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Dear Parents and Carers,

On Thursday of this week, we held our 'Express Yourself' day. On the day itself, it was lovely to celebrate the personalities within the school community, we have such a wonderful tapestry of interests! We continue to promote our 6 values, with self-discipline being a focus of this term. We celebrate our ethos of kindness and how mastering each value will enable individuals to be kind.

As a school, we are proud of our all-through nature and knowing each pupil as an individual. As always, we have worked with you to improve this provision and continue to see opportunities arising. Recently some of our Year 8 pupils have worked with Miss Lewis to support primary pupils with their reading. During the exams, Year 11s have had an earlier lunch to allow for afternoon exams to happen. This has meant that they have been with our primary pupils during lunch and as we have many siblings in the school, their presence as role models has been wonderful to see.

When I met with parents at our recent coffee morning, we discussed school and parent communication. In order to address some of the points raised and improve general communication, we have developed an improved process that staff have been briefed on. Underneath this paragraph is a link to the transcript of this, exploring how we can better work together to improve our processes. Staff have been given guidance on our expectations on communications and we will keep aiming to develop this in partnership with you.

[Communications process](#)

On Thursday 22nd February, we have our Options evening for parents and pupils in Year 9. This is an important evening as we want to help our pupils make the right choices to support their journey, not just for their GCSEs, but beyond.

When we return after half-term, we welcome back Mr Felton, who has been on an alternate placement at St. Michaels Academy, as part of his training. Miss Helsing who has been with Year 5 in Mr Felton's absence will be staying with us, working partly in Year 5 and also providing intervention support throughout the primary phase.

We have been continuing to work out our 5 priority areas and we have developed key strategies for supporting colleagues

1: Develop implementation of the curriculum across all subject areas.

- Our Deputy Directors of Education have been working with colleagues to build on the quality of teaching across the school. This has helped me develop capacity within the leadership team and give colleagues more time to receive purposeful feedback on key areas of teaching.

2: Marking policy and feedback structure to be developed to ensure all teachers demonstrate and implement high expectations in pupils work.

- We have been visiting lessons and have now updated our feedback policy to allow teachers to have consistency across the school. This is slightly amended for primary and secondary colleagues. This has been updated on our website and can be seen here:
- [Marking and feedback](#)

3: Leaders to implement effective monitoring and feedback of the quality of teaching across all phases and subjects

- We have now updated our monitoring schedule, with support from our Deputy Directors, to allow our subject and phase leaders to have ownership of improving their areas of responsibility.

4: Create an effective behaviour recovery plan to ensure that learning behaviours are understood by all stakeholders and monitored by all members of staff.

- From 19th February, we have updated our behaviour recovery plan. This is to improve our provision, particularly for our secondary pupils. We believe in rebuilding relationships, but we also acknowledge that we need to help pupils raise improve their learning confidence. For secondary pupils, the following process will be in place.
- Teachers will undergo training to ensure consistency of our policy is in place. If a pupil continues to disrupt a lesson, they will be removed and be in isolation for 2 full lessons, depending on when they were removed from a lesson. They will work from a book and complete work-packs in subjects that will be dictated by their timetables. The senior leader in the room will mark each lesson for work completed and attitude to learning. Leaders will focus on supporting the child in improving their attitude to learning and ensuring that the expectations are met in the books. Once the pupil has successfully completed the lessons, they will return to class. Parents will be notified of the removal.
- If unsuccessful, the school will escalate through the behaviour framework, or the pupil remains in the Garden Room until 2 successful periods have been completed.
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5: Improve key performance indicators for the school

- Our Year 6 pupils have completed their mock SATs and we are really seeing traction in the attainment that they are making. Miss Reep, Mrs Stevenson and Ms Wood have worked hard to develop effective interventions to make this happen.
- Our Year 11 pupils have just completed a full set of mock GCSEs and we will use the data to ensure the final weeks of their journey with us are purposeful as possible.

Yours sincerely,



Phil Arnold
Headteacher

Communications protocols/policies January 2024

At Thomas Hall School, we want to develop an effective, productive relationship between stakeholders. This requires improved communication from all parties across the community. An honest, open and transparent dialogue is required to successfully support the children and employees within our care and safeguard their wellbeing.

Aims

- 1: To maintain effective, professional and informative communication systems
- 2: To develop positive working relationships across all stakeholders
- 3: To support the development of each child across our school.

It is our intention that all communication at Thomas Hall School should:

- Keep staff, pupils, parents and other stakeholders well informed.
- Be open, honest, ethical and professional.
- Use jargon-free English and be easily understood by all.
- Be conducted in a timely manner Use the method of communication most effective and appropriate to the context, method and audience

Communication for parents:

- The main communication from parents is via email or telephone and parents are asked to contact the school via the school office. Reception@thomashallschool.org This enables the school to act in a timely manner and also ensures that the response is addressed within the time scale outlined below:
 - **Acknowledgement:** 1 working day
 - **Response:** 5 working days
- In exceptional cases where further information or a thorough investigation is required, a 10 working day limit is applicable. If this is the case, then a holding communication will be made.
- Teachers set aside time each school day to check communications. However, commitments, illness and part-time working may restrict an immediate response. We therefore ask for patience and understanding from our parents when awaiting a response.

Parents may wish to contact the school via email as an alternative to telephone or letter. Admin staff will forward any communication to the appropriate staff member for whom the message relates. All email communication will be treated in the same way as a letter.

The school is proactive in encouraging the use of email, with office email contacts being publicised regularly in newsletters and all parents being encouraged to give an email address for prompt and effective communication.

Telephone calls

All telephone enquires will pass through the main school office, who will direct the call to the relevant member of staff. In the likely event that the member of staff is not available to answer the call a message should be left and a return call will be placed at the earliest appropriate time.

Meetings

At times, at the request of the school or parent, a meeting may take place if either party feel that this would be the most appropriate communication method. Meetings are conducted to discuss formal points or concerns pertaining to a student's welfare or well-being. All meetings must be agreed in advance.

Notes from telephone calls /meetings/ email content will be saved electronically on to the pupil profile on our Arbor system.

All visitors to school must report to Reception, sign in and wait to be collected by the staff member they are seeing.

Communication from parents should be polite and civil at all times. Rudeness, inappropriate language, verbal abuse or threatening behaviour will result in the communication being ended immediately. Should the Headteacher deem it necessary for safeguarding and security reasons, action will be taken and restrictions may be put in place for future communication.

Please note:

Staff are not permitted to communicate with parents or students via private social networking sites (such as Facebook) or accept them as "friends". The exception is networks or blogs set up specifically for the purpose of teaching and learning, together with official School sites. This is part of our safeguarding procedure to protect students and staff.