



Year 7 Information Evening
15th September 2026







Animal Club



Music iMac deployment



MUGA



MUGA



Big Rig and Football Tables



Catering update

Belonging

"When students feel they belong, everything else becomes easier."



Induction Project Work





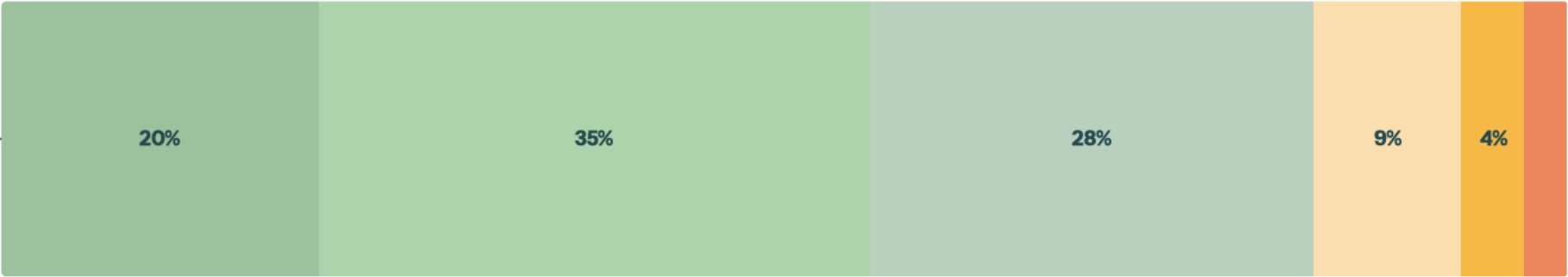
House Festivals

Q: Thinking about school as a whole, I am currently...

Thomas Keble School

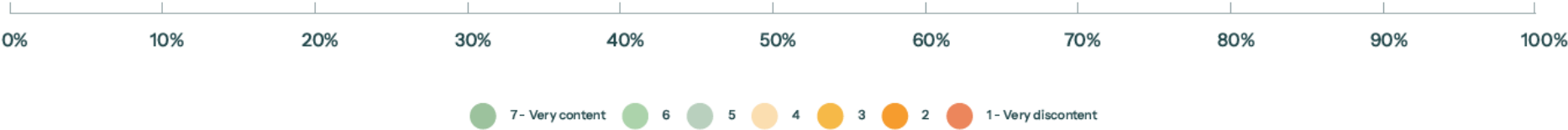
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9 Sep '26



