



Southerly Point Co-operative Multi-Academy Trust

12th July 2019

Dear Parents and Carers

As this academic year draws to a close, I would like to thank you all for your ongoing support of the College. In April, I completed my first year in the permanent Headteacher role, and it has been an extremely busy time, with the additional responsibility of planning and monitoring the new build.

There have been many student success stories once again this year at local, regional and national level, and most of these have been reported on our website under 'Latest News'. For example, Max, Evie and Charlie came second in a national satellite competition, and they are in their first year at Helston. I recommend that you check the website regularly to keep up-to-date with College news items. We also intend to populate the website with additional learning support materials next term, so it is an important source of information.

Parental and community engagement is extremely important to us. Our College Forum had its inaugural meeting in April, and we have had two useful meetings so far. If you would like to join this group next year, then please get in touch and put your name forward. This year, we introduced an online Parent Evening booking system which seems to be working well, and we intend to improve the way in which we report to parents in the coming year using email and the MyEd App.

This year, we moved to a 4-period College day, and we have found it to be a success. The new structure has enabled teachers to engage with their classes more frequently, and 75-minute lessons seem to be much more purposeful. Of course, the split-site still provides some logistical issues regarding movement between lessons, but the new build will help, as it is much closer to the link path.

In terms of the new build, I have enclosed a plan of rooms and tutor bases with this letter ready for September. It should be much easier for students to navigate the new site, with three clearly defined floors based on particular subject areas. These are Design and Technology and Physical Education on the ground floor, English and Mathematics on the first floor, and Science and Business/Computing on the second floor. SEND spaces will be integrated within this new build, and be at the heart of the College.

To enable a successful move, there have been slight amendments to the College calendar, which I notified you of previously.

- Summer term ends for students on 19th July. Staff will be in on 22nd and 23rd July to complete packing of equipment and other items. Please note that we will not have any IT or telephone services on those days.
- Closure day to students: 4th September (open to staff on that day for getting classrooms ready, IT functioning etc.)
- INSET Days: 5th and 6th September
- Students return on Monday 9th September at 8.35am and should report to their tutor room.

The College remains committed to high standards, and we encourage positive behaviour from students. This academic year, we have continued to record Attitude to Learning (ATL) grades in our lesson registers, and encouraged students to aim for grades 4 and 5 on our ATL scale. On reviewing the data generated this year, we recognise the need for staff to be more generous when it comes to awarding these higher grades, and they need to share that information more frequently with students. We will be looking to address this in the year ahead.

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Low-level disruption is tackled through our 'Ready to Learn' behaviour system. As a reminder, it is based on four simple classroom rules:

- Follow instructions promptly
- Remain on task
- Listen when others are speaking
- Speak appropriately, with polite and respectful language

Data for this academic year shows that there has been a reduction in second warnings issued to students. However, the number of incidents that have resulted in students being sent to the RTL room has remained fairly constant compared with last year.

In order to increase support for students within the College, and to encourage positive attitudes to learning, we have restructured our pastoral support system for next year. An enclosed document explains the rationale for this. The main aim behind this change is to have designated members of support staff available throughout the College day, who can develop positive relationships with students and parents/carers, and recognise when there is a need to offer immediate support so that potential issues do not escalate. There is one dedicated Pastoral Support Assistant for each year group, and they will move with the group from Year 7 through to Year 11.

Another significant change for next year is our approach to mobile phones in College. After considering all our options, we have decided that there needs to be a ban on the use of mobile phones by students whilst on the College site. Please read the enclosed document, which summarises the rules and our reasons behind this change and speak to your son/daughter so that they understand the new rules.

At this time of year, parents/carers often renew their child's uniform and purchase other College items, and I request that you assist us by following the College policy. Please ensure that your child wears the correct College uniform each day. We want the students to look smart and confident in their uniform, and minimise the chance of conflict over these issues. If you are unsure of the correct uniform, please check the uniform list on the College website, along with the additional guidance. This can be found at: www.helston.cornwall.sch.uk/web/the_college_uniform. It is also important that students arrive at the College each morning ready to learn and bring a pencil case containing, as a bare minimum, a black or blue pen, pencil, ruler, pencil sharpener and eraser. Thank you for your support.

