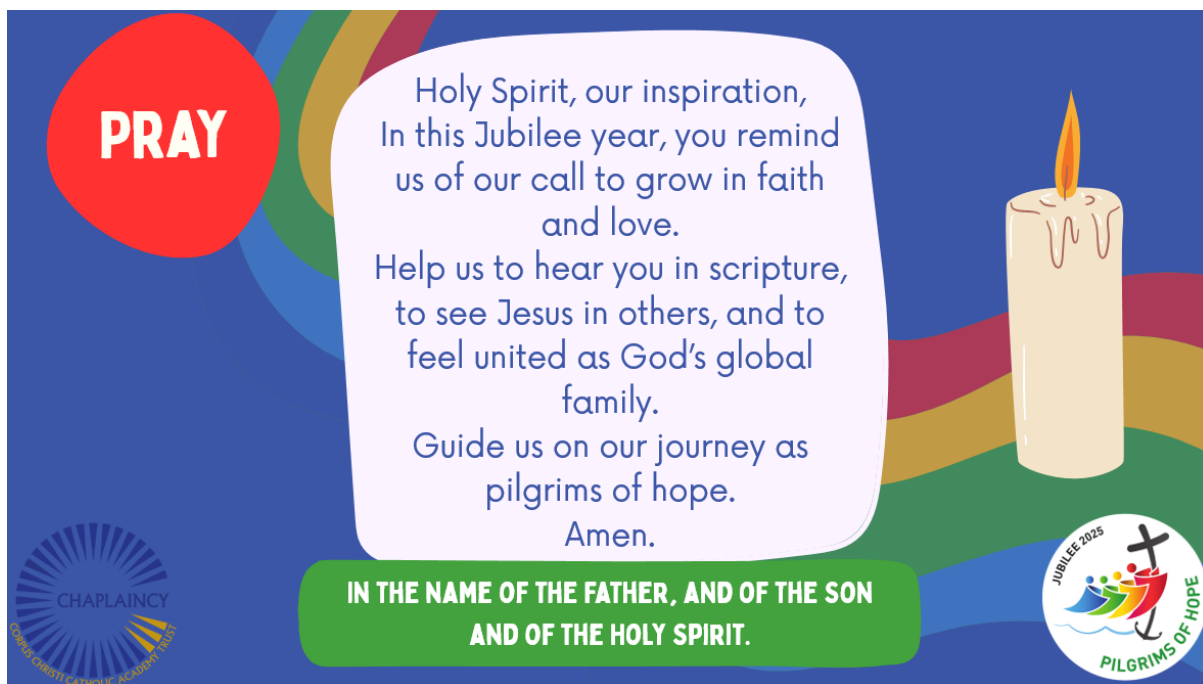


Parent Bulletin 24/01/25



Welcome Message

Welcome to week 3 of the half term. This week, we have had lots of exciting events happening across the school. We have had some sporting events, including our Year 9 netball and football games, as well as daily assemblies focussed on revision and curriculum to help our pupils understand how to learn and remember key information.

Attendance

Best form attendance this week:

- 7 Teresa
- 8 Teresa
- 9 Kolbe
- 10 Romero
- 11 Kolbe



7 Kolbe were our overall winners this week for best attendance. Well done!

We are excited to announce that in response to pupil feedback, we will be running another special reward trip for students with 96% or above attendance! As a way to celebrate and encourage excellent attendance, we will be taking qualifying students to a fun bowling event in May. This trip is a fantastic opportunity for students to enjoy a fun afternoon out while celebrating their commitment to being present and engaged in their learning. Thank you for your support in helping your child maintain high attendance, and we look forward to celebrating their success!

Well done to 7 Carlo Acutis who achieved 100% attendance last week!



Rewards – ASAPS (All Saints Achievement Points)

Here are the top 5 performing pupils this week:

1. Poppy B (7A)
2. Neave W (8K)
3. Daisy P (9W)
4. Emily B (10K)
5. Bobby A (11A)



Here are the top 5 performing form groups per year group this week:

1. 7 Assisi
2. 8 Kolbe
3. 9 Ward
4. 10 Kolbe
5. 11 Assisi

Bronze Badges

This week we have awarded pupils who have reached 1000+ ASAPS with bronze badges to mark their fantastic achievement as part of our rewards system.

Here are the number of pupils in each year group who have achieved bronze status so far:

- Year 11 - 9 pupils
- Year 10 - 22 Pupils
- Year 9 - 53 Pupils
- Year 8 - 22 pupils
- Year 7 - 60 Pupils

Pupil Voice - Year 10

We have recently conducted a series of pupil voice sessions across all year groups. When speaking with Year 10, we noticed that many pupils were requesting early revision opportunities to help them prepare for their mock exams in April, and ultimately their GCSE examinations next year.

As a result of this, we will be sourcing revision guides for all core subjects (English, Maths, Science and RE) and an option will be added to Parent Pay for you to be able to purchase these guides.

