

Painsley Catholic College

Specialist Science College

Specialist Mathematics and Computing College

Principal: Mrs R Waugh BA (Hons). PGCE

CEO: Mr S G Bell, BA (Hons), PGCE, MA, NPQH

Station Road, Cheadle, Stoke-on-Trent, Staffs, ST10 1LH

Telephone: 01538 493777

Email: office@painsley.staffs.sch.uk

Web: www.painsley.co.uk

Friday, 18th February 2022

Dear Parent/Carer,

Thank you to all of you who took the time to complete our parental survey. We are very grateful and humbled by the wonderful responses and comments contained in the recent parental survey. The overwhelming majority of parents confirmed that our students feel safe and happy at Painsley. It was particularly pleasing to note that students truly benefit from the College's strong Catholic ethos. This was also reflected in your responses that recognised behaviour is excellent at Painsley and that bullying is rare due to the respect students hold for their peers. As a reminder, please see Appendix A regarding our approach to ensuring that we have an anti-bullying environment.

You appreciate that students' work is suitably challenging and that homework complements learning. For information, please see Appendix B as a reminder of homework expectations. The vast majority scored the teachers highly in terms of being approachable and creating an environment in which students enjoy their learning. Additionally, it was excellent to note that your child discusses their progress with you; we are grateful for your support! I am pleased to note that the majority of students enjoy reading, which is wonderful!

We are particularly pleased by the fact that the vast majority stated that any concerns are dealt with properly. As a reminder of the extensive communication channels in College, please see Appendix C.

During this challenging period, we recognise that we continue to be on a road to living with the virus. Therefore, we are delighted to be introducing additional extra-curricular activities. Whilst the majority of you stated you are pleased with the provision, we recognise that we need to return to pre-pandemic levels. We are also looking forward to more trips running (such as the Year 7 camp week in July). We also plan to relaunch international trips from next year.

Please see Appendix D for a list of extra-curricular opportunities.

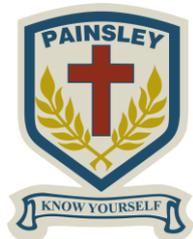
In response to a number of comments, we are revising the **curriculum information** on the college website to ensure there are learning journeys and curriculum rationale statements to ensure you are aware of what your son/daughter is studying in each year and why. Additional resources to support your son/daughter will also be available from the subject pages on the website by the summer term.

We have been contacting some parents individually where there has been a specific point raised and a name has been provided to allow us to do so.

In order to respond to more specific comments, please see below our 'you said/we did' actions:



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You said...	We did...
Update uniform expectations	White shirts from September 2022 and school leggings available for PE. Regular uniform checks implemented throughout the day.
Behaviour points are demoralising	Misdemeanour warning (0 points) introduced to precede behaviour points as a warning. Values and expectations policy which focuses on achievements.
Achievement points are not given consistently	Department reports implemented and analysed by Heads of Department to ensure all staff are allocating points appropriately.
Middle and lower ability groups do not get as much achievement points	Audit of achievement points and effort grades reveal that this is not the case and in fact the opposite is true.
Lockers are not available for all students	Lockers have been reintroduced for Years 7 & 8. Years 9, 10 & 11 will follow in due course.
Students should be allowed to wear coats in classrooms	Outdoor coats are not allowed to be worn in the school building. Indeed, there is no need as the heating remains on whilst ventilation remains important. Wearing coats in class is not conducive to a working environment.
Assessment points should be at the end of a half-term to maximise on teaching time	Assessment points will be as close to half-term as possible, whilst allowing for students to participate in the College Production, gym festival or activities weeks.

Once again, I thank you for your ongoing support and engagement in all that we do in College and for your contribution to our parental survey. I am truly grateful for the responses (a detailed list can be found in Appendix E) and the overwhelming majority who would recommend the College to another parent.

Please do not hesitate to contact College if you would like to discuss any specific points (please see Appendix C for details).

Yours sincerely

Mrs Waugh

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Appendix A

We have a strong **anti-bullying** programme that operates in the College. A summary of the programme is outlined below for information.

Anti-bullying reps meet half-termly to discuss the topic areas below:

- How have things changed since losing bubbles and Covid restrictions?
- Hot spots in school where bullying may take place
- Bullying via social media (how do we reduce this?)
- Look at and contribute to the anti-bullying policy
- Identifying safe rooms for students to access
- Identifying and solving issues/concerns on the buses
- Content as part of the Emmaus Programme
- Content as part of the Pastoral /Citizenship programme
- How the website can be improved for anti-bullying resources and reporting?
- How can display around the college help and improve to reduce bullying?
- How can we improve communication with parents around anti-bullying?
- How can we gain a better and more in-depth student voice?
- What further measures do we believe can be put into place?
- Review of the Year

The change team also covers areas of bullying in their meetings and discussions.