Please note that our Friends@HCC team would be grateful for any donations of pre-loved uniform, prom dresses and suits that are in good condition. Donations should be laundered, bagged and dropped off at Reception, marked for the attention of Friends@. These will be used to help young people who need some extra assistance.

This summer, we are saying farewell to a number of staff. Two members of staff have been with us for quite some time and have made the difficult decision to retire from teaching. They are Mr Pearson and Mrs Content. Mr Pearson is an energetic and enthusiastic modern languages teacher who puts so much into engaging the students in his care and we will miss his presence greatly. Mrs Content is one of the most thorough and well-planned science teachers that I have ever worked with. She sets high standards for herself and others, and I am pleased that she will be returning to College in a different role as a science technician. Mrs Burgess, a member of our finance team, has also decided to retire having worked for us for 11 years. We will miss her diligence and patience. We are also saying farewell to Mrs Lambert, Mrs Richardson, Miss Milton, Miss Hallett, Miss Porter, Mr White, Miss Brown and Miss Forwood. We are thankful to all of these staff for all they have brought to the life of the College, and for their commitment to the students: I am sure you will join with me in wishing them all the very best in their future plans.

I wish you all a very happy and enjoyable summer holiday, and look forward to working with you again next academic year.

Yours sincerely

Mr Wayne Jenkins
Headteacher

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P16

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Ground Floor Tutor Rooms

8B

Music 1

9E

Languages 1

10D

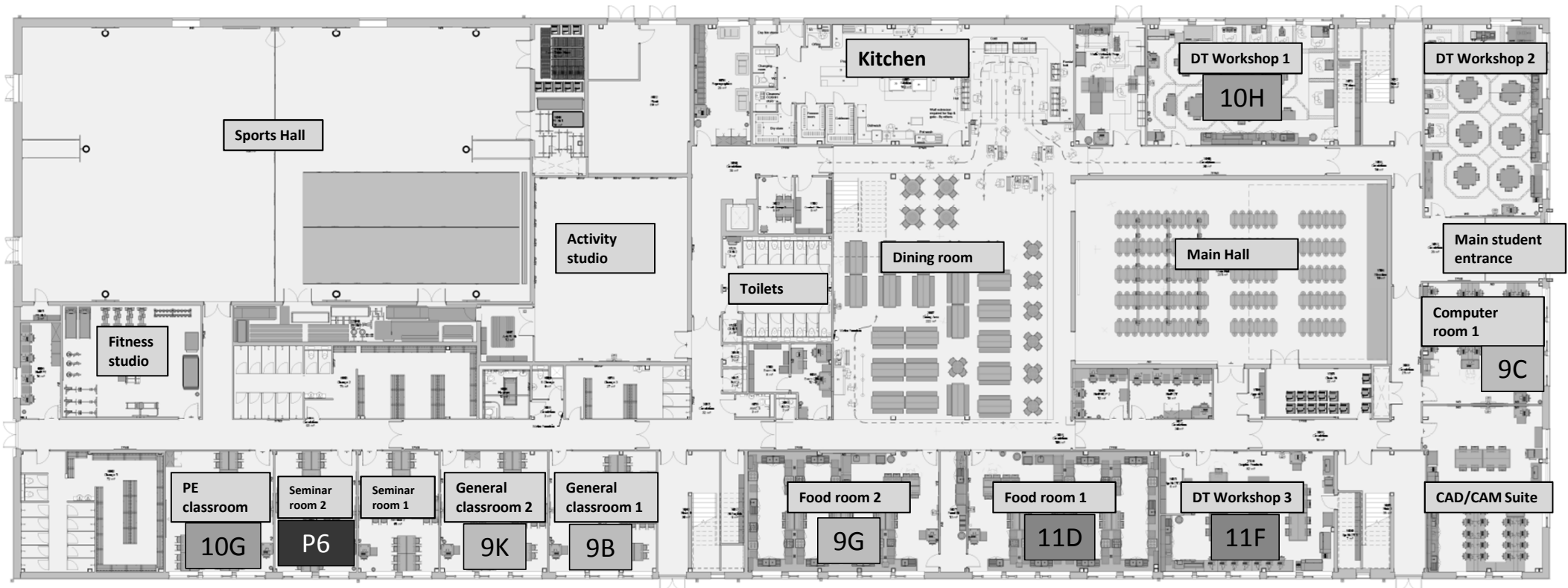
Languages 5

11A

Languages 3

11K

Languages 4



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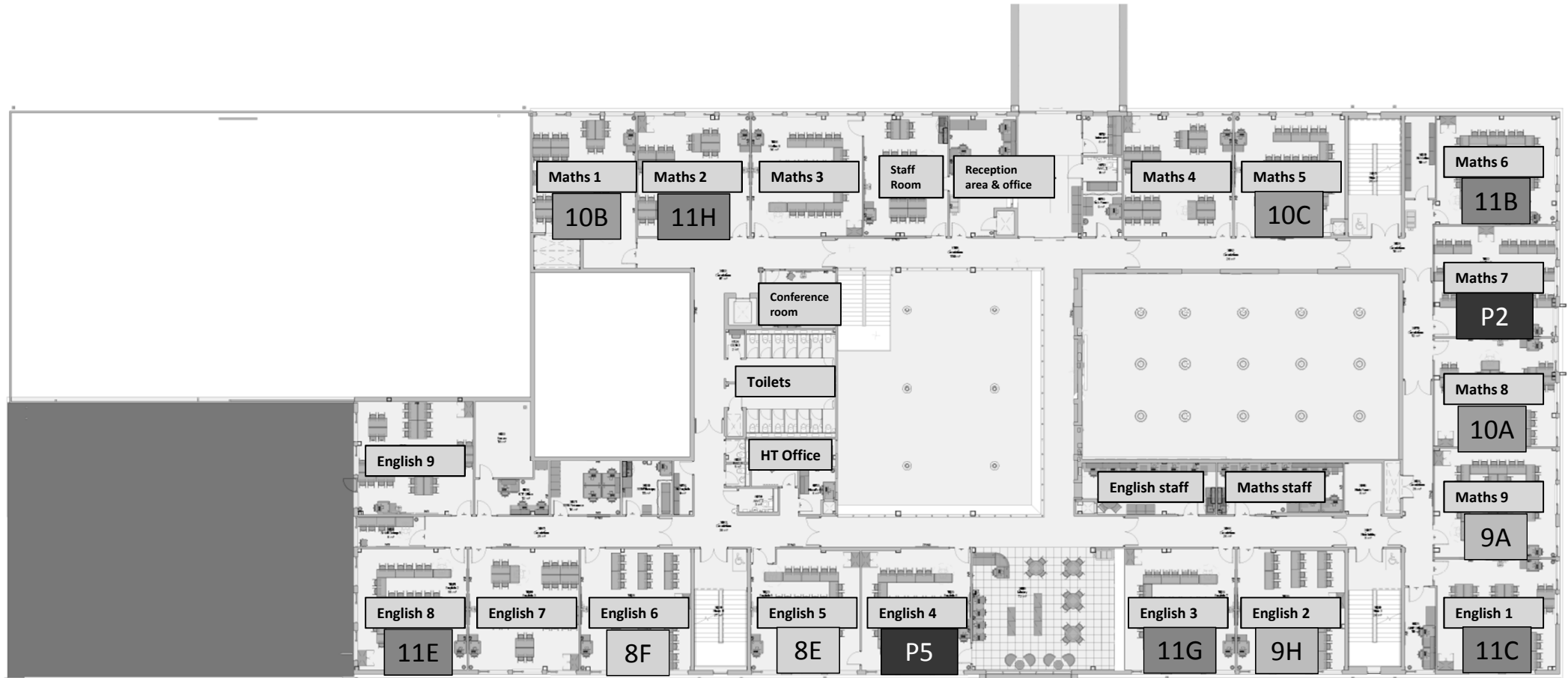
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First Floor Tutor Rooms



