



Welcome to Year 7 Information Evening

Thursday 6th September 2018



Welcome

Ms Julia Waters
Headteacher



You are called to be...

The SALT
of the
EARTH

&

The LIGHT
of the
WORLD



Lord help us

All: to accept you in all parts of our lives.

Lord inspire us

All: to surround ourselves with friends and faith communities that will nourish us and help us grow strong.



Lord guide us

All: that you may produce in us
love and peace, patience
and kindness, faithfulness,
humility and self-control.

Lord make us appreciate

All: the gifts that we receive
from you and from everyone in
our lives



Lord invite us

All: to continue to help these young people grow and be inspired by us.

We make our prayer through Jesus Christ,
our Lord and our brother,
our teacher and our friend.

All: Amen



Teaching and Learning in Year 7

Mr Owen Nichols

Assistant Head teacher

Teaching and Learning KS3/4

Curriculum

Ks3 Standards

Digital Learning



What are the key features in Teaching and Learning at UHSW?

- Progress leading to excellent examination achievement
- All students needs are met - differentiation
- High expectations
- Checking understanding
- Intervention when needed
- Excellent teacher knowledge
- Student engagement
- High quality marking and feedback



Our Priorities

- Progress in lessons
- Progress over time
- Developing key skills
- Participation in lessons
- Becoming independent learners
- Active Learners – linked to new linear courses.



How are these skills developed through the teaching methods used?



1. Assessment

Teacher feedback on where they are at and what they need to do to improve

Student respond to comments in **green pen** then make any corrections, amendments or add extra information if needed

2. Student engagement



Use of **mini whiteboards** to engage students to provide feedback on progress and learning in the lesson

3. Digital technologies



Use of one to one devices to encourage independent learning and peer collaboration



4. Think time



Opportunities to think and reflect, ask questions of the teacher and each other to develop deep learning



5. Challenge



All students have different needs that will be catered for by teachers e.g. by task, resources used, groupings etc.



6. Revision

- i. Takes place all year.
- ii. Active Revision.
- iii. Revision guides.
- iv. Success Criteria.





Organisation

Green pen

Mini whiteboard

Tablet

Exercise books- up to date, neat, organised and covered. Inside the front cover should be an up to date Progress Tracker

Planner- record all homework

Stationery equipment and be prepared for practical lessons



Pride in books

1. Cover every book and repair any damage to them.
2. Glue the Progress sheet to the inside of the front cover and keep it up to date.
3. Green pen your work and correct any mistakes as directed by your teacher.
4. Catch up on any missed work as soon as possible.
5. Keep your work neat and tidy at all times.
6. Glue all of your work sheets into your book in the correct place. Do not have any loose sheets and make sure you glue any assessments in as well.
7. Date all of your work and underline, with a ruler, every heading.
8. Do not scribble, doodle or mark any pages with anything other than directed work.
9. Draw all graphs in pencil and always write in pen.



Assessment for learning

- Know target grades in all subjects
- Understand what is required to improve
- Ask questions
- Respond and act on teachers feedback
- Assess own work and work of others



Teaching and learning beyond school - how parents can help

- Curriculum guide for information on courses
- School calendar for events
- Homework timetable
- Planner- always check and sign
- Exercise books
- Time and space to study
- Talk about learning



Digital Literacy



Digital learning Provision

- School tablet scheme
 - Distribution from Tuesday 25th Sept
- Computer rooms (9)
 - Lunchtimes
 - After school
- Wireless access for school laptops
- MS Teams VLE (Virtual Learning Environment)



How will MS Teams and tablets enhance your daughter's learning?

Enhances student **engagement**

e.g. Online quizzes and questions, MyMaths, online textbooks, revision websites,

Provides tools for teachers to **stretch and challenge** students to their potential

e.g. Video tutorials recommended based on an individual student's needs and interactive automatically marked quizzes

Allows students to **collaborate** on projects from any location

e.g. shared documents via Frog, access to all their school documents via Frog and their tablet

Teachers and students can have a **dialogue**

e.g. online marking of work, class/individual blogs on Frog, feedback through surveys on Frog

Students can learn **independently** and at their own pace

e.g. personalised online activities e.g. Mathswatch and a choice of activities on Frog that are differentiated for your daughter's needs



Homework & Grouping



Grouping

All tutor groups are mixed-ability.

