



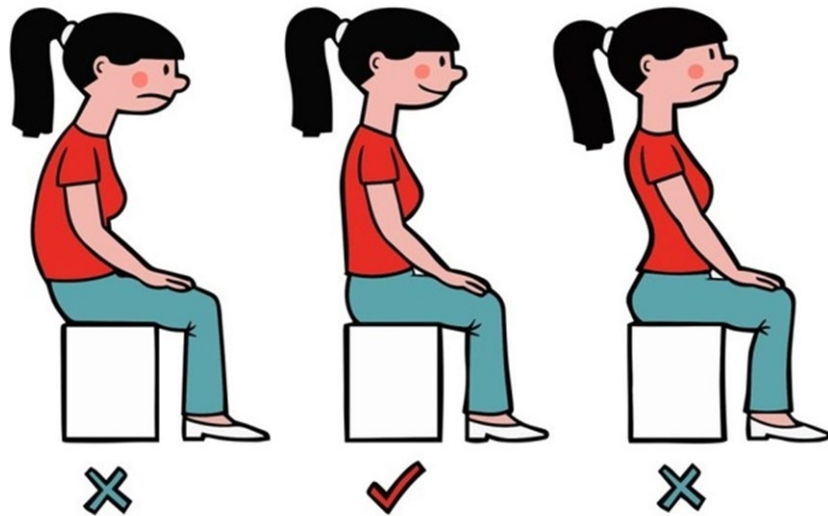
Twyford
CofE
Academies Trust

Twyford CofE Academies Trust

Yr 13 Information Evening

Led by: Ms Lauder

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

Responses

Christ has no body but ours;
No hands; no feet on earth but ours.

Ours are the eyes with which he looks
with compassion on this world.

Ours are the feet with which he walks to do good,
Ours are the hands, with which he blesses.

after Teresa of Avila (1515–1582)

Reading- A psalm of David

The LORD is my shepherd, I lack nothing.

He makes me lie down in green pastures,
he leads me beside quiet waters,
he refreshes my soul.

He guides me along the right paths
for his name's sake.

Even though I walk
through the darkest valley,
I will fear no evil,
for you are with me;
your rod and your staff,
they comfort me.

You prepare a table before me
in the presence of my enemies.
You anoint my head with oil;
my cup overflows.

Surely your goodness and love will follow me
all the days of my life,
and I will dwell in the house of the LORD
forever.



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

Theme for the Year

A psalm of David

The LORD is my shepherd, **I lack nothing.**

He makes me lie down in green pastures,
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Our 10:10 ethic

Theme for the Year

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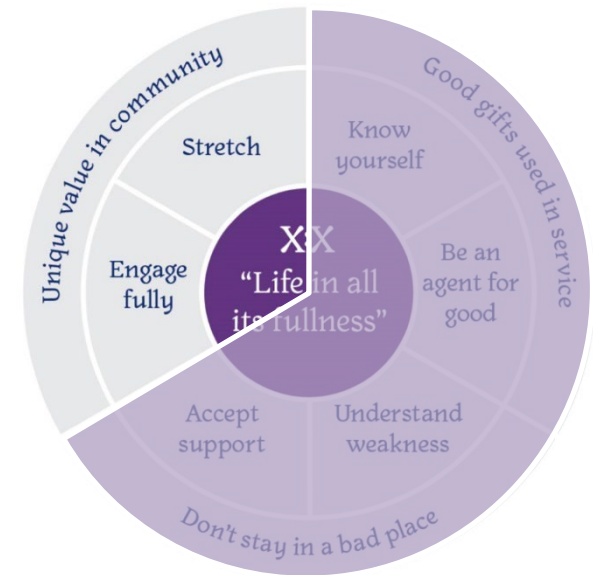
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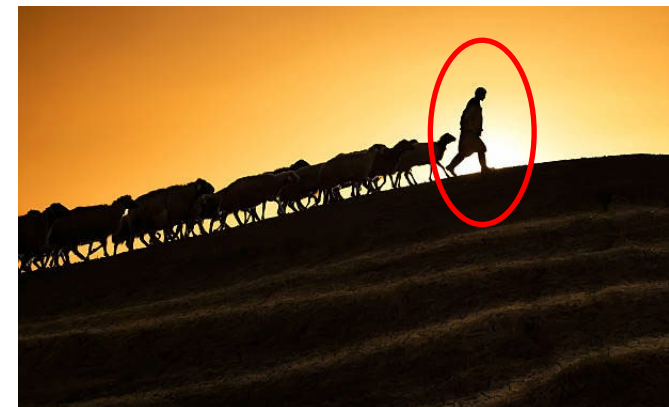
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Surely your goodness and love will follow me
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Our 10:10 ethic



William Perkin
C of E
High School

Reading- A psalm of David

The LORD is my shepherd, I lack nothing.

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Ethos of self-regulation at the Trust



What simple **learning habits** do I need to practise to make my journey more positive?



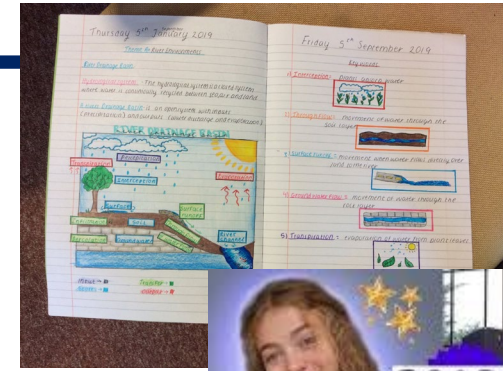
Learning Habits Grade descriptors

Classwork		
	Descriptors for the teacher	Student indicators
(1) an example to others	<ul style="list-style-type: none"> Consistently has the correct equipment, with excellent uniform and alert posture. Has a purposeful attitude to their learning, is willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help; is a curious learner, asking appropriate questions in full sentences. Understands the importance of recording their learning journey; written tasks are consistently completed to a high standard, using literacy tools to support their writing where necessary. Understands the value of silent work and is always silent when necessary. Consistently listens attentively when the teacher or a peer is speaking; knows how good listening behaviour contributes to team working and communication; never interrupts the learning of others. <p>Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid.</p> <p>Takes an active interest in their own progress and understands how they can improve by engaging with the success criteria; values self-review and is able to identify, accept and learn from mistakes.</p>	<ul style="list-style-type: none"> I always have all my equipment, I wear my uniform with pride and sit up straight in class. I challenge myself to get to the highest medal (bronze/silver/gold) I can in a lesson and I often achieve positive points for my conduct. I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them. I know how important it is to be silent in class when the teacher asks me to be and I always listen intently. I work well in a team because I know how to listen intently to others as well as giving my own ideas. I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation. I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student's work accurately.



