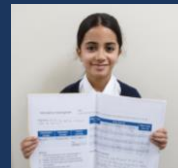


Together, Be the Best We Can Be.

Present – Achieving – Excelling



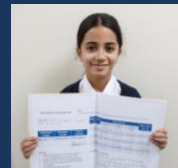
Introduction to Kettlethorpe High School

Y6 to Y7 Transition Evening

Thursday 2 July 2026

Mrs Paul
Headteacher

Kettlethorpe
HIGH SCHOOL



Key Staff



Roisin Paul
Headteacher



Christian Bruce-Halliwell
Deputy Headteacher



Maryam Ilyas
Deputy Headteacher



Paul Heathcote
Deputy Headteacher



Andrew Lodge
Business Manager



Fiona Agnew
Assistant Headteacher



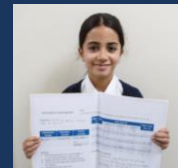
Ben Webster
Assistant Headteacher



Kat Hargreaves
Senior Designated
Safeguarding Officer



Mary Middleton
Safeguarding Officer



Key Staff



Vicki Shute

Progress Leader for Year 7 &
Year 6 Transition Leader



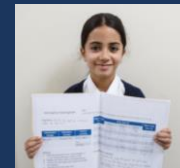
Seren Caves

Year 7 Year Manager



Sadia Bashir

Transition Support



Mission

“Together, be the best we can be”

Vision

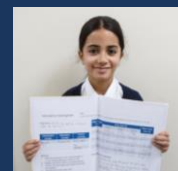
Present

Achieving

Excelling



Kettlethorpe
HIGH SCHOOL



We are kind. We are Kettlethorpe

We are **respectful**. We...

- > follow staff instructions first time, every time
- > use respectful language towards others
- > look after school property and the environment
- > respect everyone, regardless of their gender, race, religion, sexuality, physical appearance or ability
- > include everyone, even if their beliefs and ideas are different to our own
- > respect personal space, privacy and boundaries

We are **responsible**. We...

- > take full responsibility for our own actions
- > are ready to learn and prepared with equipment
- > follow the school uniform policy
- > are kind, supportive and compassionate
- > do not use derogatory language, harass or name call, or do things that hurt others
- > challenge those who discriminate, show disrespect and make fun of others

We are **resilient**. We...

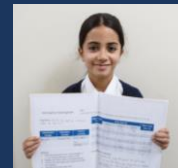
- > never give up trying and take risks
- > are able to recover quickly from a setback
- > develop a positive attitude to learning
- > use staff feedback in order to improve
- > always strive to use kind words and actions and be the best version of ourselves

We are **reflective**. We...

- > are able to describe our progress
- > learn from feedback, experiences, feelings and responses and can analyse them
- > think about next steps and set targets in our learning
- > think about when we have used unkind words and actions and seek to improve where this has happened

Kettlethorpe
HIGH SCHOOL

Kettlethorpe
HIGH SCHOOL



KETTLETHORPE HIGH SCHOOL'S Kindness Charter

1.



We are kind, supportive and compassionate. We treat everyone in our school community as we would like to be treated in return.

2.



We respect everyone, regardless of their gender, race, religion, sexuality, physical appearance or ability. We value everyone, even if their beliefs and ideas are different to our own.

3.



We do not use derogatory language, harass or name call, or do things that hurt others – in person or online. We are kind in our words and in our actions.

4.



We challenge those who use unkind words and actions that discriminate, show disrespect or make fun of others. We are not bystanders. We support each other.

5.



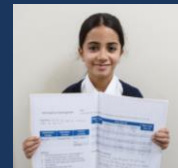
We respect personal space, privacy and boundaries. We listen, when people ask us to do this, and stop and change our words and actions.

We promise that members of staff at Kettlethorpe High School will never ignore or dismiss concerns or reports of unkind behaviour.

