



Twyford
CofE
Academies Trust



William Perkin
CofE
High School

Twyford CofE Academies Trust

Year 8 Information Evening

Led by: Ms Newman

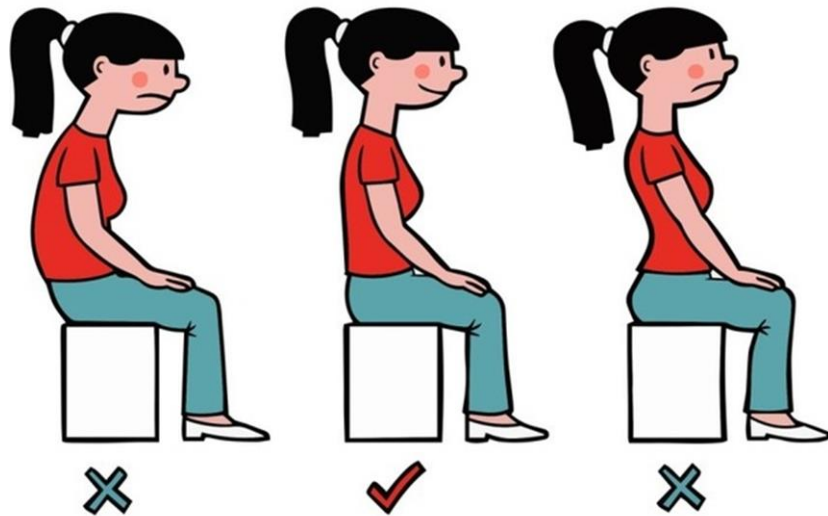
Aims and Outcomes

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 8, 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

