
Year 10 - Year Ahead Evening 2026



Our Tutor Team



**Head of Year –
Mr Stanton**



**10A – Mrs
Kohli**



**10D – Miss
Watson**



**10L – Mr
Dittmar**



**10O – Miss
Gelderblom**

**Head of Upper
school – Mr Fahy**



**SLT link – Miss
Catlin**



**10V – Miss
Trimble**



**10E – Ms
Margetts**



**10C – Ms
Prior**

Welcome back

Assistant Headteacher	efahy@adalovelace.org.uk
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Head of Year	gstanton@adalovelace.org.uk
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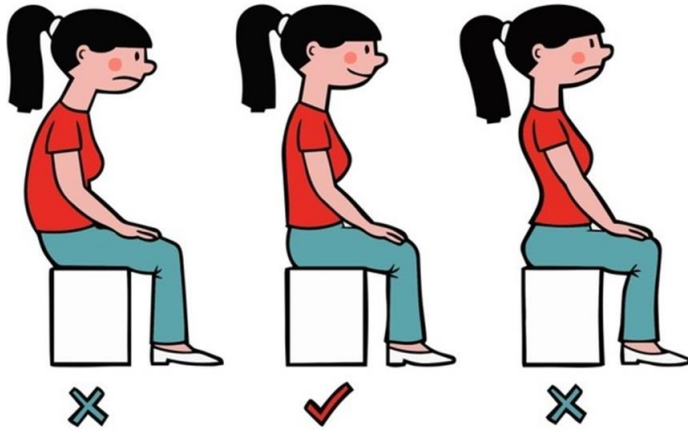


Aim : To enable parents to be able to support their child to flourish at school

Outcomes:

- Celebrate headline successes from last year and introduce the theme for the year ahead.
- Explore how we can support students in building strong habits for learning and wellbeing.
- Provide a refresh on the Year 10 learning journey and the CIAG process for post-16 choices.
- Share key reminders around safeguarding and how we work together to keep students safe.

Twyford Trust Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported

DO keep your back straight and your head tall

Why? It lets you breathe deeply

DO relax your shoulders

Why? It lets your breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged



Opening responses

Unless the Lord builds the House
Those who labour, Labour in vain

Unless the Lord protects the city
Those who watch over it watch in vain

All our hope on God is founded
God our hope and foundation stone

Reading

²⁴ 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!'



Matthew 7: 24-27

2026-2027 Theme for the Year

Mr Halton - Deputy Headteacher



Ada Lovelace
C of E
High School



Standing Firm for Ourselves and Others



Our 10:10 ethic

Ada Lovelace CofE High School

Our shared goals

PROGRESS

Do you do well in all of your subject grades?

+

PROGRESSION

Do you go onto the best pathway you can?

Do you have the habits to be successful?

Do you make good choices?

Make the Leap

Ada Lovelace CofE High School

Twyford Trust Learning Culture

Outward Looking

- I am respectful, polite and thankful
- I look smart wherever I am in the community
- I do my prep & homework carefully
- I listen attentively & follow instructions
- I engage in wider learning

Positive and Purposeful

- I work silently to lessons
- I come to lessons fully equipped and on time
- I have excellent posture
- I take care with speaking, reading & writing
- I use memorisation skills to help new learning stick

Committed to Improvement

- I take pride in my books, keeping work neat & clear
- I persevere when solving problems
- I participate fully in activities to check my understanding
- I use learning outcomes, support tasks & challenge tasks to do my best
- I act on feedback

MAKE THE LEAP

Our strength comes the whole community working together...



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Believe in



Buy-in



Live out



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Believe in...



Buy in...

Make the leap



Live out.



What's next?

Top Future Skills for 2025

To inform and guide the University-wide roll-out of Future Skills, Kingston University draws on its annual survey conducted in collaboration with YouGov.

- 2025 League Table
- 1

Problem solving/ process skills
- 2

Communication skills
- 3

Digital skills
- 4

Critical thinking
- 5

Analytical skills
- 6

Adaptability
Financial literacy
- 7

Initiative
Resilience
Creativity
- 8

Ability to build relationships



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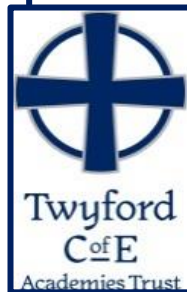
approach as an optimal way to modify their hiring practices.

Make the leap

The foundations across the trust are strong

Student Successes across 4 schools

- Avg. progress for the Trust: + 1.1
- All schools in top 3% or above nationally
- Identical A-Level progress for both WP & Twyford (87/90% A*-C pass rate)
- Yr 13 Extension programme successful at both schools e.g. **lots** of students going on to medicine, dentistry, engineering and Oxbridge
- T-Levels 100% pass rate



Staff training

- Teacher training programme graduated 111 trainees across 55 schools
- 23 trainees hosted by 4 Trust Schools – all successfully gaining QTS
- Ofsted TWL gains **exceptional feedback**
- Over 900 new teachers supported
- 219 experienced teachers supported on senior leadership training across W. London



Make the leap

The foundations built here at Ada are working

Student A – Lab Science

Target – Distinction (AAA)

Y13 Result - Distinction (AAA)

Destination – University of Plymouth – Ocean Science & Marine Conservation

Student B - Digital

Target – Merit (BBB)

Y13 Result - Distinction (AAA)

