



Kingsmead School



A PARTNER ACADEMY IN JOHN TAYLOR MAT

Headteacher: Mrs M Mincher, Bsc, NPQH

RESILIENT  INNOVATIVE  MINDFUL  EMPLOYABLE 

20th July 2022

Dear Parents / Carers,

We are again at the end of another successful year for our students and staff. Together we managed to survive extreme heat and a pandemic, I think that we have all come through these difficult times stronger and pulling together.

There has been much to celebrate this year, both on the sporting field and on the stage as Kingsmead students pitted both their physical skills as well as their mental skills across regional, MAT and county wide events. Our incredible students learnt that hard work and application often leads to success but also that it is sometimes more important to keep coming back and never give up.

Below are some of the incredible achievements that children have made this year:

- **Team of the Year: Y7 Girls Football Team – Staffordshire County Champions**
- Winning the JT MAT Up for Debate competition
- Y10 Handball District Champions
- Y9 Handball District Champions
- Y8 Handball District Champions
- Y7 Handball District Champions (clean sweep).
- Y10 and 9 Tennis District Champions
- Y10 and 9 Tennis district – 3rd.
- Year 7 Football County Cup - Runners up
- Year 7 5 a-side District Champions
- Year 8 Boys Dodgeball District Champions
- Year 8 District Netball Tournament - runners up
- Year 7 Girls District Rounders – Runners up
- Year 8 District Rugby competition – 3rd place.
- Year 9 Football 5 aside district champions

The following letter has important information that we wanted to share. There are changes in September to some processes and systems as well as ways that we communicate with parents.

The visioning that we did with parents after Ofsted has led to slight changes and improvements that we hope that you will find positive. We have included a summary of all of this work at the end of this letter so that you can be part of the direction that we travel as a school. Universally responses wanted standards at the school to remain high with exceptionally high expectations for uniform, academic standards and attitudes to learning.

First day back for all children– Wednesday 7th September

All children are expected to be in full uniform with all equipment needed for a purposeful start to learning.

Year 7 – 8.15am on Rocky Park playground (line up in your tutor groups please) - there will be an extended lunch whilst children adjust to the school day.

Year 8/Year 9/Year 10/Year 11/Year 12 / 13 – 8.30am in your tutor rooms

Please check the table below if you have a new Progress tutor for this academic year. Please make note of your new tutor room.

Current Tutor group	New Tutor Group	New tutor room
7 AGN	8 RPR Miss R Pettifor	E07
7 DSS	8 LLW Miss L Law	C11
7 ADA	8 BLY Mrs B Blaney	B12
7 LBR	8 JCE Miss J Castledine-Pearce	C01
7 ICW	8 LAY Miss L Askey	C23a
8 LFS	8 JFL Mr J Fennell	B27
8 HLD	9 FBN Mr F Boylan	B23
8 WCT	9 SAN Mrs S Allan	C19
8 ETR	9 CMR Miss C Mellor	B17
9 HMN	10 JJS Mr J James	C22
9 JMO	10 VCH Miss V Colclough	C07
9 JHR	10 KPL Miss K Powell	B06
9 LPE	10 SSE Miss S Stenate	C23b
10 HKE	11 RHL Miss R Hall	B22
10 NSA	11 DBR Mr D Bridgwater	B05
10 CSE	11 RJN Mr R Jevon	C17
10 JRL	11 LSL Mrs L Small	B19a

Introducing 18 incredibly talented new teachers for September – New – Contact – office@kingsmeadschool.net

Because of the growth of the school until we are in the enviable position of being the most oversubscribed 11-19 school in Staffordshire, we have invested in new staff to join us in September 2022. Below is a short pen portrait of each.

Ms. Sadie Bawn – Assistant Director of 6th form
Mrs. Laura Watton – Assistant Director of 6th form
Mrs. Bonita Blaney – Subject Lead for Business Studies
Miss Louise Askey – Subject Lead for MFL
Miss K. Powell – Subject Lead Geography
Mr. Alex Nyari – Teacher of Computer Science
Miss Catherine Mellor – Teacher of English
Mr. James Fennell – Teacher of History
Miss Rosie Pettifor – Teacher of Maths
Miss Stefania Stenate – Teacher of MFL
Miss Bethany Simpson – Teacher of History
Mr. Jake Muttitt – Teacher of Psychology/Sociology
Miss Jessica Castledine-Pearce – Teacher of Science
Miss Daneeta Metheun – Teacher of Science
Miss Sophie Wood – Teacher of Drama
Mrs Laura Law – Teacher of Technology
Mr. Jarred James – Teacher of PE
Mrs. Natalie Kendall – IAG/Careers Advisor
Mrs. Danielle Truby – Student Wellbeing Mentor
Miss Chloe Hinton – Assistant Progress Leader

School day changes- Enrichment for all – Contact – j.mist@kingsmeadschool.net

Changes to the school day will be as shown below for September.

