Transition 2022

Penketh High School

Miss Silver

Transition Days

Penketh High School

Transition Days July 2022

Message from the Principal

Mr Carlin

New Intake Evening

Welcome

PENKETH HIGH SCHOOL

- A school that is built on high expectations and standards

- Academically develop pupils

- Holistically develop pupils

- Deliver improved life chances for pupils

PENKETH HIGH SCHOOL

- A school that is built on high expectations and standards

Parents and carers, pupils, and staff say the headteacher has transformed school leadership. He and many other leaders have been appointed to their roles since September 2017. This has made a big difference to pupils' experience at school. The expectations of pupils are higher. Pupils now benefit from a good quality of education, day in, day out.

The pupils that we spoke to said that they feel safe in the school. They are confident and happy. Bullying is rare. If this does happen, it is sorted out quickly. Pupils say there is always an adult to talk to if they need help or support.

PENKETH HIGH SCHOOL

- Academically develop pupils

Pupils' learning is strong across the curriculum and this helps them to *do well in their examinations.*

Teachers help pupils to remember by placing emphasis on *ambitious and interesting activities*. These opportunities *stretch and excite pupils' thinking,* so they *achieve especially well.*

PENKETH HIGH SCHOOL

- Holistically develop pupils

Pupils also behave well at break and lunchtime. They *enjoy socialising or taking part in the many clubs* that run. Staff ask pupils about their interests and hobbies, such as yoga, performances, and The Duke of Edinburgh's Award, to make sure there is *something provided for everyone.*

PENKETH HIGH SCHOOL

- Deliver improved life chances for pupils

The headteacher and trustees *promote the highest of ambitions for all pupils*. *They are* *determined to provide the best for them*. *The* *hard work of staff* *contributes to the* *good quality of education* *that pupils receive.*

PENKETH HIGH SCHOOL

High expectations

- Attitude to learning and engagement (Learning Scores)
- Understanding responsibility towards your own success
- Understanding responsibility to the success of others

PENKETH HIGH SCHOOL

Monday - Thursday			Friday		
	Year 7, 8 and 11	Year 9 and 10		Year 7, 8 and 11	Year 9 and 10
08:30 - 09:30	Period 1	Period 1	08:20 - 09:15	Staff CPD	
09:30 - 10:30	Period 2	Period 2	09:15 - 10:15	Period 1	Period 1
10:30 - 10:45	Reg	Break	10:15 - 10:30	Reg	Break
10:45 - 11:00	Break	Reg	10:30 - 10:45	Break	Reg
11:00 - 12:00	Period 3	Period 3	10:45 - 11:45	Period 2	Period 2
12:00 - 12:30	Period 4	Lunch	11:45 - 12:15	Period 3	Lunch
12:30 - 13:00	Period 4	Period 4	12:15 - 12:45	Period 3	Period 3
13:00 - 13:30	Lunch	Period 4	12:45 - 13:15	Lunch	Period 3
13:30 - 14:30	Period 5	Period 5	13:15 - 14:15	Period 4	Period 4
14:30 - 15:15	Enrichment and Personal Development/EPS	Enrichment and Personal Development/EPS	14:15 - 15:15	Period 5	Period 5