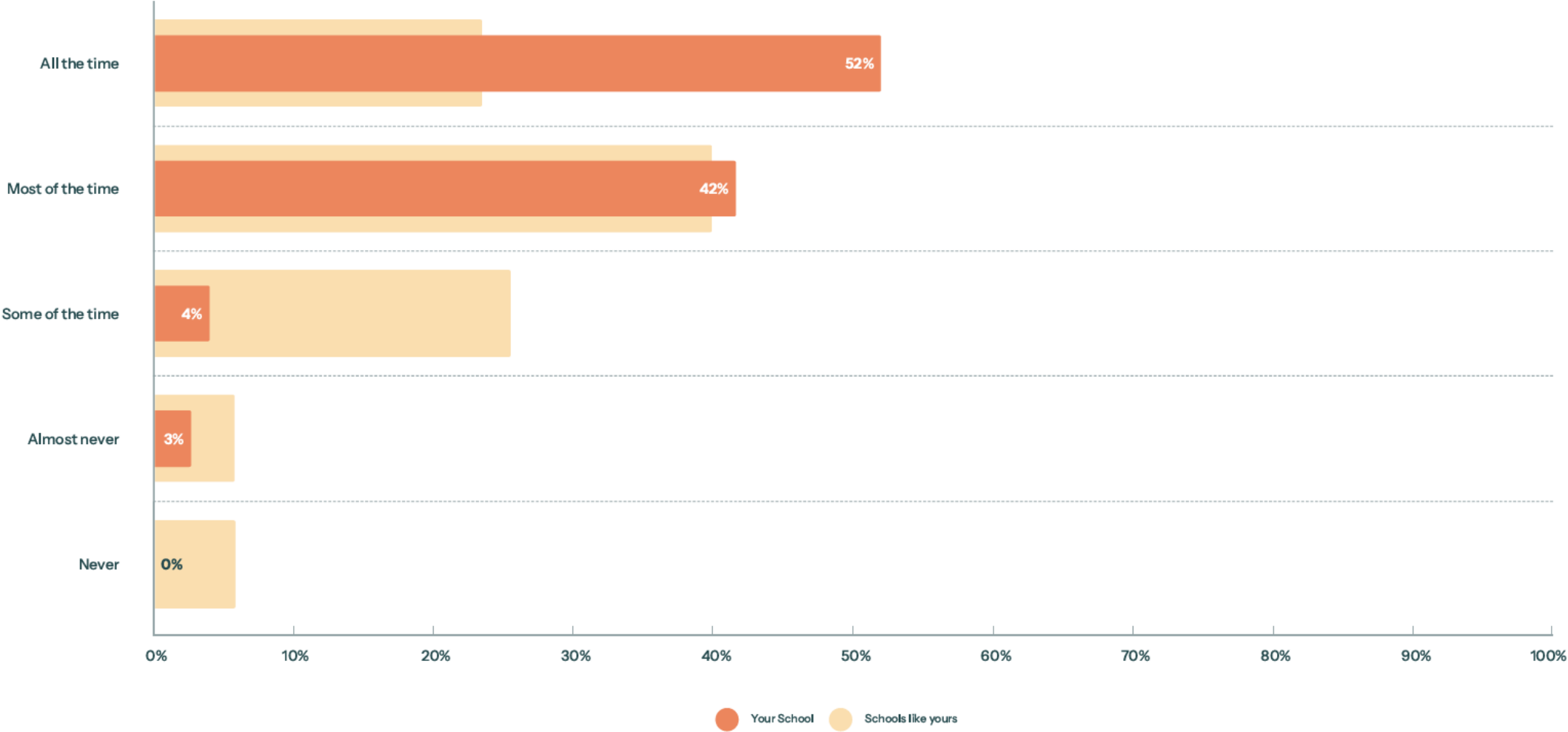
Schools Like Yours

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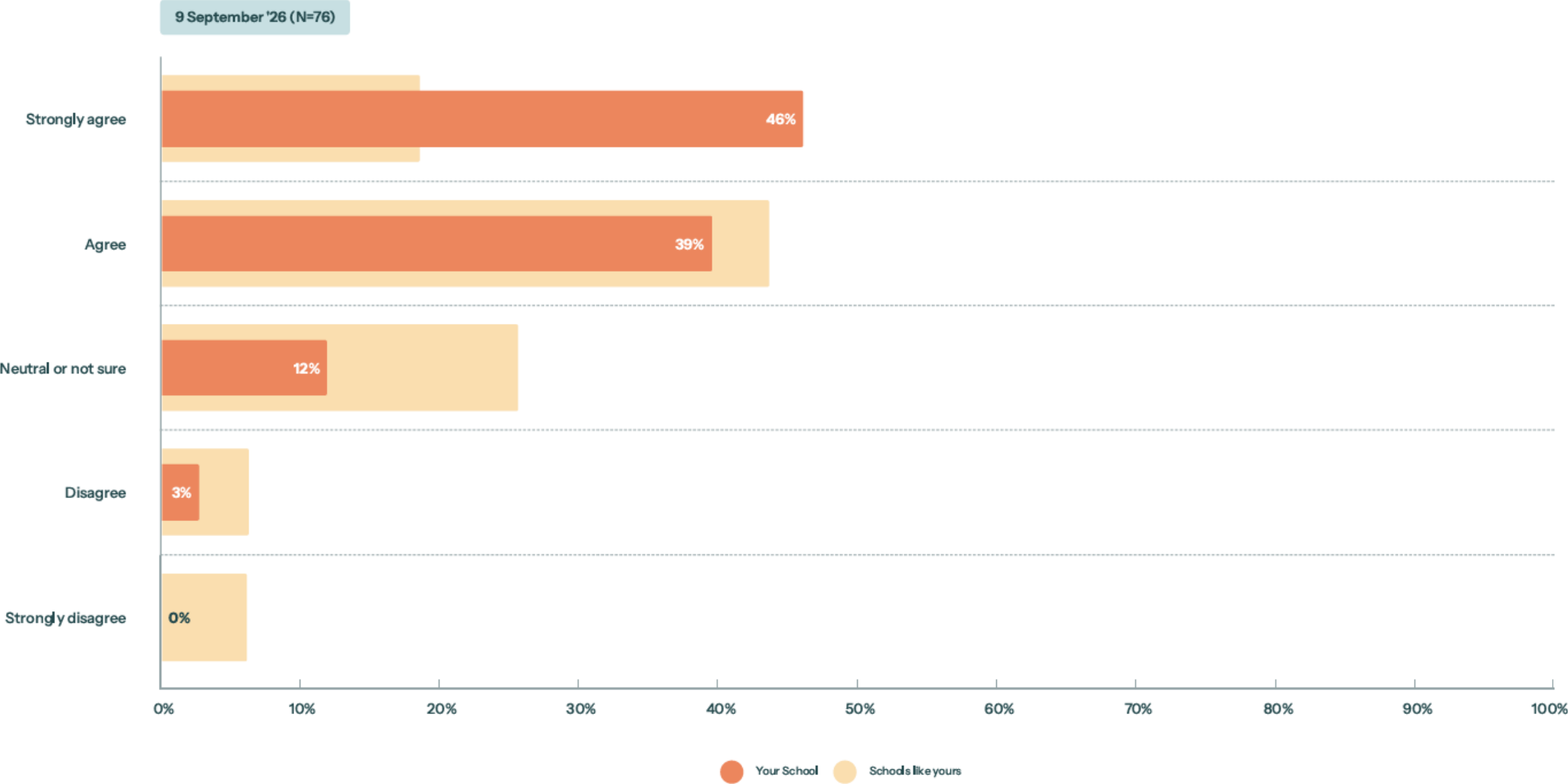


Q: I feel safe when I am at school

9 September '26 (N=77)

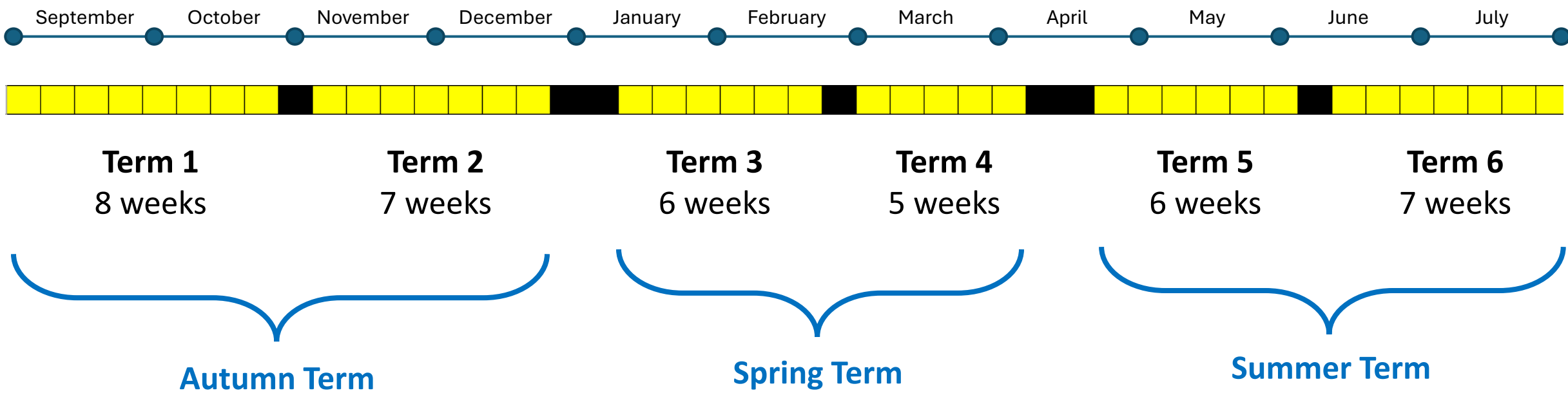


Q: Attending school is important to me

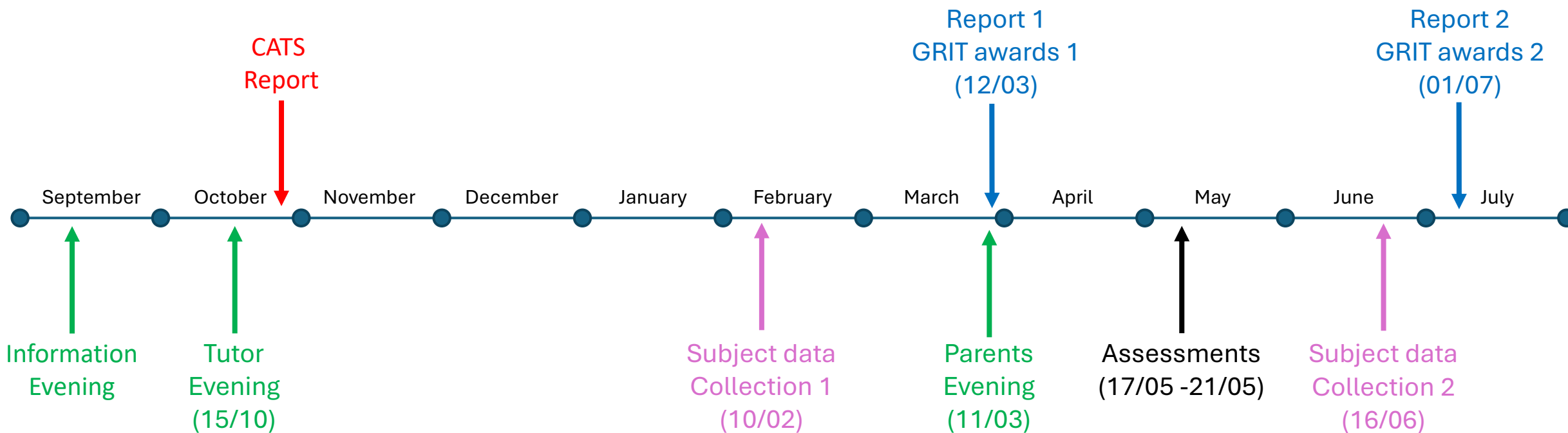


Q: The best thing about this school is...