Earlier in the year we consulted with students, staff, parents, JTMAT, governors and other stakeholders on small changes to the school day. These were in response to the government white paper which changes the number of hours that children must be in school whilst maintaining our outstanding personal development program and ensuring that children at Kingsmead continue to thrive.

Years 7 and 8

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30	Period 1	Period 1	Period 1	Period 1	Period 1
09:30	Period 2	Period 2	Period 2	Period 2	Period 2
10:30	Break	Break	Break	Break	Break
10:45	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time
11:00		Period 3	Period 3	Period 3	Period 3
11:15	Lunch				
11:30		Lunch	Period 4b	Period 4b	Period 4b
12:00	Period 4b				
12:30		Period 4c	Period 5	Period 5	Period 5
13:00	Period 5				
13:15		Extra Curricular	Extra Curricular		
13:30	Extra Curricular				
14:00		Extra Curricular	Extra Curricular		
14:30	Extra Curricular				
15:00		Extra Curricular	Extra Curricular		
15:30	Extra Curricular				

Year 9

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30	Period 1	Period 1	Period 1	Period 1	Period 1
09:30	Period 2	Period 2	Period 2	Period 2	Period 2
10:30	Break	Break	Break	Break	Break
10:45	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time
11:00		Period 3	Period 3	Period 3	Period 3
11:15	Period 4a				
11:30		Period 4a	Period 4b	Period 4b	Period 4b
12:00	Period 4b				
12:30		Lunch	Lunch	Lunch	Lunch
13:00	Lunch				
13:15		Period 5	Period 5	Period 5	Period 5
13:30	Period 5				
14:00		Period 5	Period 5	Period 5	Period 5
14:30	Period 5				

15:00		Extra Curricular	Extra Curricular
15:30			

Year 10 and 11

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30	Period 1	Period 1	Period 1	Period 1	Period 1
09:30	Period 2	Period 2	Period 2	Period 2	Period 2
10:30	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time
10:45		Break	Break	Break	Break
11:00	Break	Period 3	Period 3	Period 3	Period 3
11:15	Break				
11:30	Period 3	Period 4a	Period 4a	Period 4a	Period 4a
12:00	Period 4a	Period 4b	Period 4b	Period 4b	Period 4b
12:30	Period 4b	Lunch	Lunch	Lunch	Lunch
13:00	Period 4b	Lunch	Lunch	Lunch	Lunch
13:15	Lunch	Period 5	Period 5	Period 5	Period 5
13:30	Lunch				
14:00	Period 5	Extra Curricular or Period 6	Extra Curricular or Period 6		
14:30	Period 5				
15:00	Period 6 Y11				
15:30					

Year 12 and 13

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30	Period 1	Period 1	Period 1	Period 1	Period 1
09:30	Period 2	Period 2	Period 2	Period 2	Period 2
10:30	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time
10:45		Break	Break	Break	Break
11:00	Break	Period 3	Period 3	Period 3	Period 3
11:15	Break				
11:30	Period 3	4a	4a	4a	4a
12:00	4a	Lunch	Lunch	Lunch	Lunch
12:30	4a	4c	4c	4c	4c
13:00	Lunch	Period 5	Period 5	Period 5	Period 5
13:15	Lunch				
13:30	4c	Extra Curricular or Period 6	Extra Curricular or Period 6		
14:00	Period 5				
14:30	Period 5				
15:00	Period 6 Y13				
15:30					

Benefits will be:

- All children will have 12 opportunities over the year to have new experiences building cultural capital in a choice of over 100 enrichments
- There will be numerous timetabled opportunities in all year groups to close gaps and gain specialist small group tutoring in subjects where children need support. This will now be based on need and in Year 7-13
- A longer tutor time once a week to ensure that social and emotional development is covered in depth
- Staff meetings can be timetabled on a Thursday to increase efficiency and staff well-being removing the need to impact on enrichment when there are clashes
- There is no impact on teaching time through a floating tutor period
- Lunch time is kept purposeful, monitored and short so that time is spent in structured learning and character development

Bromcom – New ways to communicate in 1 place – New-Contact- Mr Morris - b.morris@kingsmeadschool.net

From September we will be using a new communication system to move all communication on attendance, attitude to learning and academic success into 1 place. We are one of the first schools in the JT-MAT to adopt this system and are currently involved in the migration. More will follow in September including details of how to use the parent App

Blended learning and Seneca – resources for learning at your fingertips – Updated - Contact Mr Cope s.cope@kingsmeadschool.net

As we have continued to use our Blended learning platform more and more, its size has grown. We have made some much-needed changes to make it easier to navigate for students using our student lead learners and student voice. Materials needed for home learning and upgrading tasks in class have been revamped and students are going to be shown again how to best use the platform to get the most out of it. Seneca has been wildly popular with students, particularly many Year 11 students, as they prepared for their exams. Staff have been trained on new features and ways to personalise tasks to ensure this online resource is used to maximise what students get from it.