PENKETH HIGH SCHOOL

Dual Curriculum

THE FRAMEWORK

	LISTENING	SPEAKING	PROBLEM SOLVING	CREATIVITY	STAYING POSITIVE
BEGINNER	• I listen to others without interrupting • I listen to others and can remember short instructions • I listen to others and can ask questions if I don't understand • I listen to others and can tell someone else what it is about	• I speak clearly to someone I know • I speak clearly to small groups of people I know • I speak clearly to individuals and small groups I do not know • I speak effectively by making points in a logical order	• I complete tasks by following instructions • I complete tasks by finding someone to help if I need them • I complete tasks by explaining problems to someone for advice if I need • I complete tasks by finding information I need myself	• I imagine different situations • I imagine different situations and can say what I imagine • I imagine different situations and can bring them to life in different ways • I generate ideas when I've been given a clear brief	• I can tell when I feel positive or negative • I can tell when others feel positive or negative • I keep trying when something goes wrong • I keep trying and stay calm when something goes wrong
INTERMEDIATE	• I listen to others and can tell why they are communicating with me • I listen to others and record important information as I do • I show I am listening by how I use eye contact and body language • I show I am listening by using open questions to deepen my understanding	• I speak effectively by thinking about what my listeners already know • I speak effectively by using appropriate language • I speak effectively by using appropriate tone, expression and gesture • I speak engagingly by using facts and examples to support my points	• I explore problems by creating different possible solutions • I explore problems by thinking about the pros and cons of possible solutions • I explore complex problems by identifying when there are no simple technical solutions • I explore complex problems by building my understanding through research	• I generate ideas to improve something • I generate ideas by combining different concepts • I use creativity in the context of work • I use creativity in the context of my wider life	• I keep trying when something goes wrong, and think about what happened • I keep trying when something goes wrong and help cheer others up • I keep trying when something goes wrong and encourage others to keep trying too • I look for opportunities in difficult situations
ADVANCED	• I show I am listening by summarising or rephrasing what I have heard • I am aware of how a speaker is influencing me through their tone • I am aware of how a speaker is influencing me through their language • I listen critically and compare different perspectives	• I speak engagingly by using visual aids to support my points • I speak engagingly by using tone, expression and gesture to enage listeners • I speak adaptively by changing my language, tone and expression depending on the response of listeners • I speak adaptively by planning for different possible responses of listeners	• I explore complex problems by analysing the causes and effects • I create solutions for complex problems by generating a range of options • I create solutions for complex problems by evaluating the positive and negative effects of a range of options • I analyse complex problems by using spiral reasoning	• I develop ideas by using mind mapping • I develop ideas by asking myself questions • I develop ideas by considering different perspectives • I innovate effectively when working in a group	• I look for opportunities in difficult situations, and share these with others • I look for opportunities in difficult situations, and adapt plans to use these opportunities • I look for opportunities in difficult situations, and create new plans to use these opportunities • I identify risks and gains in opportunities
MASTERY	• I listen critically and think about where differences in perspectives come from • I listen critically and identify potential bias in different perspectives • I listen critically and use questioning to evaluate different perspectives • I listen critically and look beyond the way	• I speak adaptively by changing my content depending on the response of listeners • I speak influentially by changing the structure of my points to best persuade the listeners • I speak influentially by changing the examples and facts I use to best persuade the listeners • I speak influentially by articulating a	• I analyse complex problems by creating and testing hypotheses • I implement strategic plans to solve complex problems • I implement strategic plans to solve complex problems and assess their success • I implement strategic plans to solve	• I innovate effectively by seeking out varied experiences and stimuli • I support others to innovate by sharing a range of tools • I support others to innovate by evaluating the right creative tools for different situations	• I identify risks and gains in opportunities, and make plans to manage them • I support others to stay positive, by managing my own responses • I support others to stay positive, by helping others to see opportunities • I support others to stay positive by