*We are kind.
We are Kettlethorpe.*

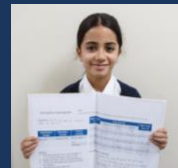
**Kettlethorpe
HIGH SCHOOL**

**Kettlethorpe
HIGH SCHOOL**

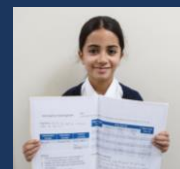


Parent/Carer Engagement

- Research clearly shows the positive impact for pupil outcomes if parent/carers and schools have effective relationships
- Planner!
- First Port of Call :
Form Tutor ➡ Miss Caves ➡ Mrs Shute

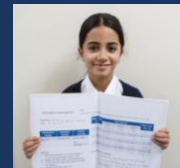


Together, be the best that we can be



- Absence and Attendance
- Essential School Information
- Exams
- Forms
- Key Stage 3
- Key Stage 4
- Newsletters
- Parental Apps
- Support
- Uniform
- Y6 Transition

We are kind, we are Kettlethorpe



> Absence and Attendance

> Essential School
Information

> Exams

> Forms

> Key Stage 3

> Year 7

> Year 8

> Key Stage 4

> Year 9

> Year 10

> Year 11

> Newsletters

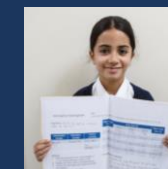
> Parental Apps

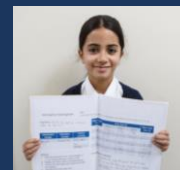
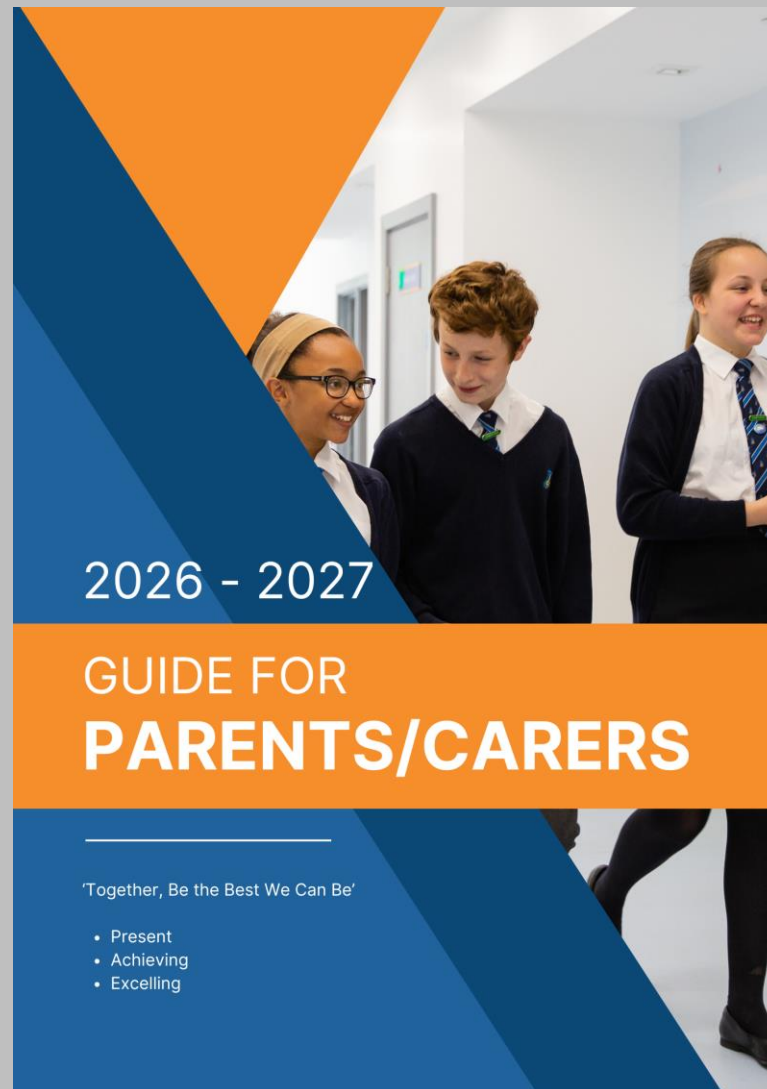
> Support

Essential School Information

Please refer to our [Parent/Carer Guide \(Click here\)](#) for important information about Kettlethorpe High School.