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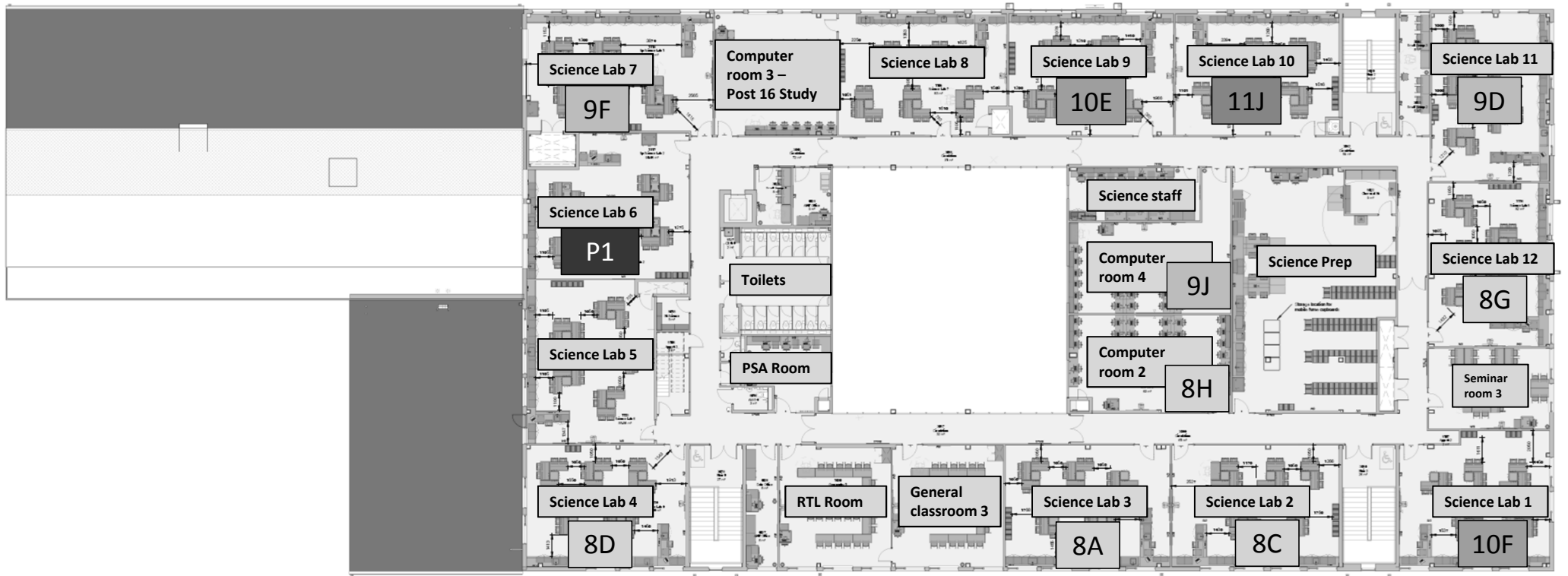
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Second Floor Tutor Rooms



Restructure of Head of Progress Roles and Pastoral Support

Background

Over the last few years, pastoral issues (social, emotional, behavioural and mental health) have grown in number, and we need to use our resources wisely to deal with this in a proactive way.

Our plan to tackle these issues

Each year group to have a dedicated Pastoral Support Assistant (PSA). The PSA will move with the year group, so will be able to develop positive relationships with students, and get to know them and their families well. These PSAs will be the first port of call for parents/carers, so that only more serious issues are passed up to middle leaders and the Senior Leadership Team (SLT). The PSAs will help with the daily supervision of the College.

