



Twyford
CofE
Academies Trust



William Perkin
CofE
High School

Twyford CofE Academies Trust

Year 11 Information Evening

Led by: Ms Newman

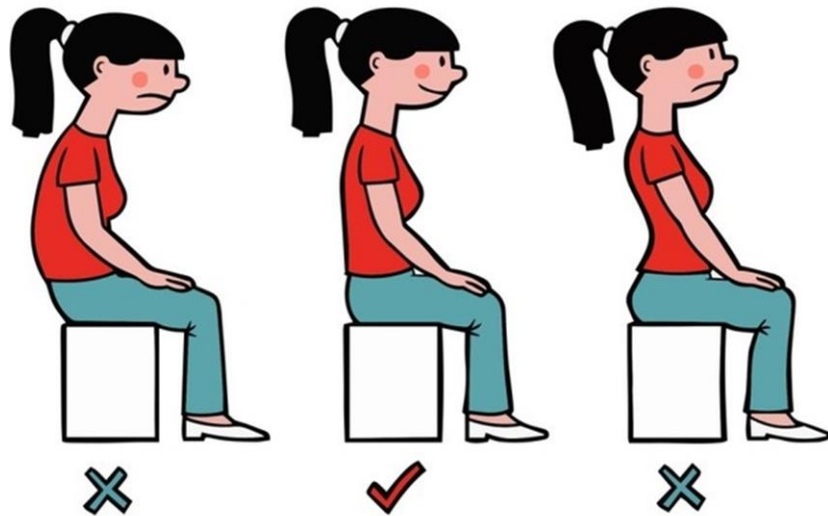
Aims and Outcomes

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

Outcomes :

1. Headline successes celebrated & theme for the year introduced
2. Understanding of key systems refreshed
3. Parents & carers prepared for what to expect in Year 11, and opportunities to maximise success
4. Parents & carers prepared for particular hazards to avoid

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

Unless the Lord builds the House

Those who labour, Labour in vain

Unless the Lord protects the city

Those who watch over it watch in vain

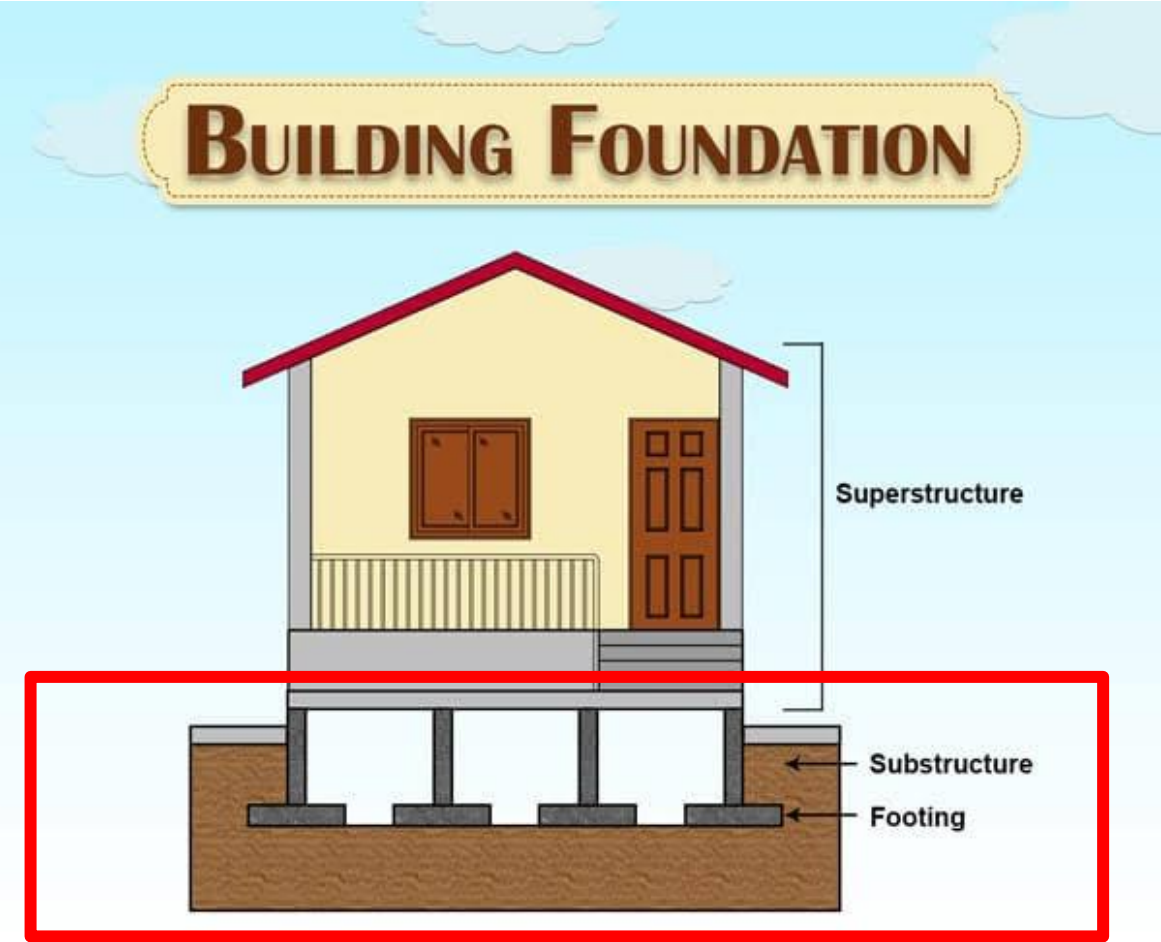
All our hope on God is founded

God our hope and foundation stone

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

Matthew 7: 24-27





WEAK FOUNDATION?

HIGH RISK

CRACKED FOUNDATION

WEAK & HAZARDOUS

Labels: UNSTABLE STRUCTURE, STRUCTURAL CRACKS IN WALLS & WINDOWS, CRACKED FOUNDATION, TILTING, WATER INGRESS, SHALLOW CONCRETE FOOTING, SOIL SETTLEMENT, POOR BEARING CAPACITY.

UNSTABLE SOIL / CLAY
Risk of Cracks, Tilting & Costly Repairs

STRONG DEEP FOUNDATION

WELL-ENGINEERED & STABLE

Labels: LOAD TRANSFER TO STABLE GROUND, STABLE FOUNDATION WALL, REINFORCED PILE CAP, GRADE BEAMS, MINIMAL SETTLEMENT, DEEP FOUNDATION SYSTEM, STABLE SOIL LAYER (FIRM CLAY), FIRM SUBSOIL / BEDROCK, REINFORCED CONCRETE PILES, HARD BEARING STRATUM.

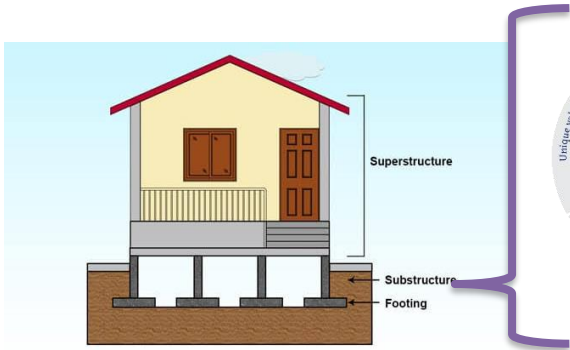
FIRM SUBSOIL / BEDROCK
Safe, Stable & Durable for Generations

STRONG FOUNDATION TODAY, SAFE TOMORROW!

- STABILITY
- SAFETY
- LONG-TERM SAVINGS



Standing Firm for Ourselves and Others



Our 10:10 ethic

The William Perkin Etiquette

Our parents brought us up to have good manners. These good manners will help us live our life in a good way wherever the community in which we are living or working. These are the William Perkin good manners (or Etiquette)

Good Gifts used in Service

- We appreciate what we have been given
- We share rather than hoarding
- We enjoy being good and doing well
- We always give of our best
- We serve of all we are capable
- We thank our teachers at the end of every lesson
- We understand each other's needs

Don't stay in a Bad Place

- We say sorry if we do wrong
- We are not afraid to say sorry
- We are happy to be other's bad reflection
- We are honest
- We learn from our mistakes
- We forgive others

Unique Value in Community

- We notice the feelings of others
- We are helpful
- We listen
- We control ourselves
- We are polite
- We treat everyone in school as a friend
- We make a positive impact on our environment

William Perkin
CofE
High School

Outward Looking	Positive and Purposeful
I look smart wherever I am in the community	I walk silently to lessons
I engage in wider learning	I come fully equipped
I am respectful, polite and thankful	I have excellent posture
I do my prep & homework carefully	I take care with speaking, reading & writing
I act on feedback	I use memorisation skills to help new learning stick
I persevere when solving problems	I take pride in my books, keeping work neat & clear
I listen attentively & follow instructions	I use BSG outcomes, support tasks & challenge tasks to do my best
I participate fully in activities to check my understanding	

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

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



Believe in...



Buy in...



Live out.

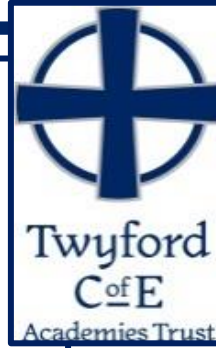
Whole School News

Ms A Newman
Headteacher

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 & Twyford (87/90% A*-C pass rate)
- Yr 13 Extension programme successful at both schools e.g. **lots** of students going on to medicine, dentistry, engineering and Oxbridge
- T-Levels 100% pass rate



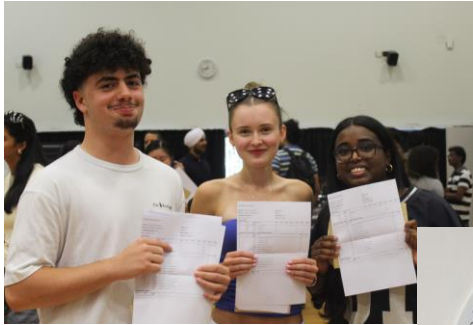
Staff training

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



WP Progress Outcomes

Outstanding A-level results	
A*-A	36%
A*-B	63%
Average grade	B+



Top 1% of schools in the country!