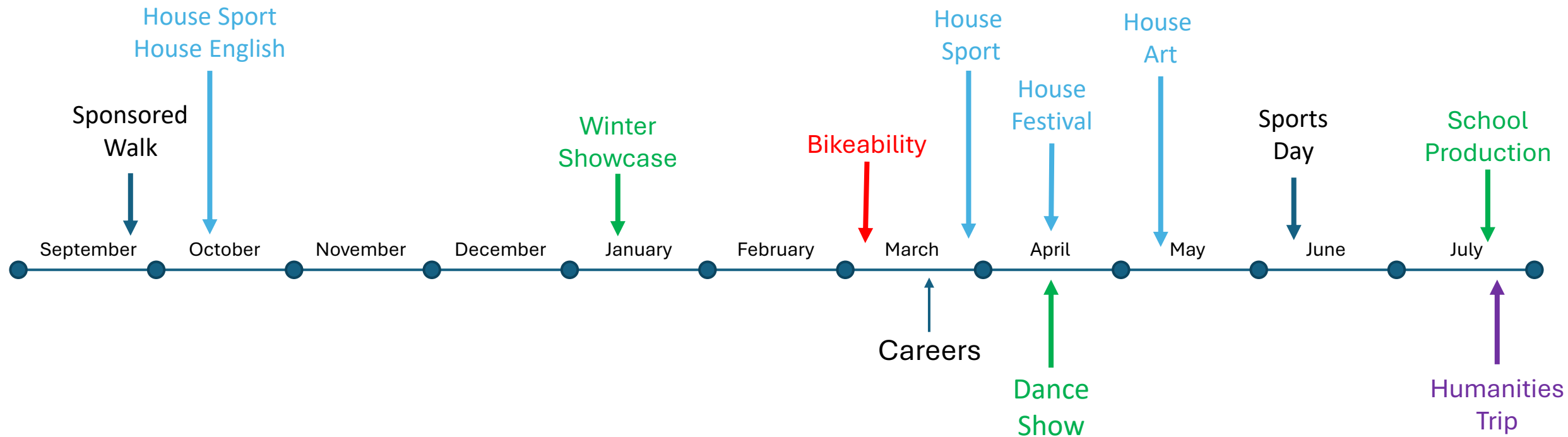


Term Lengths



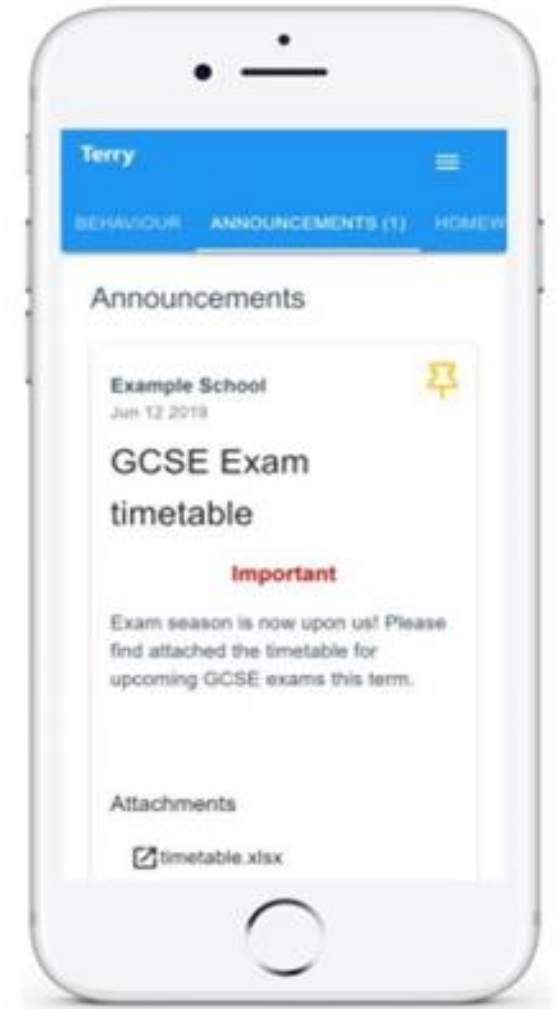
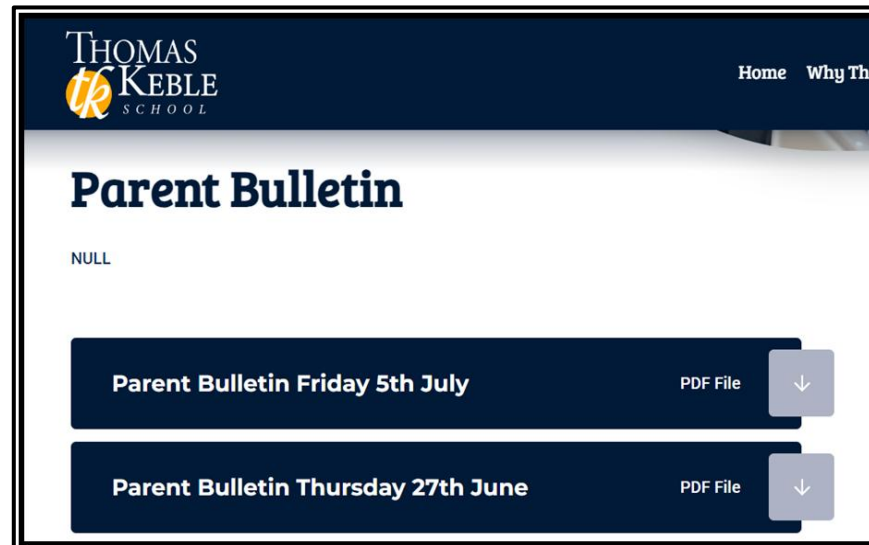
Progress Reports and meetings

