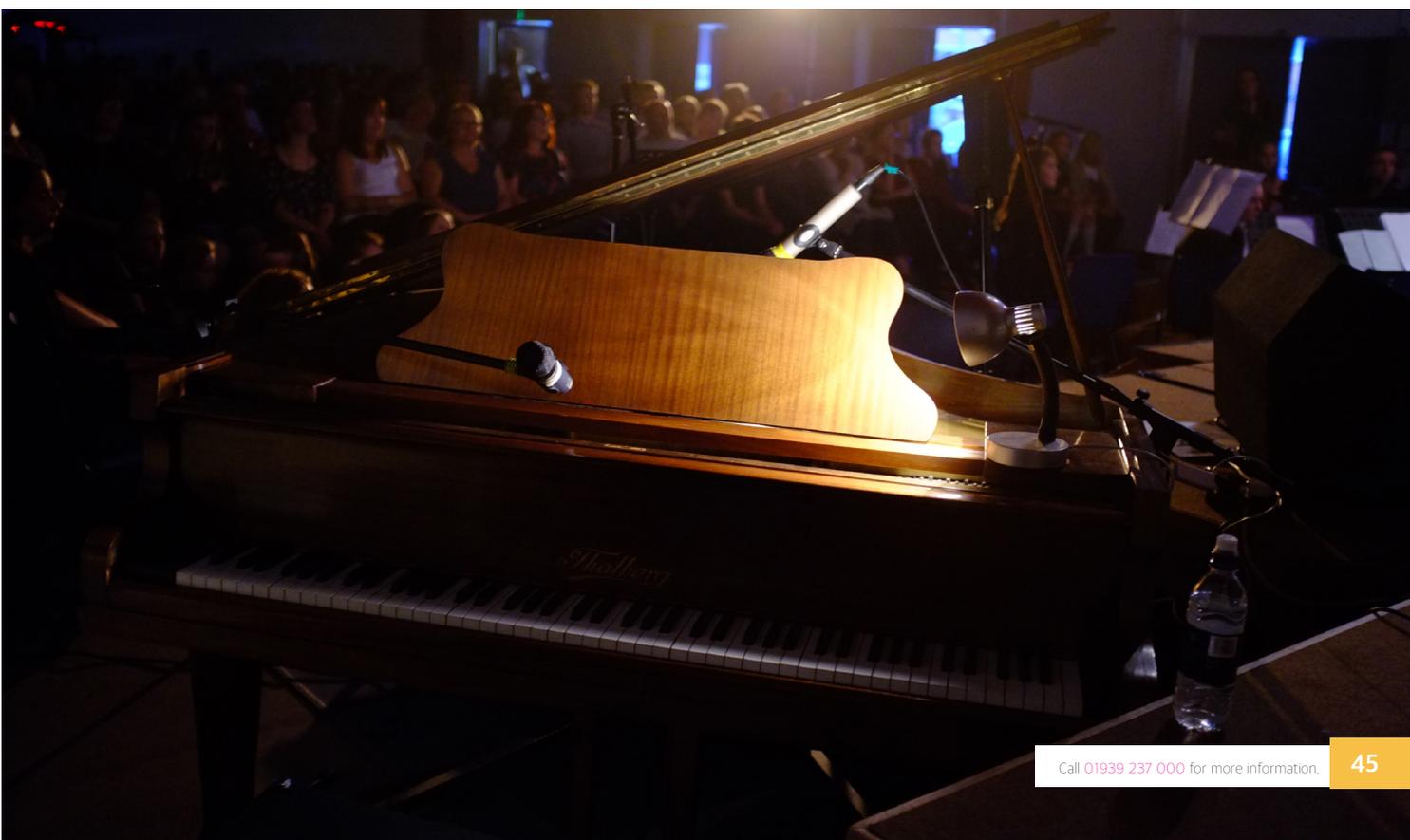
Complaints

An occasion may arise when you wish to make a complaint. Any complaint is best dealt with promptly and by direct communication with either the Pastoral Team, a member of the Senior Leadership Team or the Headteacher. We find that almost invariably any problem can be cleared up quickly and any misunderstanding resolved.

Should you feel that a matter has not been dealt with to your satisfaction, you are asked to raise this with the Headteacher. Subsequently, if you remain unsatisfied with the outcome of your complaint, you can write to the Chair of Governors who will arrange to meet you and consider what you have to say. There are forms available from Mrs Belinda Howells (the Headteacher's PA) which should be used for formal complaints. Should you still not be satisfied and want to take the matter further, your complaint will be heard by the Complaints Committee of the governing body.

Insurance

Personal possessions owned by students and their families brought into school are not covered for theft, loss, damage or any other risk by our insurers. We therefore recommend that valuable items are specified on your home insurance policy.



As a parent, what do I do if...

My child has money to pay in?

Money or cheques will normally be handed in to the teacher in charge of the event or will be collected in the finance department.

My child has lost something?

He or she should ask at the medical room. Please do not let your son/daughter bring in valuable items, large sums of money, etc. as we cannot accept responsibility for loss or damage.