Outstanding GCSE results	
CAT8	+1.03
Average grade	6.0
English	6.3
Maths	5.9
EBacc	6.2
Other GCSEs	5.9

School Progression Outcomes

3 or more A*



Aden
A* A* A* A* A

Architecture
Cambridge



Tharun
A* A* A* A*

Maths
UCL



Fenna
A* A* A* A*

Maths
LSE



Jad
A* A* A* A

Biomed Eng.
UCL



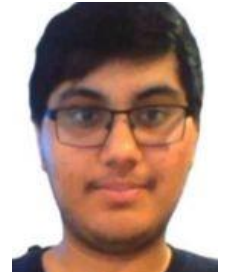
Thomas
A* A* A* B

Army or Mech
Eng Leeds



Alex
A* A* A*

Maths
Warwick



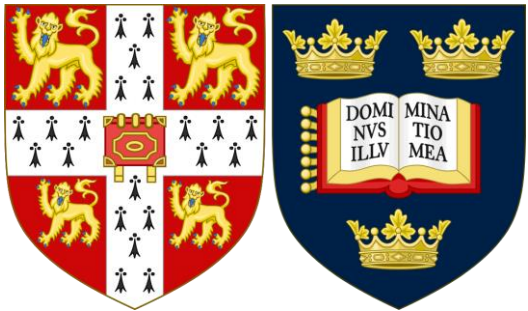
Nishant
A* A* A*

Physics
Imperial



A-level success highlights

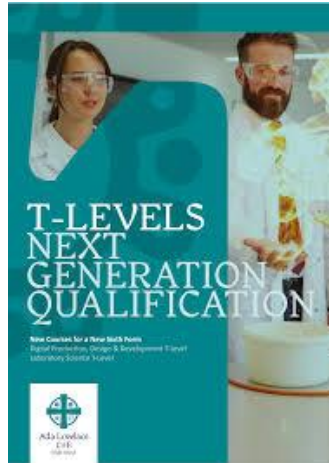
Zainab	City St George's, University of London	Medicine
Ali	University of Bristol	Medicine
Farjin	Queen Mary University of London	Medicine
Ahmed	University of Leicester	Medicine
Tania	University of Southampton	Medicine
James	UCL (University College London)	Medicine
Dana	Queen Mary University of London	Medicine
Leen	Anglia Ruskin University	Medicine
Arya	University of Sheffield	Medicine
Amelie	Queen's University Belfast	Medicine
Ana Maria	University of Nottingham	Veterinary Medicine
Ethan	University of Cambridge	Geography
Aden	University of Cambridge	Architecture



School Progression Outcomes

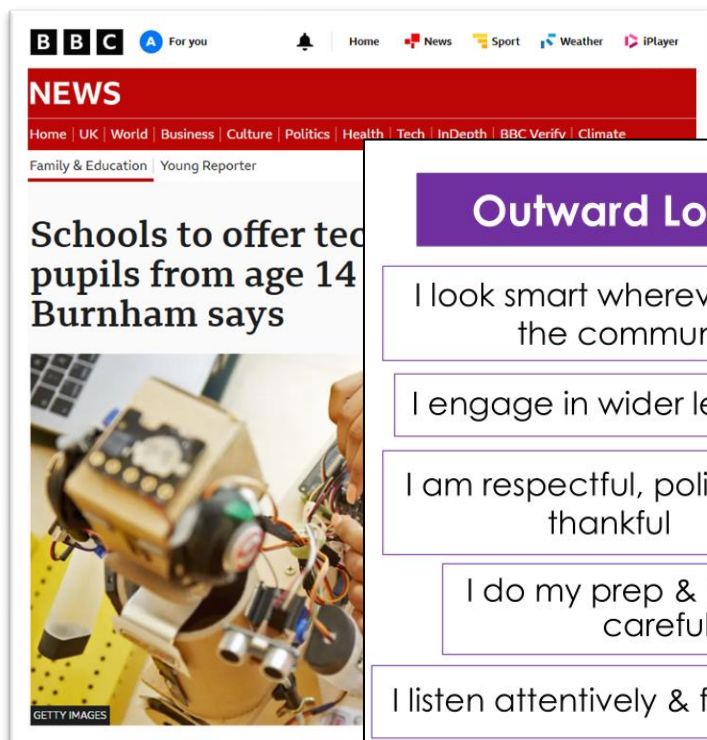
60% progression to William Perkin sixth form
10% to Ada Lovelace T-levels
30% to college/another post-16 provider

Students' progression plans were very well thought through – very few students without options on results day.



William Perkin CofE High School		Plan ABC	Ofsted raising standards improving lives
		'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	
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	
Plan C	Consolidation Position	Progress : Resilient in chasing targets – preparedness to make good compromises Progression : Resilient enough to adjust & adapt	
		<i>'Intelligent engagement with the wider world'</i>	

What's next?



Top Future Skills for 2025

To inform and guide the University-wide

2025 League Table

Problem solving/
process skills

Communication
skills

Digital skills

Critical thinking

Analytical skills

Adaptability
Financial literacy

Initiative
Resilience
Creativity

Ability to build
relationships

Outward Looking

I look smart wherever I am in
the community

I engage in wider learning

I am respectful, polite and
thankful

I do my prep & homework
carefully

I listen attentively & follow instructions

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 lesson outcomes, support tasks & challenge
tasks to do my best

I act on feedback



approach as an optimal way to
modify their hiring practices.

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

Whole school focus: habits for life, skills for employability

- Learning Culture
- Prep routines and completion
- Attendance and punctuality
- Wider Learning
- CIAG!

Outward Looking

I look smart wherever I am in the community

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I listen attentively & follow instructions

Positive and Purposeful

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I come to lessons fully equipped and on time

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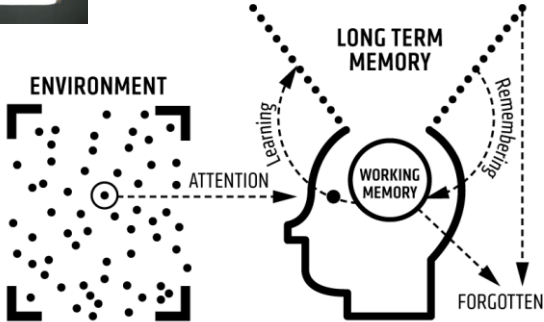
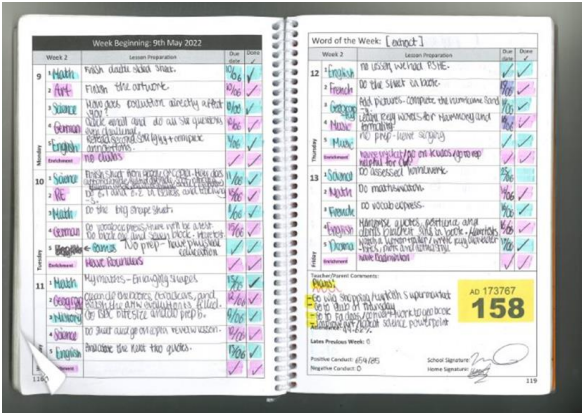
I use memorisation skills to help new learning stick

William Perkin C of E High School

I take pride in my work

I persevere when solving problems

I use lesson outcomes, tasks to...



Getting Year 11 right

CIAG

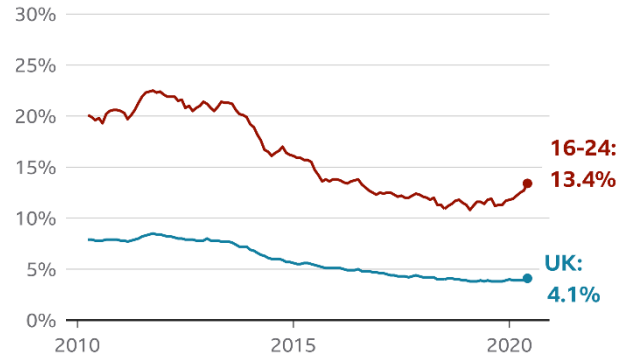
Mr Rake

Assistant Headteacher
Head of Key Stage 4

Careers, Information, **A**dvice, and **G**uidance

Young people hit by rise in unemployment

Percentage of economically active people aged 16-24 who are unemployed



Source: Office for National Statistics. Margin of error: $\pm 0.4\%$

BBC

Graduate hiring has fallen 8% since last year, study finds

POLITICS | GRADUATES | UNIVERSITY | Tuesday 14 October 2025 at 10:39pm



Credit: i-Stock

Large employers hire more apprentices as graduate jobs cut back

Number of applications for every role reaches highest level in two decades, according to annual survey

Published on October 15, 2025

Last updated October 15, 2025

[Tash Mosheim](#)

Twitter: [@tashmosheim](#)



One in eight young people still out of work or education ahead of major review



'Intelligent engagement with the wider world'



William Perkin
CofE
High School



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

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

Plan C

Consolidation Position

Progress : Resilient in chasing targets – preparedness to make good compromises

Progression : Resilient enough to adjust & adapt





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!

I want to attend the William Perkin sixth form to study the sciences because my dream is to be a doctor. For this, I will need to get a grade 7 in all 3 sciences or 77 in combined and ensure I have excellent GCSE grades overall.

Plan B

Better Case Scenario (if not A!)

I will still come to the sixth form but will do three subjects different subjects if I don't meet the criteria for science – along with researching a different future pathway such as a physiotherapist. I will also apply for a T Level at Ada Lovelace.

Plan C

Consolidation Position

I will apply study applied science at Harrow College with lower entry requirements to ensure I have a next step for my post 16 and can continue to study science at university.

“All I need is good grades.”



Key areas for skill development

Institute of
Student
Employers **ise.**

Graduates

- Self-awareness (54%)
- Resilience (46%)
- Self-motivation (28%)
- Dealing with conflict (29%)
- Career management (28%)
- Managing up (23%)
- Work-appropriate written communication (23%)
- Work-appropriate verbal communication (22%)

School and college leavers

- Resilience (48%)
- Work-appropriate written communication (46%)
- Self-awareness (43%)
- Work-appropriate verbal communication (42%)
- Commercial awareness (38%)
- Self-motivation (36%)
- Career management (31%)
- Time management (30%)



School and college leavers

- Resilience (48%)
- Work-appropriate written communication (46%)
- Self-awareness (43%)
- Work-appropriate verbal communication (42%)
- Commercial awareness (38%)
- Self-motivation (36%)
- Career management (31%)
- Time management (30%)



Here
Everyday
Ready &
On time

Lesson Preparation		Due Date	Done ✓
2nd	1. Learning	28/11	✓
	2. Learning	29/11	✓
	3. Learning	30/11	✓
	4. Learning	01/12	✓
Thursday	5. Learning	02/12	✓
	6. Learning	03/12	✓
	7. Learning	04/12	✓
Friday	8. Learning	05/12	✓
	9. Learning	06/12	✓
	10. Learning	07/12	✓
	11. Learning	08/12	✓
	12. Learning	09/12	✓

What I've read: ...
An interesting word I read was: ...
This word means: ...
Comments: ...
School Signature: ... Home Signature: ...

Outward Looking

I look smart wherever I am in the community

I engage in wider learning

I am respectful, polite and thankful

I do my prep & homework carefully

I act on feedback

I persevere when solving problems

Positive and Purposeful

I walk silently to lessons

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Committed to Improvement

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

William Perkin CofE High School

My Self Evaluation Booklet
Year 10

Name

Form

"The life which is unexamined is not worth living"

Your tutor will give out your new Self Evaluation booklets.

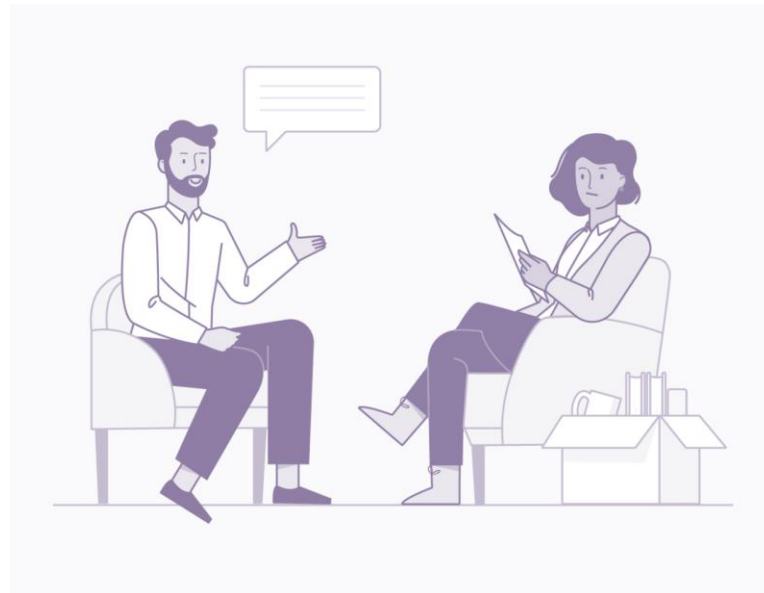
We are going to start today by considering your pastoral targets for Y10.