[Please read our Home School Agreement \(Click here\).](#)



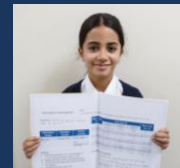
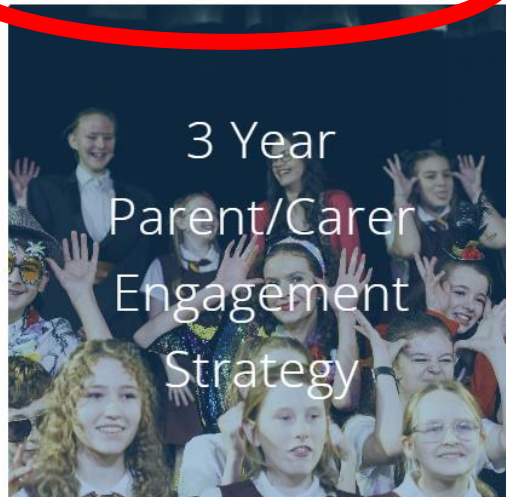


[Absence and Attendance](#)[Essential School
Information](#)[Exams](#)[Forms](#)[Key Stage 3](#)[Year 7](#)[Year 8](#)[Key Stage 4](#)[Year 9](#)[Year 10](#)[Year 11](#)[Newsletters](#)[Parental Apps](#)[Support](#)[Operation](#)

Essential School Information

Please refer to our [Parent/Carer Guide \(Click here\)](#) for important information about Kettlethorpe High School.

Please read our [Home School Agreement \(Click here\)](#).



Kettlethorpe High School Home School Agreement

At Kettlethorpe High School, we recognise the importance of the partnership between school and parents/carers in having a transformational effect on the secondary school experience of children in our school and their eventual outcomes and life chances. As a team around, and including every pupil, we all agree to the following actions:

As a school we will...

- provide a learning environment that is stimulating, safe and caring.
- model and develop kindness, responsibility, resilience, reflectiveness, and respect; we will teach and promote the Kindness Charter.
- promote and expect high standards of behaviour and attitude to learning.
- record and reward good progress and performance; celebrate success of all kinds, not just academic.
- consistently apply our policies so that parents/carers and children understand the importance of choices and consequences, both positive and negative.
- ensure that your child has the opportunities, support, and guidance to achieve their full potential.
- ensure staff have regular and the most up-to-date training to best support your child.
- report regularly on your child's attendance, behaviour, and academic progress.
- keep you, parents/carers, informed about school and what you can do to support your child in the above areas.
- offer extra-curricular activities, trips and enrichment opportunities that will develop broader skills to prepare for life and the world of work.
- reflect and review in good faith if we make a mistake.

As a parent/carer I will...

- promote kindness, responsibility, resilience, reflectiveness, and respect; I will understand the Kindness Charter.
- always make sure my/our child attends school, unless for approved circumstances.
- make sure my/our child attends school on time, in correct uniform and with the correct equipment.
- make sure I check my/our child's attendance, behaviour, homework, and sign the planner each week.
- attend consultation evenings and discussions about my/our child's progress.
- download and create accounts to Edulink and Class Charts, which are key communication tools for behaviour and communication; I will check these regularly.
- ensure I understand the behaviour policy and support school with teaching my/our child the importance of high standards.
- work with school when I am asked to support with my/our child's behaviour or learning.
- ensure I understand the Kettlethorpe High School's values and expectations surrounding the 4 Rs and the Kindness Charter, and work with my/our child at home on these.
- encourage my/our child to participate in the extra-curricular opportunities offered by the school.
- support all other of Kettlethorpe High School's policies and guidelines as outlined in the Parent/Carer Guide and website.

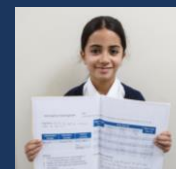
As a pupil I will...