In Year 7, students are mostly taught in tutor groups and therefore in mixed-ability groups.

In Year 7, students are taught in sets in Maths, English and French.



Setting

Looking at the internal assessment taken in April at Ursuline, students have been set for English, Maths (and French).

In English, students have been set based on their performance in their reading and writing assessment.

In Maths, students have been set based on their results (non-calculator paper).

In French, students are in the same groups as in English. The work will be differentiated to ensure all students achieve their best.

Setting will be reviewed based on the SATs results and in case of discrepancy with our internal assessment some changes may be made later in the Autumn term.

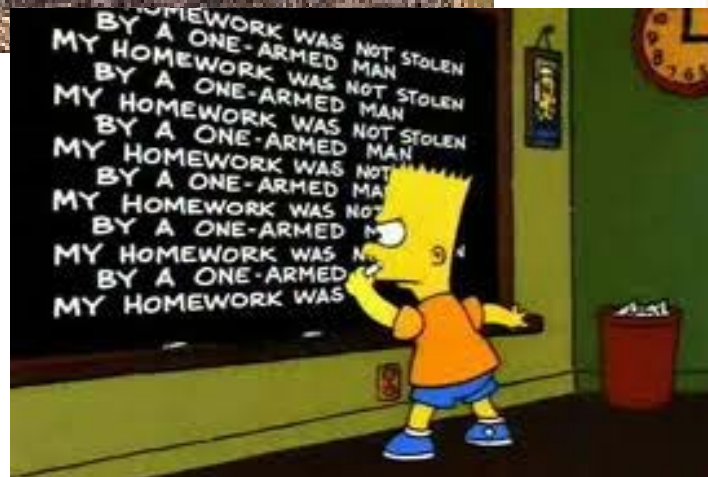
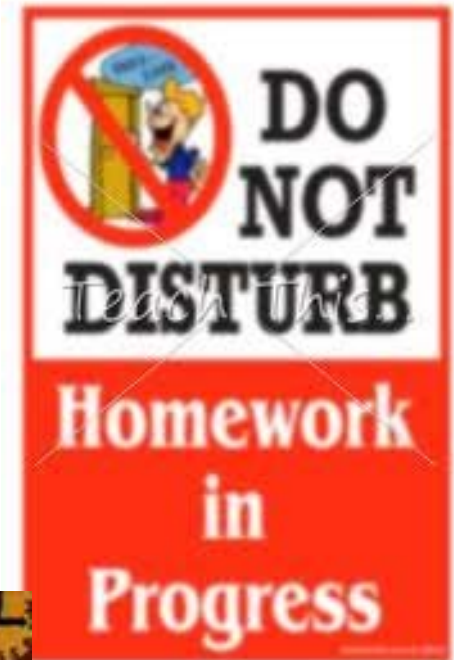


What happens next?

- Student work is marked fortnightly and students will also take a number of cumulative assessments throughout the year.
- Based on student progress, further changes may be made at Christmas or Easter.
- You will always be informed of set changes in writing.
- Setting does not limit progress or lower our expectations.



Homework in Year 7





Why set homework?

Research based on 161 studies involving more than 100,000 students worldwide shows that:

Compared to classes without homework, the use of homework advances students' achievement by approximately one year.



What are we trying to achieve?

Homework is about progress:

It reinforces, challenges and extends learning.

It enhances learning skills and helps prepare well for exams.

Homework is about developing good habits:

It helps building student responsibility, perseverance, time management and self-confidence.

Homework is about links between the school, students and parents:

Homework plays a key role in developing Parent-Student interaction, informing parents about what is happening in class.



How do we achieve it?