Subject	Target Grade	Current Grade	On Track?	Classwork	Homework	Memorisation
English Language	5	1	Off	2	2	2
English Literature	5	U	Off	3	3	2
Games	-	-	-	2	1	1
Geography	6	2	Off	2	2	3
ICT	Level 2 Pass	Level 1 Distinction	Off	1	1	1
Mathematics	3	1	Off	2	2	2
Religious Education	6	1	Off	3	3	2
Science	5/5	3/2	Off	2	2	3

Subject	Target Grade	Current Grade	On Track?	Classwork	Homework	Memorisation
Art	7	8	On	1	1	1
English Language	7	8	On	1	1	1
English Literature	7	8	On	1	1	1
French	6	8	On	1	1	1
Games	-	-	-	1	1	1
Geography	7	8	On	1	1	1
Mathematics	8	9	On	1	1	1
Religious Education	7	7	On	1	1	1
Science	8/7	9/8	On	1	1	1



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

CONSISTENCY IS



Outcomes

Ms A Newman

Headteacher

School Progress Outcomes

Outstanding A-level results

A*-A	30%
A*-B	62%
Average grade	B



Outstanding GCSE results

Progress 8	+0.9
Average grade	6
English	+1.0
Maths	+0.6
EBacc	+1.0
Other GCSEs	+0.8

School progress outcomes: Top End Performance

- 30% students got all A*-A
- 46% students at least one A or A* grade
- 20% AAB or better in two+ facilitating subjects
- 10 students to Medicine/Dentistry

- 86% to university
- 11% to employment / gap year
- 2% to specialist art or sports course
- 1% to degree apprenticeship or apprenticeship

School Progression Outcomes: Post-18

Our most successful year yet for STEM Early Entry

University of Plymouth	Dentistry
King's College London	Dentistry
Queen Mary University of London	Medicine
Queen Mary University of London	Medicine
Queen Mary University of London	Medicine
University of Southampton	Medicine
UCL (University College London)	Medicine
Anglia Ruskin University	Medicine
King's College London	Medicine
Brunel University	Medicine
+2 more students who got such fantastic grades they have decided to apply again next year, switching to medicine!	



School Progression Outcomes: Post-18

Medicine
Physics
Biological Sciences
Biomedical Engineering
Law and Politics
Chemical engineering
Economics
Art Foundation
Psychology with Criminology
Aerospace Engineering
Motorsport Engineering
War studies
Fashion Buying and Merchandising for fashion
Football Business & Finance



French Studies and Spanish Studies
Lighting Design
Aeronautics and Astronautics
Modern History
Neuroscience
Philosophy, Politics and Economics
Natural sciences
Philosophy
..and many more!

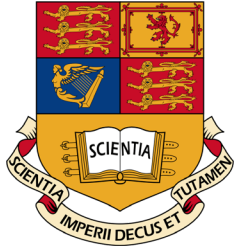
School Progression Outcomes: Post-18



UNIVERSITY OF
CAMBRIDGE



...and many
more!



Imperial College
London



University of
BRISTOL



SOAS
University of London



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

WP Top Destinations and Courses 2024

Top University destinations

University College London

City University of London

Queen Mary University London

Brunel University

Royal Holloway

UCL

King's College London

Loughborough University

University of Westminster

SOAS

Most popular courses

Engineering (aerospace, mechanical, chemical, software)

Computing / computer science

Medicine

Biomedical science

Pharmacy

Finance/accounting/economics

Psychology

Architecture

Politics / PPE

Student A

Destination: UCL
Course: Medicine



A-Levels:
Chemistry A*
Maths A
Biology A*

Wider Learning & Careers:

- Virtual work experience with an anaesthetist through Imperial College
- Student leadership: Head of Wellbeing
- Ran a BSL class for the younger years

Student B

Destination: LSE
Course: Politics

A-Levels:
History A*
English A
Economics A*



Department
for Education

Wider Learning & Careers:

- Work experience in the Department for Education
- Regular listener of "Politics Weekly UK"
- Entered the R.A Butler Politics Prize, with an essay on public sector strikes.

Student C

Destination: University of Sheffield
Course: Aerospace Engineering
(Private Pilot Instruction)



A-Levels:
Maths A
Physics A
Psychology B

Wider Learning & Careers:

- Imperial College Makerspaces programme
- Visited the Natural Science Museum
- Future Flight Mentoring Programme

Student D

Destination: J.P.Morgan
Course: Degree Apprenticeship in Digital Tech Solutions



A-Levels:
 Maths A
 Economics B
 Computing B

Wider Learning & Careers:

- Attended the Amazon Apprenticeship event

Student E

Destination: Morley College
Course: Art Foundation

A-Levels:

Art A
 Business Studies B
 Psychology B



Wider Learning & Careers:

- Focused on creating an impressive art portfolio, as she knew this was her chosen pathway

Student F

Destination: USA – Husson University
Course: Exercise Science



A-Levels:

Maths B
 PE C
 Geography C

Wider Learning & Careers:

- Brentford Programme
- Middlesex County Football
- Tottenham Hotspurs Academy
- Coaching children
- Tutoring GCSE maths
- UKMT maths challenge

What is my destination?



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



Plan ABC

‘At each stage of education, the provider prepares learners for future success in their next steps’
(*Inspection Framework : Personal Development para 28*)

Plan A

Aspirational!

Progress : High Targets exceeded – accessing the most competitive courses

Progression : Maximised soft skills, responsible conduct & leadership capacity

Study
Medicine
at Oxford



Plan ABC

'At each stage of education, the provider prepares learners for future success in their next steps '
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Plan A

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Progress : High Targets exceeded – accessing the most competitive courses

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Medicine
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Plan B

Better Case Scenario (if not A!)

Progress : High Targets largely met – choosing positive courses realistically

Progression : Able to play to strengths & keen to address weaknesses

Study
Medicine
at
Plymouth



Plan ABC

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Better Case Scenario (if not A!)

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Progression : Able to play to strengths & keen to address weaknesses

Study
Medicine
at
Plymouth

Plan C

Consolidation Position

Progress : Resilient in chasing targets – preparedness to make good compromise
Progression : Resilient enough to adjust & adapt

Bio-
medical
science

Plan ABC



Early Entry deadline – mid-October

General Entry deadline – mid-November (pre-Q2)