The Head of Progress roles have been restructured as follows:

- Two middle leadership roles in the main school - Director of KS3 (Pastoral) and Director of KS4 (Pastoral), who will line-manage the PSAs in the respective Key Stages. Mr Richardson and Mrs Barnes have been appointed to these positions.
- New role of Community and Enterprise Co-ordinator working across KS3 and KS4. Mrs Cavender has been appointed to this role.
- New role of Careers and PSHE Co-ordinator. Mrs Laban continues with the Careers role, and will also have responsibility for PSHE.

These changes have been accompanied by a restructure of Senior Leadership roles and responsibilities to create a fresh approach to supporting and challenging students to be the best that they can be. It will increase the opportunity for every student to be known and valued, and ensure that they access the many opportunities that our College provides.

Please see the Appendix 1, which clarifies the new structure.

Appendix 2 is taken from a new publication on 'Improving behaviour in schools', by the Endowment Education Foundation.

Changes to the Faculty structure

Alongside the pastoral changes, there have been some changes to the Faculty structure. We have created a new Technology and Enterprise Faculty, which will be led by Mrs Hocking. Modern Foreign Languages has moved into the Humanities Faculty.

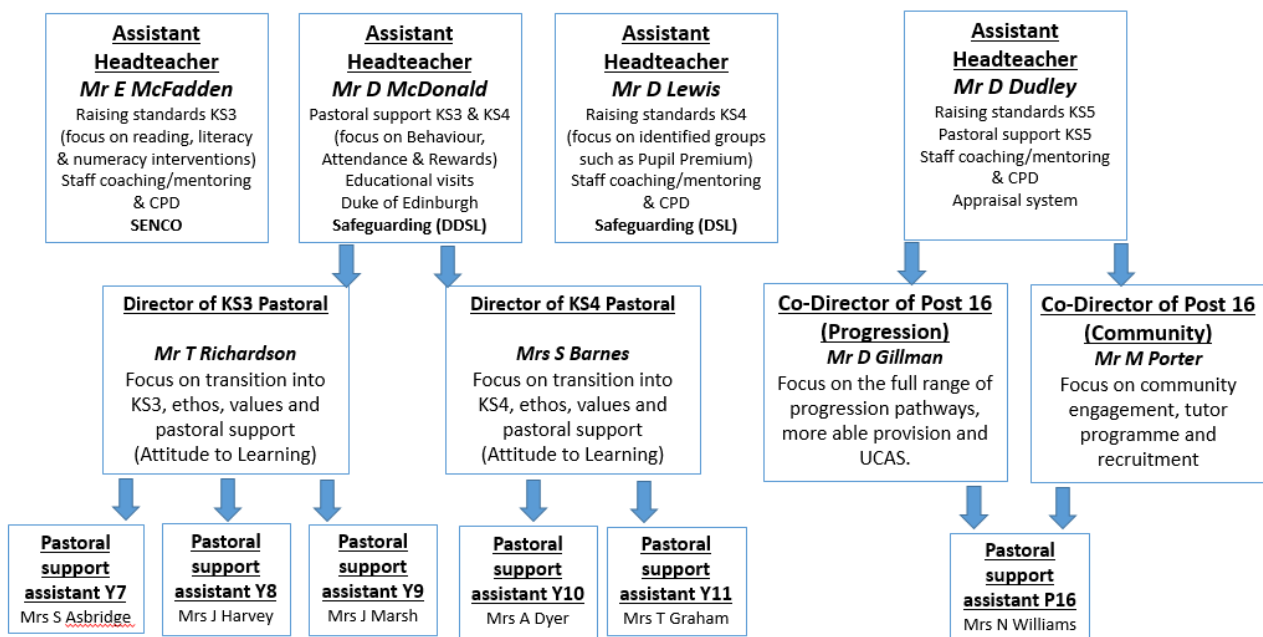
Please see the Appendix 3, which maps out these changes. It also shows the link person assigned from the Senior Leadership Team to each Faculty.