We set the best possible type of homework, which will impact on your daughter's learning:

Re-drafting & making corrections

Applying knowledge through practising exercises / answering questions

Extended writing

Rote learning

Rehearsals & practice (particularly for the Arts)

Independent work (My maths)

Prep work



Main problems encountered

- Your daughter has forgotten to do the homework.
- Your daughter does not understand the instructions in order to complete the homework.
- The homework is too difficult or too easy.
- The homework is not carefully recorded in the planner.
- Your daughter has lost the worksheet.



How can you help?

1. Give some of your time to your daughter.
2. Check your daughter's diary / MS Teams on a weekly basis.
3. Help your daughter to organise herself and prioritise her homework.
4. Ask to see her exercise books from time to time.
5. Provide a quiet environment at home.
6. The best way to learn is to be able to teach someone what you've learnt. Become a learner: ask your daughter to teach you what she's learnt.
7. Help your daughter avoid distractions when she's doing her homework (using mobile phones and watching TV will affect the quality of the learning).
8. Ensure your daughter takes a break between pieces of homework.
9. Monitor your daughter's use of the Internet.
10. Encourage your daughter to read a book.



Pastoral Care

Ms Jenny Harriott
Assistant Head Teacher



Friendship ups and downs

- Very common issues around friendship changes
- Advice to students about dealing these situations
- Support our message of respect
- Work together to help them navigate these tricky times

Get involved in activities/clubs to meet others

Be kind

Think the best of people where possible



Social Media in Year 7

- Countless friendship issues which are exacerbated by the misuse of social media
- Drawn into issues with other student
- Tempted to say unkind comments
- Unable to move past comments online
- We have a **no social media policy in Y7 – asking for your support**
- If students do use social media, this will be taken into consideration when dealing with issues raised
- We need to work together to support our young people and we are stronger if we all do the same



Dangers online

- Risk of coercion
- Pictures, comments etc can be passed on without permission.
- Access to people they do not know easily
- Not easy for young people to recognise a 'stranger' online
- Easy to inadvertently share personal info



What can we do?

- Recognise the risks - has an 11 year old got the emotional maturity to handle them?
- Limit the time spent on electronic devices and remove them in the evenings/night.
- Know what she is doing online – open space at home for access
- Know logins and passwords
- School monitoring of devices – even at home (e-forensics)



Where can I get practical advice?

- www.childnet.com
- www.saferinternet.org.uk
- <https://www.tigermobiles.com/2015/05/how-to-protect-your-children-on-their-smartphone/>
- <https://www.internetmatters.org/>





How to Keep Kids Safe on Popular Apps

To comply with COPPA (Children's Online Privacy Protection Act), most services like Facebook and Snapchat require their users to be at least 13 years old



Parents need to be aware that children can lie about their date of birth in order to sign up for certain sites

Snapchat:


What it is:
Allows users to send pictures and videos that delete themselves after a short period of time (usually a few seconds)

The risks:

- May encourage risky behaviour**
Teens may think that since the inappropriate photo or video will be deleted, it doesn't matter
- Pictures and videos are not gone forever**
 - With technical knowhow, they can be retrieved
 - A screenshot or simply taking a picture of the screen with another device can also capture the image

What to do:

- Ensure children know that anything digital (including "self-destructing" pictures and videos) can still be shared with others
- Manage account settings so that your child can only receive pictures from their friends list, as opposed to everyone
- Follow up by monitoring their friends list





Travel to and from School

- Straight to and from school
- No loitering in Wimbledon – no shops
- No more than 4 students together
- Travel carefully and respectfully
- Travel safety afternoon (TFL)
- Feel prepared in a difficult situation



LGBTQI

Accompaniment is an **art of enabling someone to grow, to develop, to help and support that person to discover who they are** as being made in God's image; to help someone to become fully human with an intrinsic dignity

[Pope Francis].

Archdiocese of Southwark with
Catholic Secondary Headteachers



Framework for guiding Catholic schools on developing a
pastoral response to the needs of students who identify
as LGBT within Catholic schools



The framework has allowed UHS to:

- Create a guidance on providing an appropriate response to meeting the needs of students who identify as LGBT
- To help UHS remove barriers which are oppressive and disadvantaging for LGBT students.



