



Twyford CofE Academies Trust

## Year 11 Information Evening: 'Standing Firm for Ourselves and Others'

Welcome back to Twyford  
2026-2027

**Mr Bennett**  
***Headteacher***

## Aim

To ensure all parents/carers & students have start of year information which enables them to support their child flourish at Twyford High School in Year 11

## Outcomes:

1. Headline successes celebrated & Theme for the year introduced
2. The understanding of key systems (routines and habits) refreshed
3. Wider Learning opportunities shared
4. Hazards to avoid explained
5. All parents/carers clear on how they can help their child in these areas

# Enduring habits for spiritual & mental health

Disciplined silence & reflectiveness is part of our distinctive identity

## Twyford Singing Posture



Stand up straight. Lengthen your spine.



Relax your upper body.



Keep your chin parallel to the ground.



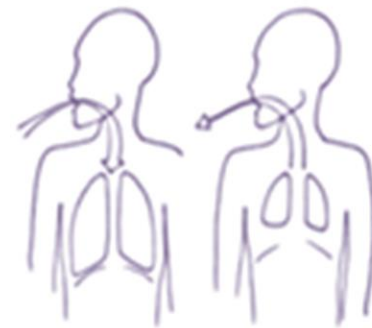
Rotate your shoulders back and down.



Hold your chest high, but don't strain or puff out your chest.

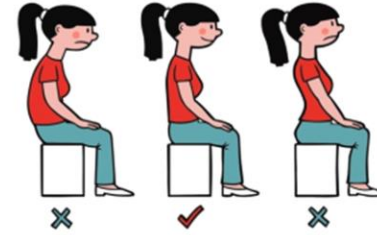


Relax your core when you breathe in. It tightens when you breathe out.



*Inhale, exhale*

## Twyford 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

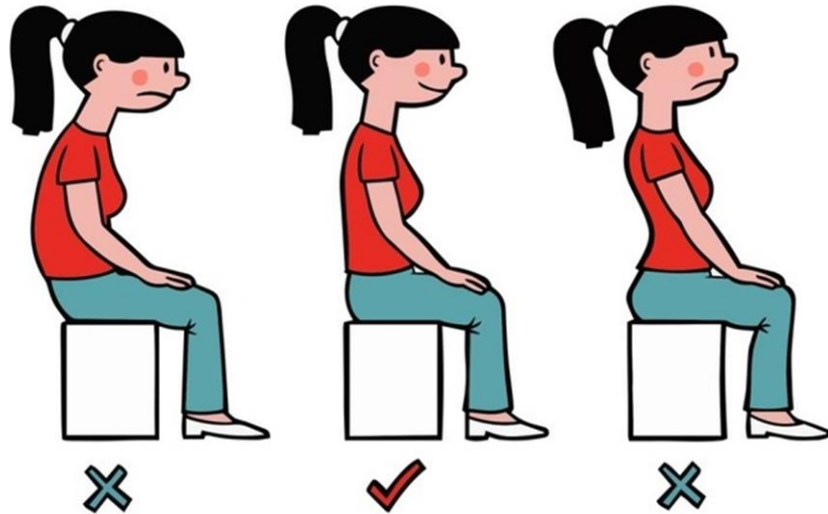
**Why?** It lets you breathe freely.

**Don't** lean against the back of the chair.

**Why?** It stops your core being engaged.



# 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 build it, work in vain**

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

We build on firm foundations  
**For ourselves and for one another**

## Reading

<sup>24</sup> 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. <sup>25</sup> 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. <sup>26</sup> 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. <sup>27</sup> 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**

# Work Readiness

**Dame Alice**  
***Trust* CEO**

# Trust Successes (2025-6)

## 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 & Twy (87/90% A\*-C pass rate)
- Yr 13 Extension programme successful at both schools .
  - Successful Medics WP 10 & Twy 14
  - Oxbridge Twy - 17 & WP - 2
- T-Levels 100% pass rate – all but 1 merit or distinction
- Work based study element 76% distinction (national 18.3%)

## Staff training

- ITT prog graduated Yr 2 - 111 trainees gaining QTS hosted across 55 schools
  - 23 trainees hosted by 4 Trust Schools – all successfully gaining QTS
- Ofsted of ITT programme gains **exceptional feedback** !!
- Over 900 ECTs supported & Over 300 new mentors trained
- 219 teachers supported on NPQs across W. London, inc 17 Trust staff



*"I have come that you may have life and have it to the full" – John 10 v 10*

# What's next



**BBC** **A** For you

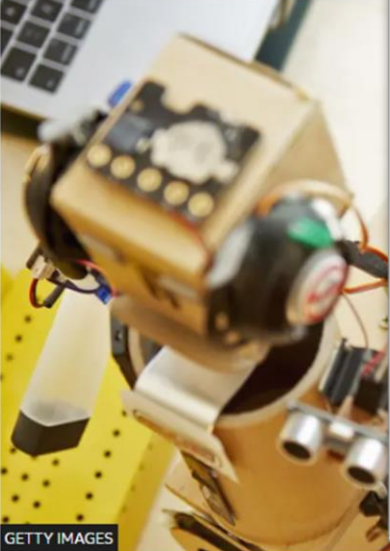
**NEWS**

Home | UK | World | Business | Culture | P

Family & Education | Young Reporter

## Schools to offer pupils from age 11

Burnham says



GETTY IMAGES

## What would a Burnham government mean for schools?

Experts predict some continuity but other new areas of focus under the next prime minister



**Esmé Kenney**  
[More from this author](#)

🕒 9 min read | 25 June 2026, 11:00 pm



## 11th form funding

stable due at the autumn budget

🕒 6 min read | 30 July 2026, 10:30 pm



# Work Readiness?

## 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.

Surveying more than 2,000 leading UK businesses of varying sizes and sectors, the research directly informs how we shape our curriculum to ensure graduates are equipped with the capabilities most relevant for the rapidly evolving job market.

Capturing perspectives from such a wide pool provides a comprehensive view of the evolving skills landscape across the UK economy. Conducting this annual survey allows us to highlight key trends and areas of change, such as the attitude towards AI and its impact on the wider job market.

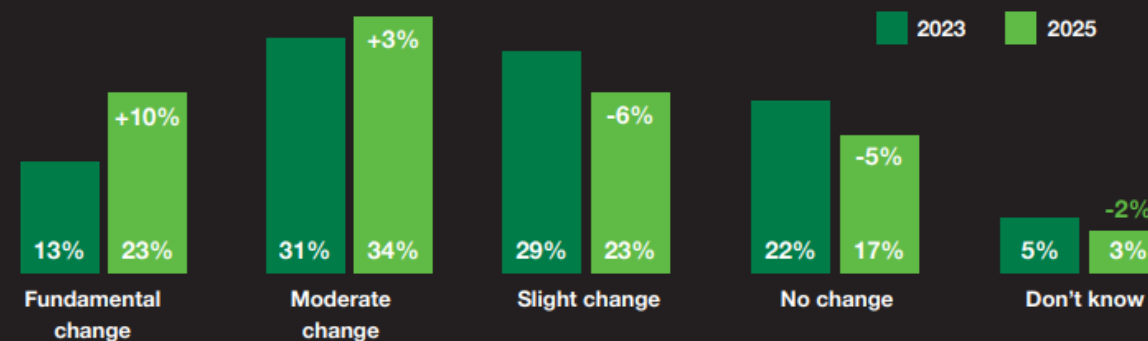
56%

**56 per cent of businesses** are likely to consider a more skills-based approach as an optimal way to modify their hiring practices.

### 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

To what extent, if at all, do you believe AI and emerging technologies will change your business model?



AI is already influencing employers' recruitment and hiring practices. **65 per cent of respondents believe that AI will influence how they hire** to some degree. **56 per cent of employers see skills-based recruitment as the way forward.** The candidates of the future will be **evaluated by their competencies**, reinforcing the importance of a **skills-focused approach** in education and training.