THE FRAMEWORK

	AIMING HIGH	LEADERSHIP	TEAMWORK	EMOTIONAL INTELLIGENCE	COMMUNITY CONNECTEDNESS
BEGINNER	• I know when I am finding something too difficult • I know what doing well looks like for me • I work with care and attention to detail • I work with pride when I am being successful	• I know how I am feeling about something • I know how to explain my feelings about something to my team • I know how to recognise others' feelings about something • I manage dividing up tasks between others in a fair way	• I work with others in a positive way • I work well with others by behaving appropriately • I work well with others by being on time and reliable • I work well with others by taking responsibility for completing my tasks	• I take responsibility for my own feelings, thoughts and actions • I can describe my own feelings, thoughts and actions • I can keep disruptive emotions & impulses in check • I recognise how personal values affect my behaviour	• I am aware of basic Human Rights for all • I am able to recognise the different liberties citizens have in the UK • I can recognise different rules and laws within the UK • I recognise there are inequalities around the world
INTERMEDIATE	• I work with a positive approach to new challenges • I set goals for myself • I set goals informed by an understanding of what is needed • I set goals, ordering and prioritising tasks to achieve them	• I manage time and share resources to support completing tasks • I manage group discussions to reach shared decisions • I manage disagreements to reach shared solutions • I recognise my own strengths and weaknesses as a leader	• I work well with others by supporting them if I can do so • I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds • I contribute to group decision making • I contribute to group decision making, whilst recognising the value	• I am able to handle change and flexibility • I can set achievabe goals • I am able to overcome setbacks and obstacles effectively • I can reflect on my personal experiences and learn from them	• I am able to examine issues and situations of local, national and global significance • I am able to understand and appreciate different perspectives and world views • I recognise roles played by public institutions and voluntary groups in society • I can identify ways citizens can work together to improve communities
ADVANCED	• I set goals and secure the right resources to achieve them • I set goals and plan to involve others in the best way • I create plans that are informed by my skill set and that of others • I create plans that include clear targets to make progress tangible	• I recognise the strengths and weaknesses of others in my team • I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly • I support others through mentorship • I support others through coaching	• I contribute to group decision making, encouraging others to contribute • I improve the team by not creating unhelpful conflicts • I improve the team by resolving unhelpful conflicts • I improve the team by building relationships beyond my immediate	• I am able to pick up on the tone of the mood within social settings and react appropriately • I can show empathy towards others • I am able to understand and recognise views other to that of my own • I am able to regulate my responses	• I recognise the importance of the political system of democratic government in the United Kingdom • I am aware of the influence of diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding • I show care about the world and take action to make a positive difference in other peoples' lives and to safeguard the environment • I understand that perspectives are informed by cultural context and experiences and that others may perceive issues in different ways
MASTERY	• I create plans that are informed by external views, including constructive criticism • I develop long-term strategies taking into account strengths, weaknesses, opportunities and threats • I develop long-term strategies that use regular milestones to keep everything on track • I develop long term strategies that include feedback loops to support flexibility and	• I support others through motivating them • I reflect on my own leadership style and its effect on others • I reflect on my own leadership style, and build on my strengths and mitigate my weaknesses • I reflect on my own leadership style, and adapt my approach according to the situation	• I influence the team by reflecting on progress and suggesting improvements • I influence the team by evaluating successes and failures and sharing lessons • I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly • I support the team by bringing in	• I can acknowledge strengths and weaknesses within others • I can cultivate others to ensure a shared vision • I can manage conflict effectively • I can mentor others to ensure their own personal development	• I am able to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender • I actively take action to make a positive difference in other peoples' lives and to safeguard the environment • I am able to understand and appreciate different perspectives and world views critically, and understand the obstacles that individuals and societies may confront • I can identify the different ways in which a can contribute to the improvement of my personal community