Summer learning has been set through satchel 1 and can also be accessed for your child through this link on our blended learning platform. <https://johntaylorhighschool.sharepoint.com/sites/KNG-StudentHub>

Progress reviews/Reports/PLCs New- Contact – Mr Truby - t.truby@kingsmeadschool.net

We will be introducing an innovative new approach to empowering students to reflect formally on their learning launching September. At three points during the school year, students will be given a personal record of their progress so far, including their PLCs (Personal Learning Checklists that identify skills/knowledge that students can and cannot do) from all of their subjects. They will use these to identify and reflect upon their own strengths and areas for development across the curriculum. They will use a template to help them produce a Progress Review that they will present to parents and their Progress Tutor. This meeting will enable parents, tutor and student to evaluate their learning and to identify specific subjects to target for intervention over the coming weeks and skills that they need to develop over the next half term. The three targets will be recorded on a target sheet that will be signed by yourself, the student and the progress tutor. This will be a record of the targets agreed. Following this, your child will have discussions with their specific subject teachers who will instruct them on the learning activities to complete on the Blended Learning Platform to support their learning in order to achieve their agreed targets. Once your child has completed their intervention tasks for each target, they will need to ascertain a signature from their relevant subject teachers once they are happy the tasks have been completed and the learning gaps have been closed. The completed target sheet will be handed by your child to their Progress Tutor to electronically record the completion of gap learning intervention activities. This will happen after every Progress Review. These will be tracked and monitored by their tutor and subject teachers and will build over time to form both a way of reflecting and a record of their successful journey at Kingsmead.

Following each review, there will be a 'Subject Progress Evening' where parents will be guided by Progress Tutors to make appointments with key subjects where their child may be under performing and a learning conversation takes place to support their progress. These will occur three times per year and be available for all year groups, replacing the current year specific progress evenings, enabling parents and students to focus on the specific areas where intervention or support is needed.

In correlation with each Progress Review, you will receive a detailed Progress report (through BromCom) three times a year, detailing your child's progress in all subjects, including their 'I can' statements from PLCs, their attitude to learning, attendance and conduct data.

When students fall out - Student Grievances – New/Developing social skills post pandemic – Girls on board, He-motions, SAFE – Updated - Contact Mr Truby – t.truby@kingsmeadschool.net

Happy, safe and successful young people- Updated – Contact Mrs Pritchard – d.pritchard@kingsmeadschool.net

One of the hardest things that we have to deal with in school are when our young people fall out. Sometimes this starts on social media, but it then moves into school. We have recognised since the pandemic that some of our students find it difficult at times to maintain healthy positive relationships which from time to time can result in disagreements between children. This often stems from both psychological and sociological developments in children as they grow up and is absolutely normal. At one time it would have been referred to as teenage angst. The pandemic seems to have magnified this and in some increased levels of anxiety.

We have listened to feedback from parents, you would like to be kept more informed on disagreements involving your child. As a result, we have refined our approach to dealing with peer-on-peer issues and decided to formalise this into a 'Student Grievances' process.

This should help improve parental involvement and continue to place the needs of every child at the centre of how we support these situations in a fair and consistent manner:

- Increase parental involvement
- Give students time with parents to reflect on the issue and why it might have occurred
- Ensure that each grievance is given the same attention and a clear resolution is reached
- Ensure that parents are informed of the outcome of a grievance investigation
- Ensure that there is a clear record kept of the grievance so that we are aware of any patterns arising

This approach will work hand in hand with the systems already in place, including:

- Girls on board – a mentoring system designed to help girls form positive relationships
- He-motions – a mentoring system designed to help boys cope with changes in their body and mental wellbeing as they grow
- Wellbeing mentors – who work generally on students case by case to support healthy mental well being
- Image in me – a self-worth mentoring group
- Diversity inc. – focus group to support students from LGBTQ+ community and friends
- SAS – students removing all intolerance at Kingsmead mentoring and support group
- Safe space – lunch/break time quiet room by invitation

Full information regarding the student grievance process will be made available to parents and students at the beginning of the new term.