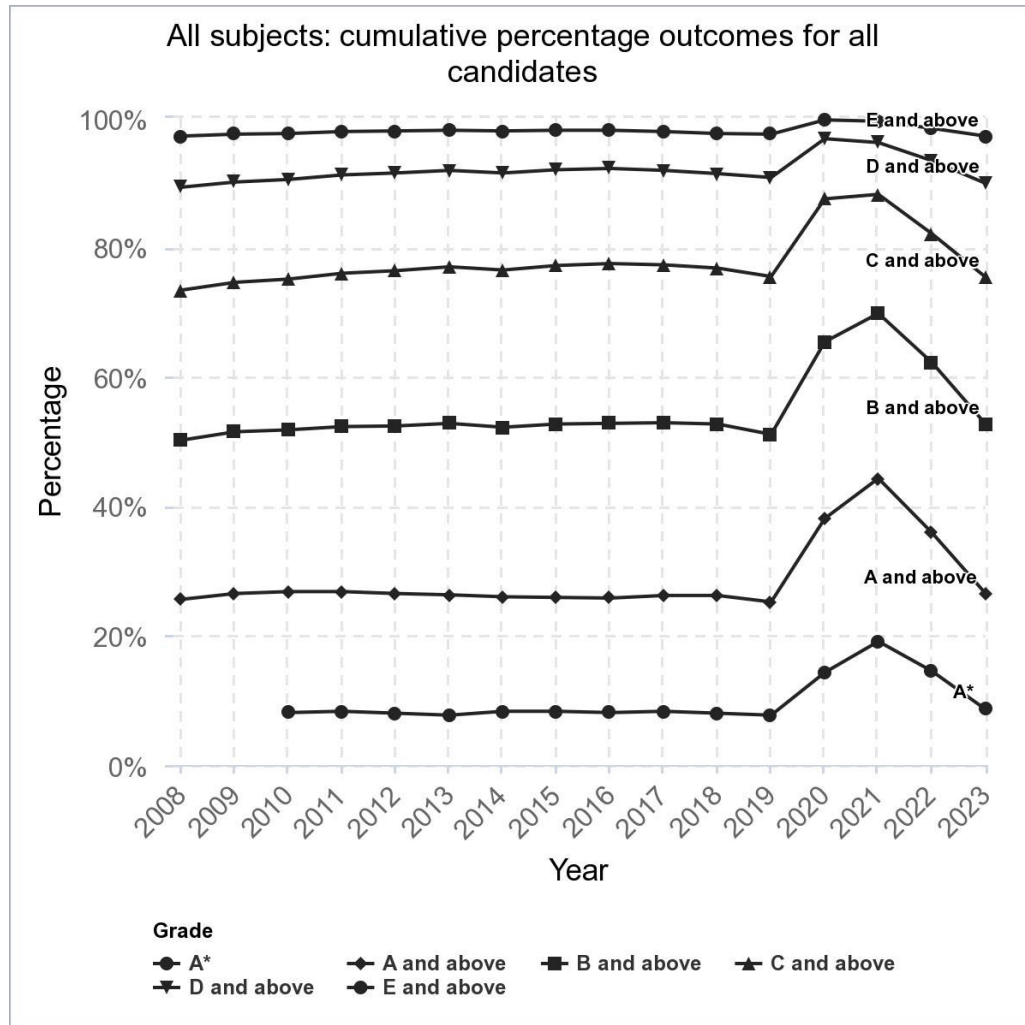
5 universities

Start thinking carefully about your preferred and back-up options

Curriculum and Assessment 2024-5

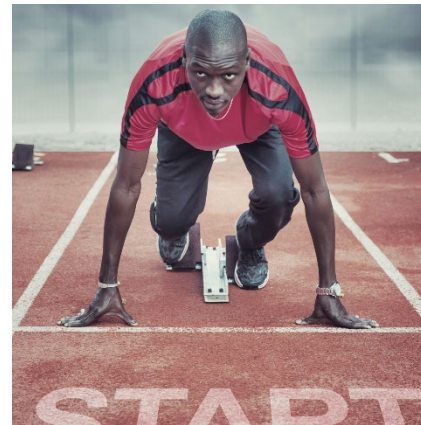
Ms B Gandy
Director of Sixth Form

A-levels – are you ready for the jump?



Exam boards have been clear that:

- Grading levels have returned to 2019
- No advance information is provided
- Grade boundaries are harsher



100% of students making...
100% effort...
100% of the time!

Year 13



Year 12



A-levels: The Year 13 Challenge

Have a positive approach, caring about going over it again until you know you know it!



PEACHY ESSAY
SINCE 2007

Building resilience – but your teachers will be there to help you put it right



What went well...

What didn't go well...
(and be more interested in this!)

Our 10:10 ethic

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

A-levels: The Year 13 Challenge

Q4

Subject	Target Grade	Current Grade	On Track?	Classwork	Homework	Memorisation
Biology	A	B	Off	2	2	2
Business Studies	A	-	-	1	2	1
Physical Education	A	A	On	2	2	1
Psychology	A	B	Off	1	1	1



- ✓ Work out what you need to improve/sustain
- ✓ **Use your additional study periods effectively**
- ✓ Understand the Assessment Opportunities this year
- ✓ Recognise the challenge of terminal exams: ALL subjects will be 100% based on June exams
- ✓ Understand the success criteria for your target grade
- ✓ Understand the A* requirements

Curriculum Structure

Each A Level

Recommended
720 hours of work

≈ 180 hours **in lessons** in Year 12
≈ 180 hours **in lessons** in Year 13

≈ 180 hours **essential study** in Year 12
≈ 180 hours **essential study** in Year 13

If essential study has been successful, when you revise for internal and external exams, it should be revision not re-learning.

Using your additional study periods effectively

- See 'free periods' as study periods from now on
- Use the silent 6th form centre
- Wake up early on your late starts (ideally come into school)
- Stay in school on your early finishes – you must be using your time for work and revision

Year 13 CASE is...

Consolidation (going over what you have covered in Y12 and Y13)

Application (exam practice using past papers)

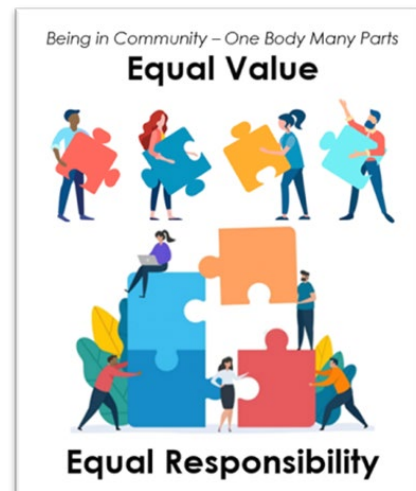
Study (regular, daily, planned)

Exam skills (honing your approach to A-level exam style)

Planning your answers

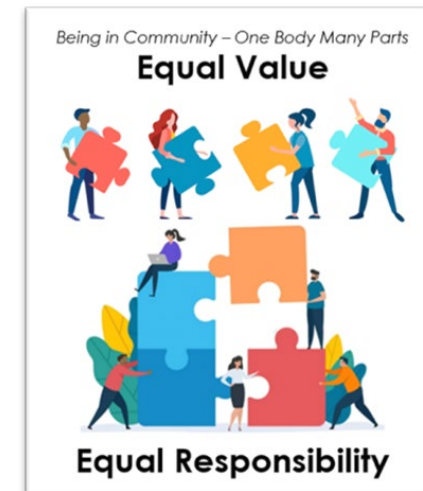
Extended writing

Resilience to unfamiliar contexts



Understanding the Assessment Opportunities this year

- 1:1 meetings with tutor (since y12)
- Target setting meeting
- Q1 Assessment week (18th October)
- Q2 December Assessment period (5th December)
- Q3 March Assessment week – final mocks 7th March)
- Parents' Evening / Reports / Grade Sheets



Recognising the challenge of terminal exams

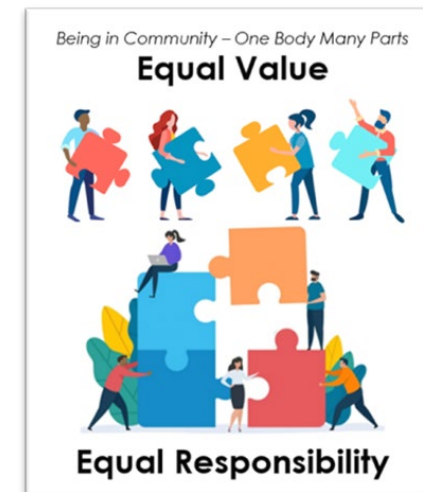
- Linear exams
- No place to hide
- Build on your experience from GCSE – but remember, the grades boundaries were less harsh for you



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

Understanding the success criteria for your target grade

- Make sure you know what you need to know / be able to do in order to achieve your target grade
- Make sure you have mastered the fundamentals for any grades lower than your target grade (!)
- Practise, practise, practise – test yourself between assessments – your teachers will be happy to mark additional work you do



A-levels: How are A* grades awarded?

Paper 1 60 marks
Paper 2 40 marks

Mark distributions

Subject-level mark	Cumulative %
81	3.50
80	4.12
79	4.80
78	5.60
77	6.55
A* 76	7.30
75	8.30
74	9.36
73	10.40
72	11.78
71	13.20

Prediction 7.20%

2019 percentage A*s awarded

Biology	7.0%
Economics	6.7%
English Lit	8.6%
Psychology	4.2%
Sociology	4.8%

Complete list
www.bstubbs.co.uk

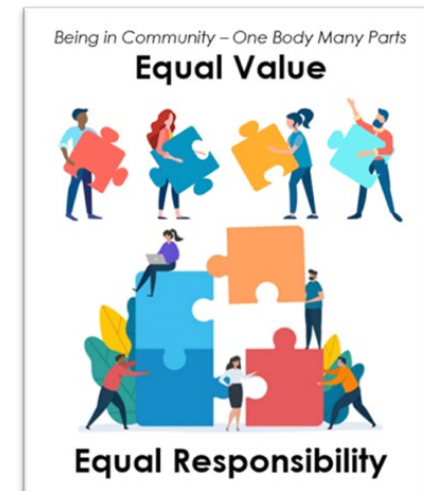
Momentum

- Many of you picked up the pace for Q4 in y12
- Many of you have come back with that same pace
- But some of you have not...