10%

Since 2023, there has been a **10 per cent increase** in businesses believing **AI and emerging technologies will have a fundamental change** on their business model in the next 5 years.

All snip are from –Future Skills 2025 Kingston University Report (Perspectives from East and West)

“I have come that you may have life and have it to the full” – John 10 v 10

# Work Readiness

### 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 walk 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



*"I have come that you may have life and have it to the full" – John 10 v 10*

### T-levels students in the 6<sup>th</sup> form

#### Outward Looking



#### Positive and Purposeful

#### Committed to Improvement

## The Way to Work

*"I have come that you may have life and have it to the full" – John 10 v 10*





### Building towards opportunities in the City of London







*"I have come that you may have life and have it to the full" – John 10 v 10*





Believe in

Buy-in



Live out

*"I have come that you may have life and have it to the full" – John 10 v 10*

# 2026-2027 Theme for the Year



## ‘Standing Firm for Ourselves and Others’

## Reading of the Year

<sup>24</sup> ‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. <sup>25</sup> 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. <sup>26</sup> 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. <sup>27</sup> 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**

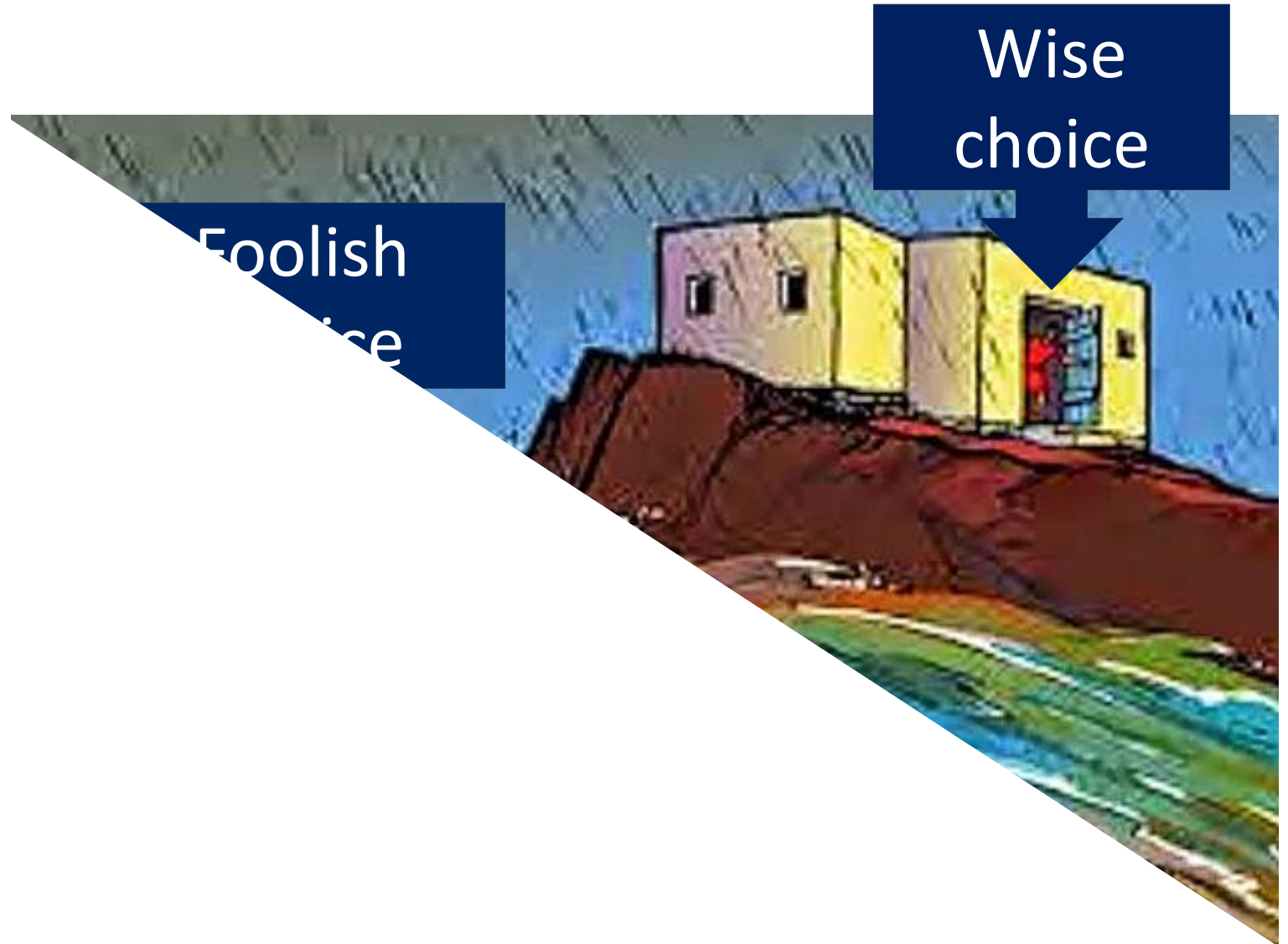
## Theme for the Year

Is this reading really  
about houses ?

It's about people being  
wise...  
...or foolish

It's about whether they  
listened to good advice

...and made the choice  
to act on it



## Context of the reading for the year:

- **The parable of the wise and foolish builders:** found in Jesus Sermon on the Mount and recorded in the Gospels.
- It is the conclusion of Jesus manifesto regarding **identity and how humanity can flourish following in the pattern of Jesus life.**
- These became the foundational teachings for the followers of The Way and later the newly established churches.
- **It emphasizes the importance of not just hearing Jesus's words, but actively putting them into practice.**
- The passage is about life choices and building a positive way of being
- To develop a healthy identity enabling the follower to withstand life's storms.



## Our strength comes from the community join-up...



### Our 10:10 ethic



‘We are what we habitually do’

Learning habits are the  
foundations of good choices

We can lean into a learning  
culture where we consistently  
rely on each other





Our 10:10 ethic



Believe in



Buy-in



Live out

# School Progress Outcomes

**Mr Bennett**  
***Headteacher***

## KS5 Year 13

| %   | 2026<br>Actual | national |
|-----|----------------|----------|
| A*  | 18.6%          | 9.6%     |
| A*A | 46.5%          | 28.5%    |
| A*B | 73.3%          | 55.8%    |
| A*C | 90.3%          | 78.4%    |
| A*E | 99.9%          | 97.5%    |

- 328 students in year group
- 930 exams taken
- Average grade per entry B+

# Top end Performance

- 22% students with at least one A\*
- 66% students at least one A grade
- 17 students to Oxbridge
- 14 students to Medicine/Dentistry/Vet science

## Year 13 leavers' destinations

83.5% (274) secured places at University

1.2% (4) Art Foundation/Conservatoire courses

15% (50) Gap year, employment, apprenticeship

Total 328 students



## Twyford Top Destinations and Courses 2026-27

| Top University destinations    |
|--------------------------------|
| Warwick - 21                   |
| Bristol - 20                   |
| Manchester - 18                |
| Oxford - 12                    |
| Durham - 10                    |
| Queen Mary London - 10         |
| University College London - 10 |
| Bath - 9                       |
| King's College London - 9      |

| Courses with largest numbers |
|------------------------------|
| Economics - 31               |
| Engineering - 25             |
| Maths - 23                   |
| Business - 19                |
| Law - 18                     |
| Finance - 17                 |
| History - 17                 |
| Politics - 17                |
| Computing - 16               |

# School progress outcomes

---

Year 11 students at Twyford on average achieved 1 grade higher in every subject than national

# School progress outcomes

---

**60% achieved a grade 5 or higher** in their EBAC set of subjects

(66% in 2025)

**9 students** achieved 8 or more grade 9's

## Year 11 GCSE

**Progress 8 (CAT8) score of +1.10**

**82% of grades 9-5**  
(56% national)

Boys on Track  
**52%**  
Girls on Track  
**64%**

**Student A****Destination:** Twyford**Course:** A-Levels in English, Chemistry, Maths, Music TechTwyford  
C of E  
High School**GCSEs:**