The college has an anti-bullying policy (updated September 2021) that can be accessed through the website at the link below (students have had an input into this):

[file:///N:/Downloads/Anti-bullying%20Policy%20202122%20\(1\).pdf](file:///N:/Downloads/Anti-bullying%20Policy%20202122%20(1).pdf)

We use resources in Emmaus time and Pastoral/Citizenship time to cover identity, respect and values. We also have resources on what to do if you see or hear bullying.

Act of Worship during Mental Health Week was about growing together and supporting each other.

Social media topic areas look into bullying and the impact on those receiving the nasty comments or physical abuse.

Loudmouth Production Company are coming in on the 4th March to work with Year 8 on bullying. The performance is called "Bully 4 U".

We have an anti-bullying email address that staff and students can use to report any concerns.

antibullying@painsley.staffs.sch.uk



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Appendix B

Research demonstrates that regular and well-designed homework adds significantly to students' knowledge, understanding and skill development in each area of study. Indeed, regular homework can be equivalent to an additional year of schooling. Please see below a reminder of the **homework expectations** across the College. These have also been revisited with staff to ensure consistency in application.

Homework expectations

Year 7 - 5 hours a week set in accordance with the homework timetable.

Year 8 - 6 hours a week set in accordance with the homework timetable.

Year 9 - 8 hours a week set in accordance with the homework timetable.

Year 10 - 10 hours a week set in accordance with the homework timetable.

Year 11 - 12 hours a week set in accordance with the homework timetable.

Year 12 - 6 hours of private study work per subject per week (18 hours a week). Differentiated assessed task to be identified.

Year 13 - 6 hours of private study work per subject per week (18 hours a week). Differentiated assessed task to be identified.

Homework expectations in holiday time

Half-term in October/February/May – Set homework/private study as normal in accordance with the homework timetable. No additional work.

Christmas

Years 7, 8, 9, 10 and 12 are set **no homework/private study** over Christmas.

Year 11 are set homework as normal in accordance with the homework timetable.

Year 13 are set 3 hours of private study.

Easter

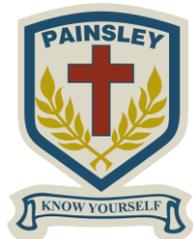
Years 7, 8, 9 and 10 – Homework set as normal in accordance with the homework timetable. No additional homework.



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Year 11 – Normal homework as per the homework timetable and the same again for the Easter period, eg 2 hours per subject. This would include signpost tasks. Please note this is in **addition to attending revision** as directed.

Year 12 – Private study as normal (no additional work).

Year 13 - Normal amount of private study work and the same again for the Easter period (some of this should be revision based).

NB: Self-assessment against mark schemes and peer assessment is encouraged where appropriate for Years 11 and 13.

Summer holiday

Year 7 – 2 hours of English and 2 hours of Maths only (these could be spaced learning tasks and preparation for Year 8).

Year 8 – transition tasks for subjects being carried onto KS4 only – 30 minutes per subject.

Years 9 and 10 – 1 hour per subject.

Year 11 – transition work for those staying on into the Sixth Form. 3 hours per subject – guided flipped learning. This should inform the first lesson.

Year 12 – 6 hours of private study work (normal amount).

NB: All summer work is to be acknowledged, this could be in the form of achievement points.

Homework in assessment periods

Homework should be limited to revision tasks in preparation for assessments and re-teach, consolidate and extend follow-up tasks for subjects where the assessment has been completed. Homework should still be set in accordance with the timetable. If follow-up tasks are to be completed for homework, the deadline must be during the week after week 2 of the assessment fortnight.

Homework expectations

- A minimum of 4 days and ideally a week should be given for the completion of homework.
- Students should complete homework on the night it is set.
- All homework should be explained to the students and feedback given in line with the success criteria.
- Homework should be labelled as such in books.