PENKETH HIGH SCHOOL

Reading and literacy

1 **Teaching**
For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

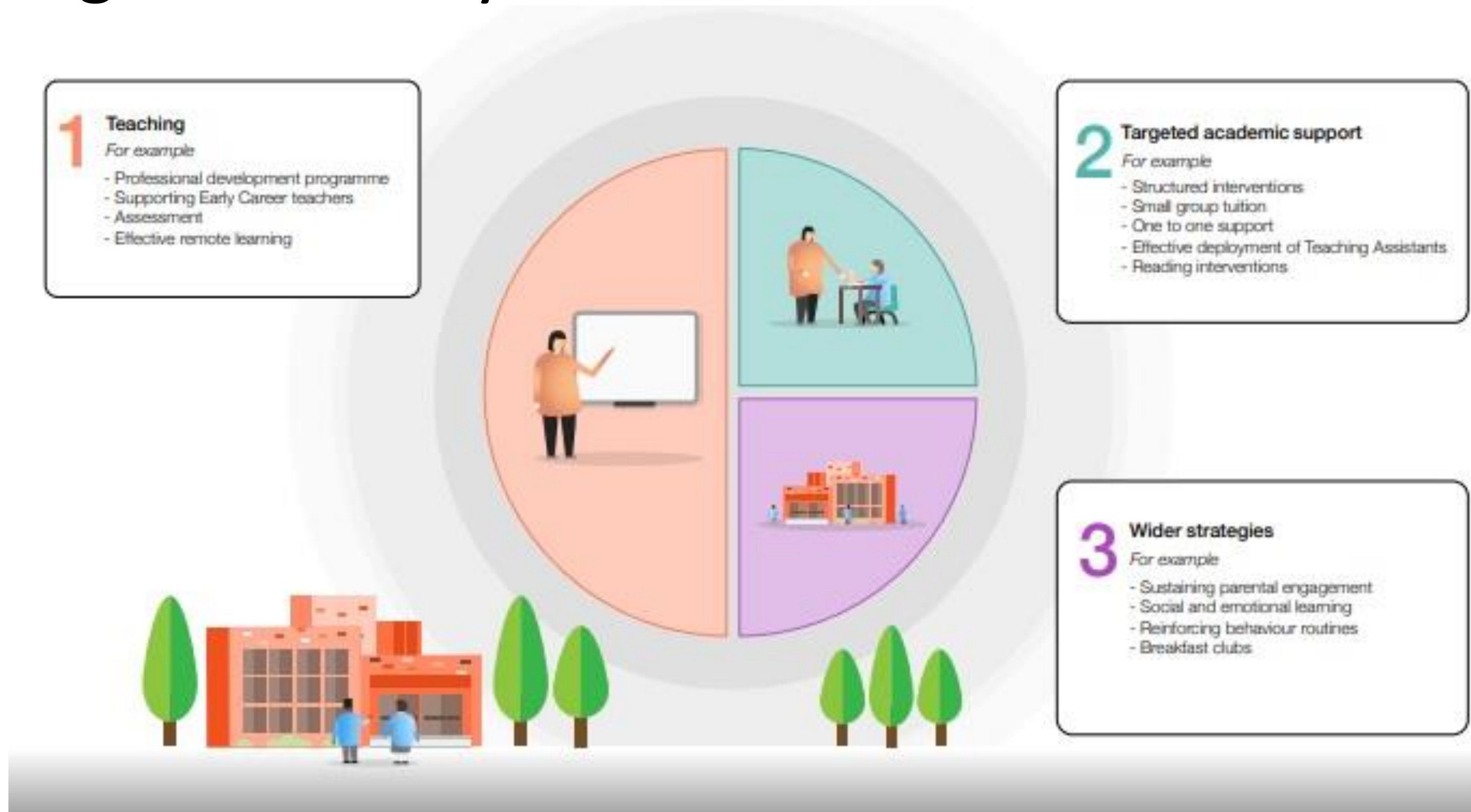2 **Targeted academic support**
For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 **Wider strategies**
For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs

PENKETH HIGH SCHOOL

£2.4m for Penketh High School rebuild programme approved

7th June

Photo from Google Maps

PENKETH HIGH SCHOOL

- Getting to know Penketh High School

- Induction week

- 15 live sessions to introduce Penketh High School and support transition

1. Homework
2. Reporting
3. Climate for Learning (Learning scores)
4. Assessment calendar
5. Study skills
6. Dual curriculum - inc PD coaches and enrichment
7. Reading and vocab
8. Rewards
9. Careers
10. Pastoral & welfare
11. Great teaching @ Penketh - science of learning
12. Attendance and punctuality
13. Arbor parent App

PENKETH HIGH SCHOOL

School Day

What does it look like?