Art (9) Drama (9) English (9/9)  
German (9) History (9) Maths  
(9), Science (9/9), RE (9)

**Wider Learning & Careers:****Wider Learning:**

- School production
- Drama Club
- National Theatre Connections
- Girls Basketball
- Gospel Choir
- D of E Bronze
- CIAG talks: Sustainable Careers, Careers in the NHS

**Leadership roles:**

Creative Arts Rep, Sports Rep, Form Rep

**Work Experience:**

Signature Entertainment

Twyford  
C of E  
High School**Student B****Destination:** Twyford**Course:** A-Levels in Film Studies, Photography, SociologyTwyford  
C of E  
High School**GCSEs:**

Drama (6) English (6/6)  
German (6) History (7) Maths  
(5) Science (5/5) RE (9)

**Wider Learning & Careers:****Wider Learning:**

- History Film Club
- Music Tech Club
- Enterprise Events
- D of E Bronze

**Leadership roles:**

Form Rep, Enterprise Rep, Peer Mentor, Twyford Ambassador

**Work Experience:** Primary school (supporting reading & maths)

# School progress outcomes

---

**71% of grades 9-7**  
(69% in 2025)

**79% students hit  
their GCSE RE  
Target!**

## Year 10 GCSE RE

**56 grade 9's!**

**46 grade 8's**  
(31 in 2025)

**90% of grades 9-5**





Our 10:10 ethic



Believe in



Buy-in



Live out

# Embedding self-regulation 2026-27

**Ms Bajwa**  
***Deputy Headteacher***



Our 10:10 ethic



Believe in



Buy-in



Live out

## Our 10:10 ethic

**Outward Looking**



**Positive and Purposeful**

**Committed to Improvement**



## Positive and Purposeful

I walk 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 & challenge tasks to do my best

I act on feedback



# Learning journey – Assessment

What support and feedback do I need to engage with to improve next time?



What have I done well?

What gaps of knowledge or skill do I have?



## Outward Looking

I look smart wherever I am in the community

I am respectful, polite and thankful

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning



## Outward Looking

I do my prep & homework carefully

- Prep is short for 'preparation'.
- Prep tasks are short activities set in one lesson and due for the next; by doing our prep carefully, we make sure we are prepared for the next lesson.
- Often prep tasks will involve memorising facts, definitions or vocabulary, or practising using our new skills or knowledge.
- Prep is a good way of testing whether we really understood what the learning in the lesson was all about.
- Prep is usually checked at the start of the next lesson, which helps us connect our previous learning with the learning we are about to do.
- Not doing prep, or doing prep poorly, makes it more difficult for you to learn, and much more difficult for you to remember new knowledge or skills.

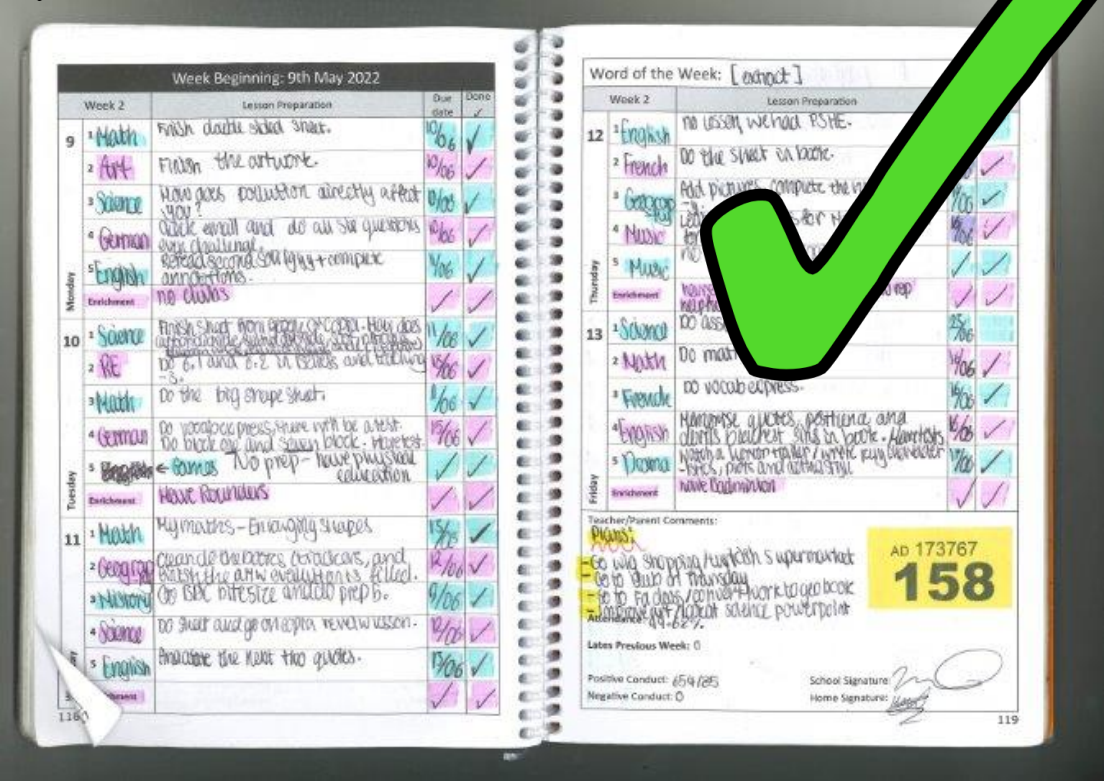
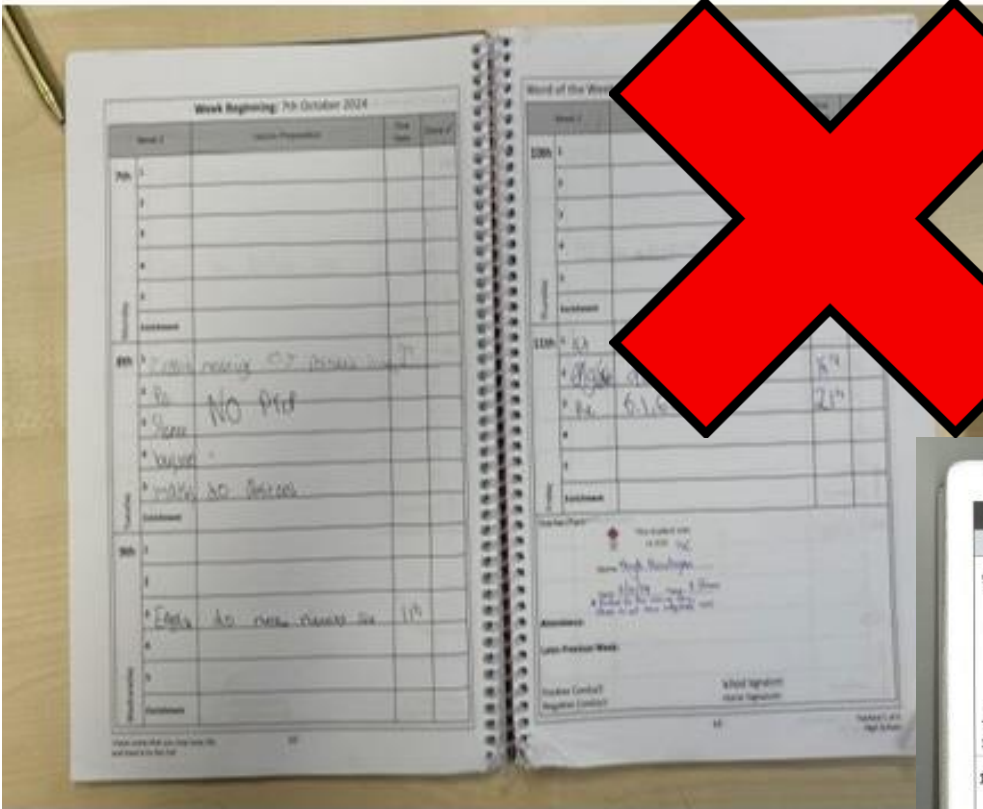


