



De La Salle School

Mill Brow, Eccleston, St. Helens,
Merseyside WA10 4QH

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Headteacher: Mr. A. Rannard BA (Hons) NPQH

11th June, '19

Dear Parent/Carer,

As I write this letter, our Year 11 students are just finishing their GCSEs and we are in preparation to say our goodbyes to them. In the two years, I have been in the school they have been a delightful year group and one we will be sad to say goodbye to. I am sure you will join me in wishing them well as they enjoy their summer holidays before taking those next steps into employment, apprenticeships or to college.

As we say goodbye to one year group, we turn to welcome our new intake students and families. Our transition team have been busy over the past few weeks going out to visit the students and staff in their primary schools. We are also delighted that the students will be joining us for a full week rather than just one day this year; so that we can, get to know them better and they can become a part of our Lasallian community before they start fully in September.

Founders Day/Tercentenary Mass

Our preparations for this mass at the Metropolitan Cathedral of Christ the King, Liverpool on 26th June, are well underway ranging from logistical issues of transporting 1000 staff and students into Liverpool, through to singing practice, preparing readers and choosing the hymns. This promises to be a really exciting day for our school community, as we are joined by many of our wider Lasallian family, to celebrate the legacy of our Founder, St John Baptist de la Salle.

We are particularly delighted that the Archbishop has allowed us to have the cathedral entrance for the full week to display some of the wonderful Lasallian inspired art work of our students, alongside work from our other schools. I would encourage anyone visiting Liverpool during that week, to take a moment to visit the cathedral and look at the exhibition.

Alumni

One of the greatest strengths of our school is the community: not just staff, current students, parents and governors but also our past students or alumni. We are blessed with many well-known and prestigious alumni of DLS, past and present (or its two founding schools, West Park and Notre Dame), who went on to success in a wide range of areas including Frank Cottrell-Boyce, Pete Postlethwaite, Emma Rigby, Mike Parr, Steve Prescott, Johnny Vegas and Bernie Clifton to name just a few!

It is wonderful to have such a wide array of alumni, but not everyone can be an international rugby player, TV Actor, comedian or make a living riding an ostrich, so we are keen to build up our links with past students from all walks of life in order that they can help us continue our work with the students and our wider school improvement. To help do this, we have teamed up with Future First, a specialist charity which supports schools to re-connect with their alumni. So if you are a past student, or know a past student who might be interested and willing to work with us in the future, then please use this link to sign up:

<https://networks.futurefirst.org.uk/signup/delasalleschool>

Uniform

Over the next couple of months, many of you will be refreshing your child's stock of school uniform. Can I ask that you ensure that these purchases comply with the school's uniform requirements, especially in relation to school shoes. These are often the most expensive items and I would not want your money wasted on items that need to be replaced. Details of our uniform requirements are available here: <http://www.delasalle.st-helens.sch.uk/school-life/uniform/>

You can perform miracles by touching the hearts of those entrusted to your care.

Buses

We have had parents contact us to explore the possibility of a bus service to the school from the Haresfinch area. All of our other school buses are classed as public routes and, as I have mentioned before, the school has no control over them. I contacted Arriva who said that, at the moment, there was no plans for a public bus service planned to cover this route. They did, however, suggest the school could commission a service along this route and provided us with costings for this, which were extremely high (approx. £8 return per student based on 40 students using the bus).

As a school we are not in a position to subsidise any of the buses that come to the school, and this would also apply to any new routes. I have been back to Arriva to explain that students could not be expected to pay such high fares and they have promised to review the offer in an attempt to reduce the costs. I will update you with any new information as I receive it.

Assessment, Reporting and Curriculum

I had promised in earlier letters to update you on the way we will assess and report student progress and how that will link into the curriculum. Much work has been done by our teachers this term, planning for our curriculum for September onwards. Some of the key questions the departments have been looking at are:

- What knowledge and skills do the students need to know?
- How will these be structured across each key stage?
- How do they link together to ensure an interconnectedness of knowledge?
- How will they be assessed?