Read through your targets for Year 10 carefully to ensure you are familiar with them.



1:1 CIAG interview

All students will have a 1:1 interview with a member of SLT about their post-16 pathway. This happens in November and students will prepare fully for this interview during tutor times. Students bring their personal portfolio to the interview, along with a completed personal statement.



'Intelligent engagement with the wider world'

William Perkin 6th form entry requirements

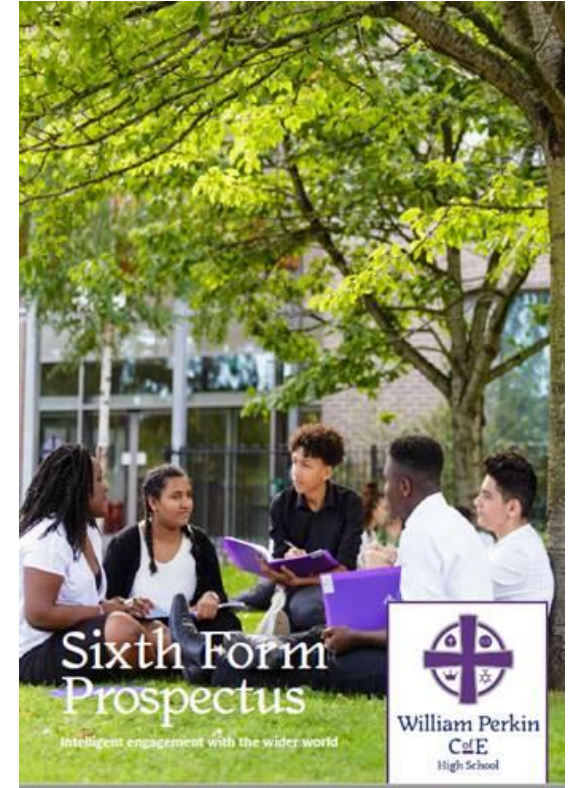
Minimum requirements

8 passes grade 5 or better including Maths and English

Subject specific requirements

Most A level courses will require at least a 6 or a 7 from GCSE or a 6 in Maths and English.
Science and Maths require a grade 7 or 7-7

Open evening is Thursday 19th November



Entrance Criteria:

X6 GCSEs Grade 5 and above and including Maths and English

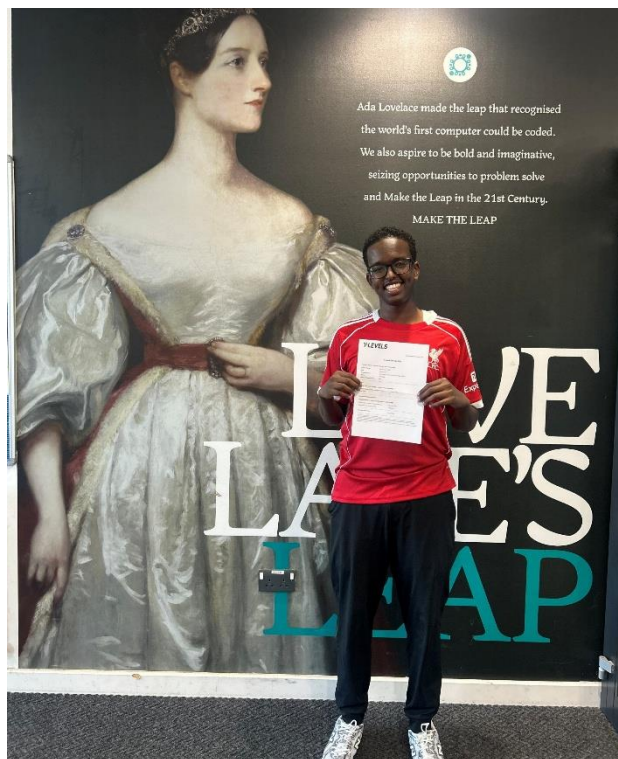
Laboratory science - *Grade 6 or above in science*

Digital – *Preferably GCSE Computer Science (Grade 6), but if not then demonstrating passion for programming*

Accounting / Finance – *Grade 6 in maths*

T-LEVEL RESULTS

chool



Mohammed Yasin - Digital
Target – Pass (CCC)
Y13 Result – Merit (BBB)
Destination – Brunel University – Cyber Security



Alan Wisniowski - Digital
Target – Merit (BBB)
Y13 Result - Distinction (AAA)
Destination – Goldsmiths University – Computer Science



Bea Galang

- Digital Software Design
- GCSE's - 9,9,8,8,8,7,7,7,7

Entrance Criteria:

X6 GCSEs Grade 5 and above and including Maths and English

Laboratory science - *Grade 6 or above in science*

Digital – *Preferably GCSE Computer Science (Grade 6), but if not then demonstrating passion for programming*

Accounting / Finance – *Grade 6 in maths*

Getting Year 11 right

Pastoral

Mr Chugg

Head of Year 11



In George Orwell's *Animal Farm*, the character of Napoleon gradually establishes a dictatorship on the farm after the animals' rebellion against Mr Jones. Although the revolution begins with the aim of creating equality, Napoleon uses a combination of propaganda, fear and control of information to strengthen his position. Squealer, his chief spokesperson, regularly explains Napoleon's decisions and convinces the animals that any sacrifices they make are necessary for the good of the farm. At the same time, the sheep are encouraged to repeat simple slogans such as "Four legs good, two legs bad", preventing meaningful debate among the animals.



Mr J Chugg
Head of Y11
(HOY)



Mr Rake
Head of
KS4



Fully Known,



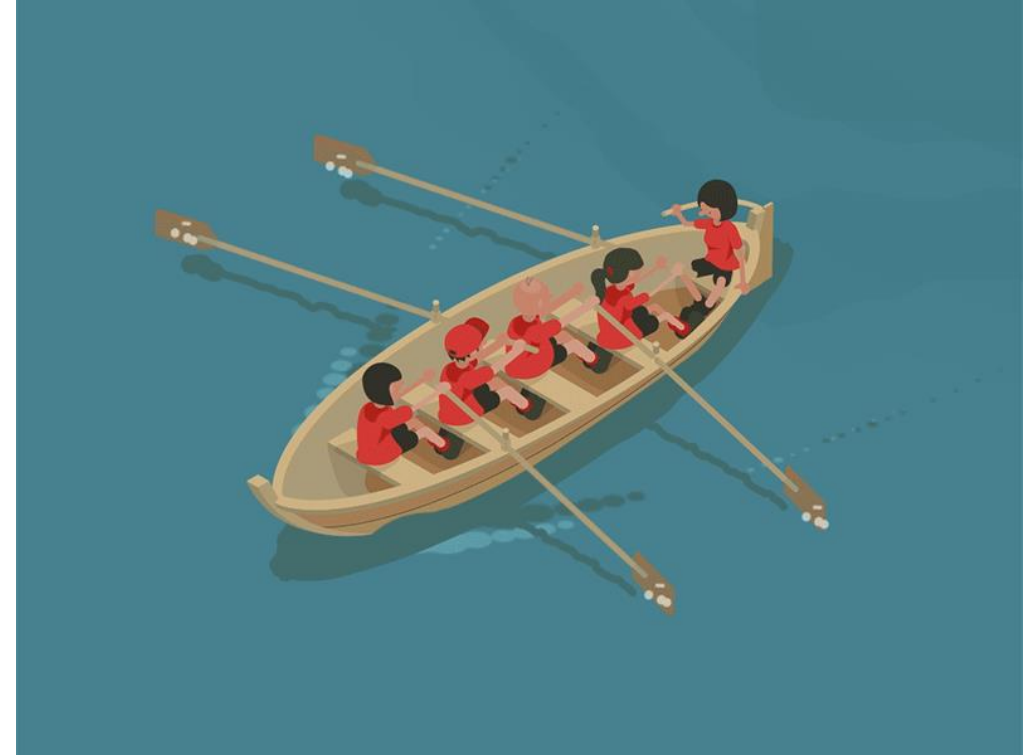
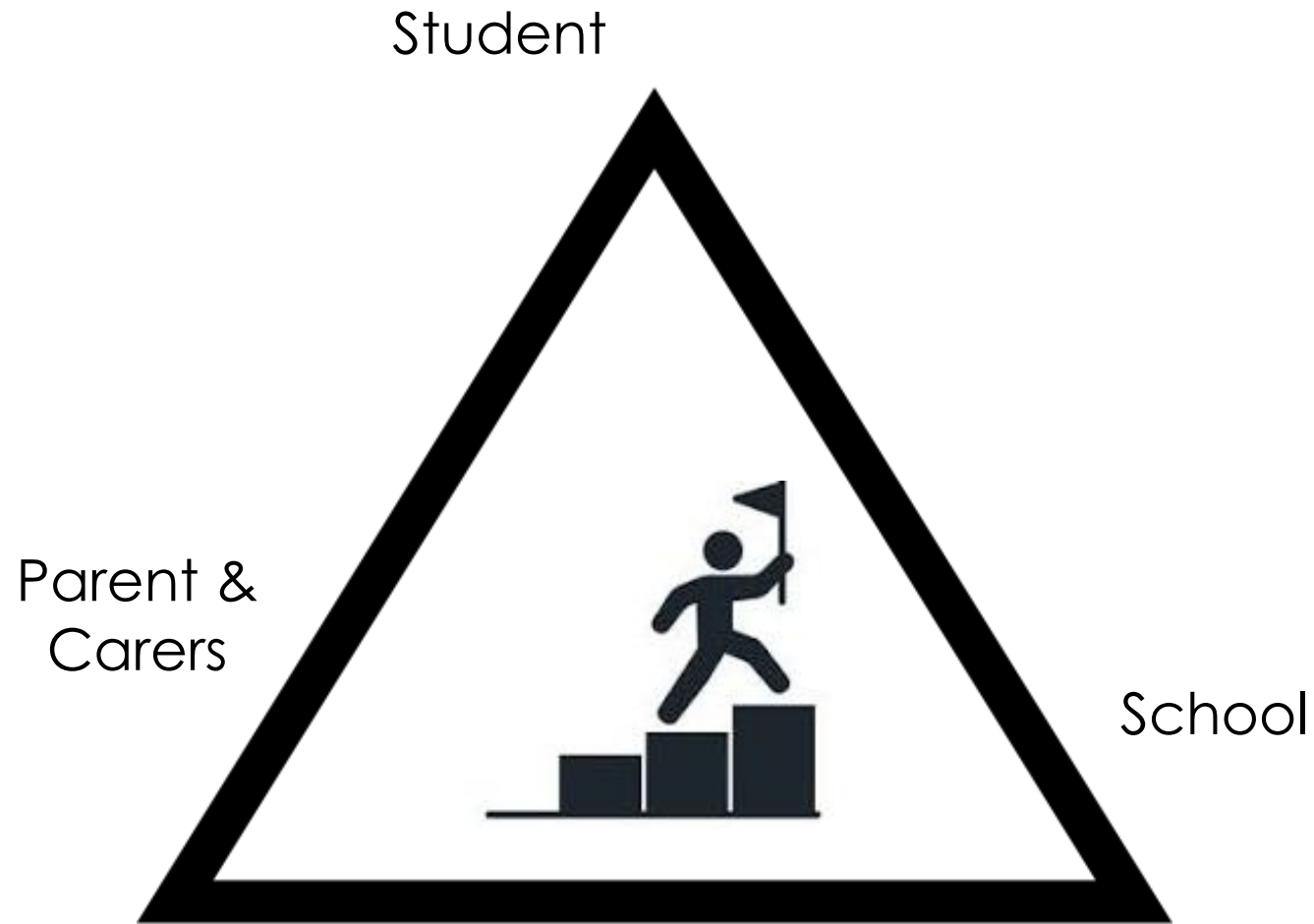
Fully Loved

