



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Sir Thomas Wharton
Academy

Prospectus

stwacademy.com

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SCHOOL DAY

ACADEMY DAY TIMINGS

Entry Period - 8:00am - 8:20am

Tutor Period - 8:30am - 9:00am

Period 1 - 9:00am - 10:40am

Break - 10:40am - 11:00am

Period 2 - 11:00am - 12:40pm

Lunch Break - 12:40pm - 1:10pm

Period 3 - 1:10pm - 2:50pm

Period 4 - 2:50pm - 3:40pm (Y11)

Late mark issued after 08:20 through single point of entry.

Optional enrichment activities are available after school.

SCHOOL HOUSES



MOTIVATE • INNOVATE • CELEBRATE



EXPECTATIONS • VALUES • SUCCESS



CREATIVITY • VIGOUR • RESILIENCE



CREATE • BELIEVE • ACHIEVE



Welcome to Sir Thomas Wharton

I am delighted that you are considering Sir Thomas Wharton Academy for the next stage of your child's education and I hope, through reading the Prospectus, that you will know it is the right choice to make.

Sir Thomas Wharton Academy is a happy, ambitious, inspirational and inclusive place where students and teachers enjoy learning together. We have a clear vision for the Academy: **'To deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives'**. This is built around our six Key Drivers: **Highest Standards; Invest to Achieve; Everyone is Valued; No Excuses; Never Give Up and Cultivate your Character.** It is the daily demonstration of these Key Drivers, throughout everything we do, that secures the foundation for future success. All the staff who work here are committed to this clear vision and are driven by our shared understanding of what success for our students looks like and how we achieve that together.

To maximise success, we have developed a Character and Academic curriculum. Positive character is acquired through explicit character education and high academic attainment is acquired through the

study of key skills and knowledge in each subject area; both of these are valued equally highly.

Sir Thomas Wharton Academy is a rapidly improving secondary school of over 1000 students with a thriving and growing collaborative Post 16 provision. We are now oversubscribed in Year 7 for the third year running and we are very fortunate to be housed in a new building with state of the art facilities. We pride ourselves on the aspirational, supportive and caring community we have here at Sir Thomas Wharton and we welcome new students wholeheartedly. Our team of dedicated staff and students will be on hand to ensure that your child feels safe, feels welcome and receives the best pastoral and academic support and challenge throughout their time here, whilst also enjoying extra- curricular and enrichment opportunities to develop their cultural capital.

Our traditional House system underpins our Rewards and PLEDGES which we

encourage all students to embrace. It is important to us that all students have lots of opportunities to experience the wider world and have the opportunity to work with the community through fundraising and charity work.

We take an inclusive approach that maintains a focus on the wellbeing and progress of every child; we provide a safe place for learning through the application of our positive behaviour system and attention to individual student circumstances and needs. We firmly believe that students will ultimately achieve better results by establishing a positive and supportive partnership between parents and teachers.

Both through this Prospectus and our website, we hope you enjoy discovering more about the fantastic opportunities which are available to all students here at Sir Thomas Wharton Academy.

Mr Matthew McDonald
Principal

Our History

The Academy was named after Sir Thomas Wharton, a nobleman who had strong links with Edlington and a man who was passionate about the education of people within the community.

The secondary school opened as Edlington Comprehensive School in 1967 and later became known as Edlington School. The school was then rebuilt and renamed Sir Thomas Wharton Community College in January 2009.

It became a cooperative foundation school in March 2010 several years before being sponsored by Maltby Learning Trust in April 2017. It was then known by its current name of Sir Thomas Wharton Academy.

The Academy was named after Sir Thomas Wharton, a nobleman who had strong links with Edlington and a man who was passionate about the education of people within the community. He was born in 1615 in the county of Westmoreland, the second son of Sir Thomas Wharton and Lady Philadelphia Carey. The Whartons are descendants of Gilbert de Querton who was an officer with William the Conqueror in 1066.

Sir Thomas was created Knight of the Bath in 1626 and served in the army for 20 years in Ireland. In 1659 he was elected Member of Parliament for Westmoreland and supported the restoration of the Monarchy in 1660. He married twice and in 1662 he purchased Edlington where he and his family lived. He had a passion for education and gave to the people of Edlington by paying a Master to teach them to read and write. He also provided apprenticeships to local boys.

He died on 30th October 1684 and is buried in Edlington.

Sir Thomas Wharton Academy is a coeducational academy school and sixth form located in Edlington, Doncaster, England. We operate a collaborative Post 16 provision with one of our sister schools, Maltby Academy. We accept students from the surrounding areas, including Balby, Braithwell, Conisbrough, Edlington, Loversall, Micklebring, Tickhill, Wadworth, Warmsworth and Woodfield Plantation. Our main feeder schools are Warmsworth Primary, Edlington Hilltop, Edlington Victoria, Wadworth Primary, Tickhill Estfeld and Tickhill St Mary's though the Academy continues to grow as we now welcome a number of students from other primary feeders nearby.