These questions form the basis of the schemes of work for each subject and help clarify the three assessment opportunities that will take place each year. These will be reported to you, as mentioned in previous letters, in a different format, which will include:

General Attainment

- Overall % for the assessment
- Average % of the cohort
- Which quintile you child has performed at (students ranked and divided into 5 equal groups of performance)

Topic Specific Progress

Your child's level of development for that specific topic, specifically are they, in order of progression:

- Emerging
- Developing
- Securing
- Mastering

I have attached a draft mock-up of what a report might look like. The first page shows the child's information when they arrived in the school:

- The quintile they are in upon arrival (this is simply the year group ranked from highest performing at KS2 to the lowest performing, then split into 5 equal groups or quintiles).
- Fischer Family Trust Information – rather than a single target grade, these represent the % probability of a child, with the same KS2 SAT scores and similar background, achieving each GCSE grade in English, Maths and Science, if they were to make progress in line with the top 20% of students in the country.

The second page contains the attainment and progress information (see above) and the more traditional information on attitude, equipment, homework, behaviour and punctuality. There is still much work to do to get these systems up and running but I believe they will give you a far clearer and more meaningful view of how your child is performing. Some elements of this will be trialled over the summer.

You will be relieved to know that this is the end of my letter. All that remains is to thank you all for your continued support this year, which is greatly appreciated and never taken for granted. I will write again at the end of the summer term with the final newsletter of the year.

Yours sincerely,



Andrew Rannard
Headteacher

PROGRESS REPORT Year 8 Spring Term 2020

Form
8A

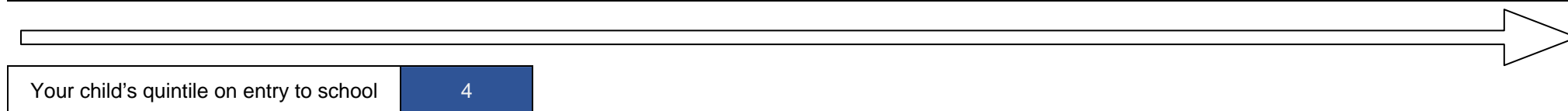
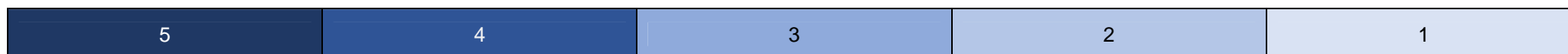
Pupil
A Pupil

Admin No.
A12345

Explanation of reports, including:

- Quintiles assigned at start and how this is calculated
- FFT data
- Quintiles at each data drop
- Current knowledge etc

Quintile Information



Fischer Family Trust Information

FFT20 % Probability of Achieving Each GCSE Grade

Subject	1	2	3	4	5	6	7	8	9
English	0	2	15	23	30	20	8	2	0
Maths	0	4	14	36	30	11	4	1	0
Science	0	4	21	31	28	11	4	1	0



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Current Progress Information

	Pupil Test Score	Average Test Score	Current Quintile	Current Knowledge	Attitude to Learning	Equipment & Kit	Homework	Behaviour
Art	55%	60%	3	Developing	Good	Good	Satisfactory	Good
Computing	40%	65%	4	Emerging	Good	Good	Good	Good
Drama	52%	62%	4	Emerging	Good	Good	Good	Good
English	50%	63%	4	Emerging	Good	Good	Satisfactory	Good
Geography	35%	52%	4	Emerging	Good	Good	Good	Good
History	40%	53%	4	Emerging	Good	Good	Good	Good
Mathematics	65%	68%	2	Securing	Good	Good	Satisfactory	Good
Music	30%	57%	4	Emerging	Good	Good	Good	Good
PE	75%	62%	2	Securing	Good	Good	Good	Good
RE	51%	73%	4	Emerging	Good	Good	Satisfactory	Good
Science	48%	63%	4	Emerging	Good	Good	Good	Good
Spanish	55%	68%	4	Developing	Good	Good	Good	Good
Technology	58%	62%	3	Developing	Good	Good	Satisfactory	Good

Attendance & Behaviour 5th Sept 2019 – 20th January 2020

Percentage Attendance:	97.4%	100%: Excellent 97%-99%: Satisfactory 95%-96%: Unsatisfactory Below 95%: Cause for Concern	Behaviour	
Authorised Absence:	4 sessions		Star Points Gained:	495
Unauthorised Absence:	0 sessions		Star Points Lost:	32
Late:	13 sessions			