Watt	Ms Seri
Pascal	Mr Dhillon
Einstein	Ms Nash
Rutherford	Ms Alibegovic
Kelvin	Mr Bublitz
Isambard	Ms Cooper
Newton	Mr London

3 PSHE workshops in total, covering the following issues:

- 1) Safer Sex
- 2) Politics
- 3) Finance

Curriculum, Assessment & Literacy: Successful foundations



'Intelligent engagement with the wider world'

Curriculum, Assessment & Literacy: Hazards

Hazards for THIS year group and Year 11:

Progress & Progression:

- Learning culture (uniform, prep, planners)
- Attendance (full ready/equipped)
- Pathways- reflective choices



Unsatisfactory lesson prep/homework (2)
No prep/homework (2)
Poor use of planner (1)



Excellent lesson prep/HW (2)
Excellent planner use (2)

'Intelligent engagement with the wider world'



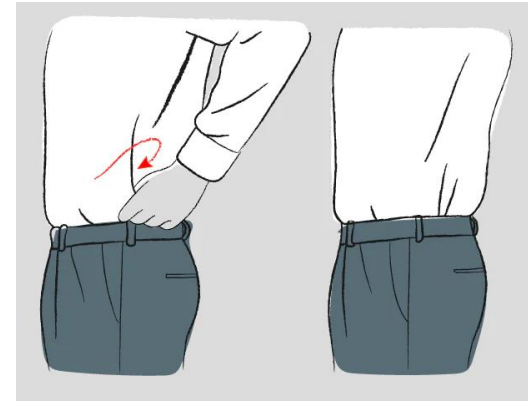
William Perkin
C of E
High School

Learning Culture: Uniform and Make-Up

Before we leave for assembly, check your uniform!

Correct uniform and appearance:

- Promotes **professional culture and pride**
- Secures **consistency** in students
- Ensures **focus is on learning**, not appearance
- Sets an **appropriate example** to younger year groups



Don't go above the knee



On the knee



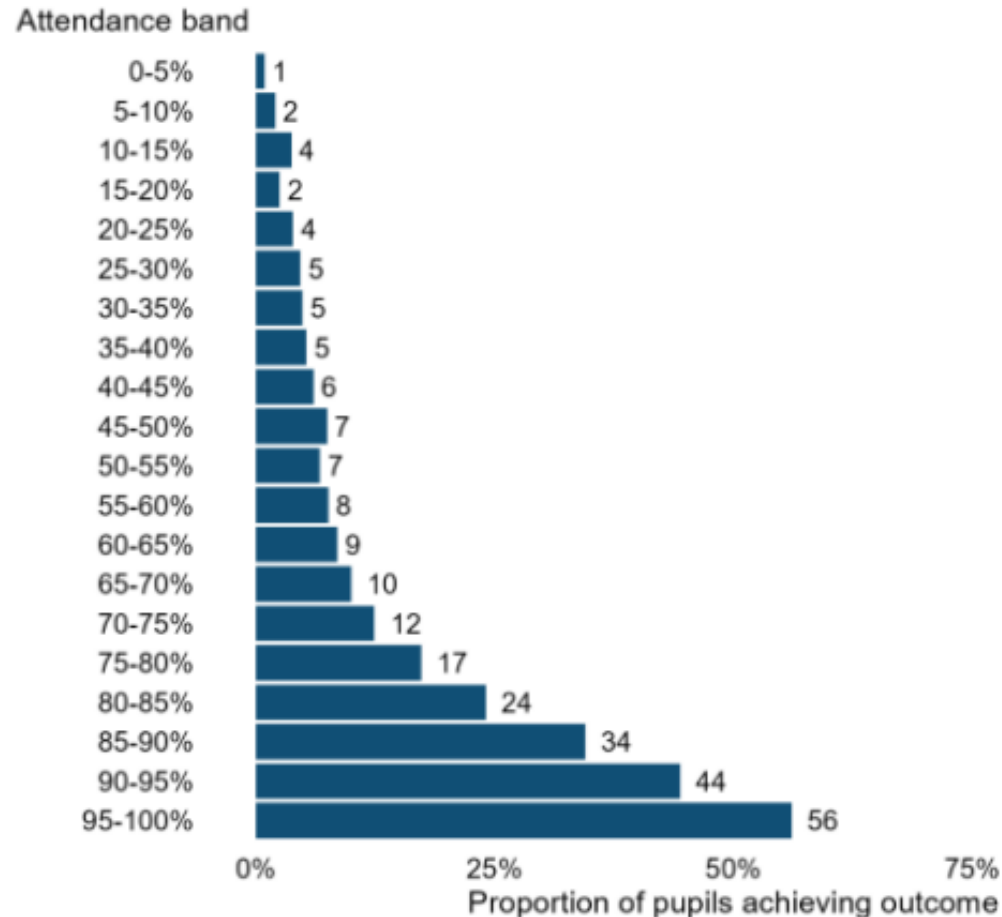
...or longer



'Intelligent engagement with the wider

Learning Culture: Attendance

Proportion of pupils in each 5% attendance band for year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4



Pupils who attend 95%-100% of the time are 1.9x more likely to achieve E&M GCSE grade 5 than those pupils who attend 90-95% of the time.

Pupils who attend 90-95% are 1.6x more likely to achieve the outcome than pupils who attend 80-90% of the time.

Learning Culture: Planner and Prep

WP Progress Outcomes

Outstanding A-level results	
A*-A	36%
A*-B	63%
Average grade	B+



Top 1% of schools in the country!

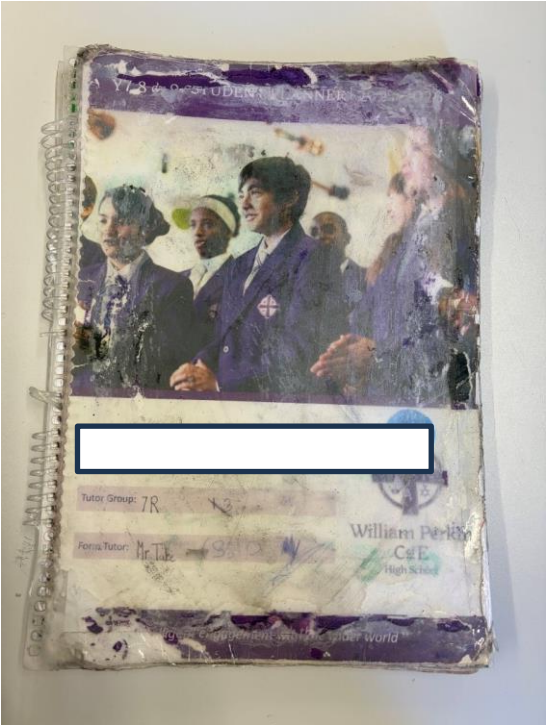


Outstanding GCSE results	
CAT8	+1.03
Average grade	6.0
English	6.3
Maths	5.9
EBacc	6.2
Other GCSEs	5.9

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

- ✓ Purposeful planners
- ✓ Organised and ready to learn
- ✓ Prep completion

Week Beginning: 19th February 2024				
	Lesson Preparation	Due Date	Done	✓
Monday	19th 1 science end of what a catalyst is and give	Tues	✓	
	2 science SAME THING	Tues	✓	
	3 french sheet	Tues	✓	
	4 english no prep	none	✓	
	5 history go over revision	Fri	✓	
	6 english make 3 improvements	Wed	✓	
	7 maths sparks - eq 4	Fri	✓	
Tuesday	20th 1 art 5 packs	Tues	✓	
	2 art 5 packs	Tues	✓	
	3 math sparks	Fri	✓	
	4 french sheet	Wed	✓	
	5 science revise for test	Wed	✓	
	6 PE no prep	none	✓	
	7 PE no prep	none	✓	
Wednesday	21st 1 science no prep	none	✓	
	2 english no prep	none	✓	
	3 maths no prep	none	✓	
	4 PE LS	Wed	✓	
	5 french sheet	Wed	✓	
	6 music no prep	none	✓	
	7 science revise	Wed	✓	



- Organisational tool that strengthens:
- Time management
 - Self-regulation
 - Study habits
 - Memory and retention
 - Academic performance
 - Well-being



'Intelligent engagement with the wider world'

Curriculum, Assessment & Literacy: Hazards

Hazards for THIS year group and Year 11:

Progress & Progression:

- Learning culture (uniform, prep, planners)
- Attendance (full ready/equipped)
- Pathways- reflective choices



And finally, a plea for...



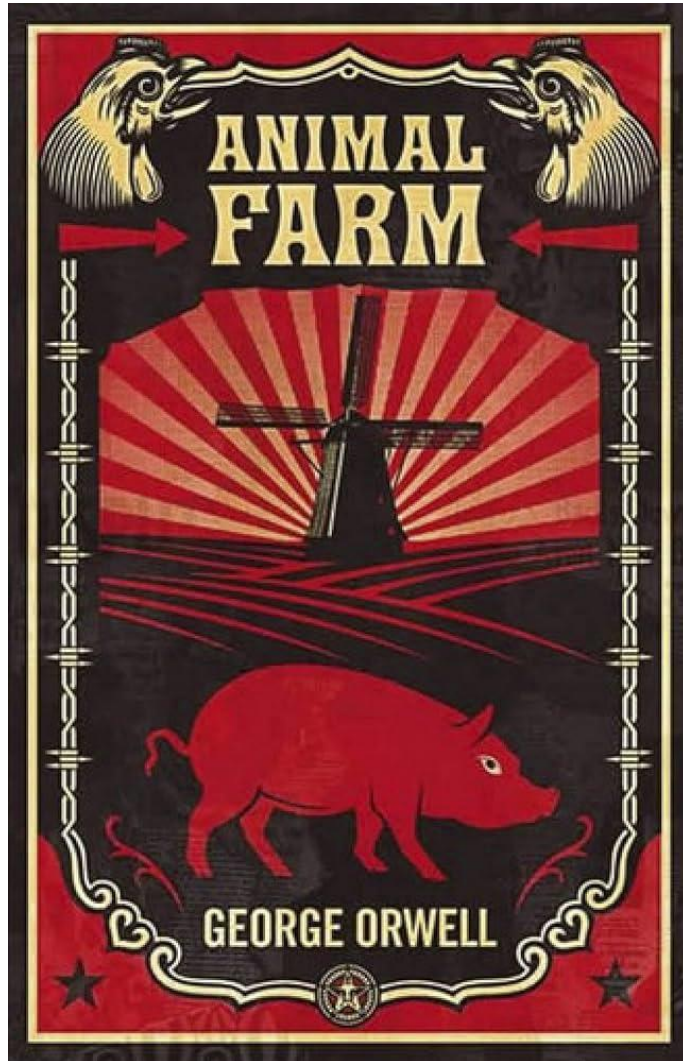
Health



Environment

'Intelligent engagement with the wider world'

And finally, a plea for...



- a) Who is Napoleon's rebellion against?
- b) What is Squealer's official role?
- c) What slogan are the sheep encouraged to repeat?
- d) What three methods does Napoleon use to strengthen his position?
- e) How many sheep are mentioned in the passage?