The Maltby Learning Trust is a Multi-Academy Trust with Maltby Academy, Wath Academy, Maltby Redwood Academy, Maltby Lilly Hall Academy, Ravenfield Primary Academy and Maltby Manor Academy as partners.





*S. Thomas Wharton brother
to Philip now Lord Wharton
1639 about y. age of 25.*

Opposite page

Sir Thomas Wharton Academy
multi-million-pound new build.

This page

Sir Thomas Wharton, 1615-1684

Our Vision

Delivering **exceptional learning** experiences that enable all young people to thrive in a competitive world and lead **successful and fulfilling lives**.

Our Key Drivers



THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.



INVEST TO ACHIEVE

Care about the now; create the very best for your future.



EVERYONE IS VALUED

We are unique individuals; we work together to achieve success.



NO EXCUSES

Create solutions, not excuses.



NEVER GIVE UP

Resilience is essential; self belief drives improvement.



CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.

Our Curriculum Intent

The Sir Thomas Wharton Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational, deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment.

Our Curriculum Intent is to:

Inspire imagination and develop interests, specialisms and key skills.

Provide appropriate challenge through access to complex material and concepts.

Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

Facilitate positive progression routes through the student's educational journey into sustainable further and higher education, training and employment.

Provide relevance to context and community to enable social and economic mobility.

Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.

Year 7 to 11 Curriculum

The school has a broad and balanced curriculum, ensuring students are well qualified in the core subjects and also have the opportunity to study subjects of specific interest.

The curriculum is regularly reviewed to ensure we deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

YEARS 7, 8 AND 9 (KEY STAGE 3)

The subjects are divided into three main strands:

- **COMM** Subjects - English, History, Geography and French.
- **STEM** Subjects - Mathematics, Science, Computing and Technology.
- **CREATIVE** Subjects - Art, Music, Drama, Religious Education and Life Skills.

Students are taught in ability sets in the **COMM** and **STEM** subjects, and in mixed ability in the **CREATIVE** subjects. Physical Education is taught in single-sex groups.

YEARS 10 AND 11 (KEY STAGE 4)

These courses begin in Year 10 and are completed in Year 11.

Students take a common core curriculum in Key Stage 4 of English, Mathematics, Science, Life Skills and Physical Education.

The majority of our students study either Geography, History or French. Students can study more than one of these Ebacc subjects if they wish. In addition, students choose three subjects from Fine Art, Business, Computer Science, ICT, Performing Arts Drama, Performing Arts Dance, Photography, Food and Nutrition, Health and Social Care, Music and Sport.





Taking PRIDE at STWA

Successful learners at Sir Thomas Wharton Academy follow our PRIDE criteria. These are five characteristics that support our students in developing positive habits whilst they are a member of our Academy. Reward points are allocated daily, based on the following criteria:

PREPARED LEARNER:

- Makes informed and considered long term and short term plans.
- Achieves 100% attendance each term.
- Wears the full Academy uniform.
- Attends lessons on time with the correct equipment.
- Develops simple daily habits that support the long term journey to success.
- Uses the planner effectively to complete home learning to the highest standard.

RESPONSIBLE LEARNER:

- Maintains self-discipline, showing impeccable conduct both inside and outside the classroom.
- Always follows staff instructions the first time, every time.
- Never interrupts the learning of others.
- Accepts responsibility for their choices.
- Acts as a positive role model.
- Commits to self-help before expecting help from others.
- Tracks their own progress and reflects on grades, targets and goals.
- Actively champions equity, equality, solidarity and democracy for all learners.

INVESTED LEARNER:

- Has an inquisitive and curious personality – sees learning as its own reward.
- Can be self-directed and demonstrates 100% effort levels at all times.
- Actively seeks and responds to verbal and written feedback.
- Discusses, debates and shares ideas.
- Respects, reasons and learns from others.
- Shows resourcefulness and creativity in solving problems.
- Commits to learning, improving and reading every day.

DETERMINED LEARNER:

- Shows resilience and self-motivation, bouncing back quickly from setbacks.
- Takes risks and seeks out new challenges.
- Sees mistakes as an opportunity to learn.
- Proudly creates work of the highest quality and attention to detail.
- Takes full advantage of all opportunities available.
- Takes a full part in extra-curricular activities/clubs and new experiences.
- Is disciplined and hard working.

EMOTIONALLY-AWARE LEARNER:

- Always treats others the way they want to be treated.
- Is well-mannered and polite.
- Shows positivity and enthusiasm about the future.
- Resolves conflict with care and thought, seeking appropriate support when necessary.
- Keeps themselves and others safe in different situations and settings.
- Compliments and cares for others.
- Is open, honest and forgiving of others.
- Celebrates the success of others.

QUALITIES OF A SUCCESSFUL LEARNER

Students show PRIDE in their learning, their achievements and their Academy. Students are prepared for their next stage of learning and their future employment.





SEND

We pride ourselves on the aspirational, supportive and caring community we have at Sir Thomas Wharton Academy. Our team of dedicated staff ensure that students feel safe and receive the right SEND support appropriate to their needs throughout their time at school.

