



LITTLE ILFORD SCHOOL

COURAGE • COMMITMENT • COMPASSION

Rectory Road, London, E12 6JB

Tel. 020 8478 8024 | info@littleilford.org | www.littleilford.newham.sch.uk

LinkedIn: Little Ilford School | Instagram: @littleilfordschool

Interim Headteacher:
Jennifer Evans

DATE:15/09/2026

Dear Parents and Carers,

Your child has been identified as a **Higher Prior Attainer (HPA)**. As a result, their GCSE **Minimum Estimated Grades (MEGs)** fall into the grade 7 to 9 bracket (equivalent to the former A-A* grades).

What HPA Status Means (and What It Doesn't)

- **How it is determined:** HPA status is based on your child's Key Stage 2 SATs results from Year 6. Students in this cohort demonstrated above-average academic progress compared to their national peers.
- **What it expects:** Based on this prior success, national benchmarks project that these students have the potential to achieve top GCSE grades (7–9) at the end of Year 11.
- **It is not a guarantee:** High prior performance does not automatically guarantee high GCSE grades. Grades 7–9 require consistent self-discipline, long-term study habits, and sustained motivation. Past success sets the baseline, but daily effort determines the outcome.

Why This Matters for applications to sixth forms and colleges

Colleges, sixth forms, and post-16 providers review a student's **Predicted Grades** to check if they meet specific course entry requirements.

- Teachers determine these predictions by looking closely at your child's **Working At Grade (WAG)** in school assessments.
- Having ambitious **MEGs** ensures students aim high enough to keep top-tier academic and vocational pathways open after Year 11.

Balancing Ambition and Wellbeing

Year 11 can feel overwhelming, and high expectations sometimes bring added pressure. We are fully committed to ensuring our students feel supported rather than overburdened.

Some students with high prior attainment risk underperforming if they rely solely on past ability rather than developing strong revision routines early. Conversely, others can experience stress from feeling they *must* hit top grades across every single subject.

How you can support at home:

- **Encourage consistent routine:** Help them build regular, manageable revision habits early in the year rather than cramming before exams. 'Little and often' is a more reliable routine than big gaps between intense periods of revision. They are most likely to achieve well when they do not feel overloaded with tasks.

“ All students receive the guidance they need to make ambitious, well-informed choices about their future lives - OFSTED ”



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- **Focus on effort over outcome:** Celebrate sustained hard work and resilience when tackling difficult topics rather than focusing solely on the final score.
- **Keep communication open:** Check in on their stress levels and remind them that progress is a continuous process. If you have any questions regarding your child's MEGs, current Working At Grades, or overall academic support, please do not hesitate to reach out to the school. You can access your child's most up to date MEG and 'working at grades' by logging into Go4Schools. A guide showing you how to do this can be found on our [school website](#).

How we will support you and your child:

On Thursday 17th September we will be holding a Year 11 Information Evening to provide you with more information about examinations and revision techniques that will support your child to reach their full potential.

Warm regards,

Annie Bergin
Assistant Headteacher

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