Events and activities



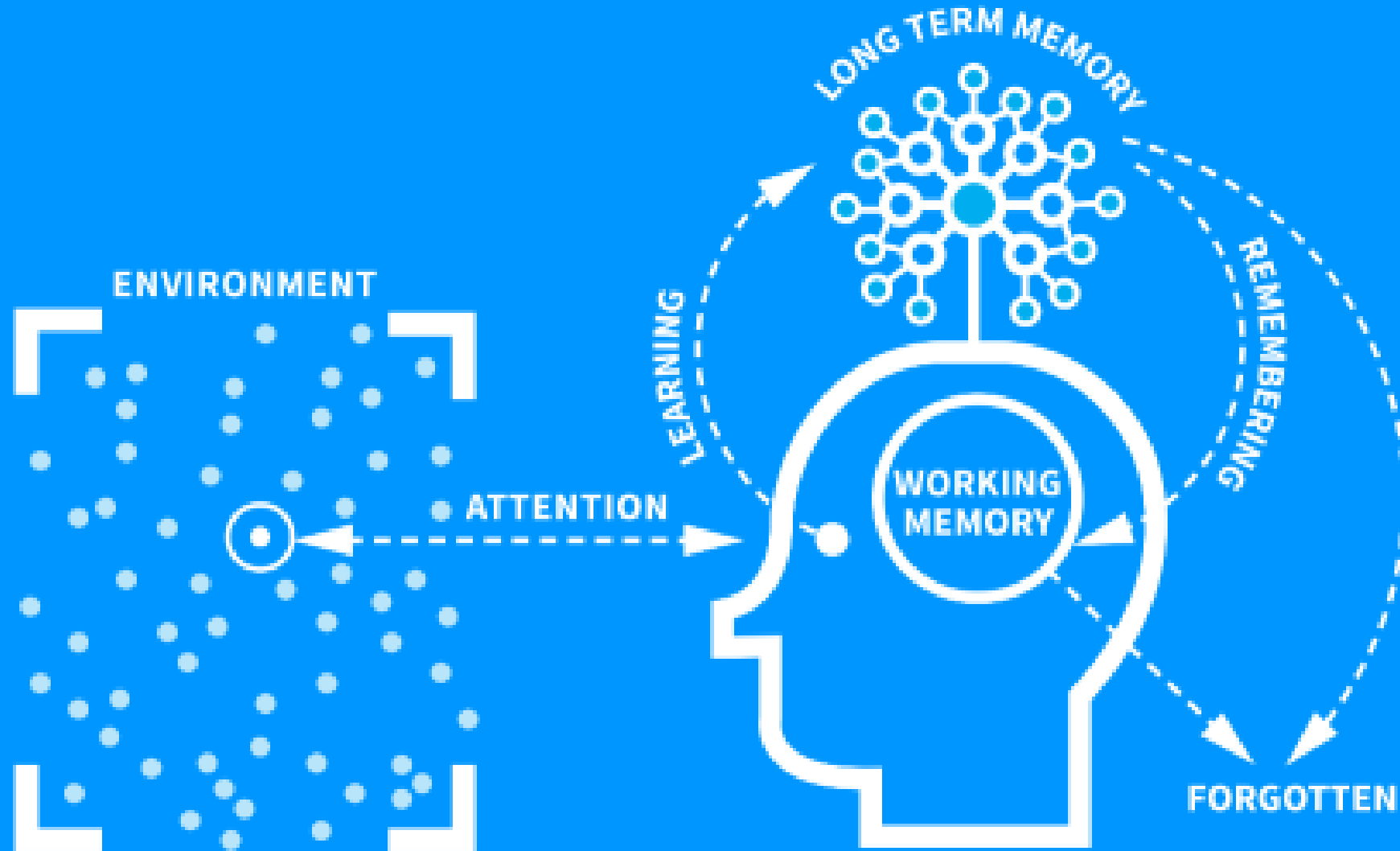
admin@thomaskeble.gloucs.sch.uk

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Curriculum and Learning

THE LEARNING MODEL



Consistent Challenge for All



Maths and Science	Subject Block 1	Design Technology	Subject Block 2
Maths Science	Computing Drama English Geography History Music RE	Food Textiles Timbers	Art Citizenship Languages PE
The year is split into 5 teaching groups. Very broadly streamed based on where we think they are currently.	The year is split again into 5 mixed groups (ability, gender and need) for these subjects	4 of the 5 mixed groups are paired. These are split to 6 smaller DT groups. A further smaller group has these subjects together.	The year is split again into 5 groups based on their language choice. They also have Citizenship and Art with their language group. They also have PE as a half-year group

4 classes	5 lessons French or Spanish		
1 class	3 lessons French or Spanish	1 lesson Literacy	1 lesson Numeracy



COLD CALLING

WHY COLD CALLING?

1. Everyone's voice is valid, and we want to hear as many as possible.
2. We want you all to be really thinking as if we don't think about things, they don't move into our long-term memory, and we are unlikely to remember them.

How we teach- Cold Calling



TO HELP YOU, WE WILL:

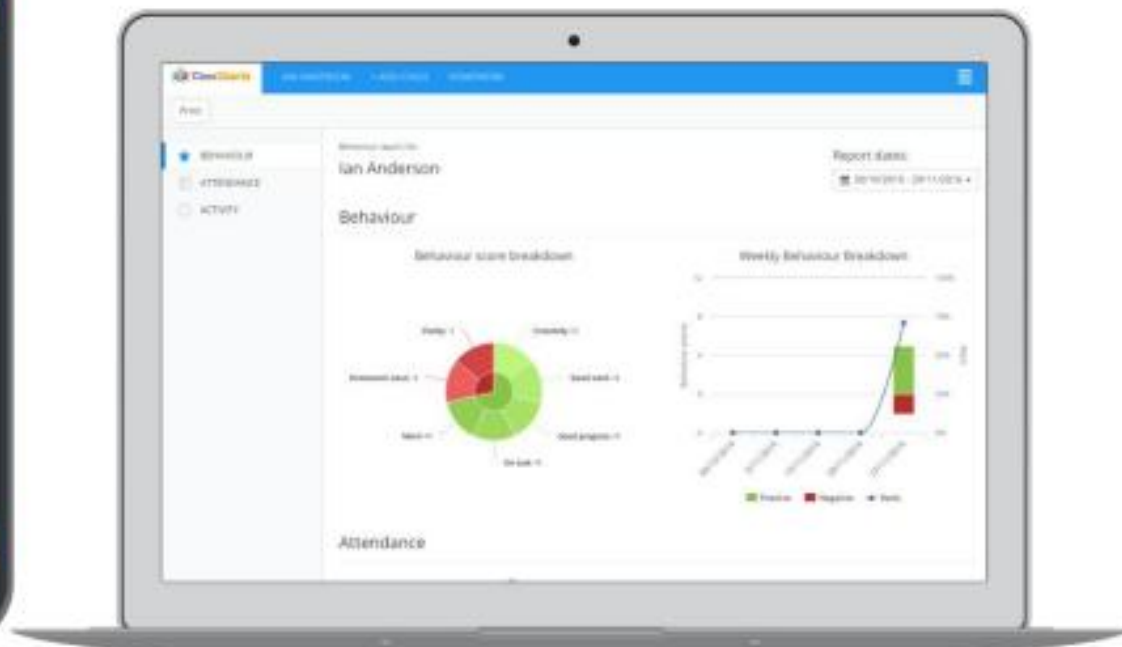
- . Give you thinking time.
- . Sometimes allow you to consult a neighbour.
- . Value your sensible responses.

How we teach- To help you, we will...



Show-Me Boards

How we teach- Show me boards



 **Sparx Learning**

 **CAROUSEL
LEARNING**

Class Charts App - Homework



- **Annual exam week w/b 17th May**
- **Component subject assessments**

Exam Access Arrangements



English	Mrs E. Park
Maths	Mrs V. Levantesi
Science	Mr O. Hynes
Art	Mr B. Clarke
Computing	Mrs V. Levantesi
CPSE	Miss H. Atkins
Drama	Mrs R. Steckbeck
DT	Mr C. Jackson
French	Ms S. Chambers
Geography	Mr P. Acton
History	Mr R. Kingscote
Music	Miss M. Beggan
PE	Mrs L. Stradling
RE	Miss R. Walker

Assessment Point 1 6 March 2025	
Effort	Homework Concern
1	No
1	No
2	No
2	No
2	No
n/a	n/a
2	n/a
1	No
2	No
2	No
1	No
2	No
1	Excellent
1	No

Mid-year Assessment	
Test Mark /Total	Cohort Average
33/40	22
46/68	26
41/59	35
34/40	26
19/44	22
41/50	25
n/a	n/a
n/a	n/a
76.50/100	61
34/49	22
55/70	30
85/100	65
n/a	n/a
22/35	17