We take an inclusive approach that maintains a focus on the wellbeing and progress of every child; we provide a safe place for learning through attention to individual student circumstances and needs. This enables all students to achieve their best, become confident individuals who transition successfully into adulthood in order to live successful and fulfilling lives.

We firmly believe that students will ultimately achieve better results by establishing a positive and supportive partnership between parents/carers and school staff.

ALTERNATIVE PROVISION

We are extremely proud of the alternative provision offer we have at Sir Thomas Wharton Academy. We recognise that students with social, emotional, mental health (SEMH) difficulties can find it challenging to maintain and regulate their emotions- this means accessing mainstream provision is sometimes challenging.

EXCEED

Our on-site alternative provision, Exceed, will enable students to access strategies to help them to self-regulate and will support students to understand their personal SEMH difficulties. Students will access a skills-builder differentiated curriculum and skills-based activities to engage and build curriculum knowledge. The aim is to provide all children with exceptional learning experiences to enable them to thrive in a competitive world and go on to be successful learners within the mainstream setting.

Character Education

The main aim of Character Education is to ensure 'All students develop exceptional character'. We believe 'Qualifications open doors; your character gets you through them'.

Aspects of character that are addressed through our Character Education Programme include:

- **Goal Setting**
- **Resilience**
- **Grit**
- **Determination**
- **Personal Drive**
- **Hope**
- **Aspiration**
- **Effort**
- **Work Ethic**
- **Attitude**
- **Growth Mindset**
- **Ambition**
- **Confidence**
- **Deliberate Practice**
- **Emotional Control**
- **Excellence**

HOW CHARACTER EDUCATION IS DELIVERED AT STWA

The Academy has a clear structure in place for the focus and aims of all tutor period sessions for the full academic year. This is based upon the Academy's PRIDE agenda and Key Drivers. For each half term, students will work on a topic focus that is directly linked to an over-arching theme such as developing resilience under the key driver of 'Never Give Up'. These themes are initially introduced in assemblies by senior leaders or guest speakers. These key messages and information will then be used throughout the remainder of the half term, during tutor time.

TUTOR TIME STRUCTURE AND CONTENT

Following the introductory assembly, sessions are delivered in tutor time that build upon the current theme. They provide the opportunity for students to assess their own traits and develop new skills and values. All sessions are quality assured on a daily basis by members of the senior leadership team as well as pastoral staff specific to each year group.

Speakers in School

As an Academy, we provide inspirational speakers to enthuse, motivate and raise aspirations amongst our students. We arrange speakers to support themes of key talks, workshops, and events to capture the imagination and ambitions of our young people.

We have been lucky enough thus far to host Astronaut Tim Peake and Sprinter Beth Dobbin. Students have come together to complete challenges and take part in Q&A sessions putting into practice the Oracy structures developed in lessons and tutor time.

Votes for Schools (VfS)

Votes for Schools (VfS) is a debating programme that helps to support a wide range of skills that contribute to the character development of students. Each form group is allocated two 20 minute sessions each week to actively engage in the topic. Students then consider their individual stance and potentially verbalise their own views and justification for these.



In the first VfS session of the week, students are introduced to a current affairs question/ dilemma and presented with information on both sides of the argument. During this session, students are also set various tasks centred around group discussion and other interactive tasks.

In the second VfS session, students are asked to vote for whether they agree or disagree with the 'motion' or whether they answer 'yes' or 'no' to the session's question. Students are then asked to construct a two-minute speech to articulate their point of view. At the end of this session, students' votes are entered anonymously into the VfS website where results are collated and presented in line with regional and national responses from over 2000 schools.

The VfS initiative is an effective and popular aspect of tutor time provision among both students and staff which is also supported by staff from the English department as part of the Academy oracy provision.

Students have covered a vast array of topic areas since the start of the last academic year. Some of the questions our students have debated this year are:

- Are the public the ultimate judge?
- Does our news reflect the world we live in?
- Will your gender affect your future?
- Would you pay more for fairly traded products?
- Will learning ever be the same again?
- Is misinformation a big threat to our health?
- Does social media make disabilities more visible?
- Are we too influenced by the US?





Extra Curricular - PE

At Sir Thomas Wharton Academy, we offer a wide range of activities throughout the year as part of our extra-curricular programme. These are run by the PE department, staff in the Academy and Sixth Form leaders.

We aim to offer a breadth of activities to encourage maximum participation across the academy. Activities include netball, football, rounders, athletics, table tennis, badminton, fitness suite, dance and gymnastics.

We are also very proud of our incredibly successful sports teams, consisting of students in all year groups who represent the academy against other schools in Doncaster and South Yorkshire. We have had particular successes in netball, football, badminton, rounders and athletics, and enjoy taking students around the region to perform at venues such as the English Institute of Sport in Sheffield and the Keepmoat stadium in Doncaster. Our academy hosts the KS3 and 4 Doncaster Netball Central Venue Competition in the autumn term and also organises the Doncaster Indoor Athletics Championships at the EIS.