Support from school

- Teachers will be running additional weekly academic support sessions in the coming months
- These are designed to help you push your grades up
- this is a **positive** measure that is for your benefit
- Make sure you attend **all** sessions – it is compulsory – if you have been selected by your teacher(s), it means you need it...



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

A-levels: How can you support your child's progress from home?

- ✓ Make sure **you** know their quarterly grades – **always** check Go4Schools
- ✓ Help them review their planner daily to confirm they have clearly recorded what essential study they have for the following lesson.
- ✓ Ensure they are spending the right amount of time on essential study (not too little, but not too much either – it should be approximately 1 hour per lesson per day, in addition to minimum 1 hour revision per subject per week.)
- ✓ Check that their folders are neat and well-organised.
- ✓ Communicate with teachers / tutor straight away via email if you are concerned.

A-levels: How can you support your child's progress from home?

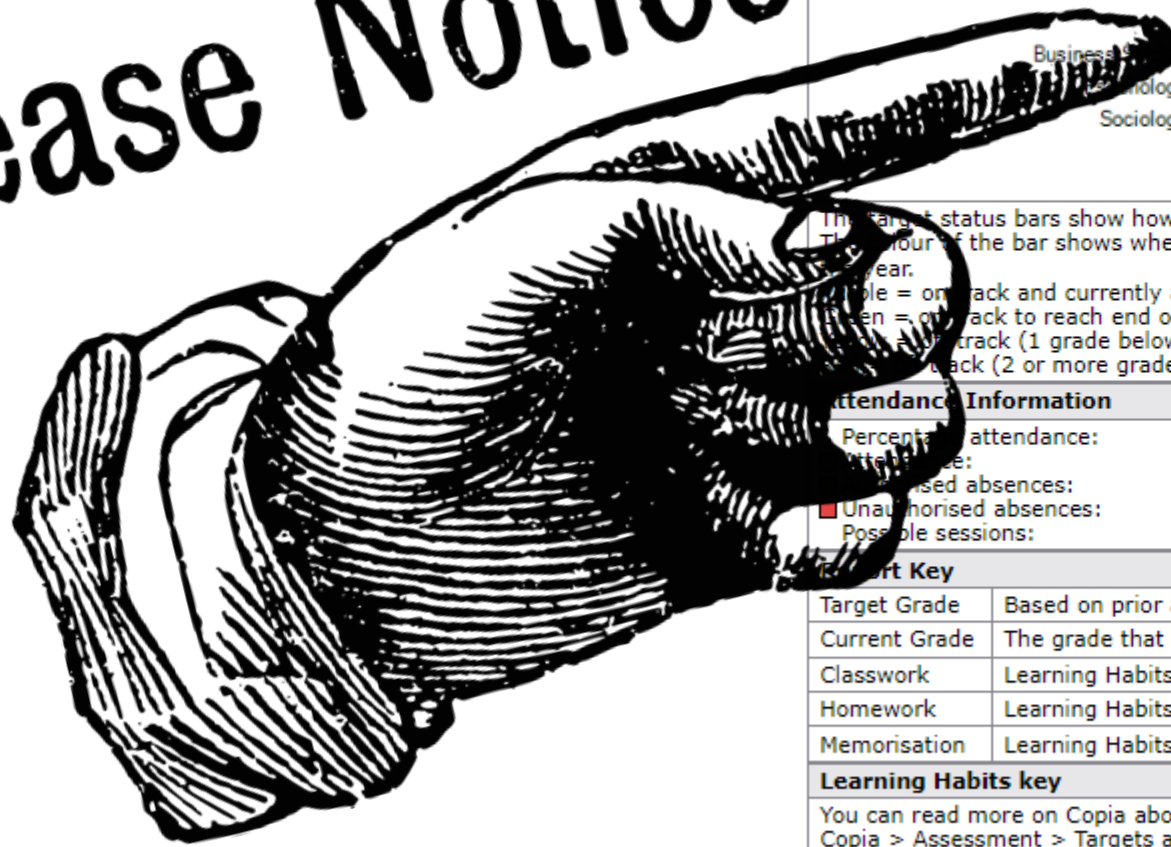
REMINDER

- Meet the tutor (Target Setting)
- Assessment weeks (quarterly)
- Quarterly reports
- Standardised assessed homework
- Assessment in books (marking and trackers)
- Parents evening
- Copia
- Contact with teachers, tutors, Head of Year
- Go4Schools...

The screenshot shows the GO 4 SCHOOLS website. At the top left is the logo 'GO 4 SCHOOLS' and a 'FINALIST BETT Awards 2014' badge. To the right is the text 'AWARD CATEGORY: ICT Leadership & Management Solutions' and icons for 'Schools', 'Students', and 'Parents'. A navigation menu includes 'Home', 'Pupil Tracking', 'School Statistics', 'What schools say', 'Brochure', 'About us', 'Partners', 'Careers', 'Pricing', 'Contact', and 'Free Demonstration'. Below the menu is a sub-menu with 'The Hub', 'Online Markbooks', 'Attendance', 'Behaviour', 'Progress Reports', 'Parental Engagement', 'Interactive Charts', and 'Starter version'. The main content area features a 'Welcome to Better Data Intelligence!' heading, followed by a paragraph: 'GO 4 Schools supports whole-school improvement in a way no other system does. We make it easy to capture, analyse and share classroom data in real time, allowing your staff, students and parents to make better decisions – daily. It's the new, efficient, smart and agile way to work with school data.' To the right is an image of four people in a meeting and a 'NEW INTERACTIVE PIVOT TABLES & CHARTS' banner with a bar chart. Below this are two sections: 'The Hub' with a photo of two students and 'The Modules' with a play button icon and the text 'Online Markbooks' and 'Behaviour'. To the right of 'The Modules' is a description: 'Straightforward, powerful, online markbooks for subject-specific, continuous pupil tracking.' and 'Consistent, efficient, online recording and management'.

A-levels: Remember to check their learning habit grades

Please Notice This



Subject	Target Grade	Current Grade	On Track	Classwork	Homework	Memorisation
Business Studies	C	C	On	1	1	2
Psychology	C	C	On	1	1	2
Sociology	C	B	On	1	1	1



The target status bars show how far the current grade is above or below target. The colour of the bar shows whether the grade is considered 'On Track' to meet the end of year target at this stage in the year.

- Green = on track and currently above end of year target
- Yellow = on track to reach end of year target
- Orange = on track (1 grade below on track)
- Red = on track (2 or more grades below on track)

Attendance Information

Percentage attendance:	98.33%
Attendance:	59
Unauthorised absences:	1
Unauthorised absences:	0
Possible sessions:	60

Report Key

Target Grade	Based on prior attainment data using standard expected progression rates from this starting point
Current Grade	The grade that has been achieved in the most recent assessments
Classwork	Learning Habits: Engagement with work in class
Homework	Learning Habits: Engagement with prep and homework
Memorisation	Learning Habits: Engagement with memorisation

Learning Habits key

You can read more on Copia about the Learning Habit grades on this report.
Copia > Assessment > Targets and Progression

1	Consistently Engaged
2	Usually Engaged
3	Not engaged

Predicted grades

- Offers based on teacher predictions **and** GCSE results
- Predicted grades are the responsibility of your teachers
- Grades will be **realistically** optimistic
- Predicted grades are **non-negotiable**
- Firm vs Insurance

UCAS

The Assessment principles: how will I know my child's target?

