



*Dear all,*

The Coronation of King Charles last week was a one in a generation event. People have a huge range of views about the very idea of monarchy both in our country and across the world. Whatever those views are, The coronation was without doubt spectacular and a significant event, steeped in tradition and symbolism lasting over a thousand years of British history, not all of it by any means glorious.

The Coronation Regalia, made up of a staggering number of items including several layers of robes, a special glove, the Sceptre and the Orb, various weapons, swords, maces and staffs, jewels, crowns and rings all represent something specific to King Charles's position. Things like duty and service as well the behaviours, values and actions expected of a monarch. The standards perhaps by which he will be judged and held to account over.



Pageantry aside, the coronation could also be seen as a point of reflection on ourselves and each other. A time to ask some tough questions. What are our standards? Are they high enough? What are our values and principles? Do we live by them and do we hold ourselves and others accountable for them? Are we consistent and do we act and behave according to the values and principles that we hold dear? Do we teach these same things to our children and expect them to uphold them? Do we parent our children so that these values are embedded, engrained and held as something valuable and special? Something that helps guide our decisions and help to make us the best we can be?

In my role as your Headteacher and across my career, I have embraced what people now call 'servant leadership'. This approach attempts to promote innovation, trust, ownership and empowerment and to support the well-being and welfare of those around me. Servant leadership requires an individual to demonstrate characteristics such as empathy, listening, stewardship, and commitment to the personal growth of others. I am also expected to uphold the seven principles of public service and to behave in ways that demonstrate them: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. I consistently try my very best to maintain these standards in my work and life and to strive to encourage them in others. I recognise that I have a responsibility to be the best version of myself and also to hold myself to account. Charles's coronation and the pledges he made through the ceremony surrounding it reminded me that we all have a duty to ourselves, our community and each other.

Our school has a mission: A caring and inclusive school and college community that delivers an ambitious curriculum, rich with opportunities, that enables everyone to learn, grow and thrive as fulfilled, kind and resilient members of society.

We have four values: **We learn together; We belong to this community; We are proud of ourselves and each other; We have consistently high expectations of ourselves and each other.**

I am sure that following a 73 year apprenticeship and his eventual coronation, King Charles is sitting somewhere thinking about his own mission and values as our monarch. Following his example, can I invite you all to think about our school's mission and values and consider how we all can contribute to this through our individual behaviours, words and actions as part of an amazing community of people.

Warm regards

**Nigel Bielby**  
Executive Headteacher



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# NEWSLETTER

Holmes Chapel Comprehensive School & 6<sup>th</sup> Form College

## Preparing Learners for a Changing World



### Sixth Form - Year 13 Focus

We are imminently about to be fully immersed into the Level 3 examinations, some have already begun in practical subjects. This can be an exciting yet daunting time for our young people. Students might, at times, feel overwhelmed with the pressure and weight of such important exams. This, along with the added point that they did not formally sit their GCSEs, might mean that some students demonstrate behaviours that highlight this pressure. This, to some extent, is normal. In fact, we do recognise that some manageable pressure and stress can be positive as it can act as a motivator for students to have the energy and drive required to get through the marathon that is their exams.



There are many helpful things that the students can do to help to manage exam stress at this particular time. This can include:

- Trying to replace negative thinking with thinking about what they can do.
- Structuring their revision: creating a plan: breaking down topics, setting targets and checking progress.
- Remembering that stress is nothing to be scared of and anxiety is not inevitable but can be managed
- Reducing stress by: deep breathing exercises, engaging in regular exercise, practising mindfulness, eating well and getting plenty of sleep

There are also some things that parents can do to help their children at this particular time:

- Look out for signs of stress
- Encourage your child to eat and sleep well
- Be more flexible around household chores and try to stay calm
- Help them to study: try to provide a quiet location and support with a revision schedule
- Discuss nerves with them and reassure them that nerves are normal

There are many websites and apps available to help manage their stress. I have listed just a few of these below:



### Study Leave:

Students will begin their study leave following half term. Therefore the final day that students are expected to attend all lessons is Friday 26<sup>th</sup> of May. Attendance up to this point is expected and helpful in ensuring students continue to have the right structure and support from their teachers. After this point students continue to be welcome into College to study and to attend any additional revision sessions that are available to them in each subject area.