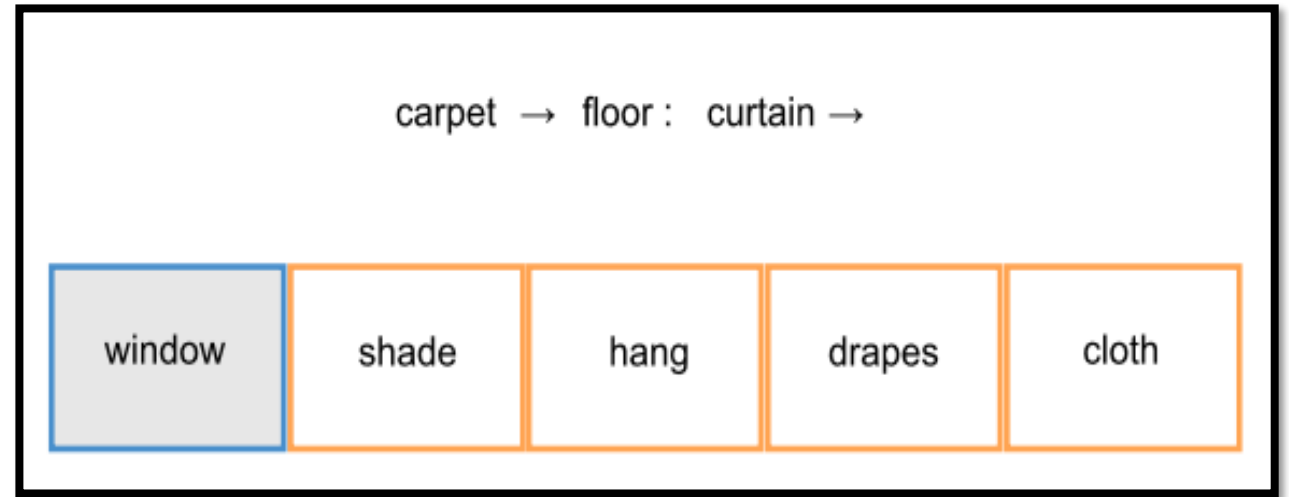
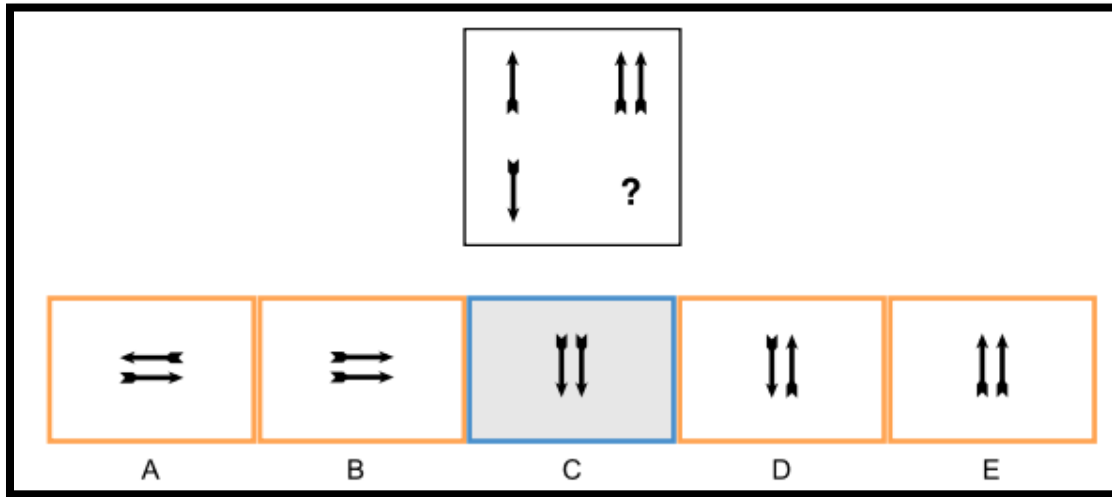
Assessment Point 2 4 July 2025		
Effort	Homework Concern	Progress
1	No	Working at
1	No	Working at
1	Yes	Working at
2	No	Working at
2	No	Working below
1	n/a	Working at
2	n/a	Working at
1	No	Working above
1	No	Working at
1	No	Working at
1	No	Working at
2	No	Working at
1	Excellent	n/a
2	No	Working at

Progress – Each teacher makes an overall progress judgement based on the range of assessments made to date, how the student has been working in lessons, and with reference to their starting point when they arrived at Thomas Keble. If the teacher has stated they are currently working below the level of progress expected they will discuss this with you at the next parents evening.

A teacher may indicate a **Homework Concern** where homework is either not completed to a deadline or it is handed in below the expected standard for the task.

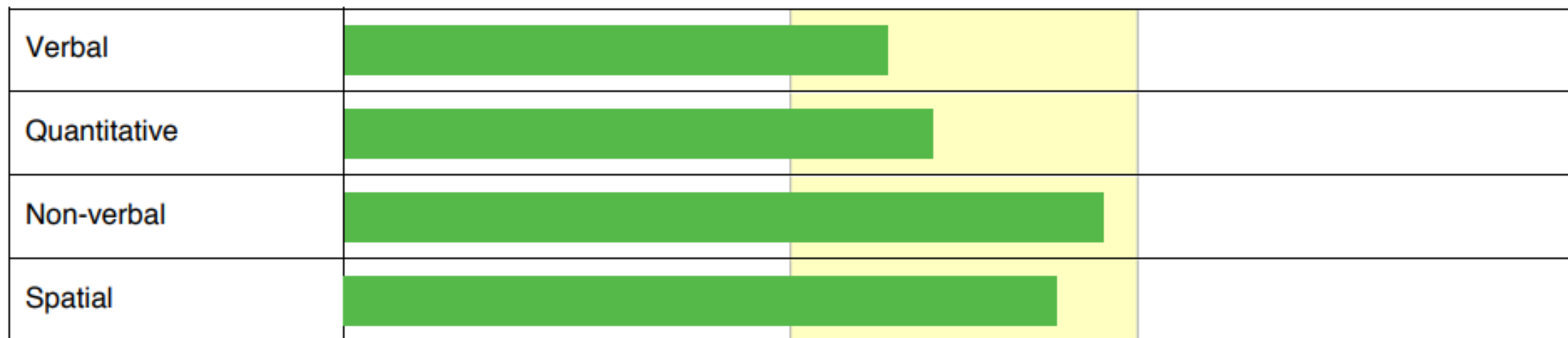
PE – Practical Performance instead of Homework Concern

Effort 1 (Highest)	Effort 2	Effort 3	Effort 4 (Lowest)
- Actively participates in lessons at all times. Fully engaged. - Actively seeks improvement feedback. - Shows great resilience and perseveres with challenges. - Manages time and work efficiently and is very disciplined.	- Shows a good interest in learning and is attentive and focused. - Responds well to feedback, completing work to the expected standard. - Shows resilience and perseveres with challenges. - Willingly does all that is asked.	- Generally focused but can be passive. More effort is needed to improve work. - Some resilience but may give up on challenging tasks. - Does the minimum that is asked of them but not much more.	- Little effort to be involved in the lesson and may disrupt the learning of others. - Little effort to improve work. - Avoids challenge and will give up quickly. - Does not take pride in their work. - Takes little or no responsibility for their own learning or behavior.



- Rounded profile of ability
- Target support and provide the right level of challenge
- True potential, flagging where hidden factors are affecting performance
- Statistically reliable. (standardised on 25,000 verified on 250,000 annually)

Profile



Indicators for GCSE

Subject	Most likely grade achieved	'If challenged' grade achieved	GCSE point scores								
			U/1	2	3	4	5	6	7	8	9
English Language	4.6	5.5									
English Literature	4.6	5.5									
Maths	5.2	6.1									