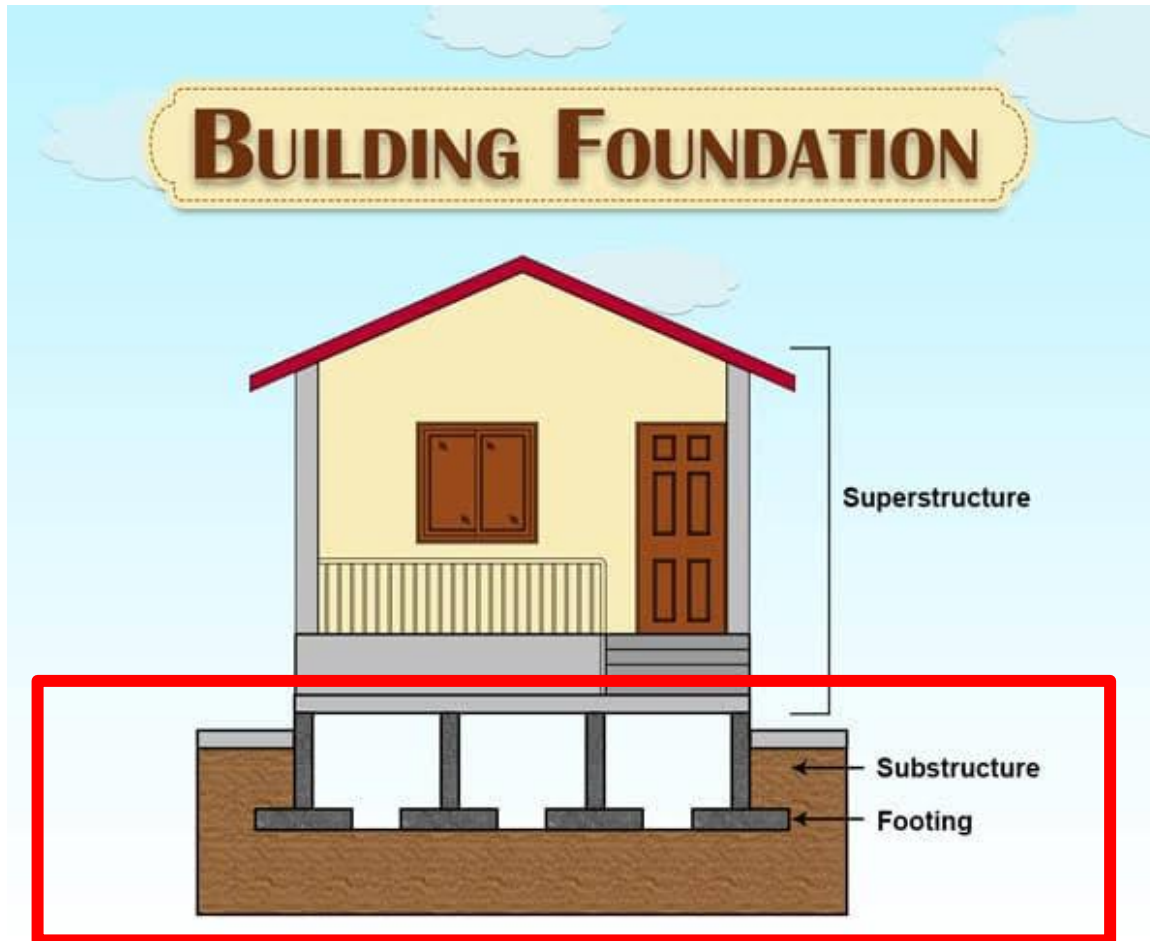
All our hope on God is founded

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

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

STRONG DEEP FOUNDATION WELL-ENGINEERED & STABLE

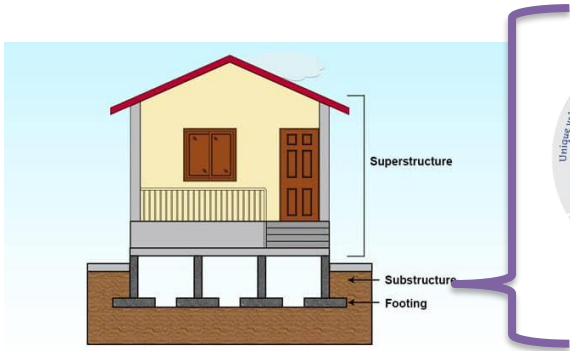
FIRM SUBSOIL / BEDROCK
Safe, Stable & Durable for Generations

**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 treasure rather than destroy
- We enjoy being good and doing well
- We always give of our best
- We are proud of our talents
- 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 do not fail to apologise
- We do not fail to be other than reflective
- 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

- 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
- I participate fully in activities to check my understanding

Positive and Purposeful

- I walk silently to lessons
- I come fully equipped
- I have excellent posture
- I take care with speaking, reading & writing
- I use memorisation skills to help new learning stick
- I take pride in my books, keeping work neat & clear
- I use BSG outcomes, support tasks & challenge tasks to do my best

Committed to Improvement

- I listen attentively & follow instructions
- I use BSG outcomes, support tasks & challenge tasks to do my best

"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.