We are keen to provide the opportunity to take our teams to spectate national sporting events such as the International Badminton competition in Birmingham, netball and football matches and we are planning to take our students to the tennis championships at Wimbledon.

BTEC SPORT

We are very proud of the results our BTEC Sport students achieve. Students who select to study Sport at KS4 are supported by their teachers to ensure they achieve what they are capable of and beyond. When studying for the external online examination in Y10, extra revision sessions are offered at our 7.30am breakfast club and we enjoy a day off timetable with structured revision sessions to help students deepen their understanding and prepare them for the examination thoroughly. In Y11, BTEC Sport students study a leadership programme where they learn the importance of leadership attributes, skills and qualities and then plan to apply these skills to teach a group of Y7 or 8 students.

GYM AND DANCE SPECTACULAR

Our Gym and Dance Spectacular is the PE Department's pride and joy and is the epitome of the fantastic performances choreographed by our students in their gymnastics and dance lessons and extra-curricular clubs at KS3 and 4.

Usually held at Easter, we annually invite 250 guests to enjoy our show, which comprises of 130 students, who demonstrate a range of floor and apparatus gymnastics routines, high and low vaulting, tumbling and sequences which exhibit themes of travelling and balance.

This is as well as displaying some of our amazing, choreographed dance performances, looking at styles such as Michael Jackson, Street, Musical Theatre and work produced by students whilst studying our BTEC Performing Arts/ Dance.

Extra Curricular - Performing Arts

Students will have a wide range of extra-curricular activities to get involved in.

At the beginning of each term, we will advertise the different activities that students can get involved in after school in different curriculum areas. The activities that students will take part in may be held on different days and there may be different activities available for them to try.

We believe that partaking in extra-curricular activities can contribute to the character development of our students. We therefore encourage every student to get involved in at least one extra-curricular activity. Points can be collected for their house and rewards given for participation.

DRAMA CLUB

Drama Club is mainly aimed at Key Stage 3 students, but is open to all, and runs once per week after school. The aim of the club is to develop all of the transferable skills Performing Arts offers and to give students an opportunity to showcase their performance skills. We aim to produce showcases twice per year, during Drama Club the students will rehearse for this, and extra rehearsal days may take place. It is also a great opportunity for Sixth Form students to support younger students.

DANCE CLUB

We have two Dance Clubs that run each week after school, one for KS3 students and one for KS4 students. The clubs are open to all students to experience a variety of different dance styles, learn new skills and rehearse for examinations or performances. Members from both Dance Club's have performed in our showcases and award ceremony.

VOCAL CLUB

This aims to support singers who have lessons, either in school or externally, however, anyone is welcome to join in and perform a range of songs. The club is on one evening a week. It is primarily to develop ensemble skills and vocal harmony in a range of genres. In the summer term, students rehearse a selection of songs to perform in the Performing Arts showcase, and they will also have to chance to take part in other school productions.

SHOWCASES

Throughout each academic year we aim to produce multiple performance opportunities, in the past these have included a 'Winter Warmer', a 'Summer Sizzler' and during the summer term, we have our inaugural Awards Ceremony, where students from across the academy can be involved. Previously, these have run as a celebration of Music, Dance and Drama at Sir Thomas Wharton Academy.



PERIPATETIC LESSONS

We have a range of peripatetic music tuition in school provided by very experienced private teachers. These are charged for on a termly basis and include brass, woodwind, percussion, strings, piano, classical guitar, electric guitar and vocal tuition. Payments are taken through Parent Pay, to find out more information about this, please contact Mr. Dobson, B.Dobson@stwacademy.com.

EXAM PERFORMANCES

Every year, the performing arts examination groups in Y11, 12 & 13 have performance exams and an audience of peers, family and friends are invited to attend. We hire the Doncaster Little Theatre, so students are able to perform in a professional setting and work with sound and lighting technicians. Performances have ranged from 'Fosse' showcase – a celebration of the practitioner's career, to dramatic extracts from Frantic Assembly's Pool (No Water) and a hilarious devised performance; 'Tom, Dick & Harry' based on 'Macbeth'.





Reading

Students' reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. It is vital that students are exposed to a range of texts which both challenge and illuminate their understanding of the world and it is therefore our firm belief that all teachers are teachers of reading. Here at Sir Thomas Wharton Academy, we also advocate reading for pleasure as there is a strong association between the amount of reading for pleasure students do and their reading achievement.

Students who read for pleasure make significantly more progress in vocabulary, spelling and maths than students who read very little (Sullivan and Brown 2013). Plus, reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships and give an insight into the world views of others. We therefore encourage and support parents in cultivating a culture of reading both at home as well as in school. We even have a book vending machine loaded with a fantastic range of reading material which students can either buy through Parent Pay or trade in for House Points.