We are aware that many students do have at least one exam prior to study leave. As a reminder, students are permitted to take the half day before their exam to revise.

### Celebrations:

We will end this half term with a year 13 leavers' assembly on Friday 26<sup>th</sup> May in the afternoon. This event is being organised and led by the student leadership team. This will be a wonderful opportunity for our students to share fond memories of their time at HCCS and HC6F.

Following this, there will be a more formal celebration on 30<sup>th</sup> June when we will hold our annual Formal Dinner at the Courthouse in Knutsford.



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### Preparing Learners for a Changing World



### Uniforms and Standards

As we move towards the (hopefully) warmer part of the school year, it is an appropriate time to remind all students and parents of the standards that we expect concerning uniform. Over the last few weeks, we have started to see some inconsistency with the way that students have adhered to the normally expected standards. In particular, we have started to see hoodies and trainers increasingly worn to school, as well as a number of students wearing AirPods around the school site. Please help us to maintain our standards by reiterating the expectations with your son or daughter. If you need to, please refer again to the uniform section of our website. To be clear, hoodies are not part of school uniform and should not be worn at any time. Similarly, it is not acceptable for students to be wearing AirPods around school. We have asked form tutors to maintain a high standard with this and they will confiscate these items until the end of the day if students arrive wearing them in the morning. Many thanks again for your support in this matter. [Click here](#) for our Uniform Policy



### Attendance

#### How does attendance affect outcomes for pupils?

Being in school is important to your child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.

Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.

The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.

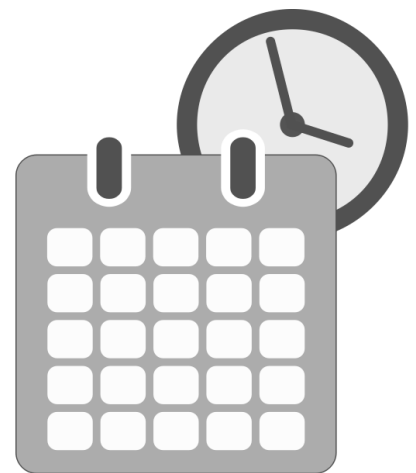
Similarly, in the same year, secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on 10 more days on average over the key stage than those who achieved grade 9 to 5 in both English and maths.

#### What are the risks of missing a day of school?

Every moment in school counts, and days missed add up quickly. For example, a child in Year 10 who is absent for three days over a half term could miss 15 lessons in total.

The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.

Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.



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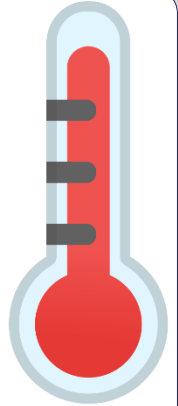
## Attendance – Continued

### What if my child needs to miss school?

Parents and carers have a legal duty to ensure your child gets a full time-education. Usually, that means going into school from the age of 5 to 16.

There are only a small number of circumstances where missing a school day is permitted. Your child must attend every day that the school is open, unless:

- Your child is too ill to attend.
- You have asked in advance and been given permission by the school for your child to be absent on a specific day due to exceptional circumstances.
- Your child cannot go to school on a specific day because they are observing a religious event.
- Your local authority is responsible for arranging your child's transport to school and it's not available or has not been provided yet.
- Your child does not have a permanent address and you are required to travel for work. This exception only applies if your child attends their usual school or another school where you are staying as often as possible. This must be 200 half days or more a year if they are aged 6 or older.