Destination – Amazon – Degree Apprenticeship – Cyber Security



The foundations built here at Ada are working

- Our GCSE rolling average places us in top 1% of all schools for progress – exceptional
- On average students at AL achieved more than 1 grade higher than students in other schools
- 50% of all exams sat are graded 7-9
- More than 75% of students achieved a 5 in both English and Maths
- More than 50% of students achieved the prestigious Ebacc (academic curriculum offer)

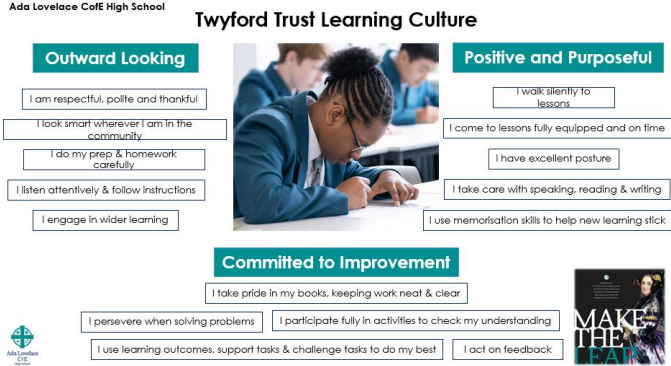


Year 11 – class of 2024... where are they now?

1. A*A*A* - Maths at Warwick
2. AAAA - Infection and Immunity at UCL
3. A*A*AA- Biomedical engineering at UCL
4. A*A*A* - German and Czech at **Oxford**
5. A*A*AA – German and Philosophy at **Oxford**
6. A*A*A* – English at **Cambridge**
7. A*A*A - Psychology at **Cambridge**
8. A*A*A*A* Biomed Sciences at **Oxford**
9. A*A*A* - Engineering at **Oxford**
10. A*A*A – Chemistry at **Oxford**



Our strength comes the whole community working together...



Our 10:10 ethic

Make the Leap

The Importance of Literacy

Miss Catlin – Trust Literacy Lead



Ada Lovelace
C of E
High School

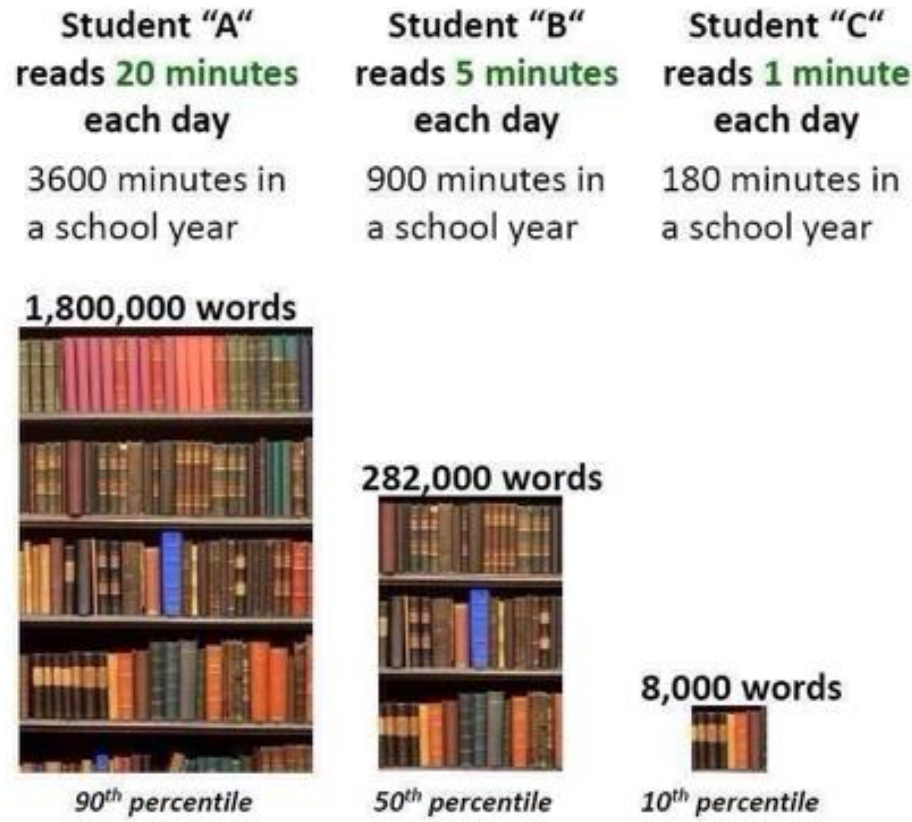
The Importance of Literacy

"The average reading age required to access GCSE level texts and examination papers is 15 years and 8 months."

National Literacy Trust

"The single biggest barrier to preparation for academic success is your ability to read complex texts. [...] If kids never read a challenging book and they don't know how to struggle with challenging texts and how to make meaning when meaning is difficult they are not prepared for academic success."

Doug Lemov, *The Science of Reading* 2025



The Importance of Literacy

Year 9 Testing - June 2026

Year 7 Reading Group	ADA			
	Count	Avg Progress (Months)	No. moved up	No. moved down (or 0)
All	172	27.6	135	35
Very high	18	0.0	0	0
Above average	82	16.0	66	16
Average	57	44.1	56	1
Below average	12	64.6	11	0
Very low	3	76.5	2	0



SAS= Standardised Age Score. A benchmarked reading ability score, where the average is 100



“Working towards fluency”	“Developing vocabulary and comprehension”	“Consolidating literacy skills”	“Stretching through reading”
Focus on developing confidence with reading fluently.	Focus on understanding what we are reading: Making predictions Understanding subtext e.g. character motives	Encouraging students to develop vocabulary and move towards books aimed at their chronological age (start with 10+).	Keeping the joy of reading alive Reading widely

“ Reading proves the master skill of secondary school. ”

Alex Quigley

Make the Leap



The Importance of Literacy



Personal Reading time



Have your planner open for your tutor to check

Expectations:

You have a reading book with you as part of your equipment check, which you should aim to finish and change every 6 – 8 weeks.