School Day

What does it look like?

Fridays - 9.15am start
5 Periods
3.15pm finish

- Two week timetable - A & B week
- 8.25am line up on yard
- 8.30am gates shut & lessons start
- 8.30-9.30am - Period 1
- 9.30-10.30am - Period 2
- 10.30-10.45am - Registration
- 10.45-11am - Break
- 11am-12pm - Period 3
- 12-1pm - Period 4
- 1-1.30pm - Lunch
- 1.30-2.30 - Period 5
- 2.30-3.15pm - Period 6
- 3.15pm - End of day

School Day

What does it look

like?

- Term dates can be found on school website

- Attendance matters

- Punctuality matters

- No holidays in school time

Uniform & PE Kit

Uniform & PE Kit

Boy's Uniform

Black Blazer and School Badge Required

Tie's should be knoted to the top button

Black V-neck Jumper optional - tank-tops are NOT allowed

Black Trousers

Sport brands are not allowed as school shoes- If they cannot be polished they are not acceptable school shoes

Black Shoes

*Shoes must be completely black and must not include coloured logos, soles or laces

Girl's Uniform

Black Blazer and School Badge Required

Tie's should be knotted to the top button

Black V-neck Jumper optional - cardigans and tank-tops are NOT allowed

Black tailored trousers or graphite tartan knee length skirt

Black opaque tights or Black knee-length socks (optional)

Uniform & PE Kit

Additional Info.

Nail varnish is not to be worn in school and make-up should be natural

Hoodies, Gilets, Body-warmers or other items cannot be used as an alternative to an outdoor coat

Bracelets cannot be worn and earrings should be stud earrings. Facial piercings are not allowed in school

Extreme haircuts will not be allowed in school – this includes colours in hair and also lines/patterns

Penketh High School Uniform

Boys Uniform	Girls Uniform
– Black blazer and badge	– Black blazer and badge
– Black tailored School trousers	– Graphite tartan knee-length skirt or tailored school trousers
– White Shirt	– White shirt
– Black V necked jumper (optional)	– Black V necked jumper (optional)
– Black Shoes	– Black opaque tights or black knee-length socks
– House tie	– Black shoes
	–House tie

Uniform & PE Kit

The school tie colour for the 2022 intake is – GREEN.

P.E. kits can be ordered directly from: www.slaters-schoolwear.co.uk. It will then be delivered to school and delivered to your child in time for September.

School uniform can be purchased from https://alphaschoolwear.com/schools/secondary-schools/penketh-high-school/ or by visiting the shop in Warrington.

Equipment

What do I need?

Equipment

What do I
need?
- Pens (black, blue and green)
- Pencils
- Ruler
- Calculator
- Rubber
- Sharpener
- Compass
- Angle measurer (protractor)
- Whiteboard pens

- Pencil case
- Homework folder (e.g. plastic button folder)
- **SCHOOL BAG**

Optional extras:
- Glue stick
- Coloured pens & pencils
- Pocket dictionary
- Pocket thesaurus

Summer School

Tuesday 30th & Wednesday 31st August 2022
9am - 2.30pm

Online Sign-up on school website - transition page

First Week

What does it look like?

First Week

What does it look like?

- Week off timetable

- In form groups

- Sessions surrounding settling in

- Expectations

- Personal Development & Dual Curriculum

- Recognition

Key Contacts

Transition Lead - Miss Silver (zsilver@penkethhigh.org)

Transition TA - Mrs Darwin (ldarwin@penkethhigh.org)

Key Contacts

7/1 - Mr Wassell (cwassell@penkethhigh.org)

7/2 - Mrs Blundell (jblundell@penkethhigh.org)

7/3 - Mr Mullock (mmullock@penkethhigh.org)

7/4 - Mrs Mollatt (hmollatt@penkethhigh.org)

7/5 - Miss Snow (rsnow@penkethhigh.org)