Appendix 1

SLT Structure September 2019 plus Student Support



Pastoral Support September 2019



Appendix 2

Improving behaviour in schools – June 2019

Good relationships matter

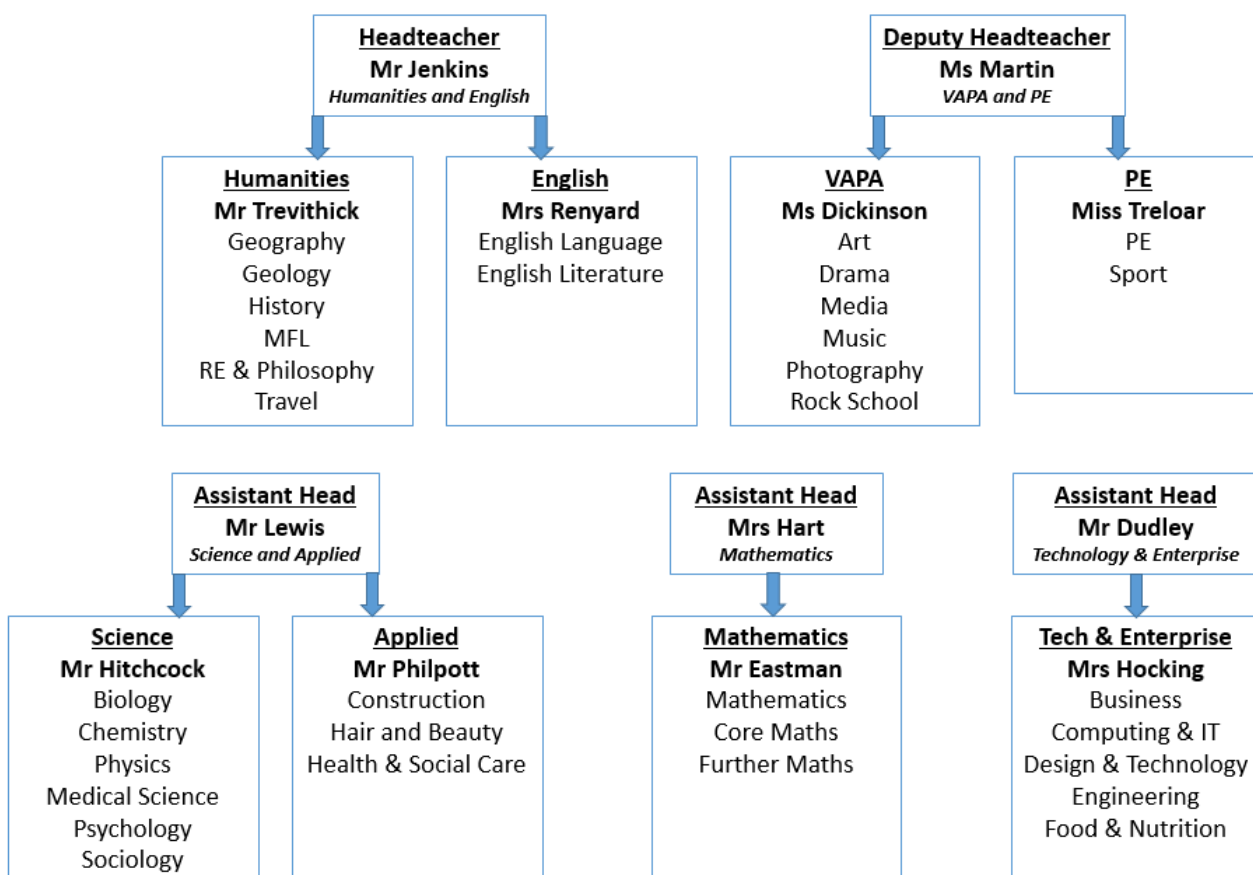
Supportive relationships are a key motivation for teachers joining the profession,⁷ and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour.⁸ In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important. Information needs to be sought and willingly shared by pupils and parents. Understanding pupils better can be more effective than relying on a default response (see Box 1).

How can we get to know our pupils?