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Appendix C

Communication channels should you require them:

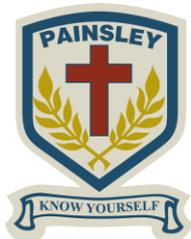
- Emmaus Tutor - General enquiries and sharing pastoral issues/concerns
- Pastoral Lead - More specific pastoral/academic concerns and queries. A list of all Pastoral Leads and contacts is on our website
- Head of Department - Specific departmental queries or concerns. A list of all HoDs can be found on the school website
- Safeguarding - Safeguarding team – Mr Bullock (Designated Safeguarding Lead), Mrs Harris/Mrs Jepson Deputy Designated Safeguarding Leads)
- Attendance - Reception to report attendance. Further concerns should be directed to Pastoral Lead or Mrs Barlow (Education Welfare Officer)
- Health - Mrs Sedgwick
- Special Needs - Mrs Davies (SENCo)/ Mrs Comfort (Deputy SENCo)
- Finance - Contact the Finance Department

Should your queries need further attention, please contact the most appropriate member of the Leadership Team:

- Mr D Bullock - Assistant Principal Safeguarding, Online Safety and Anti-Bullying
- Mrs C Harris - Assistant Principal Safeguarding, Attendance and Pastoral Expectations
- Mrs S Jepson - Assistant Principal Sixth Form Lead
- Mrs H Gibson - Vice Principal Teaching & Learning, including homework
- Mrs E Kolawole - Assistant Principal Catholic Life, Pastoral/Citizenship & RHSE
- Ms C Oberman - Senior Assistant Principal Teaching School Hub, Maths Hub & Behaviour Hub
- Mr M Palmer - Associate Assistant Principal Options
- Mr F Waugh - Vice Principal Pupil Premium, Data and Curriculum
- Mrs R Waugh - Principal
- Ms J Woollaston - Assistant Principal Student & Parent Voice, Literacy



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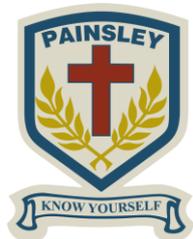
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Appendix D

	LUNCH	3:30-4.30
MONDAY	Year 7 & 8 Science Club (L6) Perduo/Chess Club (C13) Saxophone Ensemble (A9)	Team fixtures/ practices TBC SEND Homework (invitation only)
TUESDAY	History Club 12:45 – 1:15 (B6) Flute Group (junior and senior) (A9) Perduo/Chess Club (C13) SEND Nuture Group (invitation only)	Team fixtures/ practices TBC Concert Band 3:30 – 5:00pm (hall)
WEDNESDAY	Year 8 & 9 Basketball (Sports hall) Geography Club 12:45 – 1:15 (B13) Perduo/Chess Club (C13) Languages Club (ML2) Year 10 Business and Economics Club (B4) Eco-schools 12:30 (P2) – Week A only	Team fixtures/ practices TBC Girls' Cricket SEND Homework (invitation only)
THURSDAY	Year 9 Vaulting Support Homework Club (ML2) Year 7 & 8 'Bring a book' Reading Club (SV1, SG7)	Team fixtures/ practices TBC Year 7 & 8 Boys' Football All Girls' Football
FRIDAY	Girls Cricket (Sports hall) String Group Perduo/Chess club (C13)	Year 7 Gymnastics Floor work SEND Homework (invitation only)



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Appendix E

- My child is happy at this school: 89% agree or strongly agree
- My child feels safe at this school: 92% agree or strongly agree
- My child benefits from the school's Catholic ethos: 86% agree or strongly agree
- The school makes me aware of what my child will learn during the year: 76% agree or strongly agree
- My child enjoys learning at this school: 89% agree or strongly agree
- My child is given additional support if they need help in a subject: 83% agree or strongly agree
- My child's teachers are approachable and help my child to improve: 87% agree or strongly agree
- My child discusses their progress with me at home: 90% agree or strongly agree
- My child's work is suitably challenging: 96% agree or strongly agree
- My child benefits from additional educational experiences such as trips and visits that meaningfully add to their learning: 76% agree or strongly agree
- My child benefits from additional extra-curricular opportunities such as clubs and sport (these may be reduced due to Covid): 62% agree or strongly agree
- My child enjoys reading: 75% agree or strongly agree
- My child completes homework that complements their learning in school: 85% agree or strongly agree
- The school makes sure its pupils are well behaved: 84% agree or strongly agree
- Bullying is rare at the school: 77% agree or strongly agree
- My child is respected by others: 88% agree or strongly agree
- When I have raised concerns with the school they have been dealt with properly: 86% agree or strongly agree
- The school has high expectations for my child: 95% agree or strongly agree
- My child does well at this school: 93% agree or strongly agree
- The school lets me know how my child is doing: 91% agree or strongly agree
- The school supports my child's wider personal development: 77% agree or strongly agree
- I would recommend this school to another parent: 91%