7/6 - Ms Booth (abooth@penkethhigh.org)

7/7 - Mrs Smith (ksmith@penkethhigh.org)

7/8 - Miss Abbott (eabbott@penkethhigh.org)
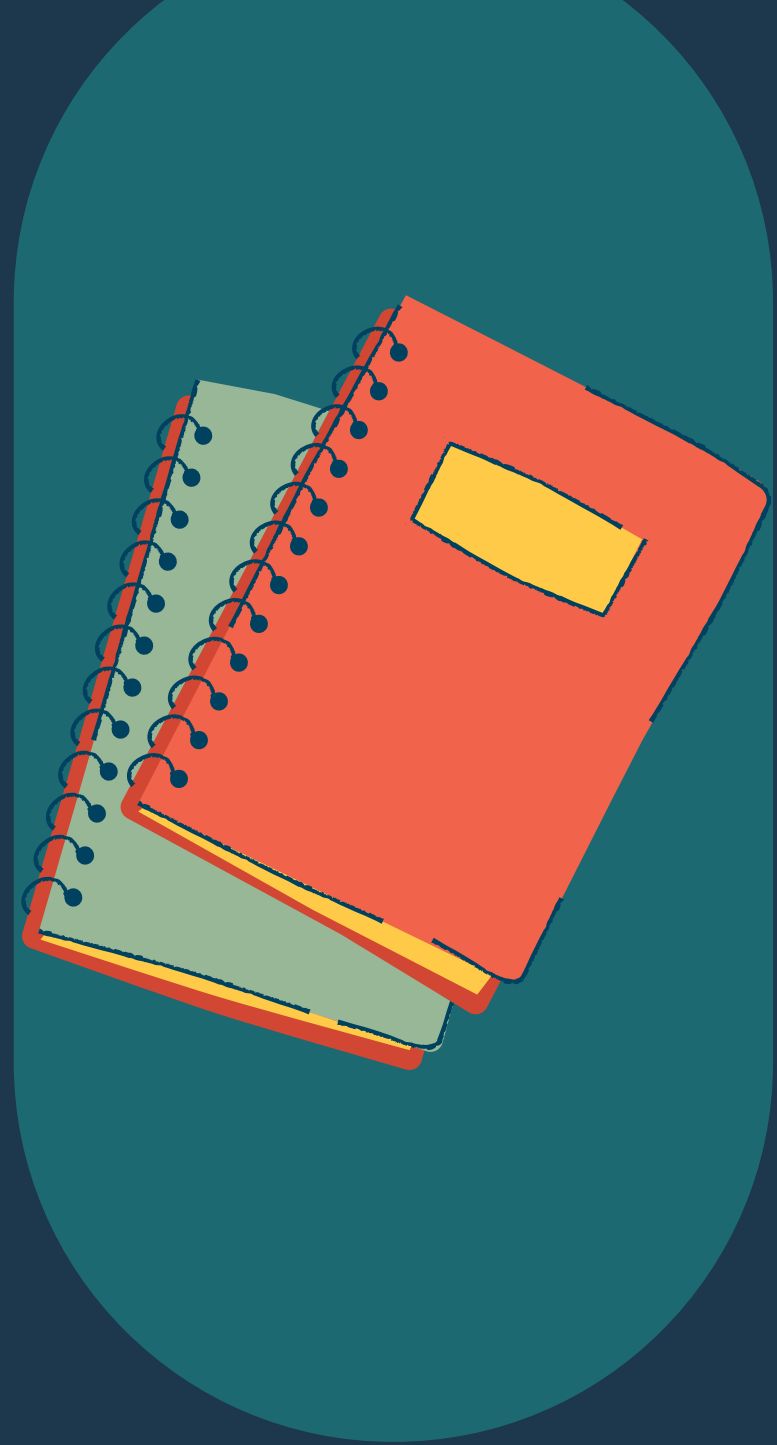
Class of 2027

Penketh High School