The starting point for supporting students who identify as LGBT is the **recognition that every person, regardless of their sexuality is created in the image and likeness of God** and therefore has an **intrinsic dignity** which must be respected at all times.

The Framework sets out four essential pillars when considering a pastoral response to the needs of LGBT students:

- 1) Accompaniment
- 2) Discernment
- 3) Informed Conscience
- 4) Seeing the person / not the act



Provision at UHS

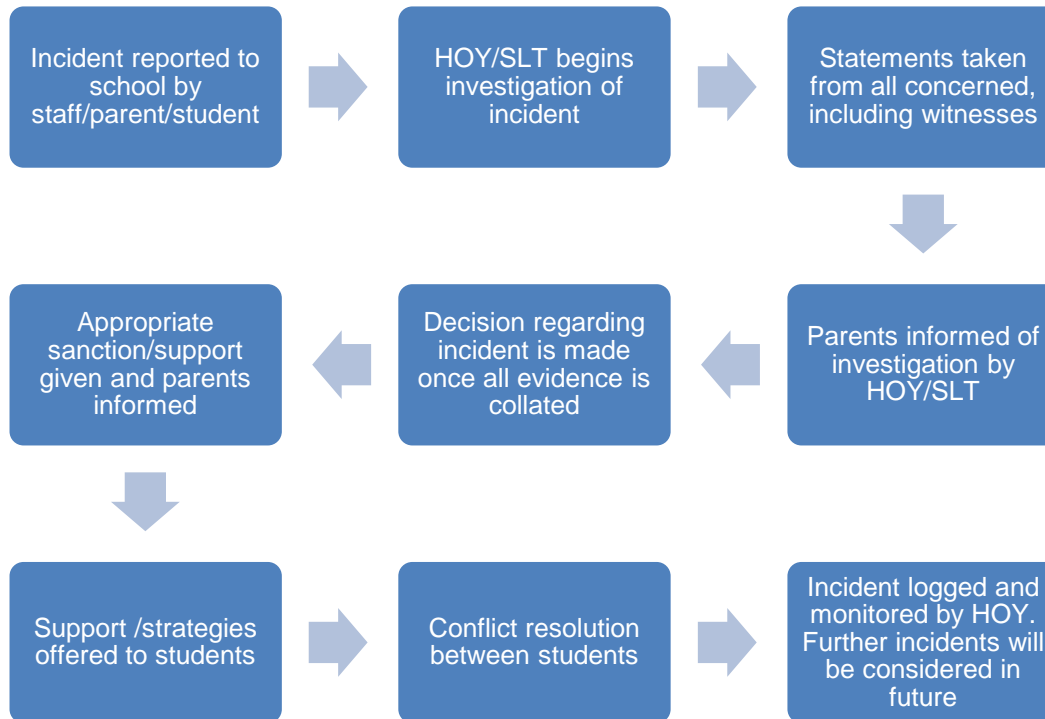
- A bullying policy and code of conduct for students which recognises prejudice related to LGBTQI
- Gender neutral toilet e.g. KS3 toilet
- Changing names and gender markers on files – by agreement of parents for students 16 or under
- 16+ name changed by deed poll– requires reprints of exam certificates etc.
- Mentoring
- Student Equalities Group
- School Counsellor
- PSHEC program to address LGBT and equality issues
- Work with parents to signpost support services

A copy of the guidance will be available online for you to access.