Mr Jones

Squealer

"Four legs good,
two legs bad"

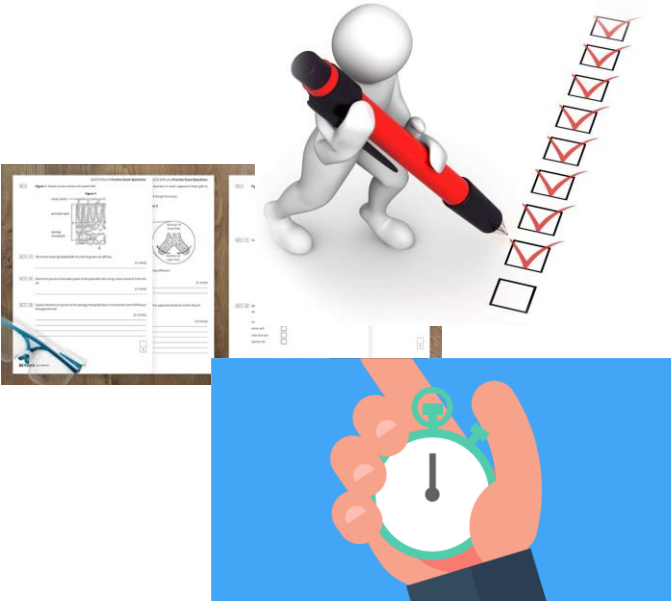
Propaganda, fear,
and control of
information

The passage does
not say.

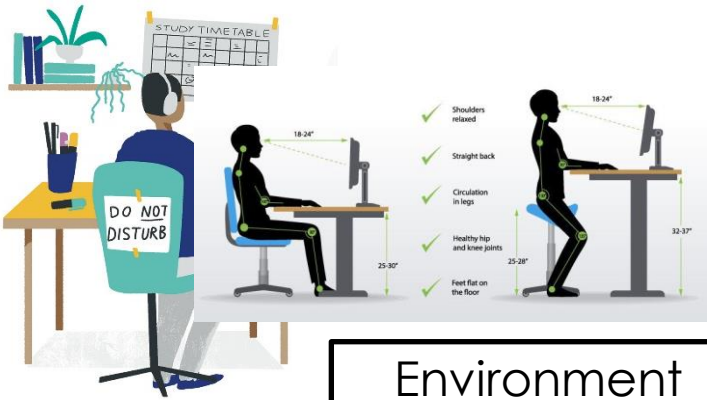
And finally, a plea for...



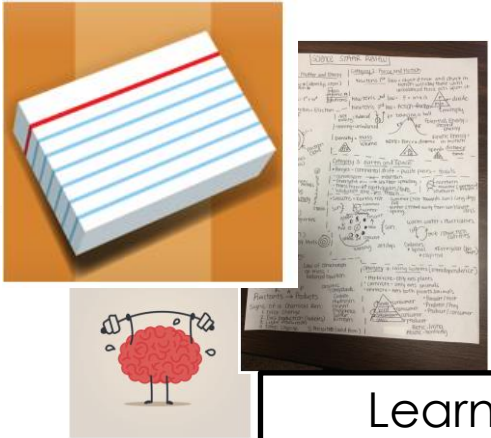
Health



Practice



Environment



Learning

'Intelligent engagement with the wider world'

Curriculum and Assessment

Mrs Lewis

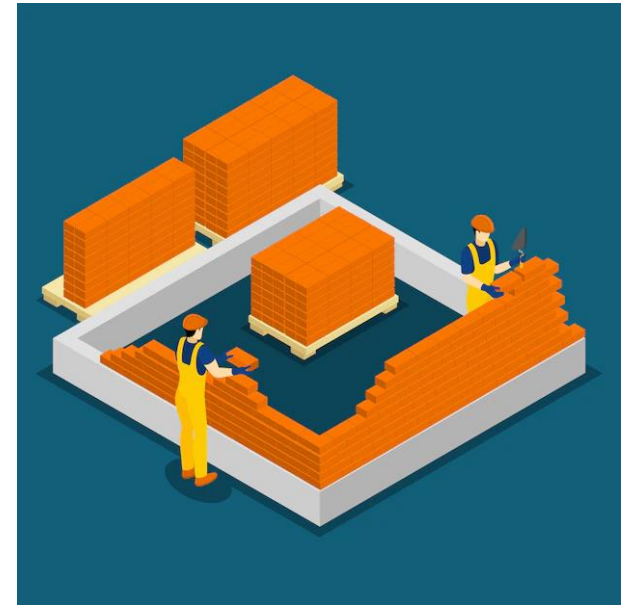
Deputy Headteacher



Making the learning journey clear to all students

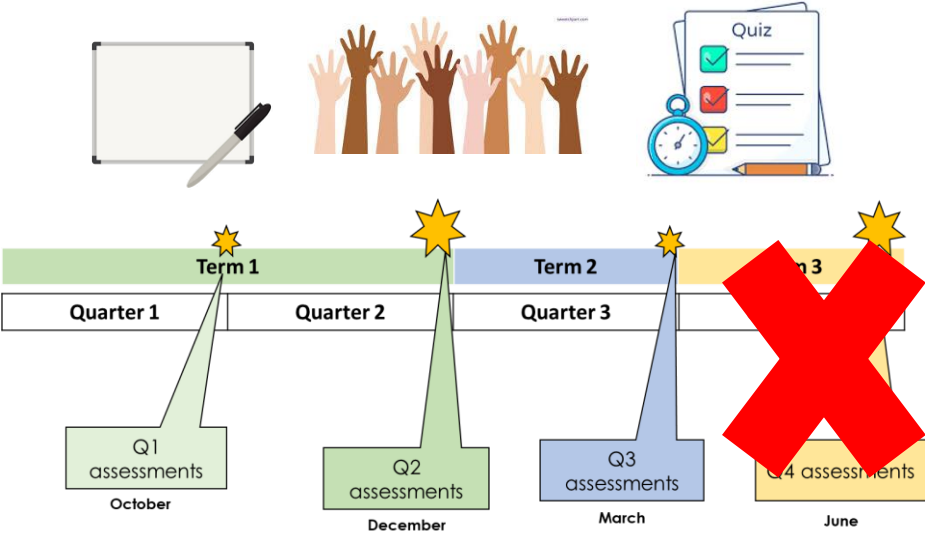
- Each lesson is part of a **coherent sequence of lessons**
- Teachers are familiar with the **whole overview** – not just today's lesson

GCSE exams will assume you have a **secure foundation** of knowledge



What will assessment look like in Year 11?

- Regular low stakes assessments (in class, quizzes, prep) to help knowledge stick
- Less frequent ‘milestone’ assessments to test how much has been retained and provide formal feedback
- Coursework deadlines are coming up in a lot of options subjects



Please do engage with Copia regularly as a larger number of in class / homework / standardised (i.e. non-quarterly) assessments are recorded on Copia in Years 10 and 11.



Q 1 Assessment	Q 2 Assessment	Q 3 Assessment	Q 4 Assessment	SA1 Victorian Novel Analysis	SA2	SA3 Macbeth Mock
7-	5+	6-	6-	5+	5-	6-
5-	5+	5-	6-	5	4-	5-
5	5+	5	5+	5	5+	5-
-	5	5+	5-	5+	4-	-

What is different about exams in Y11?

- There are only **3 critical assessment points before the GCSEs:**

October	Q1
Mock exam week(s)	Q2
2 nd Mock exam week	Q3

- Possibility of formal study leave for mock exams, if exam results are stable
- There are **standardised assessments** in between

Applications for 6th form and other post-16 providers are due in Dec, so your Q1 grades really do matter!

What is different about exams in Y11?

Your progress throughout the year matters more than ever before:

- **Q1 results are vital:** you will be asked to discuss your results at Q1 in your interviews. Your interview will help to determine whether you receive an offer for sixth form.
- **Q2 mock results day will be your first taste of receiving GCSE outcomes!**
- **Q3 results will be your final indication before sitting your GCSEs. But by this point... it's too late!**

A Simplified On Track Measure

Year 11

Using end of year targets in 9-1 'whole grades'

	Quarter 1 (October)	Quarter 2 (December exam week)	Quarter 3 (March)
You are on track if your current grade is...	1 grade or fewer below target	On or above target	On or above target

What are we doing to help your child if they are off-track?

Extra Learning Periods will run during period 7 or before school daily:

- Selected students will attend intervention from 3:10-4:00pm, these have been chosen by teachers depending on need/suitability.
- Some students will have more classes due to the number of GCSEs they are taking
- These classes have been designed to support pupils to make the most progress possible and are taught by subject experts
- **Attendance is compulsory as it is a timetabled lesson** - a register will be taken
- Groups will be reviewed after Christmas (Q2) and Easter (Q3)
- **THEY CANNOT RELY ON JUST THESE ADDITIONAL LESSONS – THE 100% RULE IS MORE IMPORTANT**

Important assessment dates

28th September	Student target setting day
12th October	Q1 assessment week starts
19th November	6 th form open evening
W/C 23rd November	CIAG interviews for 6 th form
2nd December	Q2: 2-weeks of mock exams
21st January	Parents evening
26th February	Q3 exam week starts
Middle of May	GCSE exams start (MFL, Art and Textiles slightly earlier)



Safeguarding Notices

Ms A Newman

Safeguarding: child protection team



Miss B Campbell
Designated Child Protection Officer
and Head of Inclusion



Mr R Owen
Deputy DSL & Inclusion
Officer



Mrs S Long
Deputy Headteacher

Other members of the Child Protection team include:

Miss H Gilmore- Head of Year 7

Mrs B Gandy- Assistant Headteacher KS5

Mrs C Smith- Assistant Headteacher

Mrs J Hall- Pastoral Manager



Mr R Rake
Assistant Headteacher
KS4



Miss C Lovell
Assistant Headteacher
KS3



Ms C Muiyah
SENCo



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**



Twyford
CofE
Academies Trust

Safeguarding: tutor time programme



Autumn Term 1	Being ready for the next step Identity & Stereotypes Facing Adversity: Self-motivation/positivity Collaboration & Goal setting
Autumn Term 2	Courage to use my gifts CIAG Revision strategies
Spring Term 1	Dangers to watch for Professional image Responding to feedback
Spring Term 2	Strength through humility Healthy lifestyle Revision strategies
Summer Term 1	Accepting the challenge Final exam preparation
Summer Term 2	No sessions – GCSE Exams

Safeguarding: PSHE workshops

Year 11	Safer Sex	A. The law and sex B. Sex and the media C. Safe sex - contraception
	Politics	A. UK democratic systems B. Human rights C. Making a difference
	Finance: preparing for the future	A. How to rent a home B. University student loans C. Understanding debt

Safeguarding: mobile phones



3 in 5 teenagers have felt uncomfortable with contact made to them online.

75%

teenagers report having seen potentially harmful content



Source: Ofcom, 2024. ²

Takes up to **20 minutes** for pupils to refocus after a phone-related distraction

Study cited in UNESCO



Of the teachers surveyed, **67%** noticed their students being negatively distracted by mobile devices.

2× higher anxiety and 3× higher depression risk among children with problematic smartphone use

King's College London, 2024

Compared to teens who only spend an hour on electronic devices daily, teens who spend 5 or more hours a day on electronic devices are **71% more likely to exhibit suicide risk factors.**

WATCH OUT!

SEXTORTION

a form of **online blackmail** where someone tricks you into sending your sexual images or videos, then threatens to share them unless you pay them.

It's a scam. And it's trending.

Protect yourself

Be aware of friend or follow requests from people you don't know. Keep your account settings set to private.