Read silently for 15 minutes



Fiction

My opinion of the main character in this section of the story was...

Non-fiction

I agree / disagree with the writer's ideas because...

CHALLENGE

Set yourself a challenge to read a specific number of pages in this tutor time.

Can you read **ten pages?** Or **two more pages** than the number you read last week?



"Reading for pleasure is the single most important indicator of a child's future success."

OECD, 2002

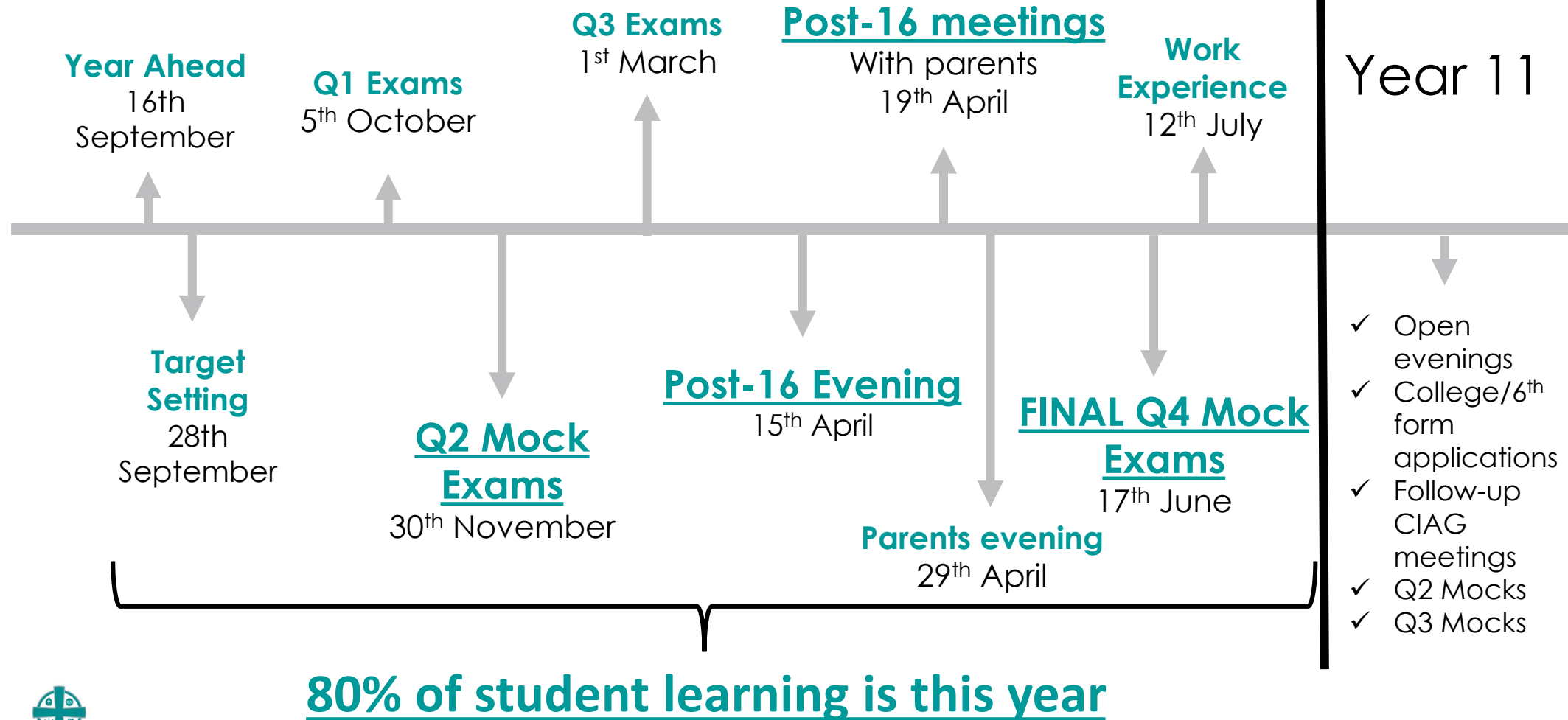


Positive and Purposeful
Committed to Improvement
Mr Fahy – Assistant Headteacher



Ada Lovelace
C of E
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The Year Ahead- Walk with purpose



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I act on feedback

Our conduct points support good day-to-day decision making...
to support students developing successful habits



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Doing and being good

*The student is doing
good and therefore
feels good and is
successful.*

Students are making
good decisions, **and
we want them to feel
good about it!..**

**...so that these choices
are repeated and
become habits.**



3,505

Doing the right thing day-in-day-out does pay off

Prefect –role
model in school
community

CIAG – knew
herself and which
pathway was
best for her

Y10 Amazon Work Experience
student in year 10 (**Amazon
already want her for T Level work
placement**)

Y11 Tutor Report (Q2)

“actively seeks clarification and support when needed”

“She carries out her responsibilities with dedication, speaking confidently in assemblies and taking her role seriously”

“Seeks advice and support from her teachers regularly”

“Listens carefully to feedback – knows she needs to improve her memorisation habits.

Accountancy T Level

GCSE RESULTS							
English Lang	English Lit	French	History	Maths	RE	Science	Computing
8	9	7	9	7	9	7/7	4

The habits that drive exam success today are the same habits that lead to career success tomorrow.