**Does homework perpetuate inequities in education?**

**If done well, prep supports 'little and often' revision and consolidation of learning and provides structure for independent learning.**

**If done badly it can increase in in-school variation with disadvantaged going backwards**





# Prep – It takes a village



**Students**



**Pastoral Support**



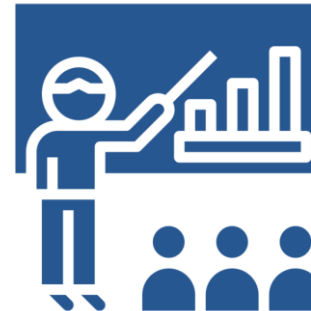
**Parents**



**Tutors**



**Curriculum  
Planners**



**Teachers**

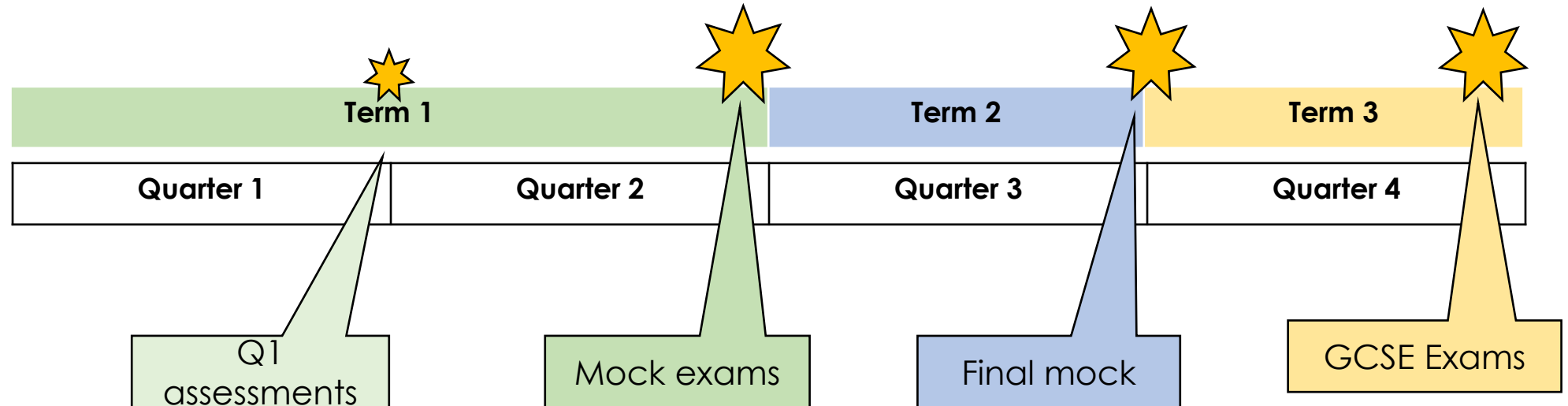


# Quarterly assessments...

| Year 11 Assessment Dates |                                    |
|--------------------------|------------------------------------|
| <b>Q1</b>                | W/B Monday 5 <sup>th</sup> October |
| <b>Q2</b>                | Wednesday 2 <sup>nd</sup> December |
| <b>Q3</b>                | Friday 26 <sup>th</sup> Feb        |

## Q2 and Q3 Assessments

Students off timetable sitting formal mock exams



## **Routine**

*A sequence of actions regularly followed*



## **Habit**

*Something you do regularly, often without knowing you are doing it*



## Why are routines so beneficial?

- ✓ Helps with memorisation
- ✓ Reduces stress
- ✓ Reduces decision fatigue
- ✓ Improves focus
- ✓ Helps you reach goals quicker
- ✓ Calm and supportive environment
- ✓ Builds trust
- ✓ Creates a sense of teamwork

# 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 walk 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

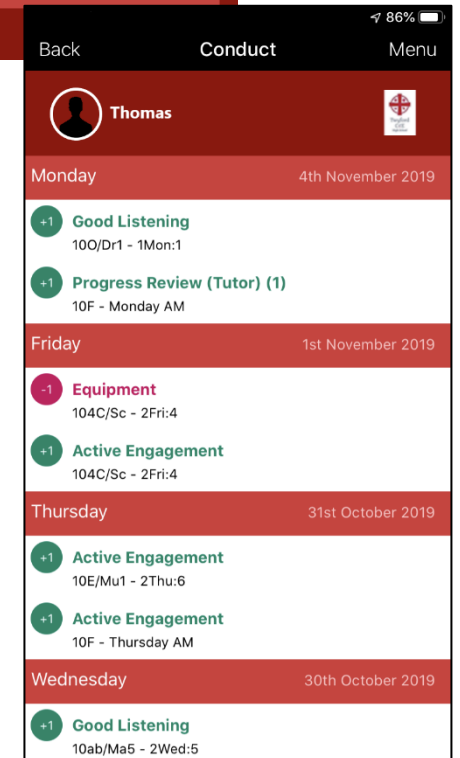
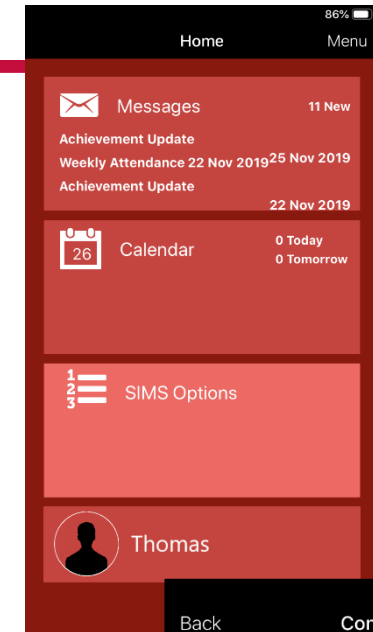
I participate fully in activities to check my understanding

I use learning outcomes, support tasks & challenge tasks to do my best

I act on feedback

## How to help your child be successful

- Celebrating all of the positive conduct points: the SIMS parent app can help
- Talking about the moments they've turned things around and responded well to feedback
- Have daily discussions about lesson prep tasks- from whether they have been completed to the content
- Reinforce the importance of our simple routines



---

# Planning for Post-16

**Ms Bajwa**  
***Deputy Headteacher***

# Curriculum

## What are the Post 16 Options?

- A Level courses
- BTEC / UAL / T-Levels / Applied courses
- Apprenticeships

**Which one is right for you?**  
**How do you know?**



## Help your child work on good choices

| Year | Learning Outcome                                                                                                                                                                                                |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11   | <ul style="list-style-type: none"> <li>To research and understand the different options available to me at Post 16.</li> <li>To have a clear <b>Plan A, B and C</b> in place for my Post 16 pathway.</li> </ul> |

**Recap** – you had a Post 16 Options Evening in Y10 followed by your first **1:1 CIAG** meeting in April with SLT to discuss your **Plan A, B & C**

**Post 16 options:**

You will now hear some short presentations:

- A-Levels at Twyford & Post 16 options in the Trust – Miss Barrie
- Other Post 16 options & pathways – Miss Adams
- RE revision for GCSE – Miss Holloway

You will then complete your Plan A, B & C form on Monday 25<sup>th</sup> April during AM pastoral session.

Please bring this with you to your CIAG meeting.