Uniform – chosen together – Updated – contact- a.reynolds@kingsmeadschool.net

We understand that you chose Kingsmead School as a family because of the high expectations and standards that we maintain. We consulted with students and parents this year on the uniform at Kingsmead. The changes below, including on nail varnish, were agreed together.

Kingsmead is a uniformed school and there is an expectation that students will always wear full uniform unless given permission not to for a specific reason. The full uniform policy can be found on the school website and at the end of this letter.

All students are expected to wear the official school blazer, a tie as explained below, tailored black school trousers/Kingsmead skirt or Kingsmead tailored shorts and a white buttoned neck school shirt.

Footwear

Shoes or boots **MUST** be plain black leather, with low heels and no labels or designs along the sides of the shoes. **Trainers or trainer-style shoes are NOT permitted.**

Blazer and Tie

We have now updated the uniform to include a traditional school tie as opposed to a clip-on tie. All Year 7 students will be expected to wear the new tie from September 2022. Regarding the other year groups, the expectation is that all students will be expected to be wearing the new tie from September 2023.

We have also updated the blazer, which we expect all Year 7 students to be wearing from September 2022. Again, we understand that there will be a transition period for other year groups, therefore we expect that all other year groups will have the new school blazer by September 2023.

Make up

Key Stage 3 students are not allowed to wear make-up. Key Stage 4 students are allowed to wear subtle, natural make up. Students are not allowed to wear fake eyelashes or fake acrylic nails. Students are allowed under the new policy to wear natural nail colour if they wish but not bright colours,

Jewellery

Students are allowed to wear ear studs and 1 plain ring – no other jewellery is allowed. They must not wear necklaces, bracelets or badges other than school ones.

Throughout the year should your child need a tie or blazer replacement, the new styles will be the only ones available to purchase. You can buy these items from Crested Schoolwear at Telephone: 01543 504866 website: www.crestedschoolwear.co.uk.

Summer learning – Keep your brain active – Updated - Contact Mr Cope s.cope@kingsmeadschool.net

We want students to have a well-earned break over the summer holiday. We know, from research, that it is important for children to keep their minds active during the holidays. We have carefully selected some pieces of

summer learning that support their understanding across their subjects. They will not be overly time consuming; the intention is for these to be short, sharp and relevant for students.

Bedrock – developing Tier 2 and 3 languages in years 7,8 and 9 – New – contact- A.thomas@kingsmeadschool.net

The EEF's recent report (Literacy 2022) indicates how subject based literacy which focuses on building vocabulary has a large impact on students' progress. The work we have been doing at Kingsmead over the last year would support that view. We have bought in a package that develops language skills in children across their subjects both in and out of lessons. The programme is personalised and adapts to the needs of your child, repeats key words they find difficult and putting them in context in fun and interesting games. Trials have been very successful, so this is being extended across the school in Years 7-9. We are excited to build on the successful 'reading for pleasure' approach at Kingsmead with this reading and writing tool. We will share more about it in the upcoming partnership evenings and show how it can be best used at home too.

Building investment – Updated – Contact-i.pritchard@kingsmeadschool.net

In the past year we have been able to invest more than £600,000 improving the school. Facility improvements have included:

- An expansion for our in-house catering team to cope with growing numbers – the spectacular Glasshouse Restaurant
- New toilets, updating old 1970's facilities with fresh, new, open plan toilets and 2 more blocks arriving over the Summer holidays ready for September
- More classrooms for September 2022
- Huge amounts of replacement windows, in keeping with the original style of the 1938 buildings
- Replacement roofing for the same block, again in keeping with the original buildings
- Continued expansion and development of the school farm to better house our animals
- A large amount of refurbishment, making our beloved school a fresh, clean environment for young minds to learn in

We still have a lot to do to our facilities, with many refurbishments planned for coming years, and much needed expansions to cope with our growing popularity. These will include:

- Expansion to our 6th form block
- Expansion of our Main Hall
- Refurbishment of Sports Hall facilities
- Refurbishment of our Science block
- Refurbishment of our Drama Studio

Farm funding – New – Contact – I.pritchard@kingsmeadschool.net

This year we made successful bid for a £6000 grant from Severn Trent, which has allowed us to make many improvements to the farm and increase enclosures for the animals. We were able to place more fencing around school to allow us to have alternate pastures for our animals, and we made many improvements to water feeds animal housing. We were also able to buy a large shed to store feed and to use as a preparation area.