I come fully equipped wearing my uniform appropriately



I arrive prepared and present myself professionally.

I complete my lesson prep for every lesson



I am organised and prepare for tasks to ensure effectiveness.

I engage with wider learning



I seek opportunities to develop new skills and knowledge.

I am polite, helpful and focused



I build positive relationships and support my team to be a success.



MFL (French and German): new GCSE

success in the new MFL GCSE through:

- ✓ Engage with printed vocab booklets- test your child on these at home
- ✓ Positive and purposeful attitude to all MFL lessons

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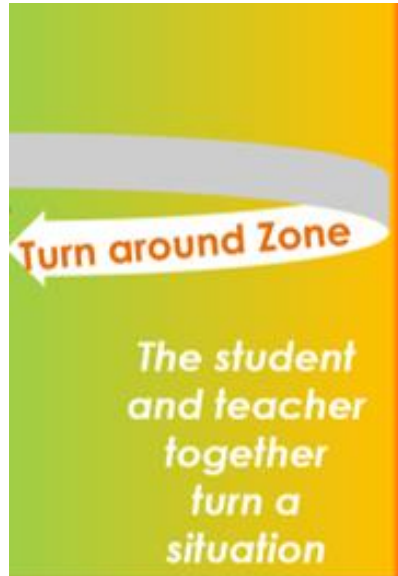
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*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*



If students aren't making good choices...

The teacher gives a clear **warning** with the reason why

*"Mary, that is a warning as you are not listening properly.
Facing front and listening to me from now to be successful in
this task"*

Teacher give **negative conduct** points, again with clear
narration of why and what needs to be seen now

Make the leap



*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*



There may be times when we need to put the community above the individual.



Make the leap



For students to be the most successful expectations are:

- **96% Attendance**
- **98% Punctuality**

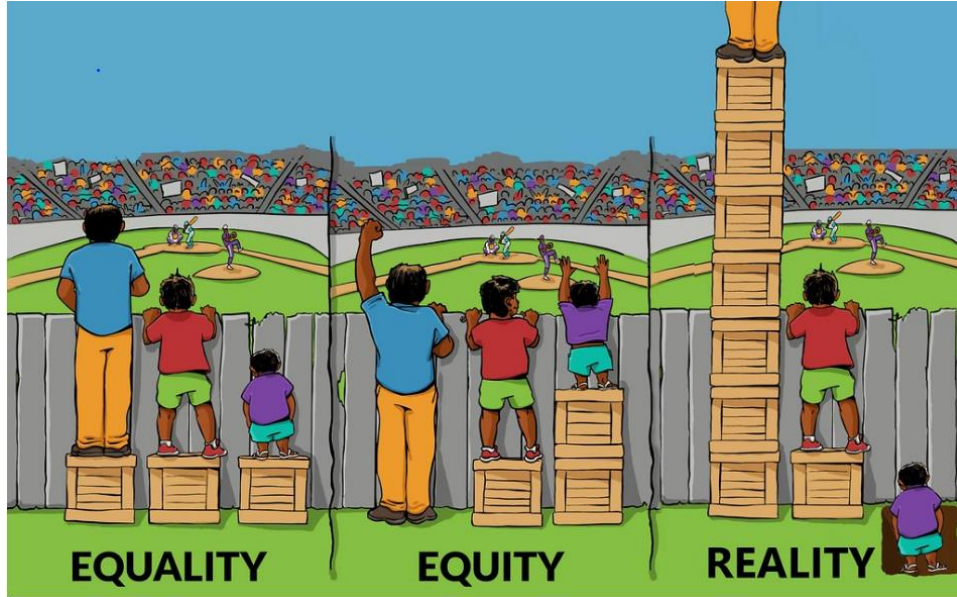
95% and below and it becomes a cause for concern that will then involve our local authority Ealing borough.



- ✓ Absence must be for a very good reason, e.g. illness or medical appointment
- ✓ If it is a cough/cold/sore throat, come to school, **we can assess you better here.**
- ✓ **Arrive to school for 08:15.**
- ✓ **Arriving 08:30 or after is late**



Prep is a fundamental tool we use to support student learning and outcomes



Prep supports:

- **'Little and often' revision**
- **Consolidation of learning**
- **Structure for independent learning.**

When completed to a high standard, it strengthens understanding and supports progress for all students.



Prep is a fundamental tool we use to support student learning and outcomes

All prep tasks recorded neatly including the detail needed to complete it

All due dates recorded accurately

Week Beginning: 9th May 2022

Week 2	Lesson Preparation	Due date	Done
9	1 Math: Finish double sided sheet.	10/06	✓
	2 Art: Finish the artwork.	10/06	✓
	3 Science: How does pollution directly affect you?	10/06	✓
	4 German: Email and do all six questions over challenge. Reread second story + complete annotations.	10/06	✓
Monday	5 English: no clubs	✓	✓
	Enrichment	✓	✓
10	1 Science: Finish sheet from page of copier. How does atmospheric pollution affect you?	11/06	✓
	2 RE: Do 6.1 and 6.2 in issues and teaching.	11/06	✓
	3 Math: Do the big shape sheet.	11/06	✓
	4 German: Do vocab prep, there will be a test. Do book one and seven book. Have test.	11/06	✓
Tuesday	5 English: Games. No prep - have physical education.	✓	✓
	Enrichment: Have Rounders	✓	✓
11	1 Math: My maths - Enlarging shapes	12/06	✓
	2 Geography: Clean the books, checkers, and catch the air evaluations filled.	12/06	✓
	3 History: Do the first one which prep is.	12/06	✓
	4 Science: Do sheet and go on copier review lesson.	12/06	✓
Wednesday	5 English: Animate the next two quotes.	13/06	✓
	Enrichment	✓	✓