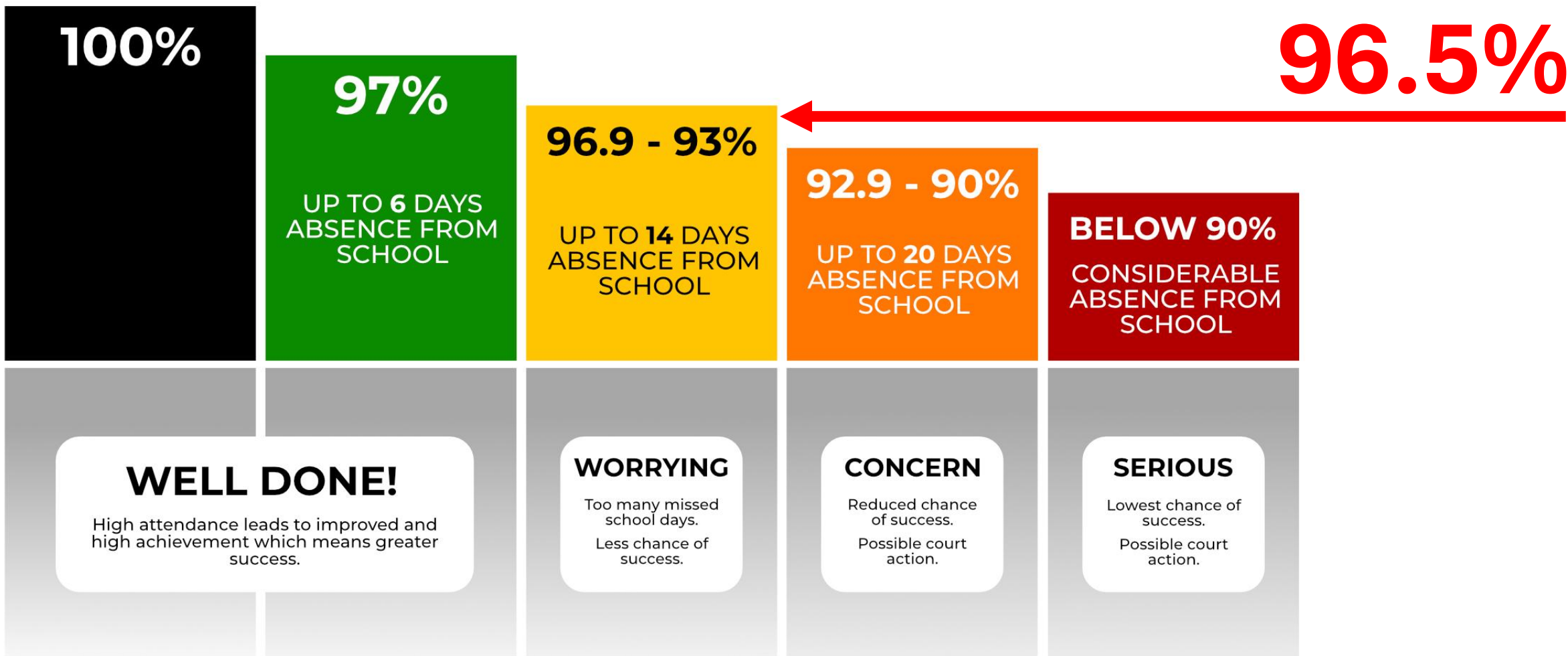
Data Office plea

To enable you to receive all our TK emails:

- Please go into your email account, and set up a contact for Thomas Keble School in your email address book using the following as our contact email address:
SC9164068a@schoolcomms.com.
- If you don't do this, the School Gateway email system tends to reject your Hotmail, Yahoo, iCloud and Outlook email addresses, in particular, and this will prevent you from receiving emails (we send out a parent bulletin every Friday) and it will prevent you from paying for lockers, trips and cashless catering.

Values in Action

124 children



96.5%



**Not seen, heard or used
between 08:30 and 15:15**



Mobile Phones and Smart Watches

First breach: confiscation until the end of the day.

Second breach within 6 weeks: confiscation + collected from reception by a parent or carer.

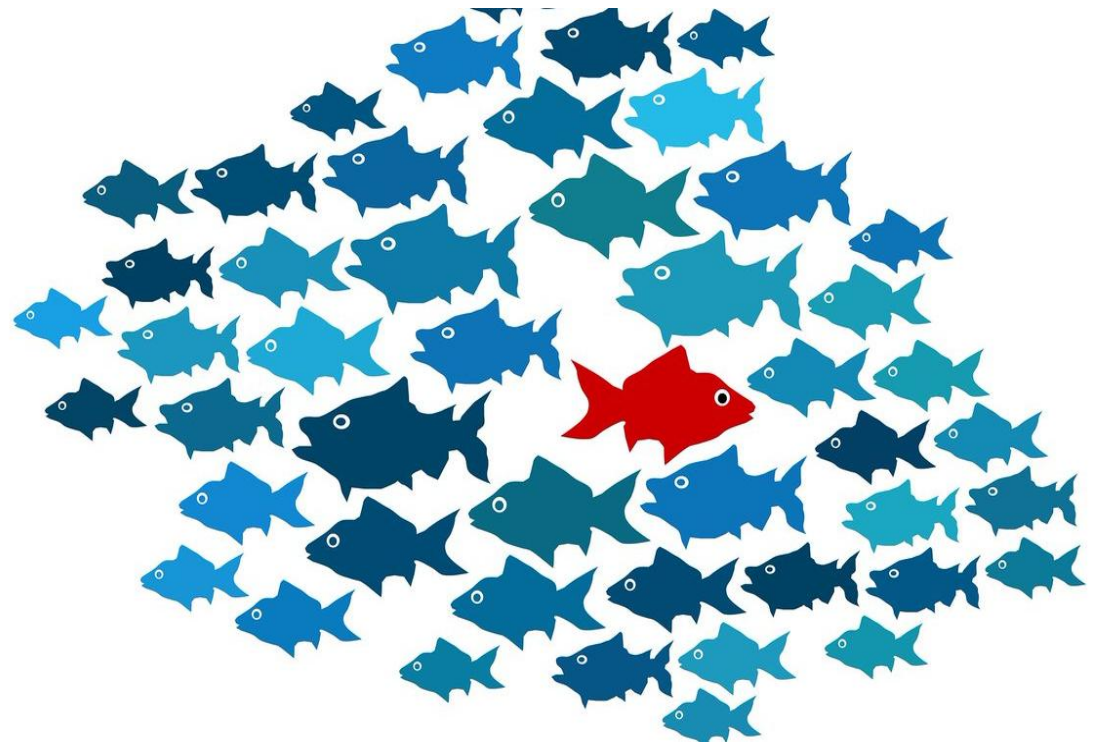
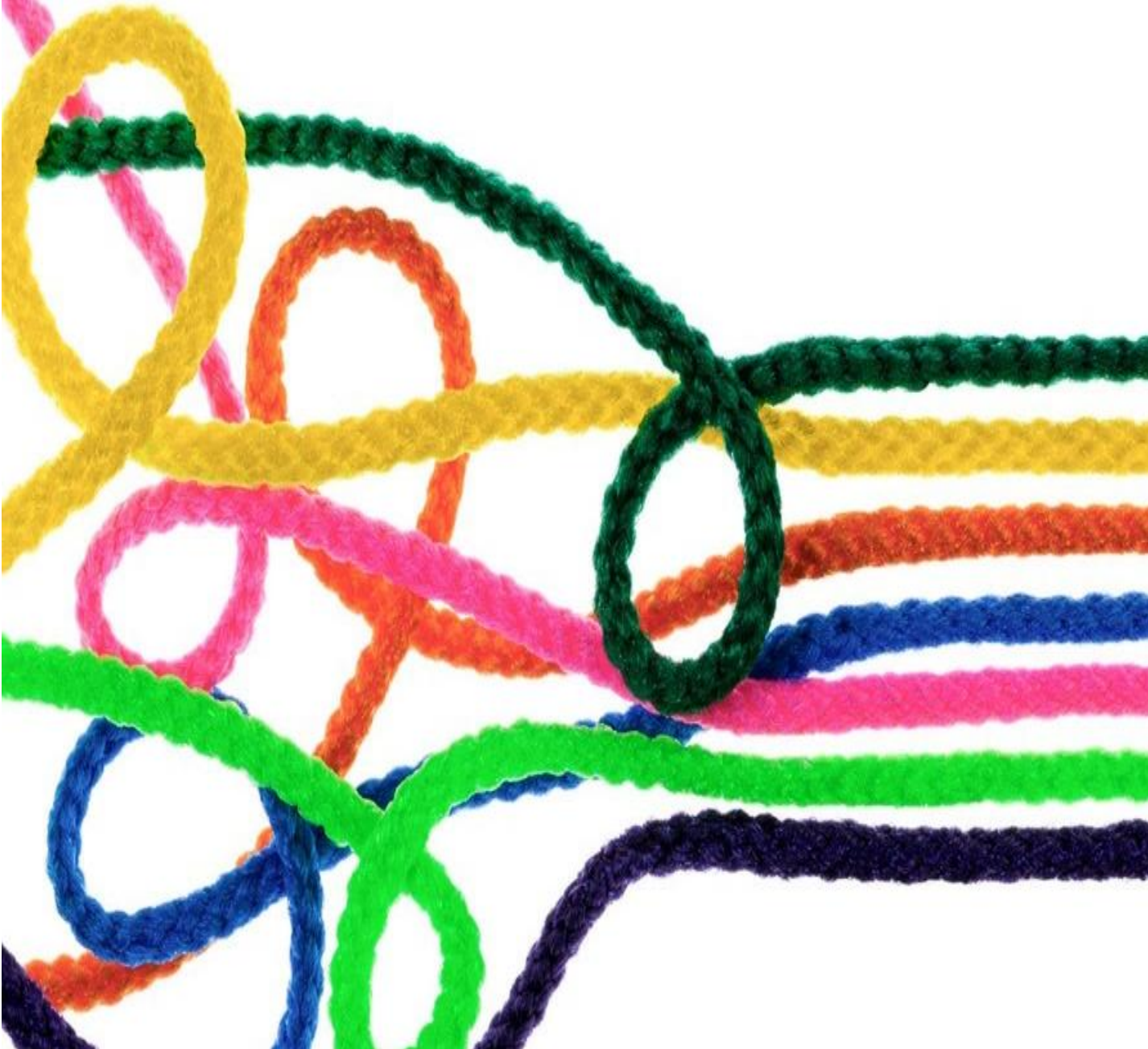
Further breach within 6 weeks: Handed in on entry to the school each day, stored securely, and returned at 15:15 by the Head of Year. This will apply for a period of five school days.