Combatting The Cost-of-Living Crisis Together – New – Contact r.force@kingsmeadschool.net

We are all aware of the current crisis we are facing regarding the dramatic rise in the cost of living in the UK. I wanted to put this letter together to share with you some of the ways you can seek support and relief in our local area. Please be aware that not all of these events are strictly affiliated with us, we are just sharing a message.

1. Hardship Fund

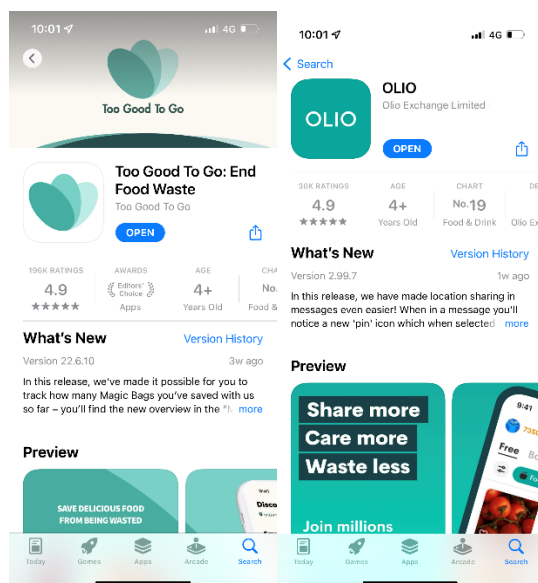
As you will know, we recently conducted a sponsored walk to raise money for our in-house hardship fund. This fund is designed to help those in crisis with support towards the cost of uniform, equipment and trips. The application form for this fund is attached to this letter for you to read through.

2. Kingsmead Pre-Loved

On the 16th August, a pop-up pre-loved stall will take place within school where all sorts of items such as uniform, equipment, text books etc. will be available for you to purchase for reduced price/donation. We will also have some food bank bags available this day if required. A letter fully detailing this will come out to you soon.

3. Discounted Food Apps

Recently there has been a huge rise in platforms which allow businesses to sell grocery products for heavily discounted rates. Examples of these are *Olilo* and *Too Good To Go*. These are free to sign up to and by selecting the area in which you live you can get fantastic deals on a large variety of items.



4. Eat out for less

Many businesses are offering fantastic deals such as children eat free of for a £1. The website and poster below give details on the many different retailers offering this:

[Places where children can eat for free - or for £1 - over the summer holiday - Staffordshire Live \(staffordshire-live.co.uk\)](https://www.staffordshire-live.co.uk)

Kids Eat For Less Summer 2022

Current Offers Available

ASDA Kids Eat For £1 At Asda. See Website For Dates & Terms.

Morrisons Free Kids Meal For Every Adult Meal Purchased £4.99 Or Over. All Day Every day.

Dunelm One Free-Mini Main, Two Snacks & Drink For Every £4 Spent In Our In-Store Cafes.

IKEA Get any two kids hot meals, jelly, fruit & drink for £5 (Regular price £2.55 each) in our Swedish restaurants. Offer subject to availability.

SIZZLING Kids Eat For £1 Monday-Friday All Day During Summer Holidays!

Bella Italia Kids eat for £1 with the purchase of every adult main from 4-6pm on Monday-Thursday! One adult main must be purchased per child to receive the offer.

YD! Kids eat free from 3pm-5:30pm, Monday to Thursday. One child eats free for every £10 spent on food.

dobbies Kids Eat Free With an adult main meal. Includes our kids lunch menu or pick 'n' mix' meal, plus a drink.

EXTREME COUPONING AND BARGAINS UK

Breakfast Offers

HUNGRY HORSE Choose any kid's breakfast up to £2.49 for free when you buy an adult breakfast for at least £3.49 in a Hungry Horse pub.

Johnnies **Beefeater** **Brewers Fayre**

Two kids under 16 eat for FREE with every adult breakfast purchased.

Download App For Offers

These restaurants often have offers and discounts when you download the app or sign up for their newsletter to receive offers.

Harvester **TOBY** **STONEHOUSE**

Still To Come.... (Possibly!)

M&S **TESCO** **FRANKIE'S** **CAFE ROUGE**

Information sourced from company websites. Please see company websites for latest information, dates & terms & conditions and more.

5. Local Support (through Facebook)

There are two key Facebook organisations I wanted to draw your attention to: *Chase Lighthouse* and *Free Food For All UK*. Chase Lighthouse is a local organisation that helps local people in numerous ways, they have furniture, clothing and food for those in need. They also have a community café open in on weekdays in Cannock.

There are likely many more schemes out there and if you hear of any more, please share them with us so we can share through our social media with our whole Kingsmead family. Now is a time for us to all come together.