Year 9 Parents and Options Evening

Our Year 9 Parents and Options evening will take place on Thursday 6th February 2025 from 4pm-6.30pm in person. The evening will begin with a short talk in the hall about the options process at 4 pm until 4.15pm with Mr Jones.

In Years 10 and 11, all students will follow GCSE courses in core subjects (English, Mathematics, Combined Science and Religious Education). Students will also follow NEA (Non-Examined Assessment) courses of Physical Education and PHSE.

Please could you contact the school if there are any issues with attending Options Evening or if there are any access arrangements that you require for the evening.

We are using an online appointment booking system for core subjects (English, Mathematics, Combined Science and Religious Education), this allows you to choose your own appointment times with teachers. If you wish to speak to an option subject, all subjects will be set up in the canteen.

Appointments can be made from 24th January from 3.30pm onwards and will close on 6th February at 9 am. Please visit allsaintscc.schoolcloud.co.uk to book your core subject appointments.



**PARENTS AND
OPTIONS EVENING**

YEAR 9

**APPOINTMENTS WILL BE AVAILABLE FROM
3.30PM TOMORROW ON SCHOOL CLOUD:
[HTTPS://ALLSAINTSCC.SCHOOLCLOUD.CO.UK/](https://allsaintscc.schoolcloud.co.uk/)**

**THURSDAY 6TH
FEBRUARY
4.00 - 6.30PM**

BE INSPIRED. BE EXCELLENT. SUCCEED

Independent learning

This week, pupils attended assemblies focussed on curriculum and revision methods. They learned about flash cards and how they can be a useful tool for remembering key pieces of information, as well as using the read, cover, speak and write method.

Pupils across the school are being given printed copies of their 20 Questions booklets. This will allow them to complete their recall tasks without the use of the internet.

For our Year 11 pupils, this is particularly essential in the run up to their GCSE examinations. During independent learning time at home, please encourage your child to use their 20 Questions to revise key content. Please support them in revising areas of weakness which were made more apparent during mock exam feedback.

We thank you for your support.

Year 10 mock dates

Our Year 10 mock exams will be taking place from the 23rd - 29th of April. These exams will act as an opportunity for our Year 10 pupils to be assessed and graded on where they are currently up to on their learning journey. They are also great practise for their GCSE examinations taking place next summer. Please continue to encourage your child to revise at home - including by learning their 20 Questions.

Pupils can visit our new exam bulletin board which is located on the PE corridor. It contains exam tips; revision advice and helplines pupils can follow if they are feeling stressed or anxious about their exams. It also contains details about the rules which are followed during and exam.

Year 10 work experience

Our Year 10 pupils will be taking part in work experience in a few months' time. This will give them the opportunity to experience a real workplace environment, this will take place on 23rd - 27th June. The member of staff leading this is Mr Allman: dallman@allsaintscatholiccollege.com.

Year 11 Revision during half term holiday

Our Year 11 pupils are invited to attend some revision sessions taking place during the February half term. Please see times and teachers below.

Date	Subject	Time
Monday 17th February	Maths, English and Science Mr Jones, Ms McGladerry, Ms Gilligan, Ms McGuirk	10 am – 1 pm

Tuesday 18th February	French - room 49. Miss Wing	10 am – 12 pm
	Spanish - room 52. Ms Anderson	10 am – 12 pm
	Sport Science Mr Allman	To be confirmed

Positively You - Year 11 parent event

Our Year 11 parent 'Positively You' evening will be taking place on Wednesday 12th February 5pm-6pm. Positively You is the UK's leading provider of educational workshops and have been delivering transformative learning experiences for more than 20 years. As part of their workshop, they will be covering 'Exam Busters' which empower students to tackle their GCSE examinations with confidence and positivity and ease exam stress with effective tools and techniques. The key aims of the workshop are to:

- Stimulate and grow a positive attitude towards learning and exams
- To reduce exam stress
- To upskill students with effective memory techniques
- To provide a comprehensive exam toolkit



Blood donation - dates and details

As a school, we are supporting Maisie's family with their amazing efforts in raising awareness of organ and blood donation. Maisie was a cherished pupil at All Saints and will always be an important part of our school community.

We will be supporting 'Maisie Moo's Missions' (please find their page on Facebook if you wish to stay updated) in hosting the first blood donation event for the charity. This will take place on 10th April and you can book an appointment to give blood at: [Sign up to donate - NHS Give Blood](#). We are grateful that most slots have now been filled at this event. Please continue to book onto other blood donation events in Maisie's memory. There are several other locations with an amber alert that desperately need more donations of blood.

Thank you all for coming together as a school community to support Maisie's family and their mission.



Final message

Thank you to all parents in our community for your continued support. Have a lovely weekend.