- demonstrate kindness, responsibility, resilience, reflectiveness, and respect; I will follow the Kindness Charter.
- attend school in correct uniform, be on time and with the correct equipment.
- work hard in class and at home, so that I can achieve my full potential.
- understand that I belong in this community; I will know that my positive actions make the school a better place.
- understand that I will be rewarded for getting it right.
- follow all instructions first time, every time; I will understand that sanctions are in place for a reason to help me improve my behaviour and accept them if given.
- use my planner to organise my homework and record my achievements.
- complete homework on time; ask for help if struggling.
- represent the school positively outside in the community.
- care for our environment – in and out of school – by putting rubbish in bins and looking after resources.
- attempt and regularly take part in extra-curricular activities, trips and enrichment offered by the school.

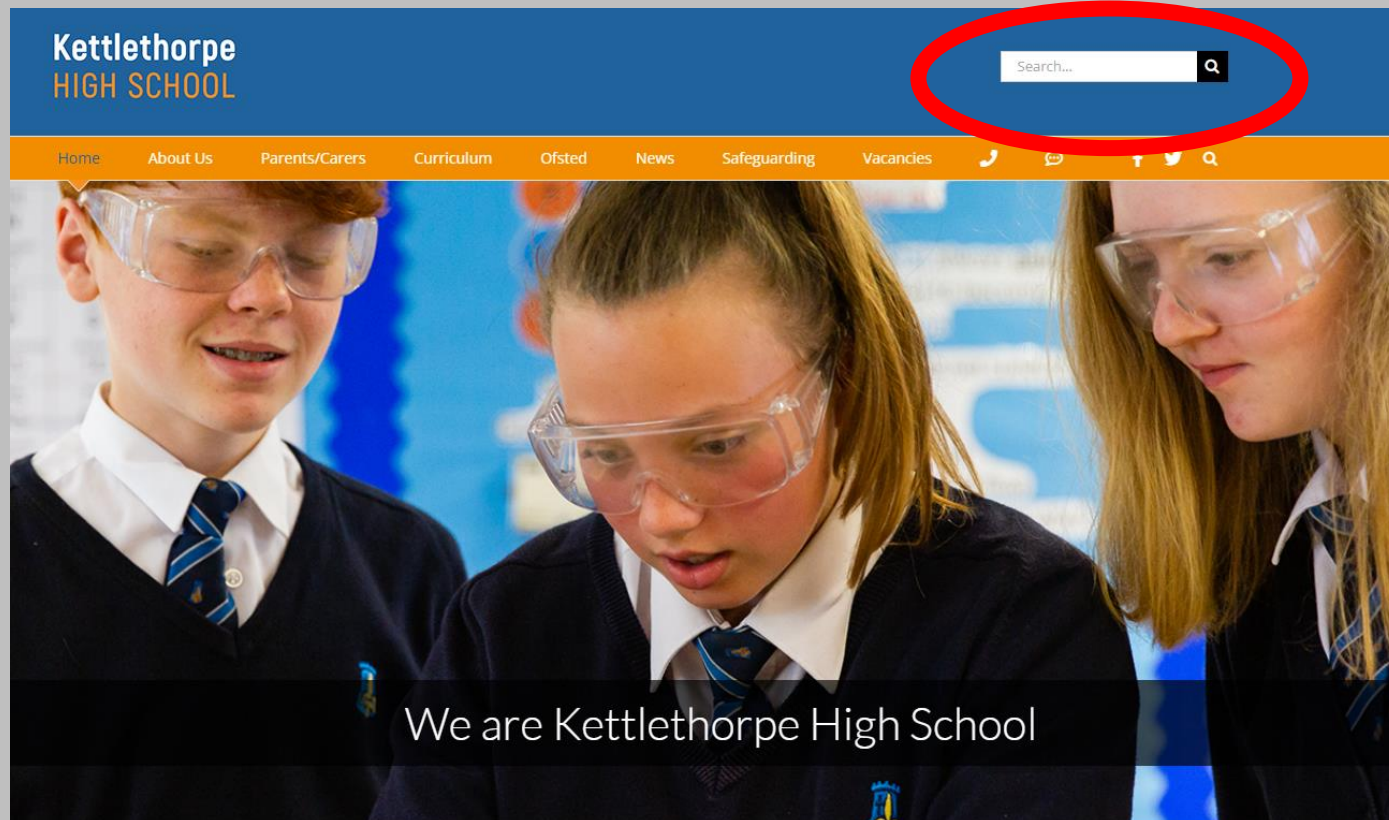
Kettlethorpe
HIGH SCHOOL

By choosing to work at this school, send my child to this school, or attend this school, I commit to meeting these expectations.