Year 10  
Post 16 Options meeting  
April 2021

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_

Proposed Option Blocks September 2021 Entry (these could change in 2022)

| Option Block J     | Option Block K   | Option Block L | Option Block M     | Option Block N    |
|--------------------|------------------|----------------|--------------------|-------------------|
| Art                | Chemistry        | Biology        | Business           | Economics         |
| Business Studies   | Computer Science | Design         | Further Maths      | Further Maths     |
| Chemistry          | French           | Further Maths  | English Literature | Mathematics       |
| English Literature | Geography        | Geography      | Health Studies     | Music Technology  |
| Music              | History          | Spanish        | German             | Politics          |
| Psychology         | Physics          | History        | Physics            | Psychology        |
| Science            | Sociology        | Mathematics    | Mathematics        | Spanish           |
|                    |                  | Photography    | Photography        | Religious Studies |

If Post 16 application course choices:

| Subject | Target Grade | Current Grade | Meeting requirements? |
|---------|--------------|---------------|-----------------------|
| 1       |              |               |                       |
| 2       |              |               |                       |
| 3       |              |               |                       |
| 4       |              |               |                       |

Post 16 Destination Plan A, B & C:

| Plan   | Sixth Form or College and details of courses (A Levels, BTEC, etc., Apprenticeship) | Entry requirements (GCSE grades required for sixth form / college including Maths & English grades) |
|--------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Plan A |                                                                                     |                                                                                                     |
| Plan B |                                                                                     |                                                                                                     |
| Plan C |                                                                                     |                                                                                                     |

TWYFORD C of E HIGH SCHOOL

Personal Development Behaviour & Attitudes

'At each stage of education, the provider prepares learners for future success in their next steps' (Inspection Framework - Personal Development para 26)

**Plan A**

**Aspirational!**  
Progress: High Targets exceeded – Accessing the most competitive courses  
Progression: Maximised soft skills, responsible conduct & Leadership capacity

**Plan B**

**Better Case Scenario (if not !!)**  
Progress: High Targets largely met – Choosing positive courses realistically  
Progression: Able to play to strengths & keen to address weaknesses

**Plan C**

**Consolidation Position .....could be a compromise**  
Progress: Resilient in chasing targets – preparedness to make good compromises  
Progression: Resilient to adjust

**Aim high** (the right thing for the right reasons)

**Be Ready** With a potentially better option

**Climb back up** Maybe a different way!

Twyford C of E High School

By law in the UK, 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)

This term in Y11, you will have further assemblies, speakers & pastoral sessions to think about Plan A, B & C.

**You will then have a 1:1 Post 16 CIAG meeting with a member of SLT in November** to finalise your Post 16 options Plan A and B.

# 6<sup>th</sup> Form Curriculum

**60% of Y11 students return to  
Twyford to study A levels**

## **Minimum requirements**

- 8 passes at grade 5 or better including Maths and English

## **Subject specific requirements**

- Most A level courses will require at least a 7 in the equivalent GCSE
- Or a 6 in Maths and English related subjects

## Specific Minimum Entry Requirements for Sixth Form Courses (GCSE Grades), Entry 2027

|                    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| ART                | Grade 6 in Art.                                                                                            |
| BIOLOGY            | Grade 77 in Double Science <b>or</b> grade 777 in Triple Science. Grade 6 in Mathematics is also required. |
| BUSINESS STUDIES   | 6 in English (Literature or Language) and a 5 in Mathematics.                                              |
| CHEMISTRY          | Grade 77 in Double Science <b>or</b> grade 777 in Triple Science. Grade 6 in Mathematics is also required. |
| DRAMA              | 6 in Drama or Grade 6 in another Performing Arts qualification and a 6 in English (Literature or Language) |
| ECONOMICS          | 77 in Mathematics and English (Literature or Language).                                                    |
| ENGLISH LITERATURE | 76 in English Language & English Literature (the 7 can be in either language or literature).               |
| FILM STUDIES       | 6 in English (Literature or Language).                                                                     |
| FRENCH             | 7 in French.                                                                                               |
| FURTHER MATHS      | 9 in GCSE Mathematics.                                                                                     |
| GEOGRAPHY          | 7 in Geography and 6 in English (Literature or Language).                                                  |
| GERMAN             | 7 in German.                                                                                               |
| GRAPHICS           | 6 in Art or Graphic Design.                                                                                |
| HISTORY            | 7 in History and 6 in English (Literature or Language).                                                    |
| MATHS              | 7 in Mathematics.                                                                                          |
| MUSIC              | 6 in Music, Practical grade 5 and Theory grade 5.                                                          |
| MUSIC TECHNOLOGY   | 6 in Mathematics or RSL Level 2 Music Technology Merit.                                                    |
| PHOTOGRAPHY        | No further specific requirements.                                                                          |
| PHYSICS            | Grade 77 in Double Science <b>or</b> grade 777 in Triple Science. Grade 6 in Mathematics is also required. |
| POLITICS           | 6 in English (Literature or Language) and a grade 6 in History, Geography, or RE.                          |
| PSYCHOLOGY         | 6 in English (Literature or Language) and 6 in Mathematics.                                                |
| RELIGIOUS STUDIES  | 7 or A in R.E. and 6 in English (Literature or Language).                                                  |
| SOCIOLOGY          | 6 in English (Literature or Language) and 6 in another humanity (including RE, where you need a 6).        |
| SPANISH            | 7 in Spanish.                                                                                              |

- Sixth form entry requirements are in the student planner
- Open evening – 12<sup>th</sup> November

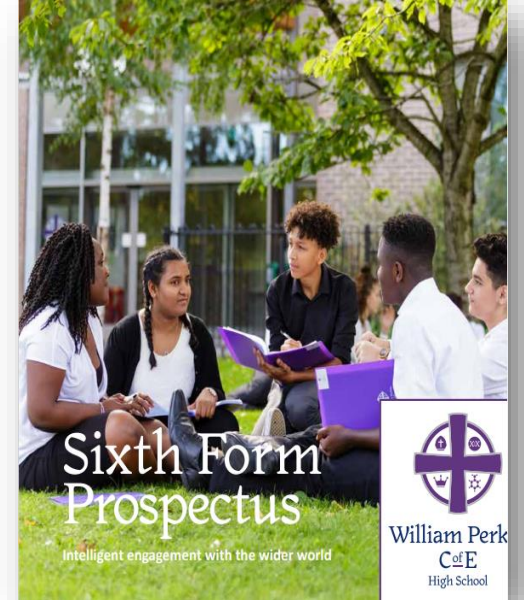
# William Perkin Sixth Form



Most subjects are the same as those at Twyford  
Entrance requirements for these subjects are the same at William Perkin

## Twyford only

- Drama
- Film Studies
- Music
- Music Technology
- Graphics
- Photography
- Politics
- Art
- Spanish



## William Perkin Only

- English  
Language
- PE
- Computing

# T levels

If you are considering a career in Science, Digital, Business, Accounting, or Finance?

Ada Lovelace offers T level courses in

- Digital
- Laboratory Science
- Accounting.

We are confident that **students on our programme** can achieve a **Degree-Apprenticeship** with **an industry-leading company!**

## Entrance Criteria

6 x GCSEs Grade 5 and above and including Maths and English

**Laboratory science** - Grade 6 or above in science

**Digital** – Grade 6 computer science OR demonstrate an interest in the subject.

**Accounting** – Grade 6 in Maths

# T Level Accounting

Are you interested in a future **career in business, finance, or accounting**? A **T Level in Accounting** covers key business principles & applications of accounting.

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Accounting & Finance
- Finance & Investment
- Accounting with Business Management
- Banking & Digital Finance
- Economics & Finance
- Economics

## Career Options at 18:

- Finance Officer
- Payroll Manager
- Assistant Accountant
- Accounting Technician
- Various Degree-Apprenticeships paying £25,000 per year

Opportunity to train with businesses including:



**Deloitte.**

"I have come that you may have life and live it to the full" – John 10 v 10



Are you interested in a future **career in software engineering, programming, AI, or cyber security**? A **T Level in Digital Production, Design, & Development** covers key business principles & all high-tech digital skills .