Visioning feedback – your ideas are important – what did we do to respond? – New – Contact- office@kingsmeadschool.net

Below is a table of the issues that we discussed with parents, students, local businesses, governors and the JTMAT after our successful OFSTED in 2021. We felt that it was important that you gain an understanding of what was said and any changes that this made to our school going forward.

You said	We listened and we.....	Reasons
Uniform consultation 2022 – Carried out by various members of SLT Who 37 students were consulted from ages 7-13 in 4 different forums including discussions with senior leaders, staff and student leaders. Student consulted were from a wide range of demographics. Students, parents, and governors made suggestions about how the uniform policy should be adapted in 2022.		
Suggestion that students can wear natural coloured nail varnish or colours in KS5	Accepted – the uniform rules will change from September so that	We can see no issues with this in terms of smart dress wear or health and

	students in KS3 and 4 can wear natural coloured nail varnish.	safety. Older students should be allowed more freedom of choice.
Suggestion that students can wear boots	Accepted – the uniform rules will change from September so that students in KS3 and 4 can wear all black smart boots. No coloured tabs or laces. These must be ankle in KS3 and 4 and can be knee high in KS5.	Older students should be allowed more freedom of choice.
Suggestion that students can wear jewellery and bracelets, facial piercings, and multiple earrings if we choose	Not accepted	Based on Health and safety rules for physically active lessons and maintaining a standard of uniformity on the cost of what students wear. Also, the expectation that dress is representative of the workplace.
Suggestion that students can wear shorts as part of the uniform	They already are and have been for 4 years.	You asked 4 years ago, and we put them in place then
Suggestion that students can wear bright coloured streaks in their hair	Lots of discussion on this. Leadership was split. Finally, we decided not to accept this suggestion	because of the issues around keeping this rule standardised – would the streaks increase in size and become a distraction to learning as staff tried to ‘police’ the rules. We will revisit in 2 years.
Suggestion that students can wear hoodies instead of blazers	Not accepted	This does not match the high expectations of dress code of the school
Suggestion that ties are now ‘real ties’.	Accepted for most there may be a small number of exceptions	The ability to correctly wear a tie is a life skill. The new tie will be available in a non-crowned format to wear as an alumni tie.
Suggestion that students can have acrylic nails	This was rejected by students themselves	Based on Health and safety reasons
Skirt length – What is too short? Whole open discussion on whose responsibility it was to decide. Students asked for feedback. Students agreed that closer to the knee than the hip for sixth form was appropriate.	Suggestion accepted	KS3 / 4 – school skirt to knee KS5 Skirts should be closer to the knee than the hip to reinforce business appropriate dress.
Suggestion that we now go back to having a plain coat as part of uniform	Accepted	Removes ambiguity around what students can wear during cold weather. Standardising coats. Ensures that school can help if students are cold and cannot afford a coat to keep them warm.
Suggestion that 6 th form dress code should be gender neutral	Accepted	We can’t see any reason why this shouldn’t be the case

<p>The following items were highlighted by students as not acceptable items for school uniform:</p> <ul style="list-style-type: none"> Low-cut tops Beach and sport shorts Denim Leggings T-shirts Flannel Hoodies Facial tattoos False eye lashes Over-extended eye-liner Trainers Sliders and flip flops Heavily ornamented shoes/boots Chokers 	<p>All accepted</p>	<p>All of these items of clothing would be considered unprofessional in a formal working environment</p>
<p>Vision and values - MMR</p> <p>The school currently has a vision and 4 values which are summarised as RIME.</p> <p>Who</p> <p>12 parents during a forum</p> <p>73 students during 4 different sessions with the head teacher including diversity inc.</p> <p>Governors and students in a visioning meeting</p>		
<p>47 responses were gathered from parents about the 10 words that represent what they want for their child at the end of their school life.</p>	<p>Without exception the words given still fit broadly under the values of Rime. We will however going forward incorporate these words under the broader headings.</p>	<p>RIME is well understood by all and still relevant. There was no appetite or need to move away from these core values and vision</p>
<p>JTMAT have shared their vision for ethical leadership to be included as part of the school's vision and values</p>	<p>There has been some adjustment to the existing vision to included words From the ethical leadership framework</p>	<p>The words used in the ethical framework add value to the existing vision when they are incorporated.</p>
<p>Governors supported the existing vision and values. The consensus is that we wish to drive on to an outstanding school.</p>	<p>The SIP is taking into consideration the needs of students and aims to be outstanding in all that we say, think and do with the needs of students as our central focus point in all decisions.</p>	<p>By being outstanding in each decision we will drive the school to be outstanding.</p>
<p>Students unanimously supported the continuation of RIME values for their school</p>	<p>We will continue to use RIME to represent our values as a school</p>	
<p>Reporting / Parental consultation evenings – Parent pledge and closing gaps – TTY</p>		
<p>96 responses from parents - Parents voiced 50/50 split on parents evenings with 50% still wanting regular evenings to meet all subject teachers. Over</p>	<p>The creation of Progress Reviews to encourage students to critically reflect on their learning. 3 subject progress evenings will occur after each review with tutors guiding parents to specific</p>	<p>Enables development of independence in our students when it comes to reflecting on their own learning</p>