Best wishes,

Ms Gilligan



Update to parents from Tameside Local Authority regarding SEND provision:

You said	We are doing
<p>You explained that the processes for EHCPs were unclear and, as a parent/carer, it would be valuable to have more transparency. You suggested that including specific timescales in our correspondence, such as when we agree to assess or amend a plan after an annual review, would be very helpful. This addition would clarify and help you better understand the timeline of key decisions and actions. Your feedback highlights the importance of clear and timely communication, and this will be considered as we review and improve our processes.</p>	<p>To address the issue of unclear EHCP processes, we will include specific timescales in all relevant correspondence, such as letters confirming agreements to assess or amend a plan following an annual review. This change will give parents/carers greater clarity and a clear understanding of the timeline for key actions. By ensuring our communication is transparent and time-bound, we aim to improve parents/carers' overall experience and confidence in navigating the EHCP process.</p>

Parents/carers expressed that the purpose of an annual review was not fully understood, either by themselves or by some schools/setting. There appeared to be a disconnect between the message shared by the Local Authority (LA) about the purpose of these reviews and their own understanding. This highlighted the need for greater clarity and consistency across the system to ensure all parties are aligned and informed about the role and significance of the annual review process.

To address the concerns about the lack of clarity regarding the purpose of annual reviews, a comprehensive plan will be implemented to ensure consistency and understanding across schools, parents, and the Local Authority.

Training programmes will be delivered to schools, equipping staff with the knowledge and tools needed to conduct meaningful annual reviews. Standardised templates and guidance will also be provided to streamline processes and maintain consistency in communication. Additionally, "Annual Review Champions" will be appointed within schools or clusters to offer expertise and ongoing support.

For parents/carers, a multi-faceted approach will be adopted. A clear and accessible leaflet will be developed, explaining the purpose, process, and benefits of annual reviews. This will be complemented by interactive workshops and webinars, where parents/carers can ask questions and gain practical advice on how to engage effectively. An online resources hub will also be created, offering downloadable materials, video tutorials, and case studies to further enhance understanding.

To support these efforts, a feedback mechanism will be introduced, allowing parents/carers and schools/settings to share their experiences and suggest improvements. This feedback will inform future training, materials, and strategies. Finally, a consistent messaging campaign will be launched across schools/settings, parent carer networks, and online platforms to reinforce the purpose of annual reviews and ensure alignment across the system. Our Educational Psychology Service are supporting us with the coproduction of leaflets for parents and will include annual reviews within this.

<p>During the EHCP application process, some parents/carers have shared that important details about their communication preferences and accessibility needs are sometimes overlooked. For example, they've told us that they weren't always contacted in the way they'd requested, or that specific needs, like receiving documents in an accessible format or having language support, weren't taken into account. This has left some parents/carers feeling excluded or unsupported, adding unnecessary stress to what is already a challenging process.</p>	<p>To address these concerns, we will review the EHCP application process, including the forms and methods of submission. A dedicated section will be added to capture parents/carers' communication preferences and accessibility requirements. For applications submitted by letter, a follow-up form will be provided to ensure all necessary details are captured. This will help ensure parents/carers' voices are heard and their individual needs are fully considered, fostering better communication and a more inclusive process.</p>
<p>Some of you shared your frustration with the EHCP process and expressed how you wished your child/young person's needs had been identified and met earlier, without the need for an EHCP. At the same time, you highlighted the vital role of the work being done in SEND support, recognising its importance in addressing needs early and providing the right support to make a difference.</p>	<p>Work is already underway to strengthen support at SEND support. TSOSS is providing universal support and training for schools, and the Graduated Response and Ordinarily Available Provision are being refreshed to help schools/settings build their capacity to meet needs more effectively. Discussions and mechanisms for enhancing funding at SEND support are also being explored. Additionally, we are developing a leaflet to help parents better understand how SEND funding works, ensuring greater clarity and transparency.</p>
<p>You reported concerns about the medical transition pathways for learners with SEND, highlighting the anxiety this process often causes. Many of you shared that it feels like there is a drop-off in support during this time, leaving families and children/young people feeling unprepared. You emphasised that transition planning needs to start much earlier to ensure children and young people with SEND are better supported as they move between services or stages in their care.</p>	<p>There is a health passport system in place to help children, young people and adults and their families ensure that people who had additional support requirements when attending health appointments have these needs met. There are also transition processes in place, but we agreed to review whether these processes are being followed robustly as part of our improvement plans and to communicate what these processes are so that families can understand them.</p>

You shared concerns about SEND transport being managed separately from the SEND team, which can make the system feel disconnected. Many of you highlighted that transport arrangements don't always align with the needs outlined in learners' EHCPs, leaving gaps in the support required for their journey to and from school. This disconnection has raised frustrations and highlighted the need for a more joined-up approach to ensure transport fully supports the needs of SEND learners.

Work is already underway to address concerns about SEND transport. Discussions are ongoing within the education leadership team around how this service can be improved to better align with the needs of learners outlined in their EHCPs. Additionally, this issue will be added to our coproduction charter as a key area for collaboration, ensuring we work with families to develop a more joined-up and effective transport service for children and young people with SEND. We have rich data from the work of our Educational Psychology service, which will be used to strengthen the offer in this area.