Any further breach that academic year: phone locker for a period of four weeks.



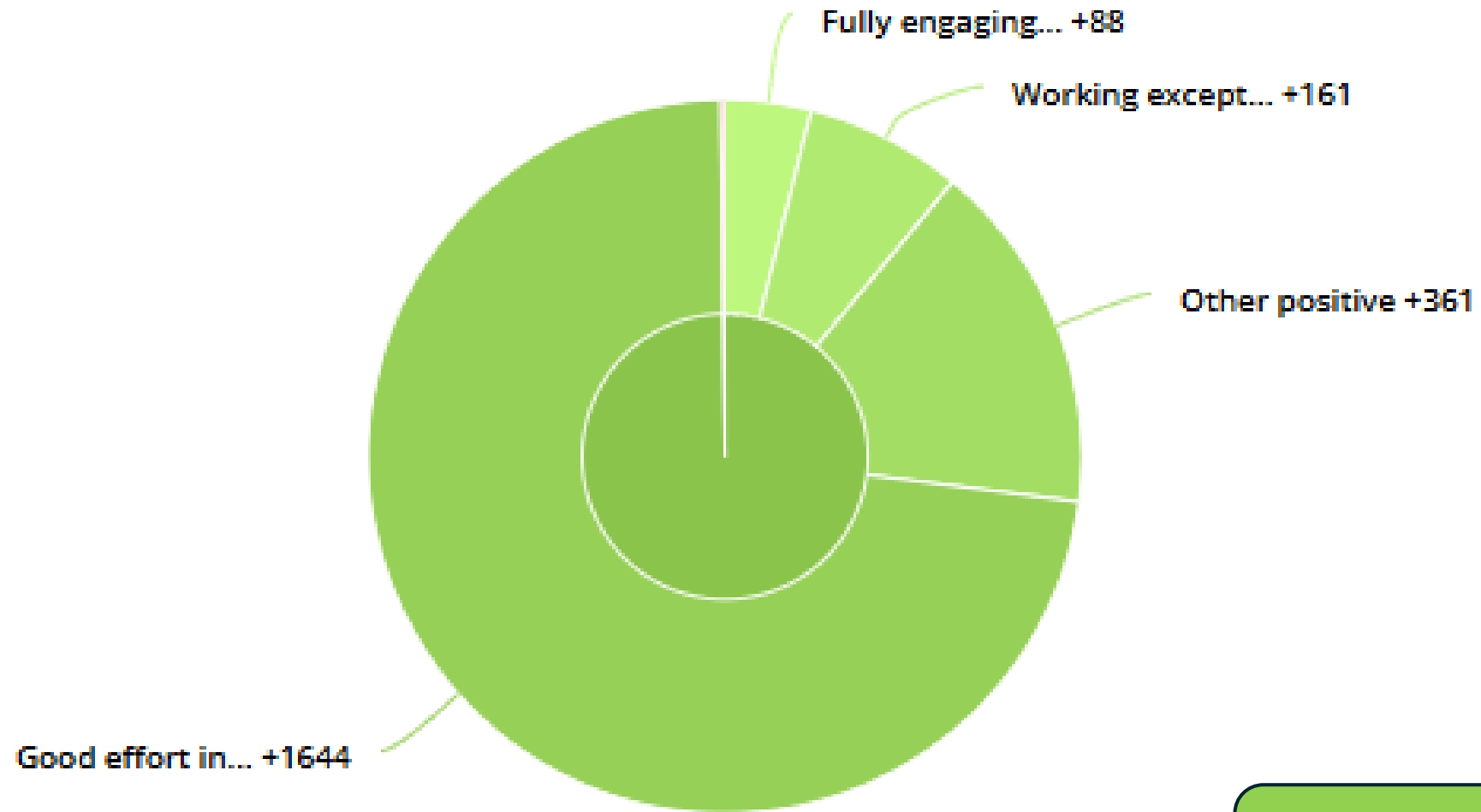
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Mobile Phones and Smart Watches

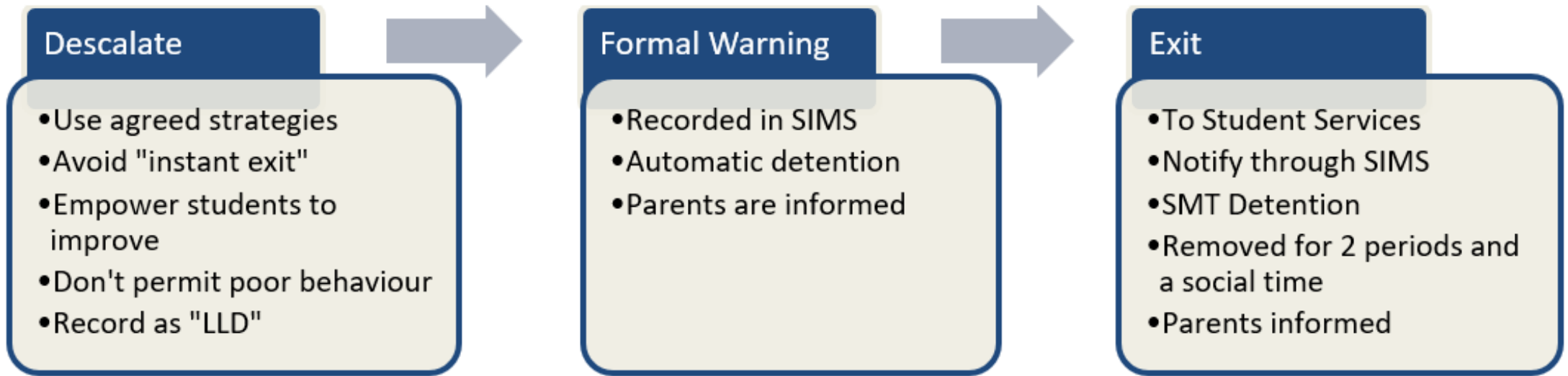


Behaviour and Rewards

Behaviour score breakdown



2254



- We made no permanent exclusions last year.
- In each of the last 4 years, our suspension rate is in the lowest 5% nationally.
- We ***don't*** have an 'isolation room' as we don't really need one.
- We ***do*** have a 'behaviour curriculum' which sets out what we expect.