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Computer Science
- Computer Science & Artificial Intelligence
- Mathematics & Computing
- Banking & Digital Finance
- Cyber Security
- Computer Games Technology
- Civil Engineering

## Career Options at 18:

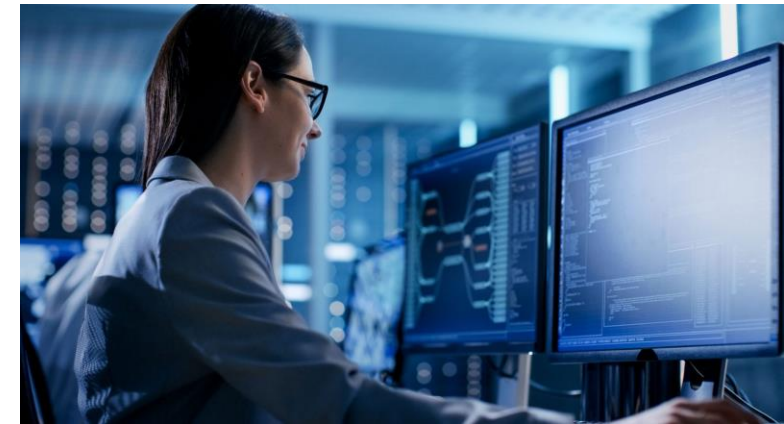
- Junior Web Developer
- Computer Games Developer
- Data Analyst Degree Apprenticeship (Amazon) £35,000 per year
- Software Development Engineer Degree Apprenticeship (Amazon) £35,000 per year
- Cyber Security Degree Apprenticeship (Amazon) £35,000 per year
- Various other Degree Apprenticeships with our partner businesses (and others)



Opportunity to train with businesses including:



"I have come that you may have life and live it to the full" – John 10 v 10



# T Level Laboratory Science

Are you interested in a future **career in biology, chemistry, healthcare, or pharmaceuticals**? A **T Level in Laboratory Science** covers key academic science content as well as industry standard laboratory techniques.

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Biochemistry
- Biological Sciences
- Biomedical Sciences
- Human Biology
- Pharmacology
- Forensic Science
- Human Genetics
- Psychology

## Career Options at 18:

- Junior Laboratory Scientist
- Junior Biomedical Scientist
- A range of Degree Apprenticeships paying up to £25,000 per year including:
  - Pharmaceutical Science
  - Biomedical Science
  - Laboratory Scientist
  - Food Technologist

Opportunity to train with businesses including:



HEALTH SERVICES  
LABORATORIES



GODDARD  
VETERINARY GROUP



Imperial College Healthcare  
NHS Trust

"I have come that you may have life and live it to the full" – John 10 v 10



# Student C

## Finished Y13 Summer 2026

### Placements:

6 weeks at IBM in Y12

9 weeks at Amazon in Y13

### Results:

Target – Merit (BBB)

Y13 Result - Distinction (AAA)

### Progression:

Student C declined an unconditional offer to study Cyber Security at University of Brighton

Instead accepted a Degree Apprenticeship in Cyber Security with Amazon (degree from Exeter Uni & £34,500 per year)



# Student D

## Finished Y13 Summer 2026

### Placements:

4 weeks at University West London in Y12

6 weeks at Muddy Barkers in Y13

### Results:

Target – Pass (CCC)

Y13 Result - Distinction (AAA)

### Progression:

Brunel University – Computer Science with  
Cyber Security



# Student E

## Finished Y13 Summer 2026

### Placements:

6 weeks at IBM in Y12

6 weeks at Polymateria Laboratory in Y13

### Results:

Target – Merit (AAA)

Y13 Result - Distinction (AAA)

### Progression:

Student E declined requests to apply for Apprenticeships with IBM

Instead accepted studying Ocean Science & Marine Conservation at University of Plymouth (life spend scuba diving the Caribbean)



# A Joined up Sixth Form Approach

## I am interested in a Trust 6<sup>th</sup> form – what should I be aware of

1. Twyford and William Perkin have a very similar offer, you cannot apply to both schools
2. T levels are becoming increasingly popular, if you think you might be interested in one, then please ensure that is either your plan A or B
3. It is possible to have a plan A at TWY or WP and have ADA as your plan B

## Alis baseline testing

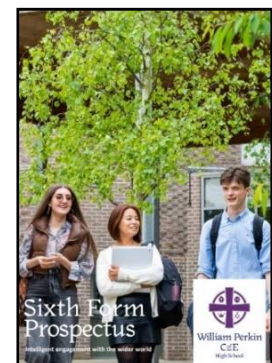
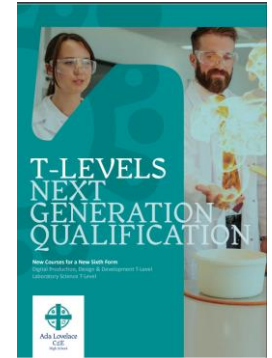
All Trust Students in year 11 take an online cognitive ability test

This helps you and your teachers see how achievable your plan A/B is likely to be, and will allow you to reconsider options if you need to



## Baseline Assessment<sup>2</sup>

- **Adaptive baseline assessments help schools to understand their students' needs. Where they may need additional support.**



**CIAG**

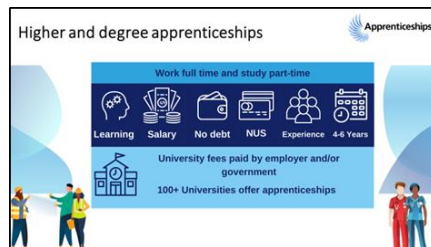
## Help your child work on good choices

### Y11 students will have:

- 1:1 CIAG meeting in November
- Post 16 options booklet (emailed to parents)
- Pastoral sessions for Post 16 discussion
- Assemblies on: A-Levels, T-Levels, College Level 2 & Level 3 courses, Apprenticeships
- Careers Fair in March
- CIAG lunch time talks
- CIAG bulletins half termly
- Xello Careers platform access
- Copia (Wider Learning & Careers)



You can also book in a follow up appointments with Ms Mills/  
Careers Team: [CIAG@twyford.ealing.sch.uk](mailto:CIAG@twyford.ealing.sch.uk)



You can also find brochures, open evening information, flyers and more outside the Careers office in M-Block

"I have come that you may have life and live it to the full" – John 10 v 10



Pastoral  
2026-2027

**Mrs Shine**  
***Head of Year***

# Year Team

---

|                               |              |
|-------------------------------|--------------|
| <b>SLT Link</b>               | Ms Bajwa     |
| <b>Head of Year</b>           | Mrs Shine    |
| <b>Assistant Head of Year</b> | Miss Edwards |
| <b>11 Truro</b>               | Mr Cross     |
| <b>11 Wells</b>               | Ms Badi      |
| <b>11 York</b>                | Ms Scott     |
| <b>11 Fountains</b>           | Ms Dixey     |
| <b>11 Ripon</b>               | Ms Feeley    |
| <b>11 Durham</b>              | Ms Cesar     |
| <b>11 Canterbury</b>          | Miss Palmer  |

# Year 10 GCSE RE

**71% of grades 9-7**  
(69% in 2025)

**79% students hit  
their GCSE RE  
Target**  
(83% in 2025)

**56 grade 9's**  
**46 grade 8's**

**90% of grades 9-5**  
(92% in 2025)

# Principles embedded in systems and used 100%

Everything we do is pastoral because we are training our students to know what is good, eliminate what is bad and to do this as a community but we are a diverse team so consistent use of intelligently designed systems ensure we are aligned

## Our Moral Purpose



"I have come that you may have life and live it to the full" – John 10 v 10

## Our Systems



# Year 11 Pastoral Curriculum

## Tutor Time

### Autumn

Being ready for the next step  
Courage to use my gifts

### Spring

Dangers to watch for  
Strength through humility

### Summer

Accepting the challenge

## PSHE



### Autumn

Healthy Bodies

### Spring

Healthy Relationships

# Learning Culture - Essentials

W) Historical and social contexts. 14/12/21  
10: To explain why many Victorians feared violent crime