Anti-bullying policy

UHS Process for dealing with alleged bullying





Mental Health

- Growing concern for our young people – resilience building is key
 - Balance with work and play
 - Their best will always be good enough
-
- Pastoral support team
 - Safeguarding team
 - School Counsellor/Nurse



Punctuality

Numbers of lates	Staff responsible/action to be taken	Consequence for pupil
1	Tutor conversation/HOY	Student signs in early the next day
2-3	Tutor conversation/HOY	Student signs in early the next day
4	Tutor phone call home	Parents informed/ Student signs in early the next day
5-8	Deputy Head late detention. Letter home (PSA)/HOY call home.	1 hour's detention on day of 5 th late /parents informed
9	HOY – phone call home. Loss of break and lunch times all week. (PSA rota). Second letter home.	Parents informed/break and lunch detentions for week.
10-12	HOY holds meetings with parents, punctuality action plan put in place. Half termly review. Loss of break and lunch times for second week. Third letter home.	Parent meeting/action plan/ break and lunch detentions for week.
13-14	Year Group Senior Leader meeting with parents to review action plan and support.	Parent meeting/action plan/ break and lunch detentions for week.
15	Meeting with Head Teacher and parents. Head Teacher's Saturday detention (Fortnightly 9-10am, SLT rota).	Head Teacher's Saturday detention.
16 +	Escalation to Governors panel.	



Attendance

We want the students to be in school wherever possible.

We monitor all students with under 92% attendance weekly

Students with excellent attendance have a much higher chance of succeeding socially and academically

Please support us in ensuring our students have the best access to our curriculum, so they can achieve in areas.



PSHEC in Y7

Autumn term:

First Impressions: organisation, teamwork, stereotyping, prep for residential trip
CSE, Prevent, FGM, PASS Survey, British Values, Black History Month

Conflict: resolving conflict, cyber bullying, friendships, Christmas charity fair,
Safe Travel information, Knife crime, Positive Mental Health

Spring term:

Body Image: puberty, healthy lifestyles, eating habits and disorders, emotional wellbeing, stress

Drug Awareness

Relationships: modern families, divorce, homosexuality, SRE
LGBTQI History Month

Summer term:

Careers: Careers, finances, rights and responsibilities, media and free press support with options for Y8, revision skills ahead of exam week

Politics: Case study - taking action and bringing about political change
Sports day prep, Y7 Debates prep, Serviam Assembly prep



Précis of Emergency Plans

All of our emergency plans have been developed with the care of the children as the priority. This sometimes means that immediate access to children may not be the most appropriate action for parents to take. This document summarises the plans we have in place and what you can expect should they be activated.

Emergency Plan

The schools generic emergency plan details how the school management team will deal with an emergency affecting the school. This could be fire, snow, flood, power failure, pandemic flu, infectious disease or any other serious impact on the school.



Senior staff have delegated actions in an emergency and other plans may be activated as part of our response. Arrangements will be put in place to deal with communications, care of the children, dealing with suppliers and any other area.

Emergency Evacuation Plan

Should something happen within the boundaries of the school site, or in close proximity, and we are advised to leave the school, this plan will be activated.

This predetermined plan details how the school will be evacuated, where we would go, with alternative's if required; detailed arrangements for care of the children, communication with parent/guardians/carers and collections arrangements if appropriate.



Emergency Lockdown Plan

This plan details how the school will be made secure if circumstances demand it. When activated this plan will prohibit access to and egress from the school with the exception of emergency services personnel. Children and staff will not be permitted to leave the school during lockdown unless permitted to by the Police on the grounds of medical advice.

This plan details how parents/guardians/carers will be communicated with; arrangements for extended periods of care; emergency feeding and medical care of required.

Likely scenarios include; intruder on site; incident nearby that could affect the school (i.e. toxic smoke) or on receipt of advice/order from emergency services.

This plan will always be activated on the advice of the emergency services.



Assessment, Recording and Reporting

Mr Owen Nichols
Assistant Head teacher
KS3 Standards





1. Starting Points.
2. UHS Target Standards.
3. Progress.



Starting Points

ARE (Age related Expectation)

POP (Proof of Progress -Tests from FFT Fisher Family Trust)

Targets not capped or Limiting



What is ARE ?

Age-related expectation is the average standard of work expected at a given age or development in education. (This Changes over Time)

At the end of KS2 Y6, ARE will be 100 (scaled score) (4a in old levels).
Each Year some students are below, on, above or significantly above this average when joining UHS.

We have devised a system called the UHS Standards to target, track and support students progress through KS2.