You are invited to a 1:1 meeting with your child's tutor on Monday 30th September.

This meeting will explain what your individual child's targets for the year are and discuss how they are going to achieve them.



Post-18 Pathways

Ms E Lauder
Head of Year 13

The Year 13 Team

Head of Sixth Form : Ms Gandy

Head of Year 13 : Ms Lauder

Watt

Pascal

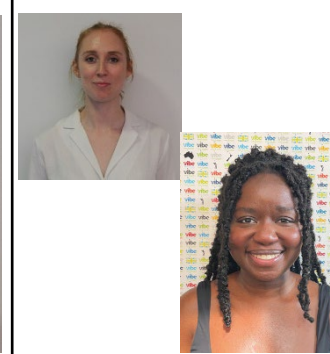
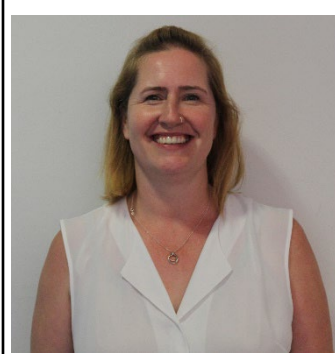
Einstein

Rutherford

Kelvin

Isambard

Newton



Ms O'Connor

Dr Tang

Ms Torchiana
and Ms
Kennedy

Mr Bissix and
Mr Walker

Ms Byrne

Ms Mistry and
Ms
Agyapong

Ms Portillo and
Ms Agyapong

Ms Dhimer – 6th form administrator

Post-18 Pathways: UCAS

- Apply in 2024 and start university in 2025
- Apply in 2024 and start university in 2026 (deferred entry)
- Apply in 2025 and start in 2026 (gap year)



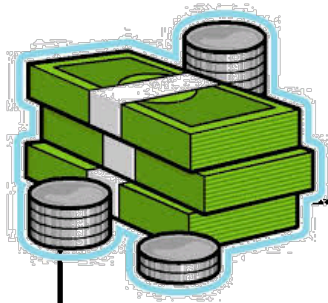
UCAS

Post-18 Pathways: UCAS

UCAS



References
written by
teachers, tutors
and Sixth Form
Team



Student Finance

More information on:

<https://www.gov.uk/student-finance>

Register and set up application
Username & password Sensible email address

Personal Statement and Choices
First draft submitted to form tutor before the end of September, then adapted and finalised

Application completed & 'sent'
£28.50 admin cost Sent to Coordinator

Final check by Sixth Form team
Then application sent to UCAS

Post-18 Pathways: Early Entry Applicants

Oxford, Cambridge, Medicine, Vet Science, Dentistry

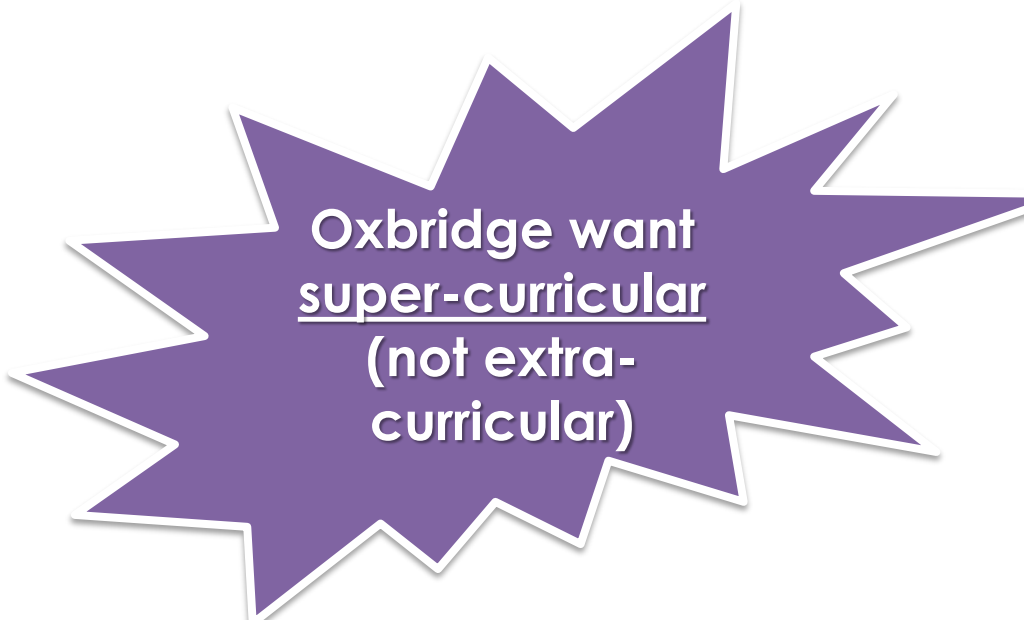
- Pick your five universities, plus an Oxbridge college if applicable
- Check detailed requirements – supplementary forms, tests etc
- See [Ms Lauder](#) to confirm entry for tests. These now take place OUTSIDE of school, in a Pearson test centre
- Interview training to follow in November
- We encourage students to submit as early as possible, paying and sending by **Friday 13 September** to enable all references to be completed in plenty of time for the UCAS deadline (15th October)
- Amendments can be made post-submission, but these should be minimised. We will not send the application off without having a meeting with the student.

Post-18 Pathways: Early Entry Applicants

Oxford, Cambridge, Medicine, Vet Science, Dentistry

I am excited by the prospect of applying scientific knowledge to help those in need. During my work experience, I witnessed a junior doctor in Paediatrics meticulously taking blood. Later, analysing blood test results with an Emergency Medicine Consultant allowed me to better grasp the aims of the test. I suggested the high white blood cell count to be a sign of infection and we discussed this by considering how far out of the normal range the value was and the presence of other factors like stress. From the practical skills required to take blood to applying the scientific knowledge, I am amazed by how something as routine as blood tests can be so intricate and reveal vital information.

MEDICINE, University of Cambridge



Oxbridge want
super-curricular
(not extra-
curricular)

Post-18 Pathways: All other UCAS applications

- Pick your five universities, ensuring **they are realistic and in line with your predicted grades**
- Deadline for submission of Friday 15 November to enable all references and application checks to be completed in plenty of time for the UCAS deadline (16th January)

Post-18 Pathways: UCAS Search Tool

UCAS

Search

Courses, apprenticeships, information guides and more

What are you looking for?

< Search all | 31854 courses from 321 providers

Filters Undergraduate 2025-2026 Clear filters

Post-18 Pathways: All other UCAS applications

Whilst studying the Tudor dynasty, I realised that history is not only a study of events, but also of individuals and their motivations and emotions. This realisation led me to read Tracy Borman's 'Private Lives of the Tudors', which provided insight into the characters of the monarchs, which are usually overlooked by their reforms. What particularly stood out to me was Mary's deep love for Phillip II of Spain after only seeing his portrait. Such actions show that the great Tudor monarchs were still human, and that is why history is such a fascinating subject, as connections to modern everyday life can be made.

HISTORY AND LAW, New College of Humanities



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

Post-18 Pathways: Personal statement

Your personal statement will be largely informed by your CASE activities.

You should already have LOADS to say thanks to the CASE programme, so you can use your 'free time' in Year 13 to focus on exam preparation.

Year 13 CASE is...

Consolidation (going over what you have covered in Y12 and Y13)

Application (exam practice using past papers)

Study (regular, daily, planned)

Exam skills (honing your approach to A-level exam style)

Planning your answers

Extended writing

Resilience to unfamiliar contexts

Post-18 Pathways: UCAS references

X is a very determined, analytical and confident student. He has kept up to date with his subjects by reading articles and books about Physics, like "The Feynman Lectures". X successfully secured a two weeks placement in a software development team at BT. In addition to this X is also committed to keeping an active lifestyle by practising MMA, going to the gym and playing guitar.