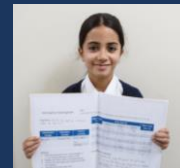
Kettlethorpe
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Top tip! Search function on the website



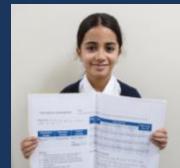
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HIGH SCHOOL



Expectations, Transition Timeline and Next Steps

Mrs V Shute

Year 7 Progress Leader & Transition Lead

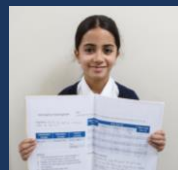


The Kettlethorpe Way

'Together,
be the best
we can be'



**Kettlethorpe
HIGH SCHOOL**



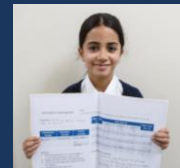
Transition Process

- 1st March – allocation of Kettlethorpe High School
- Close collaboration with primary schools
- Activities and visits
- Induction Day and Evening



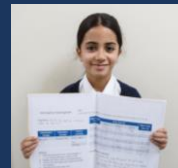
Next Steps

- First day of school – Thursday 3rd September (Y7&11)
- On site by 8.35am -exactly same as today
- Spend the morning with form tutors, familiarising themselves with school, receive timetable, planners, knowledge organisers.
- Tour of school
- Early lunch
- Attend normal lessons
- Finish school 3.05pm
- Logistics of pick up and drop off

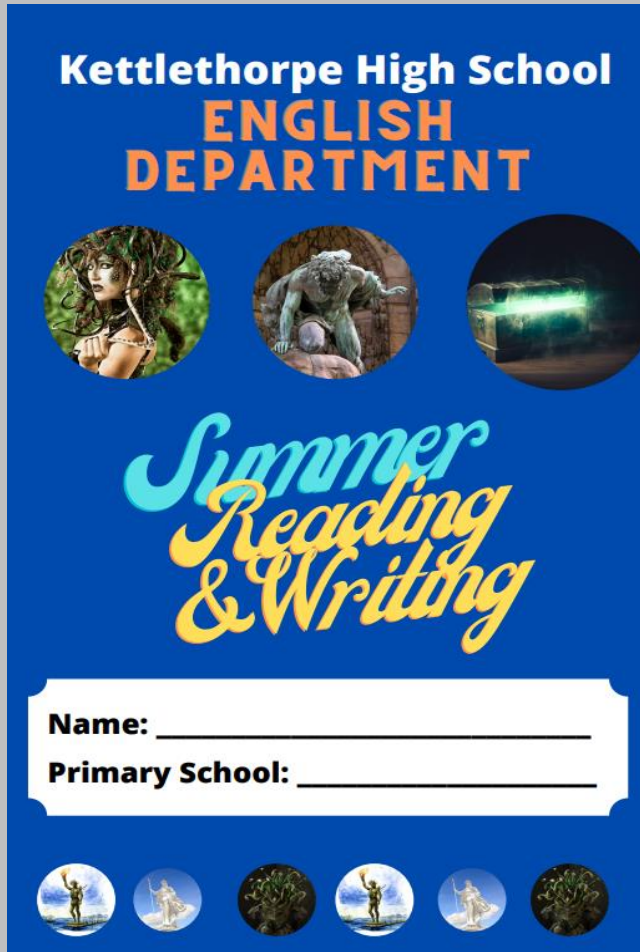


Dates for your Diary

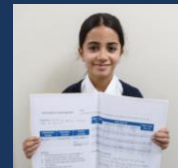
- Summer Activities – English and Maths Workbooks (recommended)



Summer Activities



Kettlethorpe
HIGH SCHOOL



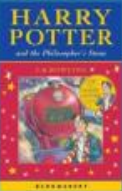
Recommended Reading List

Recommended Reading



This is the story about how one ordinary nine-year-old child and three classmates are full of empathy for Ahmet, a boy that comes to their school as a refugee from Syria (he is the boy at the back of the class).