To aid and encourage our students to read and read richly, students are expected to read regularly in lessons texts appropriate to age related expectation and a love of reading in the subjects is evident. As teachers of reading, all staff are trained in a range of pre read, read and post read strategies they incorporate into lessons and Prep learning. These range from pre-loading tier 2 and 3 vocabulary,

to making predictions, stop and jot tasks and response grids. Schemes of learning across all departments have illuminating texts embedded into them offering further reading opportunities. In addition, all teachers have access to reading age data and Individual Reading Plans for all Key Stage 3 students to aid planning and delivery of lessons and their content. We have invested heavily in our library and have purchased a range of fiction and non-fiction texts to suit all our readers from Key Stage 3 to Key Stage 5. We have Sixth Form reading mentors, reading enrichment clubs and specific reading tutor groups to ensure we provide wrap around support to our weakest readers.

We also challenge our more able readers through our super curricular learning projects. These projects are designed to enrich students' knowledge of the core texts studied in English by reading a range of supplementary resources.

Careers Education

Sir Thomas Wharton Academy is committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7-13 that will inspire and motivate them from an early age.

There are many activities planned every year that support our students in making well informed choices about subjects and careers for their future.

All students learn about careers education in their Life Skills lessons and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

YEAR 7

The focus is about introducing careers and thinking about the vast number of careers/jobs available, including an introduction to STEM career paths. Students are introduced to the START online programme which guides them through their personal Career journey.

YEAR 8

Students continue to use the START programme to research a variety of careers, which enables them to make informed choices during the options process and beyond in to Post 16. There is another opportunity to experience input from employers and/or HE Advisors.

YEAR 9

The focus is self-assessment, career paths and producing a Career Action Plan to support Option choices. Students will also be given the opportunity to access discussion with a variety of employers, FE and HE providers. Students will continue to develop their ideas using the START programme

YEAR 10

The focus is the local labour market information, employer visits and job choices.

YEAR 11

The focus is Post 16 options and the application process, one to one careers advice and guidance, and mock employer interviews to develop student skills so they can apply for further education and careers successfully.



YEAR 12

The focus is developing skills through a structured work placement and a work related learning programme as well as understanding Post 18 options.

YEAR 13

The focus is Post 18 application processes and preparation for transition to HE and work based learning.



THE START PROGRAMME

The 'START Programme' plays a major role in the Careers Planning to enable students to create their own careers profile based on their skills, qualities and interests. They build on this programme each year and store their personal information, goals and career aims in their locker as part of the build up for their final CV. We hold a wide range of careers events including: careers fairs with a range of local employers, colleges, sixth forms and universities, visits, mock interview days, employer engagement, work experience and skill building days. National Careers Week is also celebrated with lots of exciting activities and visitors to the school.

We are also a HEPPSY school which means we have access to exciting activities provided by them, with guest speakers, HE Encounters and revision boosting sessions. The Brilliant Club has been one of the highlights over the last two years, with our students achieving extremely high grades and submitting work to a degree level standard. We held a graduation event in school and posted the celebration on all our social media channels. The impact report shows the gains our students have made in written communication and verbal reasoning, and the preparation for HE is excellent.

POST 16: Year 12-13

Post 16 @ MLT is a collaborative Sixth Form provision. Maltby Academy and Sir Thomas Wharton Academy work closely together to provide all of our students with a high quality, personalised Level 3 curriculum. We are very proud of our high standards of teaching, which is combined with quality pastoral care for every individual. Our students leave us prepared for leading Universities, Higher Level Apprenticeships and desirable employment opportunities.

CURRICULUM PATHWAYS

We offer three Level 3 pathways for our students; academic courses, applied courses and a mixed combination of both academic and applied courses. Our students also have access to a range of excellent enrichment qualifications and opportunities that can be accessed alongside any of our core pathways. Our curriculum offer provides a flexible approach to ensure all eligible Key Stage 4 students can access qualifications that will prepare them for their future career aspirations. Every student follows a suite of substantial qualifications that stretch and prepare them for the next level of education or for employment.

A-LEVEL COURSES

The academic pathway focuses on traditional A-Level qualifications and students on this pathway will be expected to select three subjects. These are assessed mainly through exams, with some non-exam assessment in some subjects. Students should have a minimum of a Grade 5 in GCSE English and Mathematics. They should also have three other Grade 5 GCSE, or equivalent, qualifications from other subjects. Other subject specific entry requirements may apply; see the Post 16 prospectus and our website for details.

Students can study the following A-level subjects: Art and Design, Biology, Business, Chemistry, Computer Science, Economics, English Language, English Language and Literature, English Literature, French, Further Mathematics, Geography, History, Mathematics, Media Studies, Physics, Product Design, Psychology, Sociology or Spanish.

APPLIED COURSES

The applied pathway includes BTEC Level 3 qualifications. These courses are assessed through coursework assignments and an external examination. On the applied pathway, students should have a minimum of a Grade 4 in GCSE English and Mathematics.

Students can study the following applied subjects: Business, Criminology, Health and Social Care, ICT, Performing Arts, Science and Sport.

MIXED COURSE COMBINATION

Our timetable allows students to also select a combination of academic and applied courses. This allows students to pursue a range of subject areas and enjoy demonstrating a range of skills through a mixture of assessment types.