In mathematics X gained a solid A* grade in both papers at the end of Year 12. He has never achieved less than an A grade throughout his Year 12 internal exams. He is an outstanding mathematician, absorbing new concepts and skills with ease. X makes links to previous learning and is able to express his ideas with clarity and detail, making accurate use of mathematical notation throughout. X's contributions in class are positive, demonstrating a good understanding of the key concepts. **In the history of the school, he is in the top three mathematicians.**

In further maths X achieved the highest aggregate grade in our Year 12 cohort, with A*s in his end of year exam. X is an excellent mathematician, absorbing new concepts and skills with ease and uses this knowledge to tackle challenging mathematical problems. **This translated to an excellent end of year assessment with an average mark of 87%.** X has attended a number of mathematics lectures offered by the school regularly to develop his own wider understanding of mathematics. **X is an exceptional physics student and is amongst the highest achievers in his year. He regularly achieves A*s in assessments.** X is particularly passionate about maths and uses his excellent mathematical and analytical skills to solve the most complex problems with relative ease. He is enthusiastic when working on practical and investigative work and works well in a team. X enjoys reading around physics beyond the curriculum and discussing higher level concepts with his peers and teachers. An intelligent, hard-working student, X excels in his computing studies with a clear ability to think on his feet and communicate his ideas effectively. Active in class, and always seeking the challenge tasks X is driven to succeed. He supports his classwork with intelligently applied efforts outside of the classroom, reading around the topics being studied and often bringing with him an interesting insight to the class. Working equally well individually or as a part of a team, X is an excellent addition to any class, improving his own skills through supporting the understanding of his peers. X is an outstanding mathematician and we recommend him wholeheartedly to your institution.

Post-18 Pathways: UCAS references

Y is a kind and friendly member of the school community, who adjusted impressively quickly after joining the Sixth Form. He has made steady academic progress over the last two years, and balances his extensive football commitments impressively with his studies, maintaining good grades and near perfect attendance. He has a broad range of interests, as is reflected in his A Level subjects, and often engages teachers and peers in conversations about what he has learned outside of the classroom. **Y shows a natural instinct for helping others, reflected in his work experience supporting PE lessons in a local primary school.** Y is very thorough in evaluating his options, and has discussed his university application maturely and thoughtfully with his teachers, so we are confident he is applying to the right courses and institutions for him.

Y is a keen historian and conscientious worker, who can confidently access large amounts of information and break it down to create a well-reasoned argument. His intellectual curiosity is continuously demonstrated through his insightful and apt questioning alongside his wider reading, particularly for the NEA coursework module. In his most recent assessment, Y was able to make a well-reasoned and succinct argument.

Y is a hard working and focused young man who is always looking for ways to improve. He will make regular contributions to classroom discussions and group tasks. Over the past 18 months Y has been a part of the Brentford FC Academy making regular appearances in the FA Youth Cup. He has also trained with the Brentford 1st and B Team and represented them on a number of occasions.

Y is a conscientious and thoughtful student who is increasingly able to contribute confidently to class discussions and explore the assumptions made by other readers. His critical essays have become progressively fluent and controlled, showing an appreciation of different interpretations. Y's understanding of the significance of historical and social contexts and how these shape a writer's intentions enables him to consider the purpose of texts effectively, as demonstrated in his comparative writing on the novels in Y12.

Y is an intelligent and hardworking student, who is well-rounded. We believe he will flourish at university and recommend him without reservation.

Post-18 Pathways: UCAS references

Z is a thoroughly thoughtful and considerate member of the form and often is willing to discuss a range of issues with his peers as part of our weekly sessions. His determination for physiotherapy is shown through his attendance of subject lectures.

Z attended a 3-day work experience at a local hospital over the summer after Year 12. He shadowed multiple physiotherapists and visited the outpatient, stroke rehabilitation, orthopaedic and elderly rehabilitation departments. He particularly enjoyed supporting patients recovering from a stroke because he could see them gaining back their independence slowly by working on smaller and finer movements. In maths, he can explain his reasoning and approach for answering questions on a variety of topics. From the start, Z has made use of accurate mathematical language and notation. Z is keen to ask questions in lessons to further deepen his understanding. He can have purposeful discussions with his peers in order to develop his understanding further.

Z is a good history student. He has consistently shown passion towards the subject. He has good analytical and critical reading skills which have helped him to achieve very acceptable results.

Post-18 Pathways: Apprenticeships, traineeships & internships

- Increased university fees has seen growth of interest in alternative routes
- Employers offering school leaver programmes often pay for university fees
- Opportunity to work, earn and learn
- **Highly competitive**
- Apprenticeships come in different levels:

Name	Level	Equivalent to
Intermediate	2	Equivalent to 5 GCSE's A*-C (12-18 months)
Advanced	3	Equivalent to 2 A Levels (18-48 months)
Higher	4 & 5	Foundation Degree & above (24 months)
Degree	6 & 7	Bachelor's or Master's Degree



www.notgoingtouni.co.uk

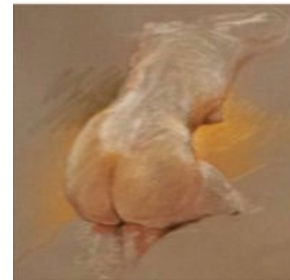


Post-18 Pathways: Applications for Art

- One Year Foundation courses: apply direct to colleges/universities
- 3 or 4 Year Degree courses : apply through UCAS
- Applicants will have to present a portfolio of work

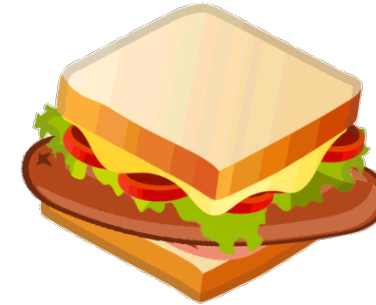
Sessions supporting applications take place out of lessons in Art.
Speak to Ms Storer for further information.

Kingston Art Foundation
Central St Martins
Camberwell Art Foundation
Kensington and Chelsea Art
Foundation
City and Guilds Art Foundation
Manchester School of Art
Manchester Met
Kingston



Post-18 Pathways: Alternative options through UCAS

- A year in industry – “sandwich” courses
- A year abroad



Post-18 Pathways: Alternative option

A **new** apprenticeship training provider

Hires on character and attitude (not grades)

Apprenticeships in data analysis, business administration, marketing and many more

Working with employers in automotive, digital marketing, financial, media industries