My child needs transport?

Shropshire Council provides free transport for students who live more than three miles from school and for whom Thomas Adams is deemed to be the appropriate school. If you have any queries about school transport, please contact the business manager, who can be contacted through the school or the Transport section of Shirehall, telephone number 01743 254372.

We also take in many students from outside what is deemed to be our area. Anyone in this position should again contact either the business manager or Mrs Corrine Brown, who co-ordinate the provision of buses put on by the School itself.

I wish to collect my child by car?

At home-time, please park on Lowe Hill Road or Pyms Road. We ask that you do not come into the car park due to the school buses needing access.

My child is entitled to free school meals?

Phone the Free School Meals team at the Shirehall, Shrewsbury on 01743 254368.
You can also email them: fsm@shropshire.gov.uk

I think my child is being bullied?

In this handbook, we give details of our anti-bullying commitment. Please ring the school and ask to speak to your child's Head of Year. If he/she is not immediately available, ask to speak to Mrs Whitfield.

We will do our very best to deal with the situation sensitively and effectively. We will not tolerate bullying.

I need to come into school to see a teacher?

Please come to the Lowe Hill site. At Reception, please speak to the member of staff on duty. You must phone to make an appointment first because we cannot guarantee that who you want will be available.

I know my child will be absent?

Please ask for a form from our attendance officer well in advance, if appropriate, so that we can authorise the absence.

For any unforeseen reason?

On the first day of absence, please communicate with the school, by telephone, letter or in person.

My child has been absent through illness?

Please send in a signed and dated note on his or her return or phone the school's absence line.

My child has to bring medicines to school?

Special arrangements can be made with Mrs Crick, who is in charge of our Medical Room.

I move house?

Please confirm by letter, details of your new address and telephone number.

My child takes part in extra-curricular activities?

Ensure you know the name of the staff organiser and the expected finishing time. If the activity finishes after the school day, please be aware that you will need to make arrangements for your child's safe return.

In an emergency I need to contact my child in school hours?

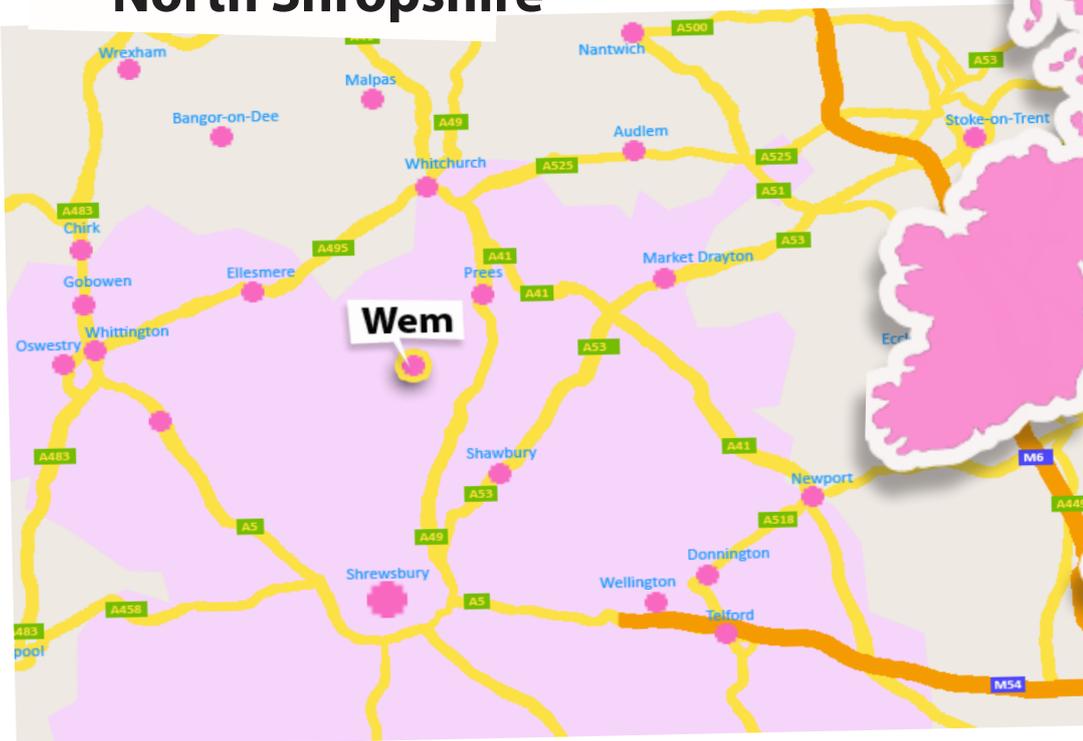
Ring the school office (01939 237000) and a message will be passed on.



How to find us...



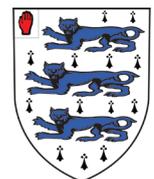
North Shropshire





The Thomas Adams School

Prospectus



Get in touch:



For more information
visit thomasadams.net
or call 01939 237000