Word of the Week: [extract]

Week 2	Lesson Preparation	Due date	Done
12	1 English: no lesson we had RSTE.	✓	✓
	2 French: Do the sheet on book.	12/06	✓
	3 Geography: Add pictures. Complete the hurricane sand.	12/06	✓
	4 Music: Learn key words for Harmony and formalist.	12/06	✓
Thursday	5 Music: no prep - have singing	✓	✓
	Enrichment: have playlist go on kudos go to rep helpful for class	✓	✓
13	1 Science: Do assessed homework.	13/06	✓
	2 Math: Do math homework.	13/06	✓
	3 French: Do vocab express.	13/06	✓
	4 English: Homophone quotes, past tense and verbs. Do sheet and go on copier. Have test.	13/06	✓
Friday	5 Drama: Watch a video trailer / write key words. Notes, plot and character.	13/06	✓
	Enrichment: have Codominant	✓	✓

Teacher/Parent Comments:

Plans:

- Go wild shopping / watch 5 upmarket
- Go to club on Thursday
- Go to FA class / convert to go book
- Prepare art / watch science powerpoint

Attendance: 44/62

Lates Previous Week: 0

Positive Conduct: 654/85

Negative Conduct: 0

School Signature: [Signature]

Home Signature: [Signature]

AD 173767

158

119

Completed preps **ticked** when finished

Pastoral data copied in **every week** during B+L

Planner reviewed and signed by parents/carer **every weekend**



I take pride in my books, keeping work neat and clear.

The image shows a sample of handwritten work in a notebook, illustrating the school's expectations for neat and clear work. The work is written on lined paper and includes several sections: a title, a lesson aim, a list of instructions, key terminology, a self-assessment, and a prep section. Numbered callouts (1-6) point to specific features of the work, explaining the rules for formatting and presentation.

1. **title** is underlined in **red**

2. **Date** and **CW (classwork)** written in the margin- underlined in **red**

3. Notes are **tidy** and **neat** any sheets are **trimmed** down and **stuck in**

4. Notes are **tidy** and **neat** any sheets are **trimmed** down and **stuck in**

5. All self assessment is done in green pen

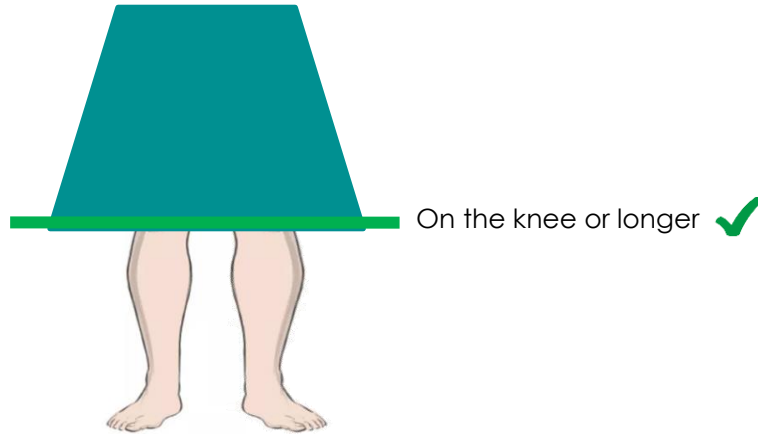
6. If prep needs to be completed in your exercise book, **prep** needs to be written in the **margin**
(Note: Some work will go into your purple 'rough book' – your teachers will tell you when to use this book.)

The handwritten work includes:

- CW** (Classwork) written in the top left margin.
- Title goes here** and is underlined red.
- Today's date** written in the top right margin.
- Lesson aim:** is written here.
- A list of instructions:
 - 1) All work should be written neatly
 - 2) Students need to write in blue or black ink
 - 3) Sheets should be stuck in neatly
- Key terminology:** Make sure that important words stand out (highlighted in green).
- When an answer is wrong, that's fine - but make sure you ~~don't~~ correct your notes. This is important.** (The word "don't" is crossed out with a green line, and "do" is written in green.)
- Prep** (written in the bottom left margin) Prep will be completed in your rough book or exercise book (with a green checkmark).

Uniform: Simple, smart and the same

- Uniform must meet clear expectations
- Skirts must be on the **knee**
- **Shirts tucked, top buttons done up.**
- Coats/scarfs/hats must be plain **black**
- Shoes **must** be **shoes.**



Shirts tucked
in at all times



No extra
jewellery or
make up



No shorts
under
trousers



How can you support your child to develop successful habits?

1. Please don't undermine the school's effort to build good choices and habits by pushing back on negative conduct points.
2. Celebrating all of the positive conduct points
3. Talk about the moments they've turned things around
4. Have daily discussions about lesson prep tasks

"I know you didn't want to get a negative, so how can you turn this round and avoid getting one for the same thing tomorrow?"