1) What word describes someone or something that has lost its former good or morality?  
Degenerate ✓

2) Darwin's theory of evolution described the progress of organisms from primitive ancestors to new complex life forms. Natural selection ✓

3) The right or good way to behave:  
moral ✓

4) Typically, middle class Victorians were obsessed with maintaining what?  
Reputation ✓ (good)

Many Victorian Londoners feared the use of violent crime for a number of reasons. Firstly, newspapers sensationalizing stories was when people exaggerated a crime that they witnessed to gain attention. This made Victorians fear crime as they didn't know whether the story was true or not. Secondly, the growing population created fears as more and more people had a different mindset and as social Darwinism grew, people may have felt outcasted so they were more likely to commit crime. Thirdly, slums and 'borderline classes' created fear among upper classes as

Severely of crimes (although this wasn't reflected)  
Jack the Ripper, murdering  
larger class and  
more likely to become criminals



|        |    |   |            |                                                                                                      |      |   |
|--------|----|---|------------|------------------------------------------------------------------------------------------------------|------|---|
| Friday | 10 | 1 | Science    | Do ecology 1 and organs and health 1 if not done.                                                    | 14th | ✓ |
|        |    | 2 | Languages  | Do verb express 75i A4 General Revision.                                                             | 18th | ✓ |
|        |    | 3 | Music      | Complete the MS exams quiz Y7 Unit 3 A4 revision.                                                    | 23rd | ✓ |
|        |    | 4 | Maths      | Do sheet: prep questions                                                                             |      | ✓ |
|        |    | 5 | English    | Improve the start of the para and the end (it's marked) do revision homework given you get 5 points! |      | ✓ |
|        |    |   | Enrichment |                                                                                                      |      |   |

Teacher/Parent Comments:

Attendance: 100%

Lates Previous Week: 0

Positive Conduct: 97

Negative Conduct: 0

School Signature: *Chloe*

Home Signature: *Ammonford*

| Lesson Preparation             |                                         | Due Date | Done |
|--------------------------------|-----------------------------------------|----------|------|
| 27                             | 1 H 10 interesting facts/English class  | Wed      | ✓    |
|                                | 2 S update homework < book              | Fri      | ✓    |
|                                | 3 F Reply to marking, more correction   | Fri      | ✓    |
|                                | 4 M Revise for exam/guide               | Fri      | ✓    |
|                                | 5 E Who are the unnamed babies and why? | Fri      | ✓    |
|                                | 6 M → carry on with Assessment          | Mon      | ✓    |
| 28                             | 1 M complete sheet                      | Mon      | ✓    |
|                                | 2 S prepare flashcards Revision         | Mon      | ✓    |
|                                | 3 F spacing exam/revision               | Mon      | ✓    |
|                                | 4 E → complete PEE para in RB           | Mon      | ✓    |
|                                | 5 M none see                            | Mon      | ✓    |
| Comments:                      |                                         |          |      |
| Keyboard - 10/11/21            |                                         |          |      |
| Miss Endo - 27th November 2021 |                                         |          |      |
| French books - 23/11/21        |                                         |          |      |
| English books - 23/11/21       |                                         |          |      |

Planners must be kept safe and brought to school everyday.  
Graffiti/damage may require the purchase of a new one.

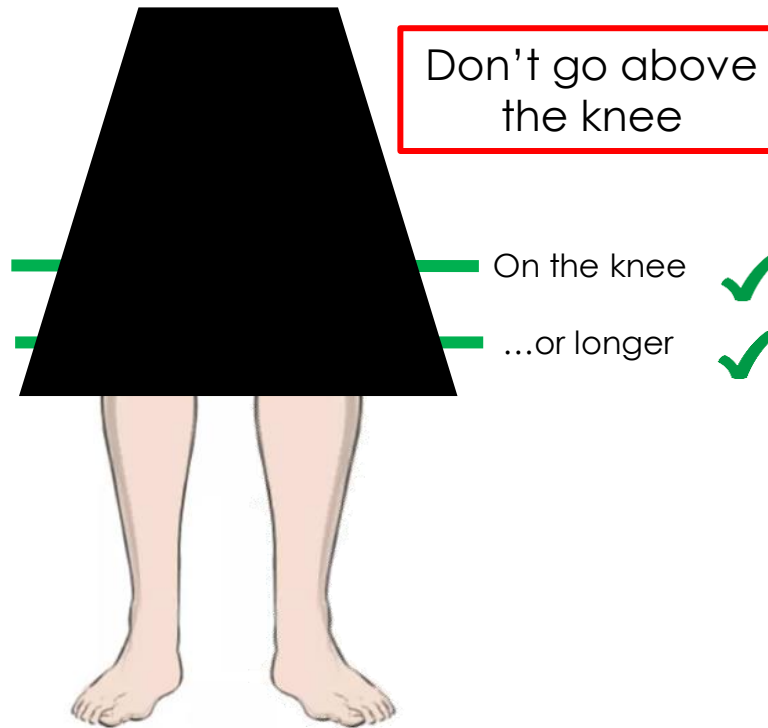
### Further Reminders:

1. Shoes must be shoes - **No black trainers**
2. **Plain black socks** (not white or with designer/sports labels)
3. **Make-up or wrong jewellery** (bracelets/rings) isn't worn
4. Coats/scarfs/hats must be **plain black or dark blue**





School skirts



Shirts tucked in at all times



Trousers are worn on your waist,



Trousers are Black



Not Grey



# Attendance and Punctuality

---

## Expectations

- 96% Attendance
- 98% Punctuality

**91.2%** Attendance  
2025-2026

**96.1%** Punctuality  
2025-2026

**1,514** Late to school negatives  
2025-2026

**912** Late to lesson negatives  
2025-2026

# Attendance and Punctuality

## Expectations

- 96% Attendance
- 98% Punctuality

|  <div>STRIVE TO BE ON TIME<br/><b>EVERY MINUTE COUNTS</b></div> |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| MINUTES LATE                                                                                                                                       | IMPACT ON YOUR ATTENDANCE IN A YEAR |
| 5 MINUTES A DAY =                                                                                                                                  | 3.4 days<br>98.4% attendance        |
| 10 MINUTES A DAY =                                                                                                                                 | 6.9 days<br>97.6% attendance        |
| 15 MINUTES A DAY =                                                                                                                                 | 10.3 days<br>94.6% attendance       |
| 20 MINUTES A DAY =                                                                                                                                 | 13.8 days<br>92.9% attendance       |
| 30 MINUTES A DAY =                                                                                                                                 | 20.7 days<br>89.2% attendance       |

Attendance **below 90%** in a term is a concern.

If your child is absent, you must make contact every day they are not in, not just the first.