ENRICHMENT

We have a proven track record of developing well-rounded students who have the qualifications, skills and character to go on to live happy and successful lives. We believe subject choices will be crucial to the future success of our students. However, while subject qualifications might get students a job, it will be their character and ability to share their wider experiences that will secure them the post or place. Therefore, we encourage our students to immerse themselves in activities and qualifications outside of the academic or applied options they take. These opportunities will contribute significantly to their overall development.

Students can enrol on the following enrichment opportunities:

Core Maths, Criminology, EPQ, E-Sports, Financial Studies, Football Scholarship, Photography, Sports Leaders, Student Leadership and Work Experience.



POST 16: Scholarships

FOOTBALL SCHOLARSHIP – SHEFFIELD FC

Our Football Scholarship programme is offered at Maltby Academy in conjunction with the world's first football club, Sheffield FC. The scholarship is a unique opportunity for talented 16-18 year-old footballers to further develop their football education alongside A-levels and/or BTEC Level 3 qualifications. This also offers a realistic pathway for some players into semi-professional and professional football. Students are trained by UEFA A/B licensed coaches multiple times a week, gain their FA Level One coaching qualification and get the chance to develop their skills by competing in the highest standard of college 16-18 football.

E-SPORTS SCHOLARSHIP

Our E-Sports scholarship is an opportunity for students with a passion and interest in the gaming industry and the business opportunities this is creating. Students will study for an E-Sports qualification and combine this with further Level 3 qualifications in Business and ICT, to support their progression into this huge emerging market. E-Sports scholars will also have the opportunity to study business finance. Students will also be given the opportunity to develop key leadership, entrepreneurial and organisational skills by planning and delivering E-Sports events.

DANCE ACADEMY

Students enrolled in our Dance Academy develop their dance skills and experience, which help broaden their repertoire, theoretical knowledge and experience. They study a variety of dance styles, professional dance works, practitioners and choreographers, which include working with professional artists.







Student Care

We aspire to improve the life chances of all our students, through their ongoing progress and improvement in learning. Education should be a positive and transformational experience, regardless of ability or background, and we are committed to raising achievement for everyone. We have the highest expectations of all our students, in every area of school life.



Sir Thomas Wharton Academy is a caring and ordered community with an atmosphere of calm and purposeful learning. Students are treated as individuals; we recognise and celebrate different abilities, aptitudes and interests and believe that everyone can develop through dedication and hard work. We aim to create a love of learning and a resilience that is essential for achieving excellence. We work hard to ensure every young person is happy, safe and successful – a credit to themselves, their family and the school.

The safeguarding of children is the responsibility of all adults. In Sir Thomas Wharton Academy this includes staff employed by the school, staff commissioned or contracted from external services and agencies, volunteers, governors, parents/ carers and extended family members. We all have a responsibility to ensure that children always feel safe and well. Within our school, this means that we ensure that a child feels able to learn and develop in a safe environment. We have a designated safeguarding team 'which all staff are able to refer students to if they have any concerns.

'The school also has a mental health practitioner on site as well as links to other external agencies including with 'With Me in Mind', MAST, CAMHS etc, to ensure the correct level of support is accessible to our students.

The mental health and wellbeing of our students is of paramount importance to us and we do everything we can to help.

In any school, it is important that each student receives close individual help and advice. At Sir Thomas Wharton Academy, each year group receives support and guidance from an Academic Year Leader and Pastoral Year Leader, who are responsible for the academic progress, general welfare and behaviour of the students.

Tutor Time and Student Planners

The Academy operates a Year group system with students aligned to our four Houses. The Academy's pastoral structure has been set up to provide parents and students in each year with a Student Achievement Leader and a Welfare Manager.

The Student Achievement Leader is responsible for the academic progress of students, whilst the Student Welfare Manager supports the welfare of students within their year group. This team work closely together to ensure that students and parents/carers are always provided with support.

The Pastoral Team work closely with Form Tutors and other departments in school to ensure that all students are always cared for. It is, therefore, the Form Tutor and Pastoral Team that

are the first points of contact for any concerns raised related to day-to-day occurrences linked to behaviour and academic progress. These concerns often come to the Student Achievement Leader and Welfare Manager, who will respond accordingly.

In the unlikely event that parents and students do not feel that concerns have been resolved through contact with the Pastoral Team, please contact the Vice Principal or Principal to discuss matters.

TUTOR TIME

Tutor time is an important part of every day and planner is an educational tool used daily to support students' learning.

All students begin Year 7 in a tutor group in which they will remain throughout their time at Sir Thomas Wharton Academy. Each tutor group is led by a form tutor who registers students and completes tutorial activities on a daily basis. Tutors play a key role in ensuring that students have all the support they need to be successful on a daily basis within the Academy. They are the first point of contact for parents who have queries or concerns about their child's progress across subjects.

Students begin each day with a thirty minute tutor period. During this session, students will complete a range of activities and tutors will ensure that students are equipped and prepared for learning. The activities which feature as part of our Tutor Programme have been developed to ensure that students are provided with opportunities to develop skills that will help them to make excellent progress in lessons, as well as making valuable contributions to the wider school community. These activities include:

- Standards and Expectations, Attendance checking.
- PLEDGES checks.
- Votes for Schools debate sessions – designed to broaden their horizons as well as develop their knowledge of the wider world.
- Character Education – designed specifically to help them think about the characteristics that will make them successful young people.