UHS Standards

Upon their entry in the school, students will be given a Standard Target at which they will be expected to meet or exceed in their work. There are four possible targets: Bronze, Silver, Gold and Platinum.

The Bronze Standard Target will be allocated to students arriving in Year 7 below ARE. Students attaining Bronze standard by the end of Y8 will be targeted a Grade 3 at GCSE. (Currently those students from KS2 at or below 100)

The Silver Standard Target will be allocated to students arriving in Year 7 at ARE. Students attaining Silver standard by the end of Y8 will be targeted a Grade 4 or 5 at GCSE. (Currently those students from KS2 with 100-109)

The Gold Standard Target will be allocated to students arriving in Year 7 above ARE. Students attaining Gold standard by the end of Y8 will be targeted a Grade 6 or 7 at GCSE. (Currently those students from KS2 with Levels 110+)

The Platinum Standard Target will be allocated to students arriving in Year 7 significantly above ARE 115+. Students attaining Platinum standard by the end of Y8 will be targeted a achieve Grade 8-9 at GCSE. (Currently those students from KS2 with Levels at or above 5a)

Targets are not Limiting students are expected to match their standard but can move up.



This means that any student currently joining Below **ARE** who would start on Bronze needs to be supported in class in order to make accelerated progress with the ambition that she would move to Silver Standard and close the gap.

We are setting targets which are challenging/aspirational and if achieved would continue to produce outstanding progress for all students.



Advice Given to Students

- Your key task will be to ensure you always work to this target and to try your very best to move to the next one up.
- Your teachers will tell you what you need to do to stay on your target and what you need to do to aim for the target above.

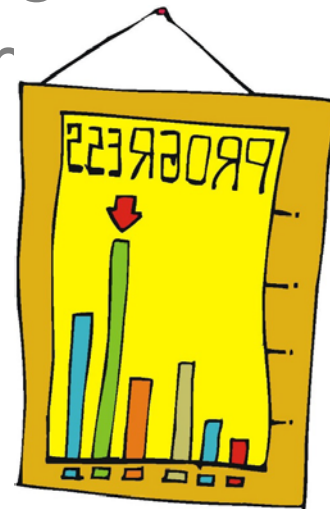


Progress is built into the design of the standards.

In line with the Assessment calendar, all subjects have designed sets of standards:

- Standards for Year 7 Autumn A to Spring A
- Standards for Year 7 Spring B to Summer B
- Standards for Year 8 Autumn A to Spring A
- Standards for Year 8 Spring B to Summer B

The standards get progressively more challenging in line with increasing ARE





How we grade Work

- **Formatively**

Assessment to aid learning journey
(Throughout each half term)

- **Cumulatively**

Assessment of Acquired knowledge at an
Assessment Point. (Standard Awarded
each half term)

We use a mix of both



In addition to the standards, effort grades are reported to students and parents each half term

Outstanding

Good

Requires improvement

Poor



Progress, Additional Support

If students are below ARE or drop below their standard;

- Small Group interventions in Numeracy, Literacy and Reading recovery.
- Specific Learning Support Groups.
- In class intervention in Subjects.
- Students with Specific SEND will have intervention as Co-ordinated by the SENCO.



Online Electronic Mark Book (EMB)

We have a system called Progresso where you can access information on your daughters attendance, punctuality, behaviour along side any reports on progress, attainment or exams produced during her time at the school.



Accessing this information

www.ursulinehigh.merton.sch.uk

Click on Progresso Link

Enter username and password (distributed to you directly from Progresso on your school email). You will be asked to change your password termly. Please make a note of your changed password.

If you have more than one child, you will be able to access all details concerning all your daughters.

If you experience any difficulty please ask for extra help when you come to collect your daughter's laptop. Alternatively follow the Progresso Log in help on the school website clicking





Assessment, Recording & Reporting Cycle

Autumn A:

EMB standard is entered for each subject based on a cumulative test this term and is made available on Progresso

1st Academic Review Day (Parent/Student Teacher Meeting)

18th October 2018 P5 & P6 & 19th Oct P1-P6

Autumn B:

EMB standard is entered for each subject based on a cumulative test this term and is made available on Progresso. Report also posted home.

