

Dear Parent/Carer,

High Expectations and standards at Penketh High school are 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 show the dedication and commitment to their studies to achieve these outcomes and learning scores allow us to monitor this closely.

Unfortunately, as I'm sure you know, your son/daughter has not risen to the challenge of meeting our high - **and reasonable** - expectations **relating to their** engagement in class and as a result, their learning and progress in lesson could have been affected.

Your son/daughter is accruing, **on average, more 3s or 4s in their Learning Scores than other students in their year group**. This indicates that they are not fully engaging in learning or completing enough work. This will be significantly impacting on not only their progress in school but potentially – and crucially - the learning of other pupils in their class; **which is unfair. All pupils have the right to learn and engage in their studies without distractions.**

Not only do results come from application and engagement in lesson but also a pupil's attitude to learning. Your son/ daughter behaviour points are also above our expectations. This indicates regular unacceptable behaviour but also identifies there are areas in which your son/ daughter requires extra support for them to be successful and reach their potential **by engaging appropriately in their education.**

- **1 hour a day of lost learning (12 minutes in each lesson) results in 38 days lost learning days each year which has a significant impact on pupil outcomes.**
- **As few as 17 missed days over the school year reduced the chances of success. GCSE results could drop by one grade across ALL subjects.**

In order to best support your son/daughter and help them overcome these barriers to learning they will be placed in a curriculum support class next year. They will have the same options as the rest of the year group, however they will have 2hrs per week where they will access support dependant on need e.g. extra literacy, anger management, resilience, social skills, confidence building. These will be small intervention classes to support and guide them.

If between now and the conclusion of the year your son/daughter's learning scores significantly improve and behaviour points are reduced, then they have potential to be removed from the curriculum support class. This process is fluid and movement through out the year will occur into and out of the curriculum support class depending on pupils responding well to support and positively changing their attitude to learning and application.

Please see your appointment time to speak to Mrs Lomax/ Mr Carlin at parents evening on Thursday 26th April. If the time is unsuitable, please contact Mrs Lomax to rearrange.

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 as it helps inform your discussions at home.

Yours sincerely,

Mrs Lomax

Pupil name.....

Pupil form.....

I look forward to speaking to you atpm on **Thursday 26th April** to discuss the curriculum support class. Parents evening is between 4-7pm. If the time is unsuitable, please ring to re arrange.