- Tutors will also provide an opportunity to discuss progress and attendance to ensure students are:
 - Aware of their current attendance and targets.
 - Aware of gaps in their progress and how to make improvements.
 - Prepared for the day with the correct equipment.
 - Celebrating and being rewarded for achievements.
 - Making effective use of the student planner.
 - Engaging with Votes for Schools sessions and the Character Education Curriculum.



STUDENT PLANNERS

Every student at Sir Thomas Wharton Academy is issued with an A4 Student Planner at the beginning of the year. This planner is designed to help students to organise their day and to support them both in lessons and during independent study. It contains key documents to support student learning in a range of subjects, as well as important information about the Academy. Individual student attendance, House Points and Behaviour Points are monitored during tutor periods on Monday mornings in the student planners.

The planner is put on desks at the start of every lesson, so it can be used when required. Students can track homework that has been set, as well as using space provided to take independent notes, during Votes for School, Character Education sessions and assemblies. It is also a conduit for communication between staff and parents.

Our House System and Rewards

At Sir Thomas Wharton Academy we want to give every student the opportunity to enjoy exceptional learning experiences and alongside that, exceptional rewards for the positive behaviour they display. The rewards system continues to be refined based on staff and student feedback. Students have a real input into our rewards system.

Our rewards system allows all students the opportunity to earn a reward they truly value, the way in which all positive reward points feeds into the overall total for the wider house community aims to create a culture of self-responsibility. This encourages students to take a real ownership over their behaviour as they know it directly impacts their house standings.

Students know they have the opportunity to be rewarded in every lessons, ever day by every class teacher through the awarding of reward points, these points then go towards the students house total but also their individual total which then allows them to access the vast array of rewards on offer.

Students can accumulate reward points during lessons in the following way:

- P Prepared Learner** - awarded each week by form tutor for attitude and effort, 100% attendance, punctuality and correct uniform.
10 POINTS
- R Responsible Learner** - awarded in lessons for acts such as positive conduct, helping others, acting responsibly and seeking feedback.
2 POINTS
- I Invested Learner** - awarded in lessons for effort, reading, responding to feedback, answering questions and effective investment in learning.
2 POINTS
- D Determined Learner** - awarded in lessons for acts of resilience, seeking a new challenge, responding well to a setback.
2 POINTS
- E Emotionally Aware Learner** - awarded in lessons for being polite, showing positivity, supporting others.
2 POINTS

At the end of each term we hold our Golden Ticket rewards events, these events are for the students who have demonstrated exceptional investment, displayed our key drivers and immersed themselves in our house competitions. Alongside our Golden Ticket events we also have our weekly Investment and Attendance raffle where students have the opportunity to win items such as:

- Amazon gift vouchers.
- Smart TV's
- Just Eat Vouchers.
- Laptops.
- I pads/Samsung tablets



"Rewards transcend everything we do as an academy, with the inclusive nature of our rewards system leading to every student earning a reward they truly value."

PLEDGES

As well as having the opportunity to earn reward points through demonstrating positive engagement, our students can also gain reward points by investing in our PLEDGES system. The Sir Thomas Wharton Academy PLEDGES are designed to promote the development of well-rounded individuals and recognise the significant achievements of our students. The PLEDGES system provides opportunities to develop and demonstrate a range of qualities both within our academy and the wider community. There are three levels to the PLEDGES system: Bronze, Silver and Gold. Each PLEDGES level is awarded house points.

- **BRONZE AWARD** - 25 REWARD POINTS
- **SILVER AWARD** - 50 REWARD POINTS
- **GOLD AWARD** - 75 REWARD POINTS

PARTICIPATION

Consistent participation in an Academy activity showing engagement and excellent conduct at all times for one term.

LEADERSHIP

Taking on leadership responsibilities within the Academy to show skills and the impact it has on yourself and others within the classroom, across the Academy and in the wider community.

ENRICHMENT (CULTURAL)

Attending cultural events or exhibitions.

DEDICATION

Becoming involved in a range of learning experiences outside of Academy hours.

GIVING

Organising and participating in fundraising events to support the Academy or local/National charities.

EXCELLENCE

Representing the Academy in sporting, arts, cultural or academic events or performances.

SERVICE

Take part in activities to support your peers/community whenever the opportunity arises.

Each half term, our students' investment and positive behaviour will be celebrated within our Half Term Heroes assemblies. In the build up to these assemblies, subject teachers will nominate students who have impressed them with their investment in learning, or have shown a marked improvement over time. Students will be awarded a Half Term Heroes certificate and entered into a prize draw for a selection of prizes including items such as Amazon vouchers.

All student achievement will be celebrated via Sir Thomas Wharton Academy social media platforms (Facebook: @SirThomasWharton and Twitter: @STWAcademy) and communicated with parents/carers/guardians. We will always find opportunities to award House points and recognise positive behaviour when our students embrace the Academy Key Drivers.