"I don't care that your friends were also doing it, I care about you developing the right habits, so I want you to learn to listen properly when someone is trying to teach you"

"I'm going to contact the school and get you into study club, because you need to develop better habits with prep"



Outward looking

Mr. Stanton– Head of Year 10



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C of E
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Careers Education, Information, Advice and Guidance (CEIAG)

Preparing students for future success in education, employment and training

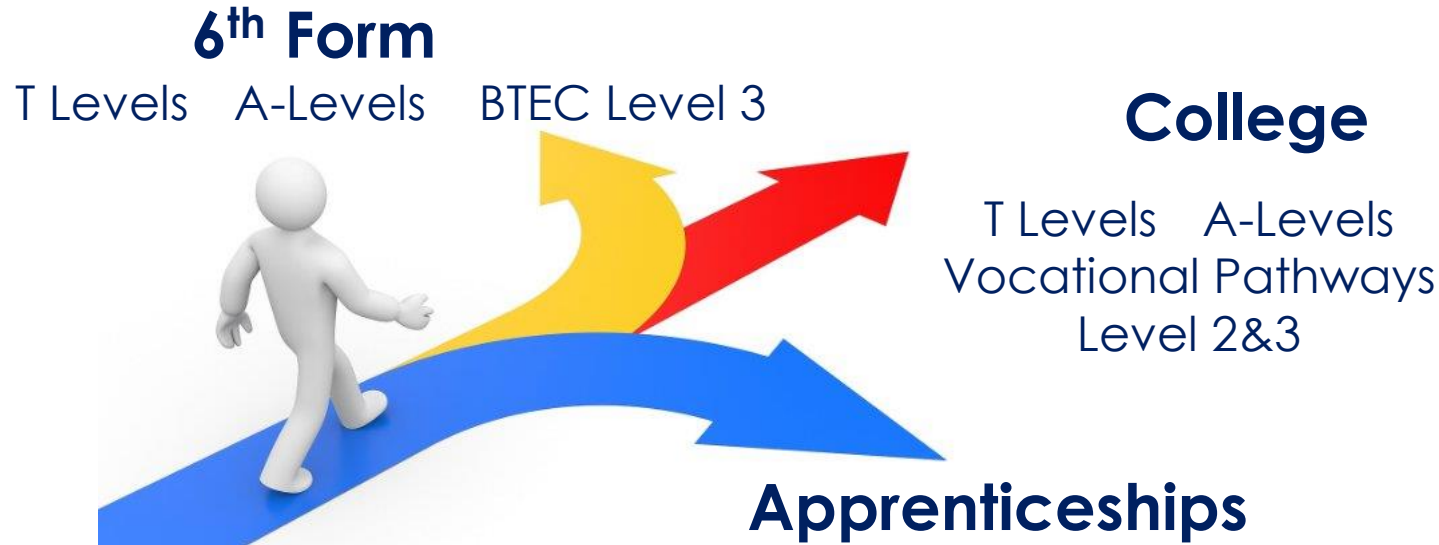
At Ada Lovelace, CEIAG helps students to:

- Understand the routes available after Year 11 and the qualifications each route requires
- Meet employers and gain experience of the world of work
- Develop the skills and habits needed to keep their future options open and make informed choices.



CEIAG

Post 16 Options



By law in the England, all students **must remain in Education or Training between 16-18.**

- **Option 1:**
Continue in full time education in a School, College or Training provider
- **Option 2:**
Complete an Apprenticeship (with a registered training provider)

Plan A, Plan B and Plan C



CEIAG Key Dates	
Year 10 CIAG Evening	Thursday 15 th April
1:1 CIAG Meetings	w/b Monday 12 th April

Work Experience Programme

Monday 12th — Friday 16th July 2026

Students lead the placement search, supported by their family and the school.

Autumn: Explore and Apply

- Identify suitable sectors and workplaces
- Complete a CV and covering letter
- Contact employers directly and apply widely

Spring: Secure and Confirm

- Secure and confirm a placement
- Complete the parent and employer forms

Summer: Prepare and participate

- Attend the Year 11 WEX workshops
- Complete the work-experience placement
- Reflect on feedback and skills developed

Start early! Applications can be competitive, and a placement is confirmed only when both forms are complete.

Building Strong Foundations for Future Choices

How can you support your child at home?

- Discuss interests, strengths and possible careers
- Explore local sixth forms, colleges and apprenticeships
- Check entry requirements and open-event dates
- Agree a realistic Plan A, B and C
- Start searching for work-experience placements now

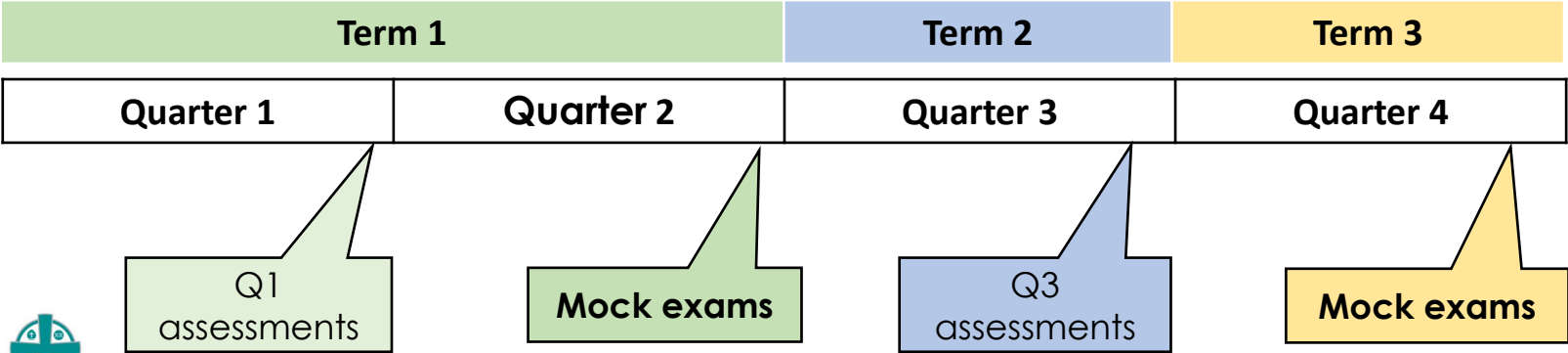


Quarterly Assessments

Year 10 Assessment Start Dates	
Q1	Monday 5 th October
Q2	Wednesday 2 nd December
Q3	Friday 26 th February
Q4	Thursday 17 th June

Q2 and Q4 Assessments

Students off timetable sitting formal mock exams.