- > **Do** stop the chat
- > **Do** take screenshots of the text and profile
- > **Do** block the account and report it to the platform
- > **Do** report to the ACCCE
- > **Do** get support

- ✗ **Don't** send more images
- ✗ **Don't** pay
- ✗ **Don't** respond to demands
- ✗ **Don't** enter into further communication
- ✗ **Don't** think you're alone

accce.gov.au/sextortionhelp



Press release

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

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

- UK will go further to protect kids with world-leading additional restrictions on harmful features online such as live streaming and strangers communicating with children
- Government action shows clear choice to side with families over tech companies to put power back in parents' hands and give kids the childhood they deserve
- Decisive action – backed by 9 in 10 parents – expected to be brought to Parliament before Christmas, with protections expected to come into force in Spring 2027

Meta agrees to major changes to Facebook and Instagram as it settles US trial over teen addiction for up to \$18bn

US tech giant agrees to establish further protections for teens such as daily usage limits and blocks on night-time use

Safeguarding: mobile phones



Please note that any smartphones found in school will be confiscated in line with our policy and not returned (including the SIM) until the end of the school term. The student will also receive an SLT detention.

In line with our Trust policy, the smartphone ban **applies equally to all school trips, both in the UK and abroad.**

Please also note – our smart phone ban applies to students on their way to/from school. **Before or after school, if students are seen in the vicinity of the school using a smartphone, it will be confiscated.**





If you think there may be a problem or you have a concern, **please let us know** as soon as possible and we can work together to resolve it.



Talking to teens about screen time can feel impossible – but Dino Ambrosi, founder of Project Reboot, has found what really works: talk about time. When young people realise their attention is being sold for profit, they start to push back. This empowering, honest approach helps teens rethink their habits – and reclaim their most precious resource: their time.

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

Safeguarding: bullying



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 if it **bullying** (a number of events) or **one off unkindness**.



Sanction and reward

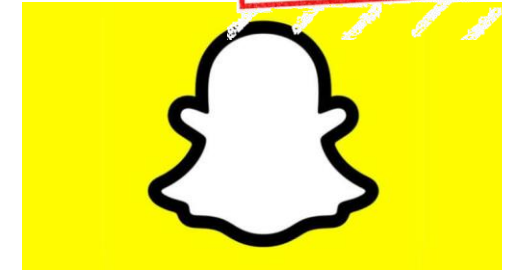
- Staff will reward upstanders
- Staff will sanction unkindness and bullying
- Staff will speak to parents and explain it is happening
- SLT will involve our Schools Police Officer if necessary

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



WATCH OUT!



SAFEGUARDING

Among children 8-17 who are bullied, 8 in 10 experience it through a device

Ofcom, 2022

Safeguarding: keeping your child safe



Behaviour Expectations

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 any form (**) in or out of school
- d) Assaulting a member of staff

(*) The School will always use the most up to date list of illegal drugs as provided on the Government services information website

(**) for example, illegal drugs contained in food products or devices such as vapes do fall under the purview of this section of the policy

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 and/or possessing and/or showing/posting/sending to another pupil a sexually explicit image, including a sexually explicit image of themselves
- child-on-child abuse (including harassment and violence)

Safeguarding: keeping your child safe

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

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



Please double check that the medication has not expired!

Safeguarding: keeping your child safe

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





ParentPay®

Vital tool for dinner money
Please log in regularly
money is

trips and music lessons.
e your child's dinner
in credit.

We are no longer able to
purchasing food as
account is on zero: you

go into 'minus' when
serve them if their
ount is kept topped up.



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

School Fund

Thank you to parents who are already making a donation to the school fund. In the past, the school fund has enabled us to buy:

- School minibuses
- New wallpapers
- Library equipment and books
- Computers
- Outdoor seating and equipment

Every little helps!

Please email the finance team if you would like to contribute.

studentservices@williamperkin.org.uk

PTFA

PTFA is the William Perkin Parent, Teacher & Friends Association.

All parents, carers, teachers, friends and students of William Perkin C of E High School are automatically members of the PTFA.

We aim to foster a spirit of community at William Perkin and raise money for the student's journey through the school.

Previous projects made possible with the help of PTFA funding include:

- New library shelving
- Wider reading books
- PE equipment
- Science equipment
- Duke of Edinburgh Award camping equipment
- Annual contributions to support the School Production



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.

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.

Next sessions:

BLUE	ORANGE	GREEN
Dance and Drama studio	PC (stay here)	LRC (across the corridor)

CIAG – Skills, Opportunities, and Good Choices

Mr Chugg
Head of Year 11
CIAG Lead

CIAG: What?



William Perkin C of E High School is committed to **preparing students for future success in education, employment and training**. Our comprehensive Careers programme uses the **Gatsby Benchmarks & The Baker Clause** to develop and implement our Careers provision and enable a range of education and training providers to regularly engage with all students across Year 7-13. Within our Careers programme, all students receive **unbiased and impartial information** about potential next steps and high quality careers guidance. We aim to provide high quality, meaningful opportunities for students to **encounter the world of work** and teach students a range of **employability skills** to ensure they have a successful future in the workplace. Our vision for Careers supports our whole school ethos (John 10:10) of nurturing students' unique **gifts, skills and talents** and ensuring students enjoy **'life in all its fullness'** and engage positively with their future life choices.

CIAG: When, Who, How?

Year 7 & 8 Programme: Myself and others

The lower school programme has been built to induct students into the 10:10 ethic since this communicates the core values of the school community. Students are challenged to develop an understanding of who they are and how they relate to others around them.

Year 9, 10 & 11 Programme: Walk with purpose

The upper school programme focuses on gaining independence, decision-making, self awareness and using one's gifts wisely and well.. There is a strong emphasis on careers education, information, advice and guidance to enable successful onward transition post-GCSE.

Yr 12 & 13 Programme: The way to work

The sixth form programme aims to develop an understanding of service and social responsibility, and position students with the right self-knowledge to make successful decisions about post-18 pathways (further study, careers, and apprenticeships) in light of a clear understanding of their specialist expertise and interests.

	Learning Outcome
7	To begin to think about the types of Careers that I might be interested in based on the subjects I enjoy and the things I am good at.
8	To make decision about the subjects I will choose for my electives that would be best suited to the Careers that I am interested in pursuing in the future.
9	To research future pathways and fully engage in acquiring the additional skills and experience I need to prepare me for my future pathways.
10	To be able to write a CV which demonstrates my employability skills and use this to secure a meaningful and valuable Work Experience placement.
11	To research and understand the different options available to me at Post 16 and have a clear Plan A & B (even C) in place for my Post 16 pathway.
12	To begin researching and planning my Post 18 options. To be able to refine and update my CV and use this to secure a Work Experience placement in the field I am interested in pursuing at Post 18.
13	To research and understand the different options available to me at Post 18 and have a clear Plan A and B (and C) in place for my Post 18 pathway.

William Perkin KS4 Careers Fayre

On the 22nd of October, there will be an early evening Careers Fayre for all Year 10 and Year 11 students.

Receive information, advice, and guidance for all possible post-16 pathways:

- West London Apprenticeships
- Uxbridge College
- Global Academy
- West London College
- Ada Lovelace T-Levels
- Winchester University
- Southampton Solent University
- And many more!





CIAG: Why?

“All I need is good grades.”

One in eight young people still out of work or education ahead of major review



‘Like throwing myself at a wall’: UK graduates struggle in ‘insane’ job market

‘Hostile and impersonal’ process to find first job after university leads many to work for minimum wage

A better deal: Tackling the NEET crisis

Around a million young people in the UK are now not in education, employment or training (NEET), the highest number for more than a decade.

Date
16 September 2026
Type
Publications



“All I need is good grades.”

Key areas for skill development

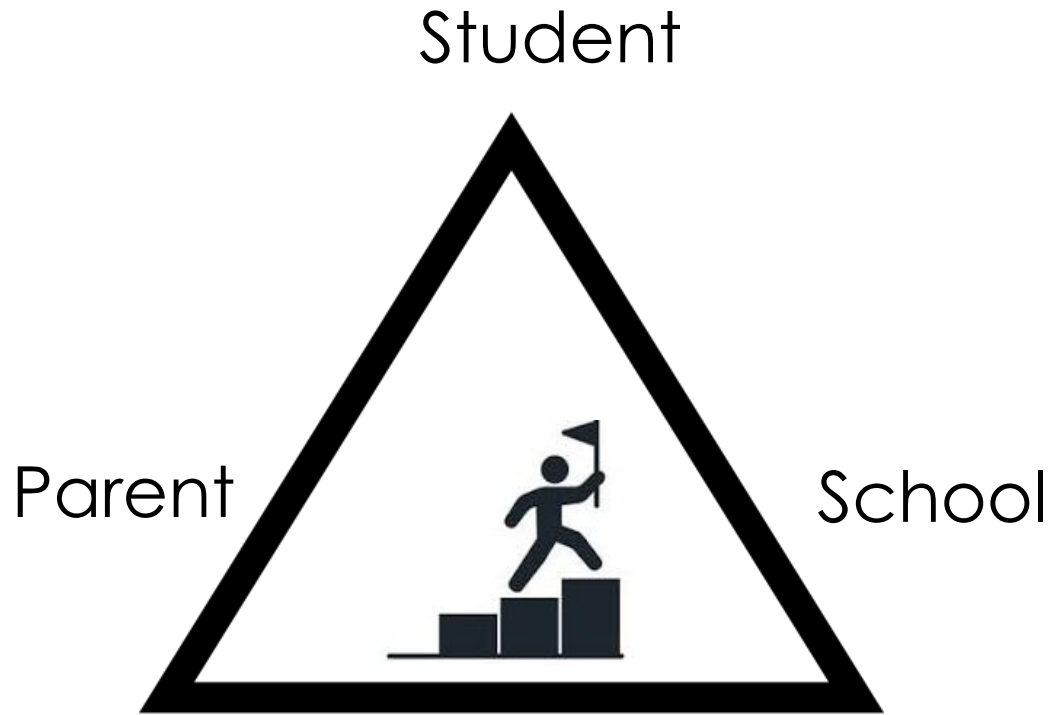
Institute of
Student
Employers **ise.**

Graduates

- Self-awareness (54%)
- Resilience (46%)
- Self-motivation (28%)
- Dealing with conflict (29%)
- Career management (28%)
- Managing up (23%)
- Work-appropriate written communication (23%)
- Work-appropriate verbal communication (22%)

School and college leavers

- Resilience (48%)
- Work-appropriate written communication (46%)
- Self-awareness (43%)
- Work-appropriate verbal communication (42%)
- Commercial awareness (38%)
- Self-motivation (36%)
- Career management (31%)
- Time management (30%)



- **Skills/Interests:** Helping your child become interested and interesting!
- **Opportunities:** Building your child's experiences and employability.
- **Choices:** How to help your child make the best possible choice post-16 (and beyond).

What a student says they can do



What they have actually done

- **Develop a skill beyond the classroom** (coding, music, design, volunteering, cooking, photography, etc).
- **Take on responsibility** (part-time work, mentoring younger students, helping at community events).
- **Spend your 'down-time' wisely!** (Read, explore, build, stay updated)



Collect experiences

But can they match this...



Collect grades

Someone will always match this...



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

Collect experiences

But can they match this...



Collect grades

Someone will always match this...

William Perkin
C of E
High School

Careers, Information, Advice and Guidance Bulletin

Spring Term – April 2025
Edition 24/25-2

Created By: CIAG Student Team

Twyford CofE Academies Trust
Year 10

At the beginning of the year we considered the 15 different careers sectors that you might be interested in pursuing.

Has your mind changed at all about which sector you'd like to go into?