You identified the following as some of the best things about the school:

- Support and care for each individual student
- High standards and academic excellence – quality of teaching and examination results
- Ethos and vibe of the school
- Happiness of the students
- Enjoyment of education and love of learning
- Good friends and relationships with staff
- Consistent assessments to support learning
- Approachability of the staff, dedication and commitment of the staff
- Ensuring all students reach their full potential – aspirational
- Behaviour and discipline – clear expectations



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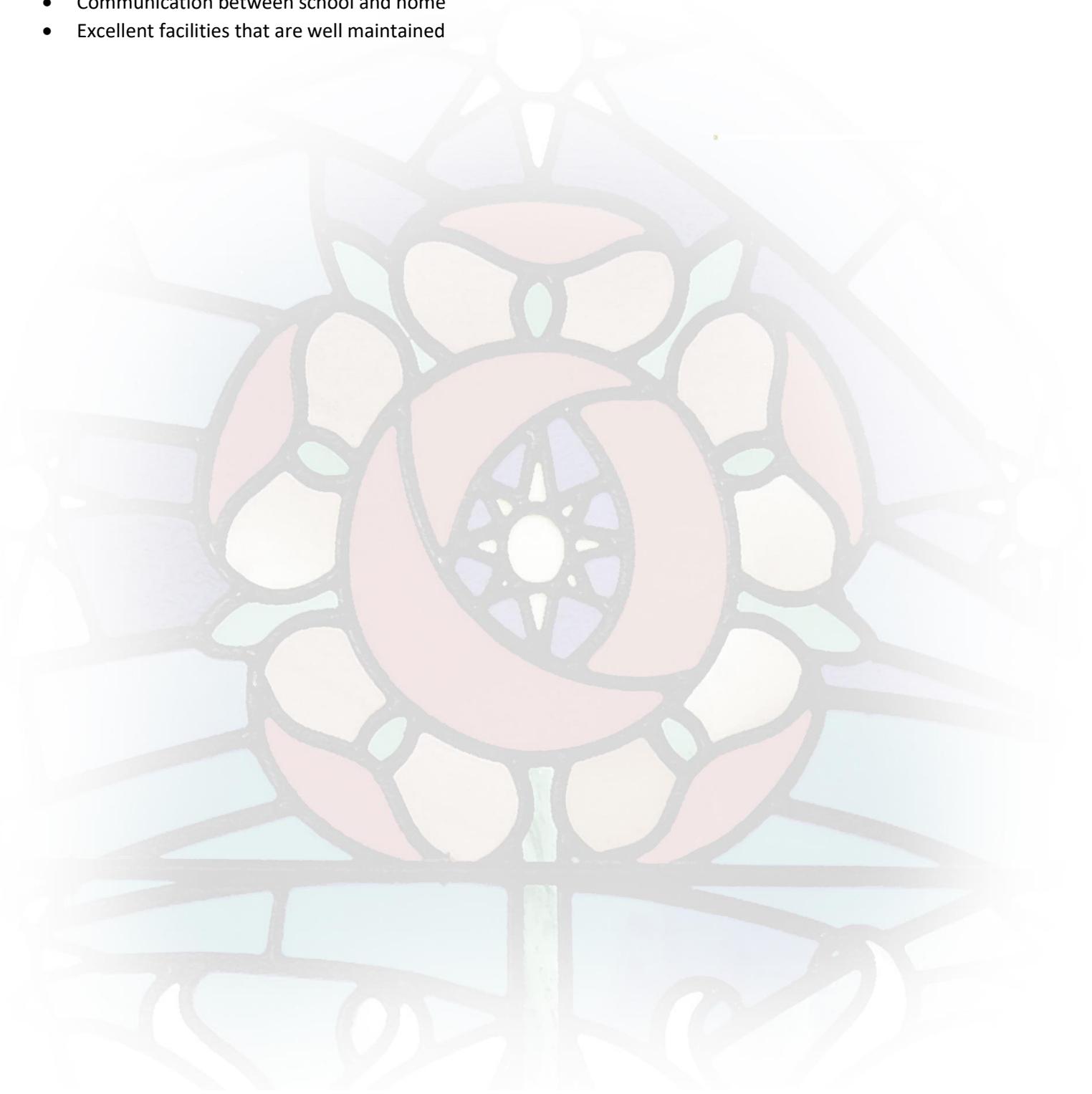
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- Communication between school and home
- Excellent facilities that are well maintained



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