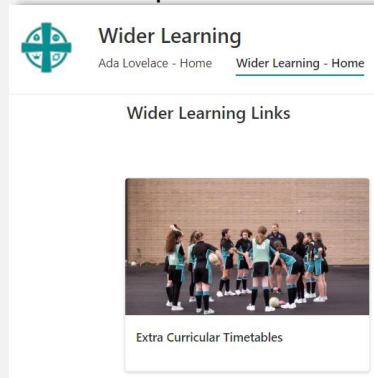


Q4 results then inform predicted grades to be used to apply for sixth form at the start of year 11.

All students are expected to attend **at least one** extended elective each week

Key points

- Extended elective timetable is available on Copia:



- Sports trials are taking place **this week**
– Football, Netball, Rugby
- All extended electives are now running and the timetable shared in form time.



Year 10 History Trip 2027

Where: Battlefields of Northern Belgium and France, staying overnight in Ypres.

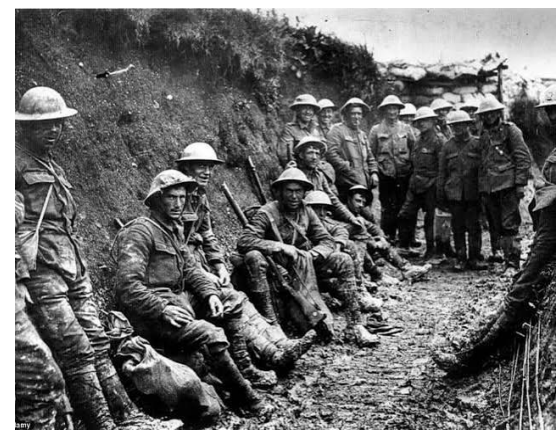
Visiting the trenches, quarries used to tunnel under the trenches and see where the future of the world was decided 1914-1918.

When: 27-29th May 2027

Who: Year 10 **History students only**

Why: Linking in with our Y10 Health and the People topic. War has been a huge impact on the advancement of medicine. Following on from Y8 topic on WWI too.

Trip places will open **after** Year Ahead Evening on 16th September
Places are first come basis. Price will be on the letter.





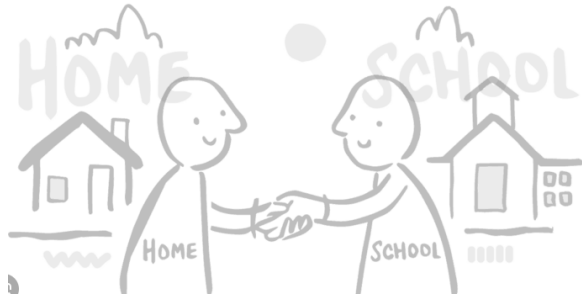
**What is the school doing to keep my child safe?
How can you support the school with this?**

Ronnie Halton – Deputy Headteacher + Safeguarding Lead



Ada Lovelace
C of E
High School

THE AGE OF AI



Often worries or concerns
can be sorted out over a
quick phone call.

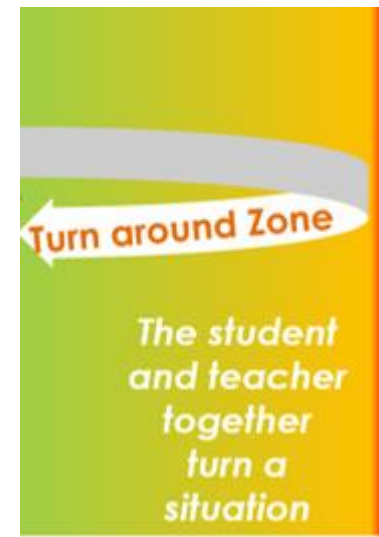
When in doubt ask for a
quick call back!



Work with the school

Please don't undermine this learning by arguing with the school about a negative conduct points.

Please DO focus on the specific action/decision that can be changed for the better tomorrow and will help your child develop life-long habits for success.



"I know you didn't want to get a negative, so how can you turn this round and avoid getting one for the same thing tomorrow?"

"It is not relevant that your friends were also doing it, what did you do that was not right?"

"I know that negatives for talking in the corridor seem silly, but how do you think it helps the school be calm and successful?"