Managing behaviour in class

Day	Time	Activity
Monday	Lunchtime	Animal Club and Dance Club
	After school	Netball Club
Tuesday	Lunchtime	Animal Club, Library Club, Japanese Club, TK Voices (Choir), and Badminton Club
	After school	Homework support - all year groups
Wednesday	Lunchtime	Basketball Club, Library Club, Doodles and Stories Club, Textiles Club, and Homework Club
	After school	Rugby Club, Homework Club, and Art Club
Thursday	Lunchtime	Netball Club, Flute Club (invite only), Debating Club, Library Club, DT Club and Craft Club
	After school	Library Club
Friday	Lunchtime	Chess Club, Library Club, Animal Club, and National Youth Monologue Club
	After school	X-country Club

Clubs and activities for Year 7 (Term 1)



F	Title
1	1. Title Page
2	2. Summary
3	3. Introduction
4	4. Literature Review
5	5. Methodology
6	6. Results
7	7. Discussion
8	8. Conclusion
9	9. References
10	10. Appendixes
11	11. Bibliography
12	12. Glossary
13	13. Index
14	14. Cover Page
15	15. Endpaper
16	16. Foreword
17	17. Acknowledgements
18	18. Dedication
19	19. Epilogue
20	20. Postscript
21	21. Notes
22	22. Footnotes
23	23. Citations
24	24. References
25	25. Bibliography
26	26. Glossary
27	27. Index
28	28. Cover Page
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98	98. Cover Page
99	99. Endpaper
100	100. Foreword



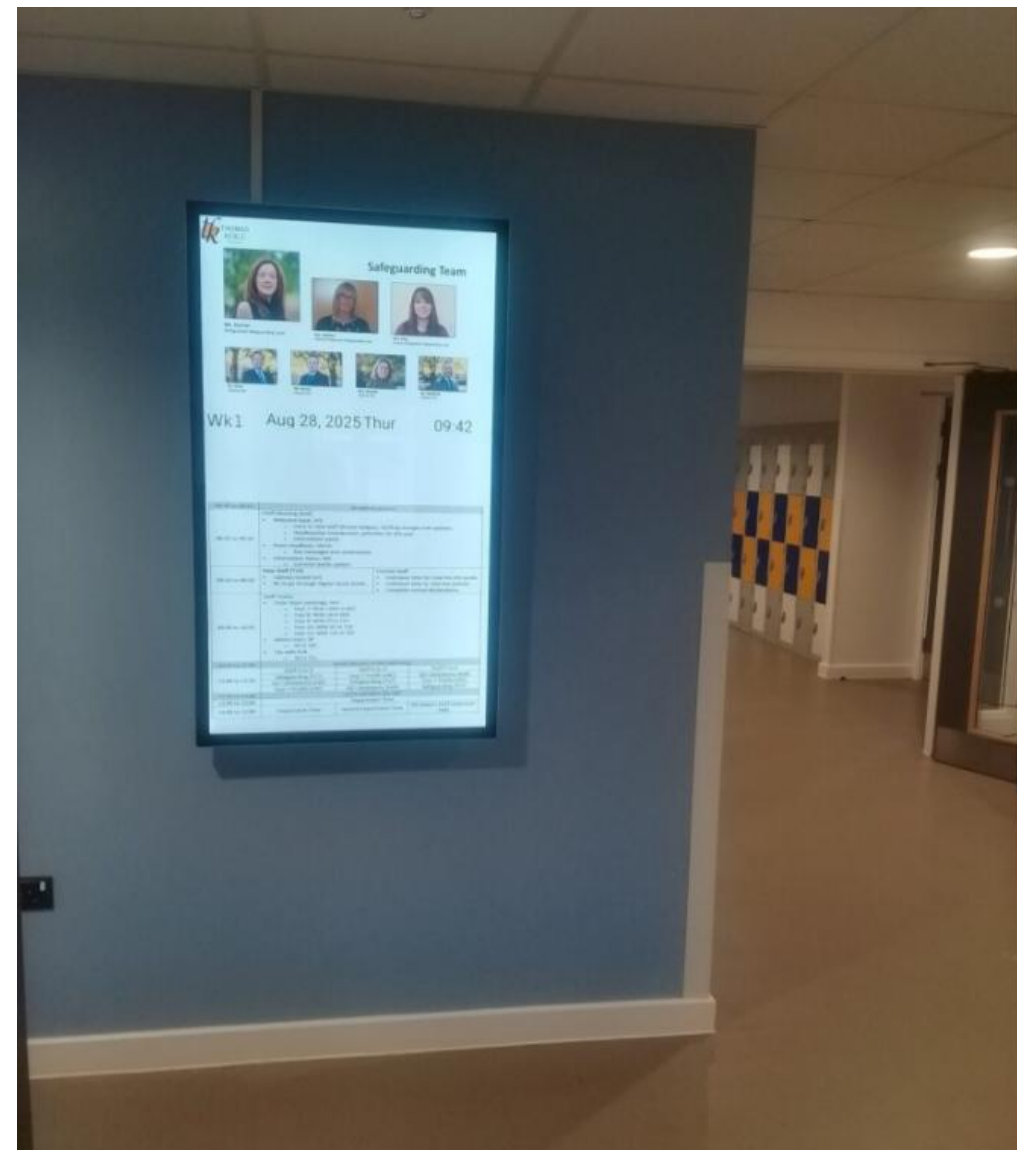
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z # [ALL](#)

8. Careers 15



- Improved cognitive function.
- Enhanced emotional vocabulary.
- Community engagement.
- Long term benefits which extend to adulthood

(Findings from Education Endowment Foundation research trials)



Help during the day

Graduated Pathway Thomas Keble School

Our pathway sets out the different levels of support we can offer to pupils
We want to be transparent about what we can and can't offer
A Graduated Response allows us to support the most children

1 Early

Emerging concerns around:

- Attendance
- Homework
- Social difficulties
- Behaviour
- Family relationships
- Undiagnosed learning Needs
- Anxiety

Typical actions:

- Tutor meeting
- HoY + Tutor agree on actions
- Raised in weekly briefing
- Peer support
- Drop-in service
- Signposting external services
- SENDCo links with teachers.



2 Core

Established concerns around:

- Attendance < 92%
- Escalating homework issues
- Social difficulties
- Escalating behaviour issues
- Difficult family relationships
- Learning Needs are a barrier to learning and attendance.
- Increased anxiety

Typical actions:

- HoY contact or 1:1
- Referral to YMM or TIC+
- Small Group work
- 6 pastoral mentoring sessions
- Time-limited Exit Card.
- 'Passport' created and shared.
- Animal Club invitation.
- Attendance intervention



A **My Plan** document may be created to summarise concerns, interventions and voice.
The most appropriate team will create and manage the plan, dependent on the need.



3 Targeted

Substantial concerns around:

- Attendance < 82%
- Not engaging with homework
- Unresolved social difficulties
- Emerging risky behaviour
- Escalating family relationships
- Learning Needs unmet
- Anxiety becomes a concern

Typical actions:

- Safe Guarding Lead contact
- My Assessment.
- Formalised attendance intervention
- My Plan or AIM* created
- Specialist SEND contact
- Early Help referral
- Medical Care Plan
- *Attendance Intervention Meeting



4 Intensive

Considerable concerns around:

- Persistent Non-attendance
- Disengaged with learning
- Emerging criminality
- Behavior is disruptive
- Complex family relationships
- Identified Learning Needs
- Anxiety and escalating avoidance

Typical actions:

- Safe Guarding Lead contact
- TAF meeting
- My Plan +
- Community Social Worker
- Educational Psychologist referral
- CAMHS referral (CYPS)



5 Specialist

Significant concerns around:

- Missing education

Typical actions:

- Referral to CAMHS (CYPS)



Our Graduated Pathway

Thursday, 11th March

Thomas Keble School

Parents' Evening System

Welcome to the Thomas Keble parents' evening booking system.
Appointments can be amended via a link from the email confirmation - please ensure the email address you use matches exactly with that we have for you on our system.

Your Details

Title

First Name

Surname

Email

Confirm Email

Student's Details

First Name

Surname

Date of Birth

1

January

2010

Log In





**Thank you for your
support**