Whilst at first I hoped to...
now my plan is to...



WHERE?



School

Local
Communities

Employers

Online platforms

National Programmes

Family/Personal networks

I am looking for opportunities locally to me for my Year 11 child which will help widen their experience and develop their employability. They are based in West London. These opportunities can be either virtual or in-person, and should be age-appropriate. Please also provide a list of online databases where I can further research opportunities in my local area.



For a Year 11 student in West London, I would focus on opportunities that develop the skills employers consistently value: communication, teamwork, leadership, initiative, problem-solving and resilience.

Local Opportunities (West London)

1. Ealing Youth Service (Young Ealing)

The Young Ealing Youth Service offers programmes for young people aged 11-19, including sports, music, leadership activities, peer education and skills-development programmes designed to build confidence, teamwork and employability skills. youngealing +1

Why it's valuable:

- Leadership experience
- Teamwork
- Confidence building
- Potential volunteering opportunities
- Great evidence for CVs and college applications

Website: Young Ealing

2. WEST Youth Zone (White City)

WEST Youth Zone provides a wide range of activities for teenagers including employability programmes, enterprise projects, sports, arts and youth leadership opportunities. WEST Youth Zone

Why it's valuable:

- Meets young people from different backgrounds

Useful Databases for Finding Further Opportunities

These are the websites I would recommend most highly to parents:

1. **Speakers for Schools Work Experience Finder**
<https://www.futuresforall.org/> futuresforall +1
2. **Springpod**
<https://www.springpod.com> springpod +1
3. **UCAS Virtual Work Experience**
<https://www.ucas.com> ucas
4. **Do Something Good (Ealing Volunteer Centre)**
<https://dosomethinggood.ealing.gov.uk> ealing +1
5. **Ealing Council Volunteering**
<https://www.ealing.gov.uk> ealing +1
6. **Young Ealing**
<https://www.youngealing.co.uk> youngealing +1
7. **Young Enterprise**
<https://www.young-enterprise.org.uk> young-enterprise +1
8. **National Citizen Service (NCS) Opportunities Directory**



Twyford CofE Academies Trust



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!

I want to attend the William Perkin sixth form and study 4 subjects, ideally the sciences because my dream is to be a doctor. For this, I will need to get a grade 7 in all 3 sciences or 77 in combined and ensure I have excellent GCSE grades overall.

Plan B

Better Case Scenario (if not A!)

I will still come to the sixth form but will do three subjects: Maths, Chemistry and Biology. I will attend some medicine lectures throughout sixth form.

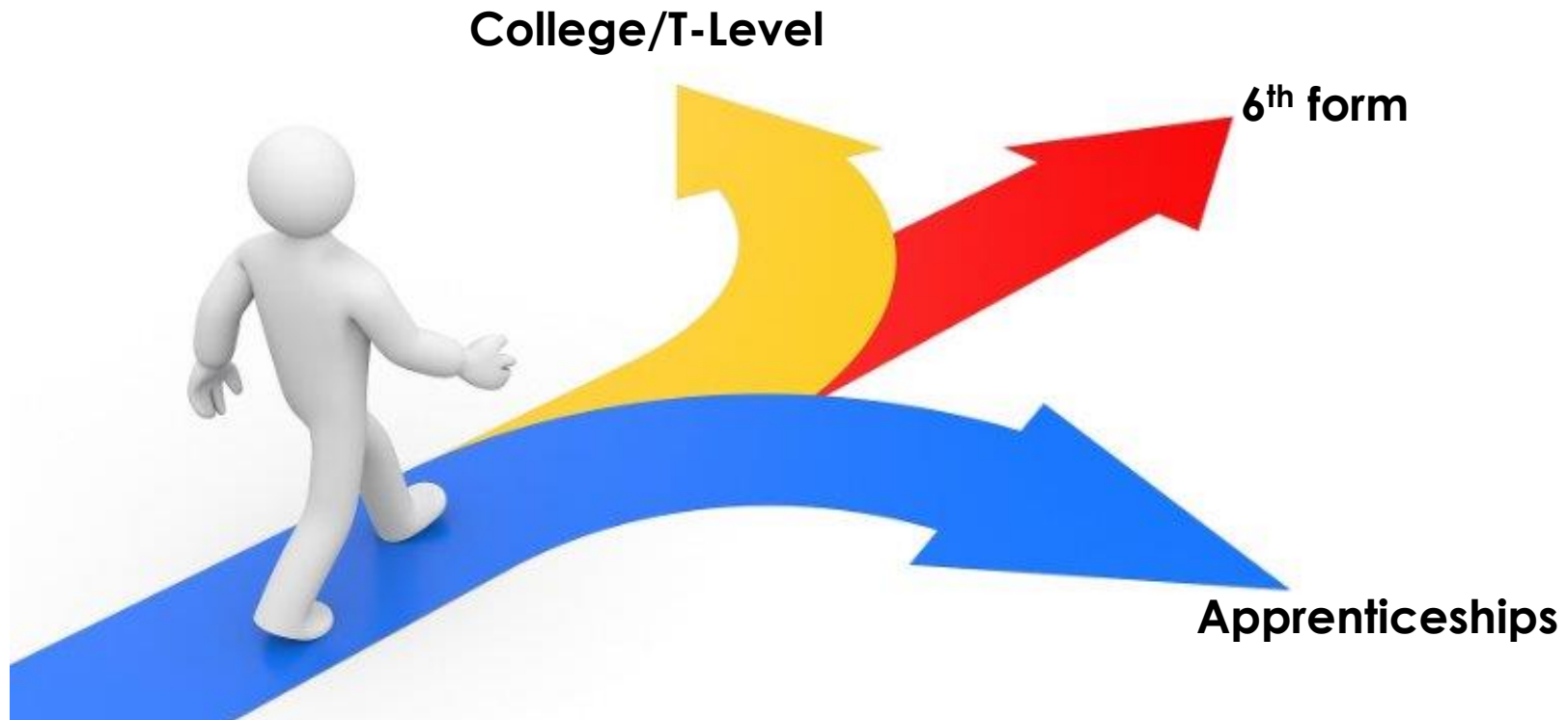
Plan C

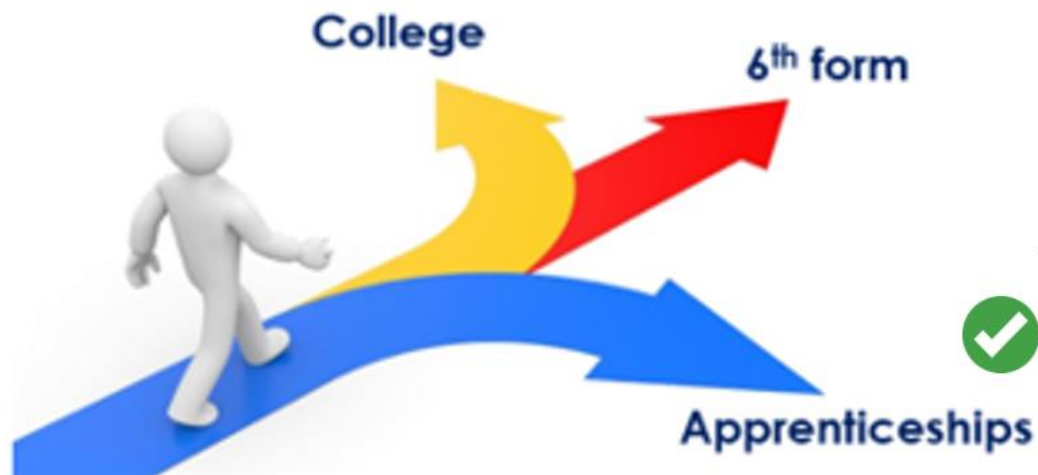
Consolidation Position

I will study one science and two other complimentary subjects (such as Maths and Psychology.) I will research alternative careers in the medical sector.



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





How Apprenticeships Differ from Other Post-16 Options

- **Apprenticeships vs A-Levels:** Apprenticeships are work-based, while A-Levels are academic and taken in a school or college.
- **Apprenticeships vs Vocational Courses (e.g. BTECs):** Both are practical, but vocational courses are full-time education; apprenticeships combine work and study.
- **Earn as you learn:** Apprentices are paid, while A-Level and college students don't earn a wage.
- **Focused on a job area:** Apprenticeships are tailored to a specific career (e.g. plumbing, business, engineering), not broad subject areas.
- **Leads straight into work:** Many apprentices stay with their employer or move into a full-time job.

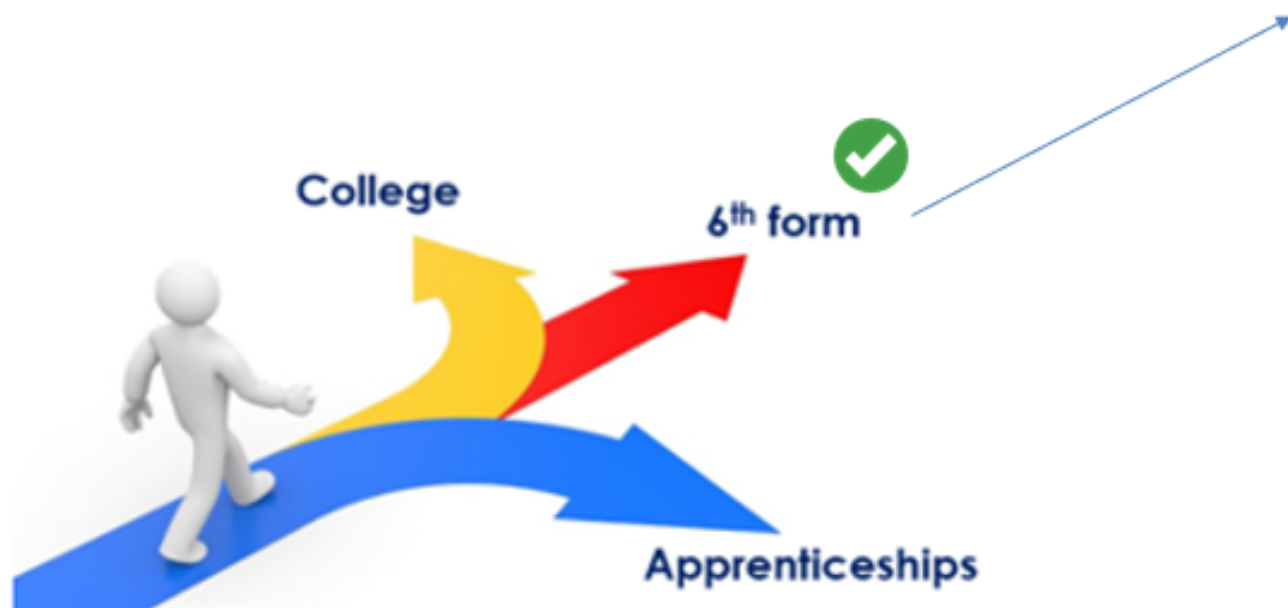
Plan A	Aspirational <i>Aim high for the right reasons</i>
Plan B	Better Case Scenario (if not A!) <i>Be ready with a potentially better option</i>
Plan C	Consolidation Position <i>Climb back up – maybe a different way</i>



T-Levels and Vocational Pathways

- T-Levels vs A-Levels:** T-Levels are more career-focused and practical, while A-Levels are more academic and subject-based.
- T-Levels vs Apprenticeships:** T-Levels involve more classroom learning and are mostly full-time education, while apprenticeships are mostly work-based and paid.
- T-Levels offer industry placements:** You spend around 45 days with an employer – more than most BTECs or college courses.
- Assessment style:** Vocational courses usually include more coursework, practical assessments, and fewer exams than A-Levels.
- Career preparation:** These courses are ideal if you already have a clear idea of the job or industry you want to work in.