Child Protection Team

Ada Lovelace CofE High School
CHILD PROTECTION
Child Protection Officers:



Ms H Marr
Designated
Safeguarding Lead



Mr R Halton
Deputy Designated
Safeguarding Lead



Ms K Brewer
Senior Deputy
Headteacher



Ms J Adler
SENco



Mr E Fahy
Assistant
Headteacher



Ms M Bryant
Assistant
Headteacher



Mr G Green
Head of Year 7



Ms M Powell
Head of Year 8



Mr G Stanton
Head of Year 10



Ms H Khan
Head of Year 11



Mr M Dusting
KS5 Pastoral Lead



The Pastoral Curriculum



Autumn Term 1	Where am I going? Identity & leadership Pathways Work experience & CV writing
Autumn Term 2	Growing my gifts Managing stress incl. Q2 preparation Labels and stereotypes
Spring Term 1	Strong foundations Interview skills Pathways and Career sectors
Spring Term 2	Getting help to understand future options Career sectors
Summer Term 1	Adding value to others Career sectors
Summer Term 2	Seeing what is possible Work experience

The Pastoral Curriculum

Year 10	Sexual health and fertility	A. Safe sex and consent B. Menstruation C. Pregnancy and fertility
	(1) Looking after yourself Pia - Ana	A. Self-care B. Coping with illness and understanding the healthcare system C. Cosmetic and aesthetic procedures
	Safer Sex – Name TBC	A. Intimate relationships B. Misogyny C. Gender-identity
	Health for life	A. General health B. Taking care of your own health C. Healthy and unhealthy eating habits
	Finance: budgeting and bank accounts	A. Bank accounts B. Budgeting and saving C. Money at work

William Perkin C of E High School
Year 7
PSHE Workshop: Respectful relationships
Breakout session 2: Cyberbullying

Is there anything you find surprising? Do you have questions about anything?

34% OF STUDENTS have been cyberbullied

7X MORE LIKELY FOR CHILDREN to be bullied by friends

Girls are TWICE as likely to be bullied

70% of victims report feeling depressed

9x MORE LIKELY to be victims of identity fraud

Understand what cyberbullying is and how you can avoid being part of it
Understand the impact of cyberbullying
Evaluate the effectiveness of anti-cyberbullying campaigns

CHALLENGE: According to research, cyberbullying is becoming increasingly common... why do you think is this the case?

WORKSHOP

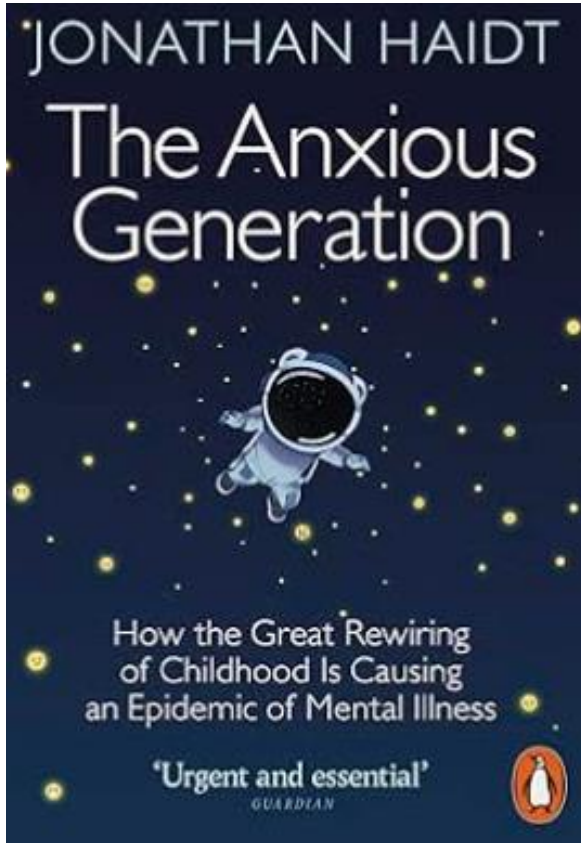
William Perkin C of E High School
Year 07: Self Care
Breakout session 3: Global Health Challenges

Although this country, it is still being practised on young girls, mainly by parents taking their daughters back to their country of origin for the procedure. It is a criminal offence in this country to practise FGM or to take a UK citizen abroad for the purpose of FGM, whether or not it is lawful in the country the girl is taken to.

Know what FGM is
Understand the impact of FGM
Explore campaigns to prevent FGM

WORKSHOP





Smart Phones



[Home](#) > [Society and culture](#) > [Online safety](#)

Press release

Social media to be banned for under-16s in landmark government move to give kids their childhood back

Social media platforms to be blocked from offering services to under-16s, marking a line in the sand and setting a new normal for future generations.



Online safety

Monitor their online activity:

- ✓ There are legal consequences for sharing indecent pictures or making insulting remarks
- ✓ 95% of problems in school stem from online behaviour in your homes – it then disturbs their learning at school

Report!t
Don't support it.
Investigate
Safeguard
Educate





Be polite to our staff if they ask you to move your car



Attempting 3 point turns on Park View Rd.

Parking over driveways

Letting your child out of your car in the middle of the road



Park View Rd.



Medication

All students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential. If students do not have in date medication with them, they **will not** be allowed to participate in the trip (parents are not permitted to bring the medication in in the moment).

We judge by the information on our system – if your child no longer requires medication such as an asthma pump or auto-injector, you must update us. Doing so on the day of the trip will be too late.



Please double check that the medication has not expired!



Allergy Aware

Ada Lovelace is an **allergy aware** school. As such, do not allow your child to bring any products containing nuts onto the school site.



Permanent Exclusion

It is important you are aware that the school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school
Offensive weapon in the school context includes knives of any description or size – pocket knives, craft knives etc
- Possession of any illegal drugs in school – ‘in any form’
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff
- Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute
- The school will also permanently exclude students for a persistent failure to comply with the school's behaviour policy.



Prayer

Lord God,
You have created us to be and do good.
You provide us with times of rest,
And with opportunities to flourish,
Help us to walk in the right paths,
And to access all the good that we need

Amen.

Closing responses

All shall be well

And all shall be well

And all manner of things shall be well.

All life is a precious thing

Held in the palm of God's hand.

Amen.

From Julian of Norwich

