

Dear Parent/Carer,

We've raised both expectations and standards at the school this year and it's pleasing that pupils have communicated that they have noticed a change for the better in both the climate for learning and the expectations placed on them by staff. High Expectations and standards at Penketh High school remain a priority in driving the school forward to achieve results our pupils deserve. We have a shared goal for your son/daughter to achieve outstanding outcomes, which will serve them well for life beyond Penketh. It is essential that they understand their responsibilities in their own success and demonstrate the dedication and commitment to their studies to achieve expected outcomes.

Learning scores have been introduced so that pupils can be more responsible for their own learning ensuring active engagement and they allow us to monitor the application of pupils in individual lessons and over prolonged periods. The PACE agenda has become an integral part of the climate for learning as it provides a consistent approach to challenging pupils who fail to meet our reasonable expectations. All pupils have the right to learn and all teachers have the right to teach; where pupils prevent this from happening we have provided staff with clear procedures for tackling poor behavior or a lack of application that distracts from the learning focus in a classroom, sometimes preventing others from making accelerated progress.

Like every school, there are a small number of instances of low level disruption, which we are committed to challenge and our focus for the remainder of the year - and for next year - is to further increment our expectations and standards to best support pupil progress. To further improve the climate for learning next year we will be introducing a curriculum support class. This will be for pupils who have consistently struggled to meet our high expectations or displayed a below expectation attitude to learning, which potentially could have a detrimental impact on the learning and progress on the other members of the class.

The curriculum support class will provide support for members of that class to help them be able to access lessons appropriately and we will be triangulating a range of information to identify the pupils who require this additional support. It will allow pupils to access the support they require in order to engage in their education more effectively, whilst still accessing their curriculum delivery. It will also mean that other pupils who consistently work hard are not subject to disruptions whilst we work closely - and intensively - with pupils in the curriculum support class.

Obviously, analysis of Learning Scores will form a large part of the process of identifying those pupils who require support as these scores provide us with insight into the application of pupils across all of their lessons. Pupils accruing more 3s or 4s in their Learning Scores than the average student in the year group are likely to be considered for a place in the curriculum support class, as it indicates that they are not fully engaging in learning or completing enough work.

Not only do results come from application and engagement in lesson but also a pupil's attitude to learning. Pupils with high number of behaviour points will also be considered for a place in this class during our decision making process, as behaviour could be significantly impacting on not only their own progress in school, but potentially on that of others in their class.

Naturally, parental engagement and support is essential to pupil progress and I'm keen that the school work together with families to ensure the best outcomes for our young people. Keeping you informed about the progress of pupils in lessons and highlighting any concerns early is an essential part of the home-school dialogue.

Yours sincerely,

Clomax

Assistant Principal- Climate for Learning.