Enrichment

Students at Sir Thomas Wharton Academy have access to a wide and engaging enrichment offer.

Exceptional learning experiences are not confined to the classroom at Sir Thomas Wharton Academy. Our enrichment offer allows students to build a bespoke extracurricular timetable around their interests and skills. Each day, sessions are offered under “active”, “create” and “develop”.

The “active” enrichment offer is day is comprised of a variety of sport-related activities, including formal team sports and inter-scholastic competitions.

“Create” sessions allow students to engage in creative pursuits, including art club, photography, and creative writing.

“Develop” enrichment activities are curated to allow students to develop their knowledge and skills in STEM and humanities. Examples of clubs in this category include STEM club, code club, and reading club.

Students will be able to work towards Pledges as part of their enrichment offers, with many culminating in a community event towards the end of the academic year.



Our students have provided fantastic feedback on their enrichment experiences:

“I have really enjoyed going to enrichment sessions. I like that I can do different activities and the staff really enjoy doing the sessions with us.”

Y-10 Student

“I have really enjoyed going to enrichment sessions. I like that I can do different activities and the staff really enjoy doing the sessions with us.”

Y-8 Student

“I feel that it helped build relationships with students, and that students have become more confident and articulate young people. Students have also have been provided with a space in which they can work with students in other years and speak about their experiences.”

Teacher

Homework

WHY

The EEF (Education Endowment Fund) report identifies homework as being an essential aspect of securing good student progress. On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress). At Sir Thomas Wharton Academy, homework aims to promote learning at home as part of a well rounded education.

WHAT

All homework will be meaningful, purposeful and focus on either:

- Consolidation – Embedding knowledge, skills and understanding from previous lessons.
OR
- Prep Learning – Preparing students for learning in upcoming lessons.

HOW

All homework is set using Satchel: One, allowing parents and carers to access an overview of all homework tasks requiring completion.



Uniform

At Sir Thomas Wharton Academy, we enforce our strict uniform policy rigorously.

We believe that wearing our distinctive uniform gives our students a sense of belonging, helps foster pride in the Academy and stops students coming to school in inappropriate clothing or footwear.

Students are our ambassadors in the community. Therefore, we expect all students to wear full uniform when travelling to and from the Academy.

Details of the uniform policy are available on our school website: stwacademy.com







Alumni: Hollie Severns

Hollie went on to study Human Resource Management at The University of Leeds and now works as an inclusion Manager.

Studied at STWA:

A-LEVEL - Business Studies
A-LEVEL - English Literature
A-LEVEL - Film Studies
A-LEVEL - History
A-LEVEL - General Studies



**“FOCUS ON
THE NEXT STEP,
NOT THE WHOLE
STAIRCASE.”**

Alumni:

Sarah Adcock OBE

Sarah studied Economics at Coventry University, later joining the Government's Economic Service, completing her masters degree. She later became a policy maker and negotiator, and was a member of every Brexit negotiating team. Her current job is negotiator and manager of the U.K./EU trade agreement. Sarah received an OBE in this year's Queen's birthday honours list.

Studied at STWA:

A-LEVEL - Maths
A-LEVEL - English Literature
A-LEVEL - Economics



***“WORK HARD, HAVE
FUN AND NEVER LIMIT
YOURSELF - HAVE A GO
AT STUFF, YOU MIGHT
FIND YOU LOVE IT.”***



Alumni:

Jamie Holland

Jamie left Sir Thomas Wharton Academy and went on to study at college and received a Diploma with distinction in plumbing and heating. He did five years studying domestic plumbing and then emigrated to Australia in 2019 where he now works in commercial and industrial plumbing.

Studied at STWA:

A-LEVEL - General Studies A-LEVEL - Physical Education
A-LEVEL - Applied Business A-LEVEL - A2 Film Studies
A-LEVEL - Geography



“SUCCESS IS NO ACCIDENT. IT IS HARD WORK, PERSEVERANCE, LEARNING, STUDYING, SACRIFICE AND MOST OF ALL LOVE OF WHAT YOU ARE DOING OR LEARNING.”

Alumni:

Tracy Broadhead

Tracy completed a BA Honours Degree in Fine Art with Dance. She then passed her PGCE to teach art at schools in Leeds, later becoming head of department and Senior teacher for T&L and then Lead Specialist Teacher for Art and Design for the Leeds Learning Partnership. Tracy recently retired at 50 to become a full time artist living in Greece.

Studied at STWA:

A-Level - Art

A-Level - Music

A-Level - Geology



“BELIEVE YOU CAN DO ANYTHING AND DO THE BEST POSSIBLE JOB YOU CAN, THE REWARDS WILL FOLLOW.”

**DELIVERING
EXCEPTIONAL LEARNING
EXPERIENCES THAT
ENABLE ALL YOUNG
PEOPLE TO THRIVE IN A
COMPETITIVE WORLD
AND LEAD SUCCESSFUL
AND FULFILLING LIVES**



MALBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.