Current Year 13s should look at opportunities from January onwards for a Sept 2025 start but can sign up to the newsletter for all developments **now!**

www.diversefutures.com

DIVERSE
FUTURES

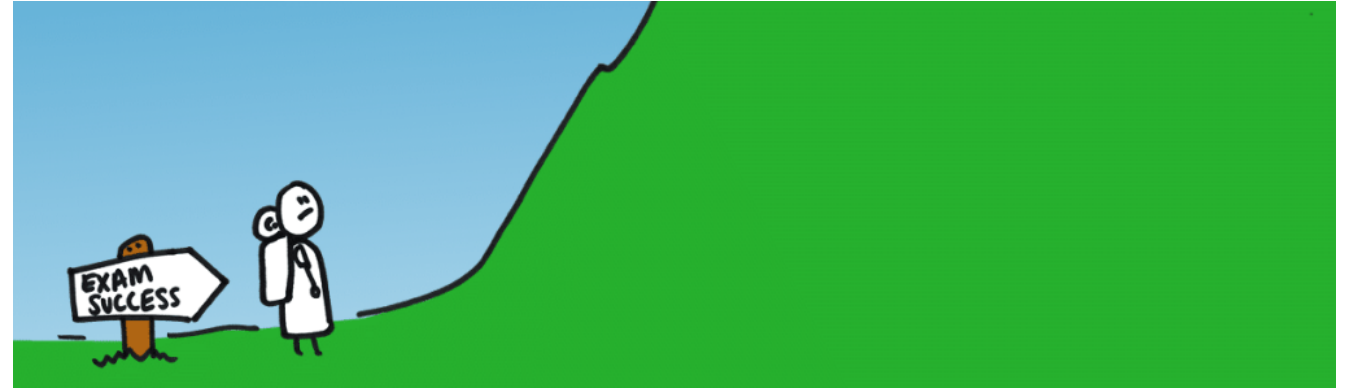
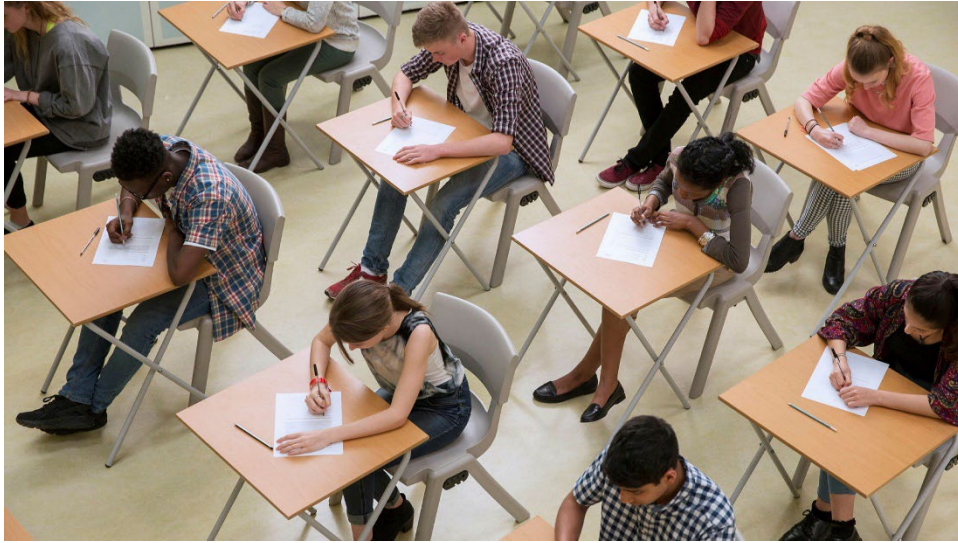
Post-18 Pathways: Enrichment

Clubs on offer on Wed afternoon (nothing else is scheduled for 6th formers then):

- 1st/ 2nd team football
- Recreational football
- 1st team netball
- Recreational netball
- Cricket
- Badminton
- Golf
- Strength and conditioning
- Run club



Post-18 Pathways



Any Questions ?

Sixth Form Team

Sixth Form Office

Q+As on our Sixth Form Instagram page
(@williamperkinsixth)

Safeguarding & Notices

Ms A Newman

Associate Head Teacher

Safeguarding: child protection team



Miss Waspe
Designated Safeguard Lead



Ms Campbell
Deputy DSL



Mrs V Davies
Mental Health Lead
HOY 12



Mr R Rake
Assistant Headteacher
KS4



Miss C Lovell
Assistant Headteacher
KS3



Mr J Chugg
Head of Year 9



Mrs J Hall
Pastoral Manager
(SEN)



Mr M Chanda
Lead Mentor

Safeguarding: child protection

Our first priority is your child's welfare and therefore there may be occasions when our concern for your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Ealing Area Child Protection Committee.



Department
for Education

**Keeping children
safe in education**



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

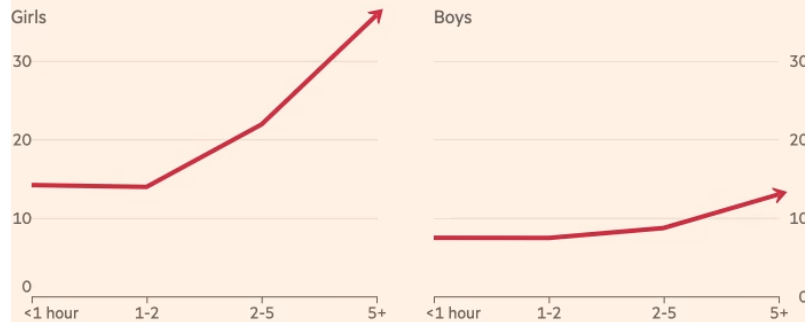
Children spend more time than ever using screens and social media, with the number of hours spent online rising considerably during the COVID-19 pandemic. In March 2020, the coronavirus outbreak led to lockdowns and social distancing. Not surprisingly, younger people spent extended time engaged with digital media; increased screen time eventually became a habit. Most forms of activity have returned to near-normal, yet parents can't help noticing that kids' technology use is still high. Regrettably, the time spent on digital devices has caused an increase in bullying and abusive language among children on social media.

Of all the social media networks, kids on YouTube are most likely to be bullied at 43%, followed by Facebook at 35%, TikTok at 28%, Roblox at 27%, and Instagram at 26%. Victims of cyberbullying are at risk of depression, anxiety, low self-esteem, poor school performance, not to mention suicidal behavior. Even if cyberbullying is a relatively new phenomenon, the consequences are far-reaching, so parents must reassure their children of their love and support.

Please
continue
to be
vigilant!

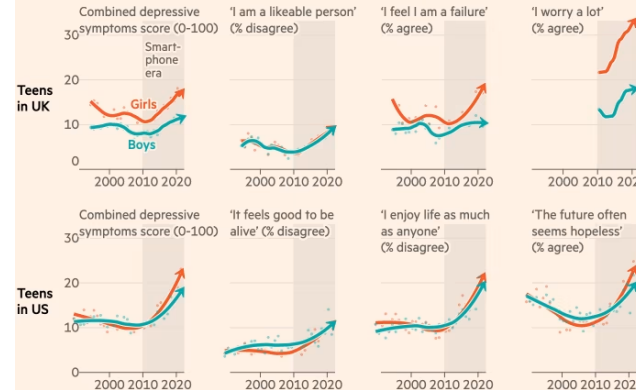
Girls are especially vulnerable to social media, with large amounts of screen time linked to negative psychological impacts including self-harm

Percentage of British teenagers who had self-harmed in the past year, by daily amount of screen-time on social media



Sources: FT analysis of Millennium Cohort Study (UK) wave 6, based on prior work by Jean Twenge
FT graphic by John Burn-Murdoch / @burnmurdoch © FT

Depression, anxiety and other mental health problems are soaring among teenagers in the UK and US, especially among girls