These are the only circumstances where schools can permit your child to be absent.

### What counts as an exceptional circumstance?

School leaders are responsible for deciding what counts as an exceptional circumstance when it comes to a child missing school.

They should look at each application individually, considering the specific facts and background context. If a leave of absence is granted, the school will decide how long the pupil can be away from school.

Holidays are very rarely an acceptable reason for a school absence and are unlikely to be treated as an exceptional circumstance.

### ATTENDANCE *matters* ✓

What does our pathway to perfect attendance look like?

- 100% Excellent**
- 95% Good**
- 90% Starting to Slip**
- 85% Needs to Improve**
- 80% Significant Concern**

### Getting Your Child to School On Time Everyday REALLY MATTERS. Did You Know.....

| If your child's attendance during the school year.. | Your child would have lost approximately.. | Or they would have missed approximately.. |
|---|--|---|
| Was 95%   | 9 days from school                         | 45 lessons                                |
| Was 90%   | 19 days from school                        | 95 lessons                                |
| Was 85%   | 29 days from school                        | 140 lessons                               |
| Was 80%   | 36 days from school                        | 180 lessons                               |
| Was 75%   | 48 days from school                        | 240 lessons                               |

| If in a school year your child is late every day by... | Your child would have lost approximately.. | Or they would have missed approximately.. |
|--|--|---|
| 5 Minutes  | 3.5 days from school                       | 20 lessons                                |
| 10 minutes   | 7 days from school                         | 41 lessons                                |
| 15 minutes   | 10 days from school                        | 55 lessons                                |
| 20 minutes   | 14.5 days from school                      | 82 lessons                                |
| 30 minutes   | 22 days from school                        | 123 lessons                               |



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# ATTENDANCE matters

## Make Everyday Count!

Excellent attendance is vital for our students. Making it happen is not always easy! Here are some strategies. We hope these help you, as parents to work with us and your sons and daughters.

Low attendance becomes a lifetime habit; habits can be hard to change. Don't give in!

Holidays in term time are not sanctioned and can incur fines

Talk about the importance of routines, have sensible bed-times, especially in the days before the start of a new term

Check your child's attendance on My Child At School to know how many days have been missed.

Not attending school is extremely unusual

Always talk about the importance of school, even if your own experience was not always positive

Make every morning a routine so they know what to expect

Book medical/dental appointments during holidays or early/late in the school day; a whole day off is unnecessary

Be tough on colds and sniffles; don't offer a choice to stay at home

No devices or TV before leaving home in the morning

Always be up before them, seeing them off to school if possible

Organisation! Get everything ready before school; packed bag, PE kit, coat by the door and lunch all sorted.



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Preparing Learners for a Changing World



## Curriculum Overview

Each half term we have been sending out the curriculum content for each year group via email. Here are the links in case you missed them.

Year 7  
Half Term 5

Year 8  
Half Term 5

Year 9  
Half Term 5

Year 10  
Half Term 5

Year 11  
Half Term 5

## Resource Provision - Update

The SEMH resource provision has now been open for just over a year. We were due to only have 8 students in the first year, but we currently have 12 and will be at capacity in September 2023 with 14 students. Places for the RP are allocated by the Local Authority on a greatest need basis. Students travel to the resource from all over Cheshire East. Many of the students have been out of school for a period of time due to previous settings not being able to meet their needs. The RP is a stepping stone between mainstream and specialist provision.

I have been really impressed by the students within mainstream school for being so welcoming and supportive of the RP students. It's lovely to see how their new relationships have developed and how supportive the students are.

We are looking forward to welcoming our new cohort in September who will hopefully follow the many different successes of our current 11 students, who make us proud every day.