Consider your school context and the system that would work for you. *Is it possible to structure your school such that someone knows each pupil, their strengths and interests? Can this be managed for some pupils, if not all?* In primary schools and special schools, the class teacher may be able to provide this role. In secondary schools, an existing pastoral system might be a good place to start to proactively support your pupils to respond well to influences in and out of school that could affect their behaviour. At the teacher level, regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact. This could be as simple as asking about their weekend or how their football team is performing.

Appendix 3

SLT Structure September 2019 and Faculties



Notification of a significant change to our policy on mobile phones

The main focus for us as a College is to ensure the very best climate for learning, so that students are fully prepared for lessons, and any distraction is eliminated.

To support this aim, we have made the decision to ban the use of mobile phones within College, because of their negative effect on student learning and behaviour.

This decision has not been taken lightly. We have spent a great deal of time over the last year considering the impact of the use of mobile phones in College. We have spoken to staff, parent members of the College forum, and looked at our behaviour logs. We have also read the latest research regarding their use in a school setting.

The main points of the new policy are as follows:

- Mobile phones should be **'off and away'** at all times, and any phone seen or heard will be confiscated. This includes phones on display in shirt pockets.
- Phones that are confiscated will be returned to students at the end of the College day. Should there be a repeat occurrence within a half term, a call will be made home to request a parent / carer to collect the phone on their child's behalf. Students who refuse to hand over their phone will be dealt with in line with the College's behaviour policy.
- The restriction is in place at all times while students are within the grounds and buildings of the College. This includes when students arrive and leave at the end of the day.
- If students need to contact parents or carers during the College day, they should report to the reception office on North Site or South Site. Similarly, parents/carers may contact their child through reception, who will pass on the message as soon as possible.
- Should students need to use their phone to contact parents/carers for collection, following after-College activities for example, they must ask permission from a member of staff.
- Post 16 students will be allowed to use their phones in designated areas such as the Post 16 Centre or in class for specific guided activities planned by the teacher. They should not be used in public areas used by younger students such as the corridors or the canteens.

We would ask that you discuss this with your child over the summer and thank you for your support.

Problems related to the use of mobile phones in College

In the UK, more than 90% of teenagers own a mobile phone. The prevalence of these devices pose problems for Head teachers, and in many cases attitudes to their use has hardened as they have become more ubiquitous.

In a survey conducted in 2001, no schools banned mobile phones. By 2007, this had risen to 50%, and by 2012, some 98% of schools either did not allow mobile phones on school premises, or had significant restrictions in their use.

Our experience at Helston is that mobile phones are increasingly involved in creating confrontation between staff and students, due to students not following the rules and breaking our Acceptable Use Agreement. Examples include, using the phones to secretly listen to music, texting during lessons, taking photographs and filming students and staff without their permission, uploading images taken in College and using them to bully and abuse others online. The situation is further complicated by many students and some parents/carers seeing it as their "right" to have constant use of a device.

As well as the obvious social disadvantages of phone use in school, recent research has cast doubt on their educational worth. "Ill communication: The impact of mobile phones on student performance." by Louis –Philippe Beland and Richard Murphy found that after schools banned mobile phones, the test scores of 16 year old students improved by 6.4%. The economists reckon this is the "equivalent of adding five days to the school year."

In another study by Leeds Beckett University, a number of students aged 11-18 across the country were surveyed about their mobile phone use.

The student survey resulted in the following findings:

- 92 % regularly check their phones during the night.
- 67 % get between 2 and 4 hours' sleep due to checking their phones.
- 85 % regularly check their phones during family meals.
- 97 % regularly check their phones while doing their homework.
- 70 % discreetly check their phones during lesson time.

Professor Jonathan Glazzard, of the university's Carnegie Centre of Excellence for Mental Health in Schools, said adolescents were "desperate to network" and keep up to date with their online peers.

He said: "This results in broken sleep and tiredness during the school day. Adolescents need approximately eight to ten hours' sleep, but our research demonstrates that some get as little as two hours of sleep.

"These students attend school in a state of exhaustion. They are too tired to concentrate, and it affects their learning and behaviour. Disengagement in lessons results in them falling behind in their school work and they then develop other problems, such as low confidence and low self-worth."