Spring Term A: EMB Standard entered on a cumulative test on all work covered so far in Year 7
(This level is made available on Progresso)

Spring Term B: EMB standard entered and posted home + Progresso

2nd Academic Review Day 3rd April 2019 P5 & P6 and 4th April P1-P6

Summer Term A: EMB Average grades available online

End of Year Exams 3rd June – 7th June

Parents' Evening: Wednesday 3rd July

Year 7 Full report distributed at parents' evening.

Summer Term B: EMB Cumulative grade available online



Student Leadership, Enrichment, Careers and Parental Engagement

Mrs Victoria Jefferies
Head of Year 7

Student Leadership and Enrichment

Student Leadership:

- Arts
- Community
- Media
- International
- Environment
- Teaching & Learning
- Science
- New Technologies
- School Council



Y7-8 Enrichment Activities

Autumn Term 2018-2019



2018 Year 8 Student Profiles

Name: Lesley

Primary School: Our Lady
Queen of Heaven



Best Year 7 Achievement: I was awarded the Best Speaker Award in the Inter House Debates and the Year 7 Science Prize.

Enrichment activities from Year 7: I have enjoyed taking part in Football and Cricket Club. Creative Writing and Science Club. I love Debate Competitions and I play my Flute in the Orchestra.

What did you most enjoy during Year 7?

The trip to Liddington PGL was brilliant. I love the Giant Swing. That and Sports Day – that was so much fun.

What advice would you give the new Year 7 students? Don't follow your friends – be your own person.

I recommend Ursuline High School because.... Everyone is included. Nobody is left out or left behind.



2018 Year 8 Student Profiles

Name: Eimear



Primary School: Corpus Christi, Brixton

Best Year 7 Achievement: Being selected for the year 7 Netball and Cricket Teams

Enrichment activities from Year 7: I have enjoyed taking part in Art Club, Inter-house Debates, the Netball and Cricket Teams. I have been a Student Leader for Equalities and taken part in charity initiatives such as the Christmas Shoe box appeal.

What did you most enjoy during Year 7? I loved Sports Day and the History and English Day trips.

What advice would you give the new Year 7 students? Do not stress out about forgetting things, the teachers are very supportive in helping you get organised.

I recommend Ursuline High School because.... You get to focus on new subjects and have lots of opportunities to try new things.



2017 Year 8 Student Profiles

Name: Anne

Primary School: St Boniface, Tooting



Best Year 7 Achievement: Making new friends. Nobody in my form is from the same primary school as me.

Enrichment activities from Year 7: I really enjoyed getting to know other Ursuline students on the trip to Forest Gate. I love Art Club and Reading Club and completing charity events and fundraising.

What did you most enjoy during Year 7?

Getting to know my teachers and overcoming challenges with support.

What advice would you give the new Year 7 students? Don't be scared. There are always people here to help you.

I recommend Ursuline High School because... there is a wide variety of subjects to learn, taught by lots of different teachers. You get a very good learning experience here.



2018 Year 8 Student Profiles

Name: Lily

Primary School: St Agatha's, Kingston



Best Year 7 Achievement: Selected for the Year 7 Indoor Athletics Team

Enrichment activities from Year 7: I took part in Dancebites Club, Netball Club and Indoor Athletics Team. I have also enjoyed taking part in Choir and charity work for Diabetes UK. I supported the Christmas Shoe Box appeal.

What did you most enjoy during Year 7? I loved our PGL trip to Liddington. The Giant Swing and Kayaking was so much fun!

What advice would you give the new Year 7 students? Don't be scared, everyone is in the same position. Be open to making new friends.

I recommend Ursuline High School because... it is a safe place! It is welcoming and the teachers are very nice. You will improve your grades from year 6-7.