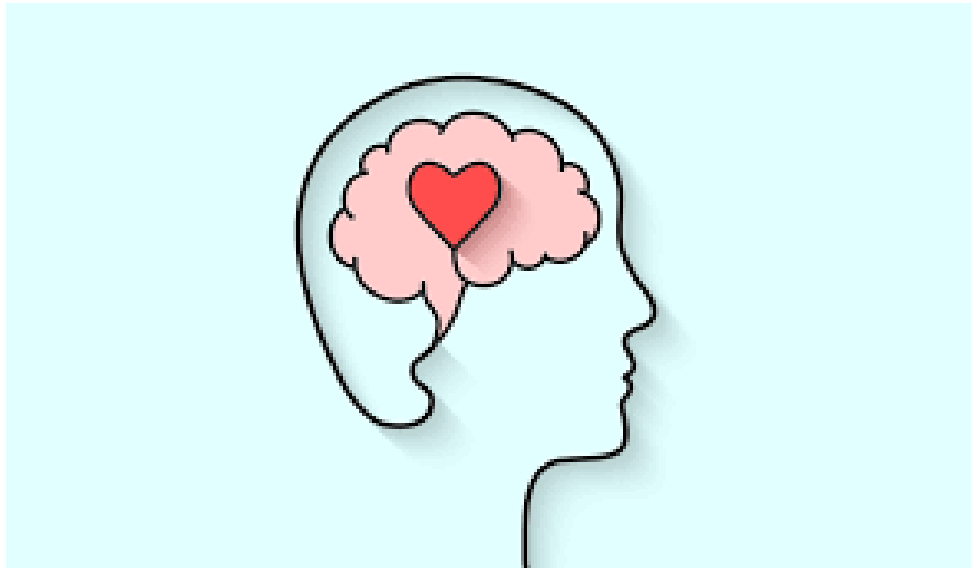
Sources: FT analysis of Understanding Society (UK) and Monitoring the Future survey (US), based on prior work by Jean Twenge
FT graphic by John Burn-Murdoch / @burnmurdoch © FT



Smartphone ban for kids 'worth considering' - MPs



BBC / ANN GANNON



If you are struggling, tell us!

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



The William Perkin student guide to what happens if you see or experience unkindness



Unkindness occurs

You hear, see or experience **unkindness**. This could be physical, verbal, in person, or online.



Report it

- **Say it:** Tell your Head of Year, tutor, teacher, mentor
- **Type it:** Send an email to a member of staff
- **Write it:** Drop it into our tip box in reception

Investigate it

- Staff will speak to and take statements from all involved
- The investigation will help staff to decide is it **bullying** (a number of events) or **one off unkindness**.



Sanction and reward

- Staff will reward upstanders
- Staff will sanction unkindness and bullying
- Staff will speak to parents and explain it is happening
- SLT will involve our Schools Police Officer if necessary

Educate

- Staff will re-educate those of who have been unkind
- Staff will hold restorative meetings if needed
- Staff will speak to families to update them
- You can check in with your tutor



How Do I Know if My Child Is Vaping?

Start by asking your child in a nonjudgmental, concerned way if they have tried vaping. You want to encourage conversation, not shut it down. Even if you don't think your kids vape, talk about it with them anyway so they know it's unhealthy.

Signs of vaping include:

- new health issues such as coughing or wheezing
- e-cigarette supplies, like cartridges or other suspicious looking items
- new smells (some flavored e-cigarettes have been banned, but many remain on the market — so parents might notice fruity or sweet scents)

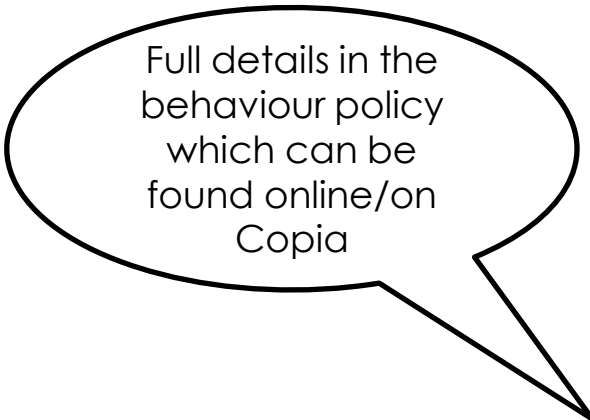
What Should I Do if My Child Vapes?

Your child will need your help and support to quit. Help them find the motivation to stop vaping. You might want to talk about:

- wanting to be the best, healthiest version of themselves
- not wanting to be addicted
- avoiding health effects including impotence and decreased sports performance
- not wanting to increase anxiety or depression
- saving money
- going against advertising that targets young people



Behaviour Expectations



Full details in the behaviour policy which can be found online/on Copia

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

- a) Having an offensive weapon* in school
- b) Possession of any illegal drugs in any form in school
- c) Supply or intent to supply illegal drugs in or out of school
- d) Assaulting a member of staff

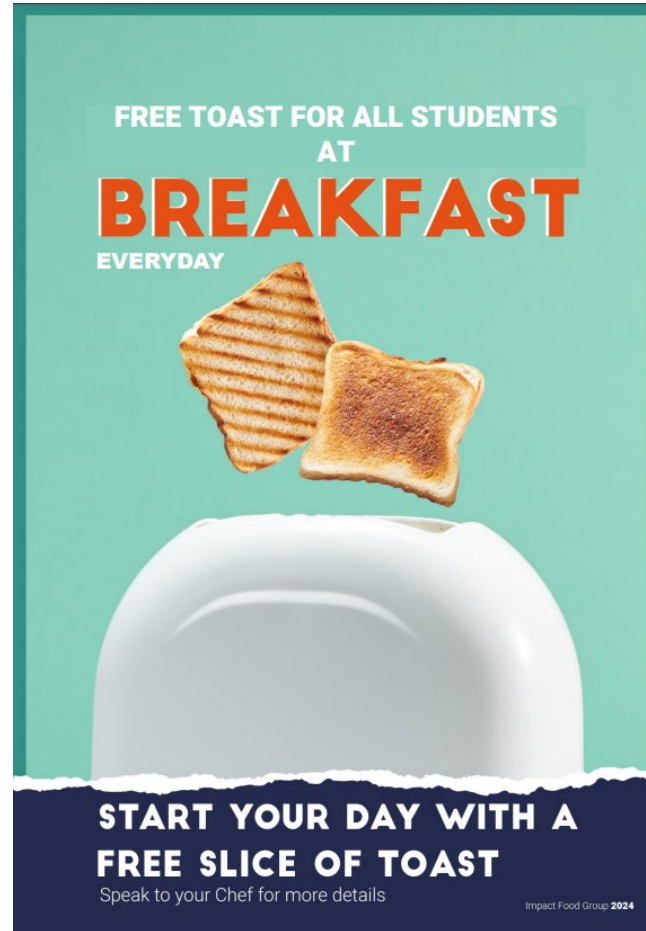
**Offensive weapon in the school context includes knives of any description or size – pocketknives, craft knives etc*

Permanent exclusion **may** also be the sanction imposed for:

- persistent failure to comply with the school's Behaviour Policy
- misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school
- serious misuse of social media
- sexual assault, sexual harassment and / or sexually inappropriate behaviour or language
- making, possessing and showing/posting/sending to another pupil a sexually explicit image, including a sexually explicit image of themselves



Please keep an eye on your parent pay account to ensure it is in credit, if your child uses it to pay for lunches etc.



A big thank you to parents for the generous donations that you have made to the school fund.

Trust Updates

Ms A Newman

Headteacher

TWL: Teaching School Hub



Professional Development for Teachers & Leaders

- Ealing
- Harrow
- Hillingdon
- Hounslow

Supporting over 1000 Early Career teachers and 450+ Leaders in their professional development



118 Trainee teachers enrolled

Teachers are a scarce and precious resource...

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

Inspired to pursue a career with lasting impact?



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Choose where you teach



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Support to succeed



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Initial teacher training provider

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Leading Teacher development
Leading Behaviour and Culture
Leading Literacy
Leading Primary Maths

Early Years Leadership
SENCO
Senior Leadership
Headship

Contact us today - ITT@teachwestlondon.org.uk

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

Prayer

Heavenly Father,
you call us your children
and desire good gifts for us.
As we start our learning this year,
help us to live as one community:
so that we make progress in our subjects
and progression in loving one another,
leading to an abundant life for all.

Amen.

A prayer after Julian of Norwich

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.



William Perkin
Cof E
High School

'Intelligent engagement with the wider world'