# Attendance and Punctuality

96.8% Attendance, 0 Lates

| English Language | English Literature | Maths | Biology | Chemistry | Physics | German | History | Music | RE |
|------------------|--------------------|-------|---------|-----------|---------|--------|---------|-------|----|
| 8+               | 9                  | 8+    | 8-      | 8         | 8-      | 8+     | 8+      | 9     | 9  |

87.4% Attendance, 37 Lates

| English Language | English Literature | Maths | Science | Spanish | History | Geography | RE |
|------------------|--------------------|-------|---------|---------|---------|-----------|----|
| 6-               | 5                  | 5-    | 6/5     | 6-      | 4+      | 5-        | 5  |



“I have come that you may have life and live it to the full” – John 10 v 10

# A refreshed approach



- Listening intently
- Reading critically
- Speaking purposefully



- Complete as soon as possible after it is set
- Set up a positive working environment at home
- Utilise the help and study clubs available to you at school



- Correct trousers, on the waist
- Skirt on the knee
- Correct footwear
- No make-up, including false lashes

# Wider Learning

## Wider Learning

## Help your child work on good choices

### Wider Learning offer in Y11:

- ✓ Extra-curricular activities
- ✓ Student Leadership roles
- ✓ Trips, workshops, competitions & events
- ✓ Performances, shows & concerts

### The benefits:

- Positive impact on students **physical & mental wellbeing**
- Supports students with **progression & future plans**
- Continues to develop students **employability skills** (group work, creativity, digital literacy, problem solving, leadership etc)
- Enables students to engage in the **school & wider community**



A detailed timetable for Year 8 students showing extra-curricular activities across the week. The table is organized by day (Monday to Friday) and time slot (Before school, Lunch, After school). Activities include various sports, arts, and academic clubs.

|                                       | Monday                   | Tuesday                          | Wednesday                | Thursday                   | Friday                   |
|---------------------------------------|--------------------------|----------------------------------|--------------------------|----------------------------|--------------------------|
| <b>Before school</b>                  | Choir Club, 8:15-9:00am  | Music School Theory, 8:15-9:00am | Chess Club, 8:15-9:00am  | Debating Club, 8:15-9:00am | Chess Club, 8:15-9:00am  |
| <b>Lunch (12:30-1:00pm)</b>           | Chess Club, 12:30-1:00pm | Chess Club, 12:30-1:00pm         | Chess Club, 12:30-1:00pm | Chess Club, 12:30-1:00pm   | Chess Club, 12:30-1:00pm |
| <b>After school (3:20pm - 4:20pm)</b> | Chess Club, 3:20-4:20pm  | Chess Club, 3:20-4:20pm          | Chess Club, 3:20-4:20pm  | Chess Club, 3:20-4:20pm    | Chess Club, 3:20-4:20pm  |

### Lunch time clubs:

- **Lunch 2 (1:30 – 2:00pm)** Y9, 10, 11, 12 & 13 (Friday 1:35-2:05)

### Afterschool clubs

- From 3:20-4:20pm (or up to 5:00pm – check timetable)

### Key dates:

- **Wider Learning Fair:** Thursday 10<sup>th</sup> September 1:30 - 2:00pm in LRC (find out about clubs)
- **Taster club week:** Monday 14<sup>th</sup> September (try any clubs you are interested in)
- **Clubs for Term 1:** Monday 21<sup>st</sup> September until end of term (clubs do not run in Q2 week).

Term 1 club timetables emailed out to students and parents / carers from Ms Swadkin.



"I have come that you may have life and live it to the full" – John 10 v 10

## Help your child work on good choices

1. Review your child's planner each week
2. Ensure there is time for "recovery and rest"
3. Support them with revision ahead of quarterly assessments  
(timetables, routines, breaks)
4. Contact their tutor or subject teacher(s) if you have any concerns

## Small things still matter

- Talk to your child about **what they have learnt** every day
- Help them ensure their **learning kit** is fully stocked
- Ensure your child's **uniform** is smart before they go to school – including shirts tucked in, skirts **on the knee** and no make-up or jewellery
- **Celebrate success**
- **Monitor positive and negative conduct points** closely

# Section 4 – Areas of focus & safeguarding

---

## Safeguarding reminders 2026-27

***Mr Bennett***  
***Headteacher***

# Safeguarding (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; they **will not** be allowed to participate in the trip.



## Who are the Safeguarding team?

### Child Protection

#### Out of school hours Safeguarding Emergency contact (4.30pm-6pm)

Once the school reception has closed at 4.30pm if a student or parent has a safeguarding emergency please use the school's emergency safeguarding mobile number:

***These are currently being updated and will be sent to parents, placed on the website, and be emailed to staff.***

After 6pm, please do not hesitate to contact the police on either 101 or 999.

**SAFEGUARDING/CHILD PROTECTION**

**Safeguarding Officers:**



Mr MacDonald-Brown  
Designated Safeguarding Lead



Miss Johnston  
Miss Bajwa



Mr Bennett  
Miss Holloway  
Mrs Easton  
Ms Swadkin

The above are the staff responsible for child protection/safeguarding issues.

If you have any concerns about the safety of any students in your classroom please contact the above by emailing: CHILD PROTECTION.

Please give brief details of your concerns or an account of what happened. One of the team will act as soon as they see it. If there is a delay, please report to **Reception** in the Elms Administration Building who will find one of us.

As with all safeguarding concerns, please remember that you cannot promise confidentiality when a child's safety is at stake. Please tell the child that you will refer the issue to a member of the Child Protection Team. All our students have been made aware of the identities of the Child Protection Team and it is written in their planners.

Child Protection Officers will investigate a case and make a decision as to whether to refer to the Child Protection Service in the relevant Borough. All information will be confidential to the team and the Headteacher, although relevant staff will be notified that there is a Child Protection case in process.

## Online safety

### Sexting

Sexting and the law information leaflet can be found on the school website.



#### Possessing and distributing indecent images

##### Sexting and the Law

- It is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. Note that whilst the age of consent is 16, the relevant age in relation to indecent images is 18
- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

##### School Behaviour Expectations

The general school behaviour expectations already states that

- Students should not take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media

Any student who shows inappropriate images or sends/posts inappropriate images of one student to another would automatically receive a serious sanction by breaking the above rule.

The school also takes very seriously the offence that a student commits when they take and share an inappropriate image of themselves as they are acting illegally and potentially affecting their own future well-being

- Any student who is found to have made, possessed or sent an sexually explicit image of themselves is acting illegally and would automatically expect to receive a serious sanction

## Possessing and distributing indecent images

### Sexting and the Law

- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person



# Safeguarding (including trips)



In line with our Trust policy, the smartphone ban applies equally to all school trips. Please note that if any smartphones are found during a trip this will result in the phone being confiscated until the end of that term and a school sanction will be put in place in line with the behaviour policy.

## Sexual harassment or abuse

- Sexual violence and sexual harassment can occur between two **children of any age and sex** from primary through to secondary stage and into colleges
- It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- Sexual violence and sexual harassment exist on a continuum and may overlap; **they can occur online and face to face (both physically and verbally) and are never acceptable**

### It includes

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, displaying pictures, photos or drawings of a sexual nature

## Permanent Exclusion

The school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school
- 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

Persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.

- Chair - Jenny Hossack
- Secretary - Anne Owens
- Treasurer - Leo Malkin

PTFA holds several events & fund-raising activities - the Year 7/8 disco & parents' social, Quiz night, support of School Music and Drama events

As ever the PTFA is reliant on the support of you, the Parents/ Carers/ Teachers/ Friends to volunteer and help foster our community. We are also very keen to hear with fresh ideas for community events and fundraising.

The PTFA uses the 'Classlist' App for most of its communications.

PTFA AGM on Monday 12<sup>th</sup> October 6.30pm



## You're invited to join

Twyford Church of England High School Parents

on the

## Classlist App

Classlist is the parent app that brings you into the heart of our school community.

- ✓ Get in touch with parents in our school
- ✓ Ask questions to the parents in your child's class
- ✓ See what's coming up for you and your child
- ✓ Hear about Parent Association initiatives
- ✓ Find like-minded friends in our community
- ✓ Organise meet-ups and birthday parties
- ✓ Buy event tickets & RSVP to invitations
- ✓ Buy and sell in the Marketplace



## Scan the code to get your invitation



This code auto-approves you until: September 16, 2026

- 1 Scan with your device camera\*
- 2 Download the app
- 3 Sign up

\*Or type this link in your phone's browser: <https://app.classlist.com/s/K4AI76>

## Prayer

Lord God, thank you for the foundations we share,  
And for the opportunities we have to build on these  
together.

Help us to build wisely,  
And support each other to stand firm,  
For ourselves and for others in our community.

**Amen**

## Closing Responses

Jesus said, I came that you might have life  
**And have it in all its fullness.**

The thief comes to steal and destroy  
**But we choose life.**

He has come to give us life -  
**Life in all its fullness.**



Twyford CofE Academies Trust

## Year 11 Information Evening: 'Standing Firm for Ourselves and Others'