*Before the RP I was at another school. I hated coming into school and I found telling the teachers how I felt really hard and didn't trust any of them. I wasn't in any lessons.*

*I then joined the RP in November 2022. At the start I found it hard to leave my parents and didn't trust anyone. After a few weeks I settled in nicely and loved all the staff's help and loved the lessons too. I feel like I can go to lessons without being scared or worried and I know that I have people to talk to if I need to'*



*'Before joining the RP I was at another school. It was much bigger than my primary school. I didn't like it at all. I transferred from a very small primary and it was very overwhelming. The teachers there didn't understand my needs and my SEMH issues. I didn't go to school for over 1 and half years as I couldn't trust anyone. When I joined the RP I found it really hard, because of the experiences I had. I found it difficult to even enter the door of a school. I arrived at HCCS in September after many visits over the summer term. Sometimes the staff would have to help me even get out of the car as I was too scared and angry to come in. I now attend school every day, some mornings are more difficult than others, but the RP staff are there to support me and keep me calm. Although sometimes I can't get into every lesson, I can do the work from the RP. My favourite lesson is technology with Mr Hogg. I never imagined I would be back in school going to all these different lessons and doing well with my work. The RP staff are nice - but pushy! They are calm, patient and caring and have helped me get back into school.'*



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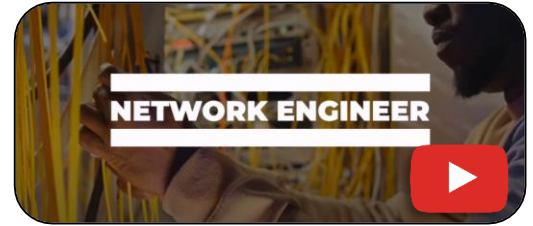
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## 'Careers Corner'

*Career Videos*

Please access the following careers videos:



### Parents/carers session: What are the choices for students after 6th Form? – For Parents and Carers

- **Wednesday 17th May 6 pm – 7pm**

This free webinar will take parents and carers through the choices available to students when they leave 6th Form. We will show you the many routes to degree level study and all the other options too, such as , apprenticeships, courses at your local college, etc. We will explain some of the key points to bear in mind and explain how you can use Careerpivot to find out lots more - so you can effectively support your young person in making a positive progression decision.

The session will be run by experienced career advisers from the Careerpivot Team based at the University of Bath. There will be an opportunity to ask question through the chat function.

To book click here: <https://parentsy12and13choicesafter6thform.eventbrite.co.uk>



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### SEMH Teaching Assistant in the Resource Provision

We are seeking to appoint a full-time SEMH Teaching Assistant to join our newly opened SEMH Resourced Provision. Support is needed for these students within the base and in mainstream lessons, to enable them to be the best they can be and engage with the rich opportunities we have in school.

For more information and to apply please [click here](#).



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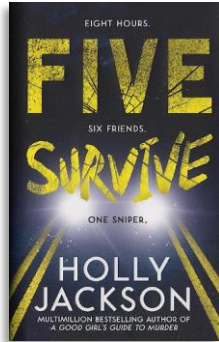
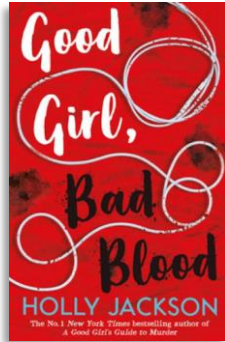
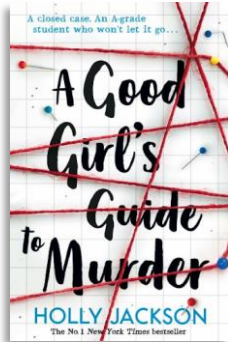
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## Learning Resource Centre News

### Author Spotlight – Holly Jackson

Holly Jackson began her writing journey at a young age, completing her first attempt at a novel when she was just fifteen years old. She graduated from the University of Nottingham, where she studied literary linguistics and creative writing, with a master's degree in English. In her own time, Holly enjoys playing video games and watching true-crime so she can pretend to be a detective.



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Thank you, from all of us at HCCS & HC6F