Plan A	Aspirational <i>Aim high for the right reasons</i>
Plan B	Better Case Scenario (if not A!) <i>Be ready with a potentially better option</i>
Plan C	Consolidation Position <i>Climb back up – maybe a different way</i>



How A-Levels Differ from Other Post-16 Options

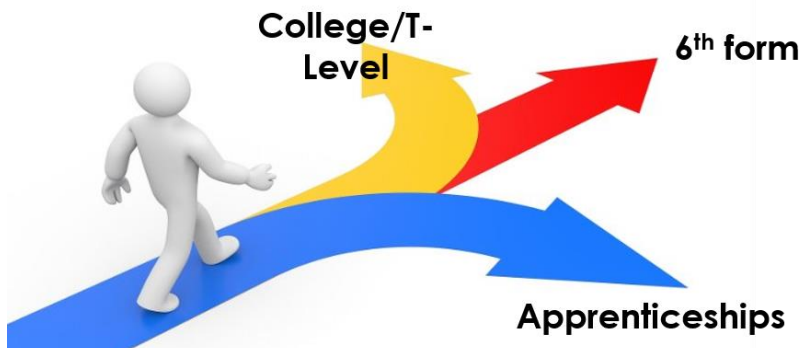
•**A-Levels vs Vocational Courses (e.g. BTECs):** A-Levels are more academic and exam-focused, while vocational courses are more practical and coursework-based.

•**A-Levels vs Apprenticeships:** A-Levels keep you in full-time education, whereas apprenticeships combine paid work with training, usually in a specific job area.

•**A-Levels offer broader choice:** You can mix subjects (e.g. Maths and Art), while vocational courses usually focus on one career area.

Assessment style: A-Levels rely more on final exams, while other options may include more ongoing assessment, like coursework or practical tasks.

Plan A	Aspirational <i>Aim high for the right reasons</i>
Plan B	Better Case Scenario (if not A!) <i>Be ready with a potentially better option</i>
Plan C	Consolidation Position <i>Climb back up – maybe a different way</i>



Is this achievable?

Is this appropriate?

College

BTEC Level 1 & 2 - Typically, 2-3 GCSEs at grade 3 (D) or above, or equivalent qualifications.

BTEC Level 3 - 4-5 GCSEs at grade 4 (C) or above, including English and Maths.

T-Levels

At least 5 GCSEs at Grade 5 or above, including English and Maths.

Some courses may have additional subject-specific requirements, particularly for Digital and Science pathways

A-Levels

8 passes including Maths and English with a 5 or better

Specific entry requirements for selected subjects (7s and above)

Apprenticeships

Level 2 Apprenticeship - Usually 2 or more GCSEs at Grade 3-9. English and Maths may need to be achieved during the apprenticeship if not already held.

Level 3 Apprenticeship - Usually 5 GCSEs at Grade 4-9, often including English and Maths.



William Perkin
CofE
High School

A

English Lit...	French	German	History	Music	Physics	Religious E...	Biology	Chemistry	Mathemati...	Engl
9	9	8	8	8	8	8	7	7	7	

B

Science	English Literature	Religious Educat...	Geography	English Language	Mathematics	Physical Education
4/4	5	5	4	3	3	3



C

Science	Mathematics	Religious Educ...	Computing	English Literat...	French	Geography	English Lang
7/6	6	6	5	5	5	5	4

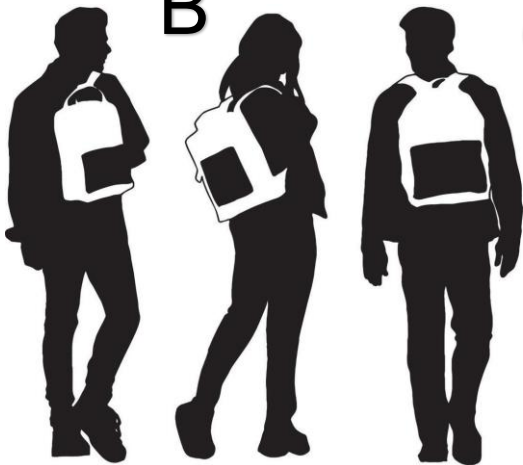


Ada Lovelace
CofE
High School

A

B

C



College

BTEC Level 1 & 2 - Typically, 2-3 GCSEs at grade 3 (D) or above, or equivalent qualifications.

BTEC Level 3 - 4-5 GCSEs at grade 4 (C) or above, including English and Maths.

T-Levels

At least 5 GCSEs at Grade 5 or above, including English and Maths.

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Level 3 Apprenticeship - Usually 5 GCSEs at Grade 4-9, often including English and Maths.



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

Student A



Grade 9s in Eng Lit, Eng Lang, French,
RE

Grade 8s in History, PE, Bio

Grade 7s in Maths, Chem, Physics

- **What A Levels do you think they chose?**
- **What A-Level grades would you expect this student to be predicted?**
- **What A Level grades would you expect this student to go on to achieve?**

Is this appropriate?

Chooses A levels in
Maths (7), Chem (7), Bio
(8)

Targeted A, A, A (due to
high average GCSE
attainment)

Bio = A
Maths = B
Chem = C

A student who is 6/7 borderline at GCSE is **50% less likely to get an A or A* in maths A Level.**

We're not saying it's impossible, but Year 11 is all about making sensible choices.

If you're getting 7s in maths whilst you're getting 8s and 9s in some of your other subjects, maths isn't the sensible choice for you.



Many students every year want to pursue medicine or dentistry as a pathway.

From this experience, we know students need As – ideally A*s – to get into medicine and dentistry.

Nationally, **over 2/3 of students with 7s in their GCSEs get B or below in Chemistry A Level.**



Sometimes plans change

Student B



Ada Lovelace – Studying Digital T-level

- Amazon Work Experience Placement
 - Distinctions in assessments
- Working on their UCAS application

Target Grade	Actual	On Track
7	7	On
7	7	On
7	8	On
7	9	On
7	9	On
7	7	On
7	9	On
7	7	On
-	-	-
7	8	On
-	-	-
7	8	On



Maya Jain – Lab Science

Target – Distinction (AAA)

Y13 Result - Distinction (AAA)

Destination – University of Plymouth – Ocean Science & Marine Conservation



Sammi Lu - Digital

Target – Merit (BBB)

Y13 Result - Distinction (AAA)

Destination – Amazon – Degree Apprenticeship – Cyber Security



Anastasia Panovic – Lab Science

Target – Merit (BBB)

Y13 Result - Distinction (AAA)

Destination – Nottingham University –

Psychology & Cognitive Neuroscience



Abdullahi Abdi - Digital

Target – Pass (CCC)

Y13 Result – Merit (BBB)

Destination – Amazon – DevOps Engineer Apprenticeship



Our 10:10 ethic

- **Planning:** What do I know about myself, the task, the future?
- **Monitoring:** Is this pathway still aligned to my strengths?
- **Evaluating:** Was that choice wise? What would I do differently?

Application process



- Start researching now
- Applications processes will be different for different colleges, but most will require you to fill out forms on college websites
- Deadlines will be Dec before Christmas

Key takeaways:

1. Seize the opportunities to build skills, expertise, and employability.
2. Having a clear Plan ABC is essential- do not only have a plan A and pin all your hopes on it.
3. Understand the entry requirements of your courses and work extremely hard to get those grades.
4. Make the best choice, both achievable and appropriate!

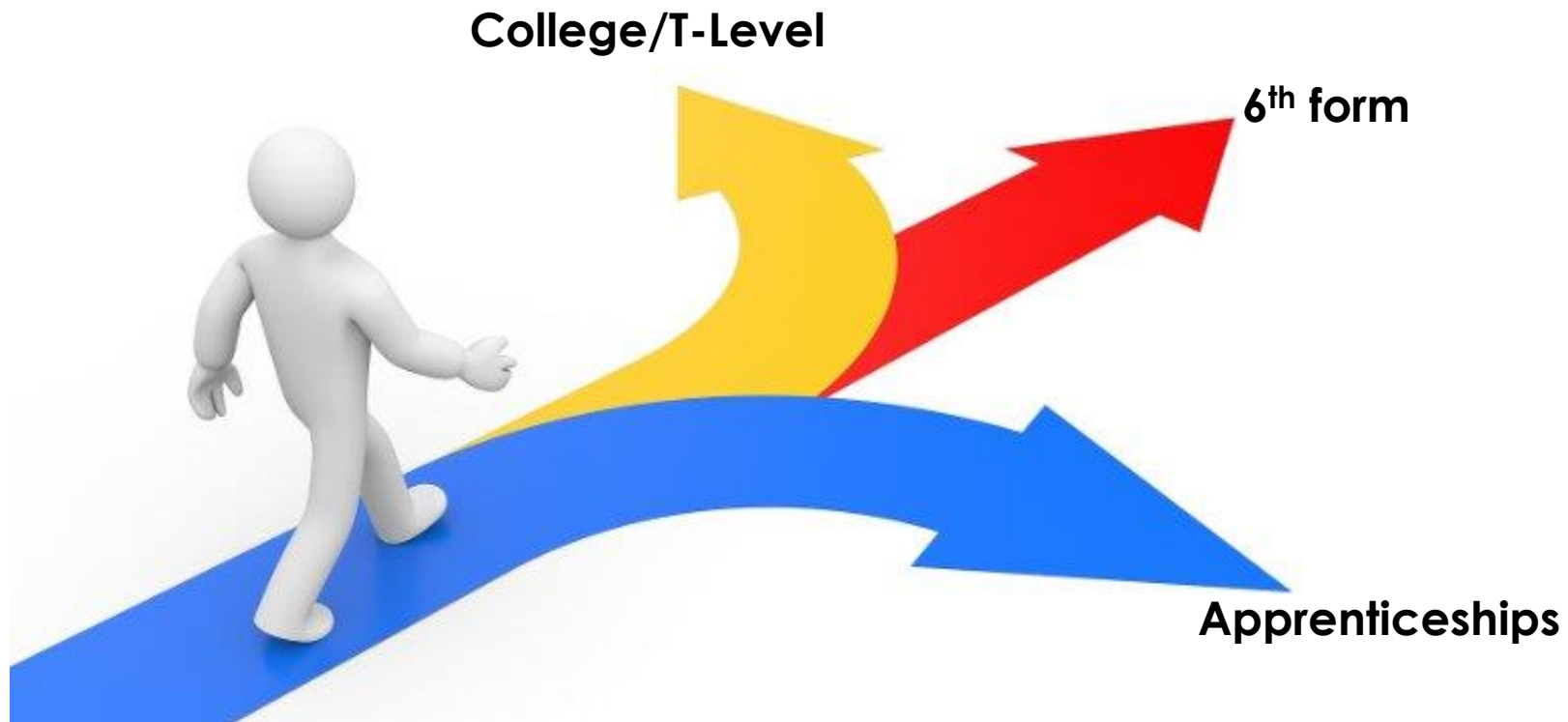
Key takeaways:

1. Seize the opportunities to build skills, expertise, and employability.
2. Having a clear Plan ABC is essential- do not only have a plan A and pin all your hopes on it.
3. Understand the entry requirements of your courses and work extremely hard to get those grades.
4. Make the best choice, both achievable and appropriate!

Finally...

Is this achievable?

Is this appropriate?



**Please wait behind if
you have any questions**





William Perkin

CofE

High School

'Intelligent engagement with the wider world'