75% still wanted to see subject teachers in some form to talk about their child's progress.	subjects they should be talking to about their child's progress.	Parents are targeted towards the right teachers to discuss poignant subjects and target areas
Parents who attended the consultation afternoon were very positive about the idea of Progress Reviews and their values but all stated that the organisation of these events and the what and why needed to be communicated clearly.	WAGOLL materials for tutors to be created for Progress Reviews Clear letter of expectations on Progress Reviews to be sent in September with examples and timelines included. Staff to receive CPD on effective review sessions and training in September	To ensure all staff, parents and students understand why we are doing what we are doing and to give clear instructions and models of good practice.
Parents supportive of moving to 3 reports per year and 3 progress reviews	Implemented so that the report and reviews are synced together at three points during the school year.	The report will link and inform the students PLCs which will inform their review which they will present to their parents and tutor which will inform their targets and intervention actions. Thus, all actions link together towards a common objective to promote progress and remove barriers.
6th Form – MRL		
Who – All Sixth Form students were surveyed and the student leadership team (a student forum made up of 20 Year 12 and 13 student leaders) were consulted as part of this visioning exercise. In addition, 5 parents were consulted as part of a parent voice forum.		
The Sixth Form Dress Code needed to be changed and improved to provide greater clarity and direction to students	Revised the Sixth Form Dress code, following consultation with students and staff, to be introduced as official school policy in September 2022	The previous dress code was too vague and difficult for students to interpret correctly as a result
New tables and more seats were needed in the Sixth Form study centre	Bought new tables and chairs that will be installed over this half-term	Removing the large "pizza" tables and replacing them with more "booth-style" tables will create more space for students to complete meaningful silent study in the study centre
New computers were needed in the Sixth Form study centre	Arranged for new computers and laptops to be installed in the Sixth Form Study Centre over the summer holidays	The current computers are too old and slow
More space is needed in the Sixth Form study centre	Agreed that The Glasshouse can be used by sixth form students during study periods	This will split, and in effect, double the amount of study space available to sixth form students
The split lunchtime needed to be changed because it was highly disruptive to study in the Sixth Form study centre	Put Year 12 and 13 students on to the same lunch break from June 2022	This reduces the amount of "lunchtime" disruption in the study centre from 90 minutes to just 30
All day catering in The Glasshouse requested	Trailed this for a week in advance of full implementation in September 2022	Students who wish to eat, drink and talk in groups can now use The Glasshouse during study periods instead of clogging up the Sixth Form Centre

Keep end of day gates at 12 and 1:30 introduced during Covid restrictions	Agreed to continue this, but adjust the opening times to match the structure of the new school day	Lunchtime now begins at 12:30 for sixth form students
L&T and in particular the Blended learning platform (BLP) – SCE Who – Parents and students were consulted as part...		
The BLP has grown in size and, navigating it, becomes harder because of this	<p>We agree</p> <ul style="list-style-type: none"> • We used a staff and student working group to redesign the structure • A new, more user-friendly interface has been made. This replicates an apple style panel approach. • Activities will be linked to the personal learning lists for all to replicate subjects where this has been effectively applied • Using student leader learners to help us longer term with this 	<p>Students and parents can be overloaded by so much material</p> <p>We want to ensure that there are less 'clicks' to get to the support students are looking for</p> <p>We have learnt about what works best</p>
Having the BLP be THE reference point for students and staff	We agree	<p>The vast range of resources out there is confusing for students</p> <p>Students will become accomplished and familiar with the platform</p> <p>There will be no need for as many costly, heavy Knowledge planners for example</p> <p>We provide reassurance and clarity</p>
Students have got out of the habit of bringing in laptops – there were concerns of damage and whether they are used	<ul style="list-style-type: none"> • We will address student concerns in tutor/assemblies. • We will provide onboarding sessions during September. • Staff are ensuring that opportunities for blended learning use are better embedded. • Tutor time will be used to support students identified as struggling. • Computer skills is in the RIME curriculum and transition programme. 	<p>This will allow students to be independent and creative learners.</p> <p>We need to ensure any barriers to learning are removed.</p> <p>We know that the habit was well established before the lockdown – we need to get this back</p>
Home learning – we looked at whether there was too much / too little and the type of learning it is	<ul style="list-style-type: none"> • We will review the breadth and effectiveness of home learning. • Individual points were highlighted such as PDFs not being editable from home. <p>These have been addressed.</p>	This is an important way to ensure students are independent and creative and make best use of lesson time