Through their sensitivity, curiosity, ingenuity, bravery and innocent niceness, they make a massive impact on Ahmet's life, friends, class, school, community and wider world.



After the misery of life with his ghostly aunt and uncle, Harry Potter is delighted to have the chance to embark on an exciting new life at the Hogwart's School of Wizardry and Witchcraft. Learning about magic and making new friends, he has the chance to use his new-found wizarding skills to unravel some of the mysteries of his own past - and to uncover some shocking secrets about his teachers.



When the Pevensie children - Peter, Susan, Edmund and Lucy - step through a wardrobe door in the strange country house where they are staying, they find themselves in the land of Narnia. Frozen in eternal winter, Narnia is a land of snow and pine forests, and its creatures are enslaved by the terrible White Witch.

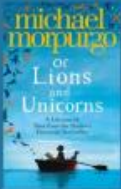


Matilda is not yet five years old, and already she is a very unusual child. Teaching herself to read, she works her way through all the books in the children's library and then gets started on the adult section, to the amazement of the librarian. Her narrow minded parents don't notice that they have a genius in their midst - but is soon becomes clear that underestimating Matilda is a big mistake.

Recommended Reading



This collection of 50 real-life tales from around the world spans a period of more than 75 years and spotlights the remarkable achievements, both on and off the pitch, of a variety of football heroes.



A variety of short stories and extracts from Michael Morpurgo, 'The Nation's Favourite Storyteller' are collected in this lovely gift edition. Divided into five sections that cover the writer's major themes - memories, animals, war, the sea and famous tales retold - this book is a real box of delights, tempting readers to dip in time and time again.

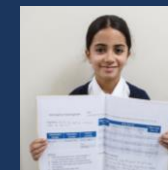


Cameron desperately needs a new heart when he is offered the opportunity to take part in a radical and controversial experiment involving the transplant of a pig's heart. While Cameron soon comes to terms with the idea, he finds the world around him less accepting. A powerful and thought-provoking read.



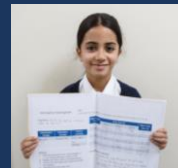
The Bad Beginning is the first of 13 volumes in the appropriately named collection, A Series of Unfortunate Events.

The comically dark tale centres around three children, Violet, Klaus and baby Sunny, whose parents are killed in a fire which also destroys their home - a tragic event which sets the tone for the rest of the book. Sent to live with Count Olaf, a distant relative, their unsettled lives take a turn for the worse. Count Olaf treats the children like slaves, ordering them to cook, clean, fetch and carry for him and forcing them to share a single, filthy bedroom, with only one bed.



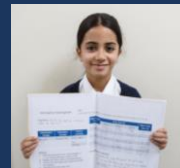
Dates for your Diary

- Summer Activities – English and Maths Workbooks (recommended)
- Thursday 3rd September – Year 7 and Year 11 only
- Thursday 10th September - Year 7 Parents/Carers Information Morning
- Friday 18th September – Mission Out
- Thursday 24th September - Year 7 Tutor Evening
- W/C 5th October – Year 7 Report 1 (Attendance, ATL, Reading Age)

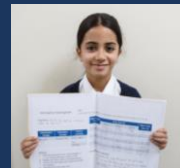


Mission Out

- Friday 18th September – all day
- Full details to be provided in first week (all day trip)
- No cost to pupils
- Consent and medical information must be given, or your child will not attend; this is done on the data collection form
- Fully inclusive programme – alternative arrangements can be put in place where required.



Thanks and Q&A



Together, Be the Best We Can Be.

Present – Achieving – Excelling