Y6 Summer work

Y6 Summer work was issued to help the students retain their Y6 knowledge and push onward over the summer. It included:

English

Maths

RE

Science

Students will use this work in their specific Lessons in first week.



UHS Careers programme

Ursuline High School is committed to ensuring students experience a full, varied and interesting Careers journey.

Students have the opportunity to explore job families, their own interests, skills, passions, work preferences and understand the wealth of jobs and education available to them once they leave school.

All students provide evaluations and feedback for any Careers activity they participate in.

Parents/carers have an important role to play in supporting their daughter with their careers planning. We welcome the offer of your support to the school and careers activities.

We encourage you to support and engage with your daughters careers activities and are able to see the software programmes via your daughters access.

Parents will be informed when students meet with any of the Careers Department via their planners so that you can follow up and support the conversation and help them explore their options.



Careers - all students receive

- Personal guidance and 1 to 1 Careers and Sixth Form interviews
- Dedicated Careers sessions in the PSHE programme to explore the work of work and their options and what opportunities are available to them.
- Access to START and Unifrog – 2 software programmes where they (and you) can among others things explore careers, employability skills, CV writing and future destinations.
- The opportunity to meet with employers every year through lunchtime and after school talks and different dedicated year group activities.
- The opportunity to link what they learn in their subjects to how this applies in the world of work
- Ability to use the well-resourced Careers library available to them in the LRC.
- Access to meet with the Careers Lead, Careers Advisor and UCAS Co-ordinator at any time throughout the year for advice, information and guidance.

Marion Lyons – Careers Lead, Shirley Ward – Careers Advisor, Lorraine Petheram – UCAS Plus Coordinator





UHS Careers programme

Year 7	C	Can I be ...?	START	There is a career for everyone – what can I be workshop - the Dream, job families, speaker(s)
Year 8	A	Aspire	START	Aspire to any career. STEM and ARTS Careers Panel - 2 dates – speakers
Year 9	R	Research	START	Research jobs. What are employability skills? Speed Networking (210 students - 30+ employers)
Year 10	E	Explore	Unifrog	Explore pathways and how to get there. STEM Activity (120) and Jack Petchey Speak Out (90). Explore Sixth Form, interview, subjects, options, qualifications and careers
Year 11	E	Expand	Unifrog	Expand knowledge of your skills, your future options, careers available. My Future Conference, 1 to 1 interview, CV, Work experience
Year 12	R	Research	Unifrog	Research your future options and opportunities. Networking with Employers, UCAS Fair and University Taster Days, HE options, Oxbridge, Medical, Aspirations programme. Work Shadowing
Year 13	S	Start your journey	Unifrog	Start the journey - from applying all you have learnt to choose your next steps after school. UCAS, Apprenticeships & School Leaver Programmes, Gap Year, Portfolio Planning, 1-to-1 Careers Interviews, Presentations



Parental Engagement

- Academic Review Day – October & March
- Interim reports half-termly
- Parents evening and full report - June
- Back to school event – 13th & 14th November
- Y7 Commissioning Service (Tuesday 6th November, 7pm)
- Revision Booklets to support you with Exam help – available around Easter



Parental Engagement

- Y7 Mass of the Holy Spirit – 12th Sept 11am
- School Production – Little Shop of Horrors (5th December)
- St Cecilia's day concert
- KS3 Art /D&T Exhibition
- Multi-cultural evening
- Sports dinner and awards
- End of Year Celebrations
- Student Leaders' celebration
- UPA: Ursuline Parents' Association Quiz/Movie nights



Diary/ Planner

You are called to be...

The SALT of the EARTH & The LIGHT of the WORLD

KEY STAGE

3

UNITY WISDOM HOPE

Planner
2018-2019

 NAME

FORM

FORM TUTOR



Partnership

Ms Julia Waters
Headteacher



AVILA
PARTNERSHIP





Questions

Any general questions?

If you do have a specific question, please do stay behind and our staff would be happy to answer them.



Contact details

Mrs Victoria Jefferies

Head of Year 7

0203 908 3185

Victoria.Jefferies@ursulinehigh.merton.sch.uk