	<ul style="list-style-type: none"> We will use audits to ensure that home learning is varied, effective and tracked 	
Marking (we call it 'feedback' at Kingsmead) and when it is effective	<p>We will share the principles that have been identified as effective and use as the standard to be judged against.</p> <p>For example: greater time spent on reflection. Both verbal and written support.</p>	We can always get better. We need to ensure that feedback is specific. Certain subjects and staff would benefit from being better aligned to the school approach and best practice
Building 'soft-skills' into the curriculum to support students for later life	<p>Agreed</p> <p>We have built a RIME curriculum to support 'tricky' concepts across Year 7/8/9 whilst teaching them the 'golden thread' skills needed for later life</p>	<p>Businesses, universities and research suggest this is where school's foci should be.</p> <p>Students know what RIME is. They need to learn the skills to do this and shown to be even better independent, creative learners</p>
Ensuring that there is enrichment for all students	<p>Agreed</p> <p>We have ensured that students can select and be involved in a range of activities over the year</p>	We will still look at how we provide academic intervention but we do agree enrichment is a key part of a learners' development. We want to enhance all students' experience. All students should be able to access it.
<p>Rewards / Behaviour– ARD</p> <p>Who- all parents were invited to consult on the rewards and sanctions policy and updates in the future. 6 parents attended. Students have also been consulted throughout the year regarding the rewards on offer and future improvements to the system. Pupil voice has indicated that student like the rewards system and feel it is fair.</p>		
How will changing the school day effect the length of time a pupil is in PREP	So that students receive the maximum support needed but also not remove the idea of a sanction it would be increased to 1 hour	This was accepted due to the students in PREP leaving 15 minutes earlier than their peers would be seen as a reward
The use of time during Form / enrichment as time to run sanctions	So that students who fail to meet our expectations and RIME characteristics are not rewarded with opportunities	This was accepted as students who ned to have PREP / R&R should not be rewarded for their poor behaviour
Continue to use XP to reward students along with the current rewards on offer for students	Parents and Students are happy with the system, with 61% regularly checking to find out their XP totals	Some changes and improvements to be made in terms of what is on offer and communicating to students and parents more regarding the awarding of certificates and XP. Staff training on awarding to be further enhanced
<p>School day MMR – 32.5 becoming hours compliant</p> <p>Originally, we shortened Lunch to keep students and staff Covid safe. We have seen this as a positive move in school with less unstructured time on the large site. The school day is currently 30 hours 8.30 am – 2.30pm. We</p>		

propose changing that to allow a longer Tutor of 45 minutes once a week and 2 compulsory 1 hour enrichment activities on a Tuesday and Wednesday. That leaves Thursday and Friday for staff meetings.

Who

All parents and staff were consulted as well as Governors and the CEO of the JT MAT. A proposal will go the MAT board and local governing body for approval. All parents who raised concerns were contacted by the progress leader. We have to offer a school week of 32.5 hours from September 2023. We do however feel that a faster change post Covid aimed at increasing the impact of the enrichment program on all students can only be positive. By increasing the school day to this we are almost at capacity for directed staff time. When you include meetings we are at capacity.

Why can't you Increase the school day to 3.30 every day	We explored this but decided that we could not staff this.	We cannot do this because we would go above teachers directable hours.
Why can't you keep to 2.30 finish every day – we like this	This does not cover 32.5 hours	We have to cover 32.5 hours of in school time as directed by the government.
Why can't you add half an hour each day and finish at 3.00pm	This would cover 32.5 hours but would allow for 4 x ½ hour interventions or clubs (and a longer tutor on a Monday)	Many clubs need an hour as a minimum – swimming, sports, school show and other clubs did not think that 30 minutes would be a good time to deliver a quality enrichment. Also 30 minutes for many subjects (maths was the exception) is too short for quality gap closing interventions.
Why don't you have an hour for lunch again each day?	This would cover the 32.5 hours. But was not implemented.	We do not feel that this would add as much value to the student's experience at school. It would not help to develop their character or give them new experiences. Many children find the unstructured parts of the day the most difficult to cope with, issues around friendship groups, boredom or frustration develop at these times. There would not be enough time for quality clubs over lunch and the number of staff available to cover duties would be stretched.