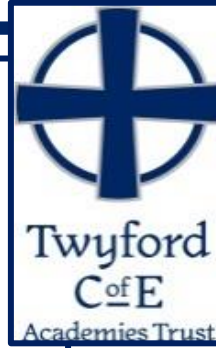
Whole School News

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



Ada Lovelace
C of E
High School



William Perkin
C of E
High School



Twyford
C of E
High School



Ealing Fields
C of E
High School



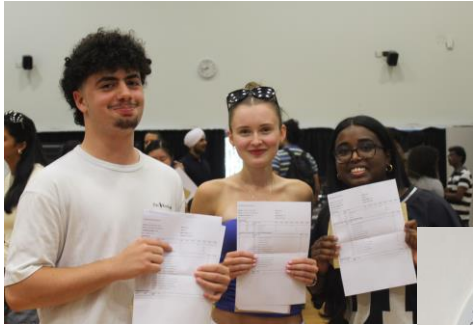
Staff training

- 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



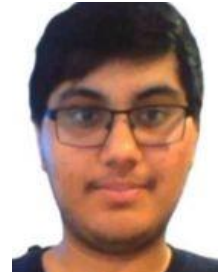
Thomas
A* A* A* B

Army or Mech
Eng Leeds



Alex
A* A* A*

Maths
Warwick



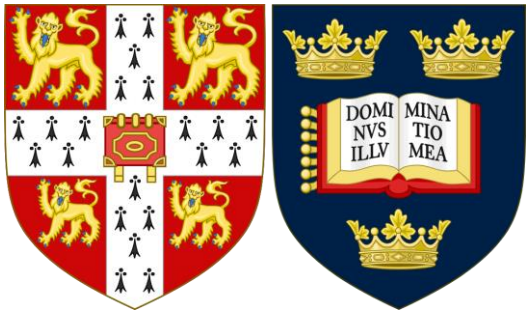
Nishant
A* A* A*

Physics
Imperial



A-level success highlights

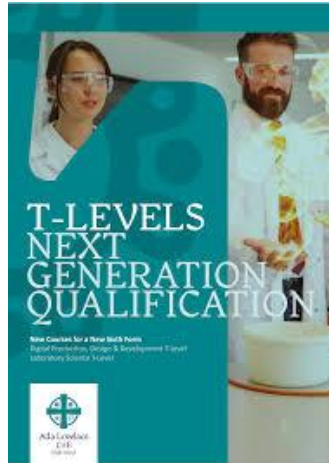
Zainab	City St George's, University of London	Medicine
Ali	University of Bristol	Medicine
Farjin	Queen Mary University of London	Medicine
Ahmed	University of Leicester	Medicine
Tania	University of Southampton	Medicine
James	UCL (University College London)	Medicine
Dana	Queen Mary University of London	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

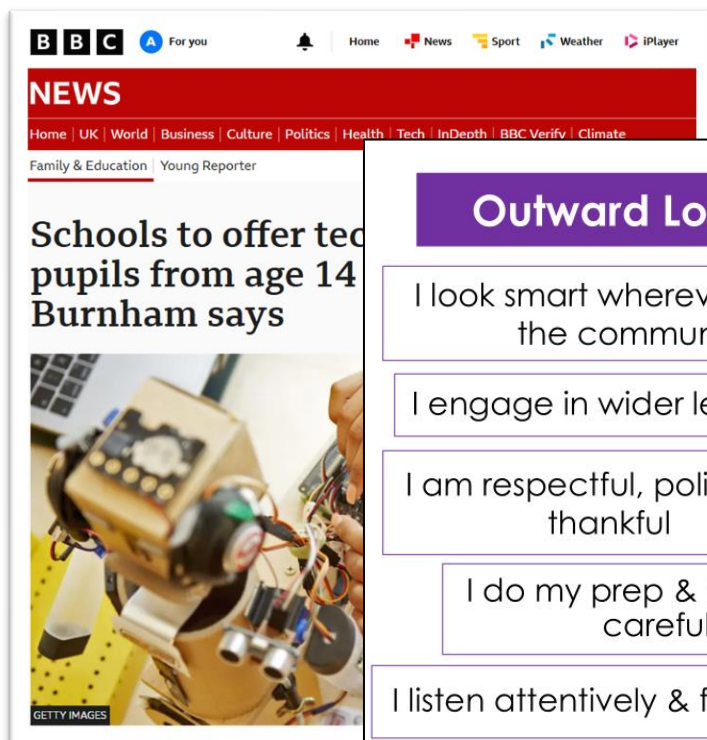
60% progression to William Perkin sixth form
10% to Ada Lovelace T-levels
30% to college/another post-16 provider

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,
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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

Outward Looking

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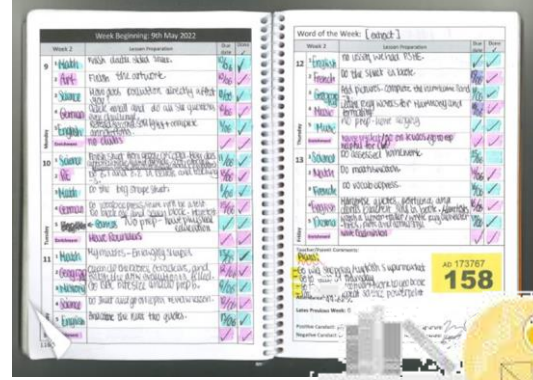
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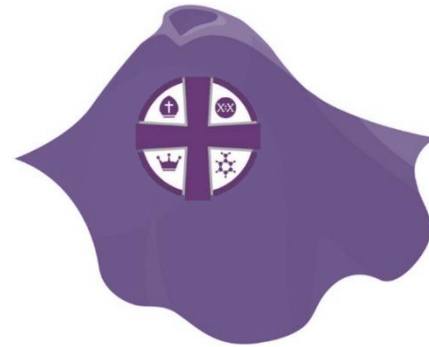
I act on feedback



William Perkins C of E logo



Here
Everyday
Ready &
On time



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

What to expect in Year 8

Ms C Lovell

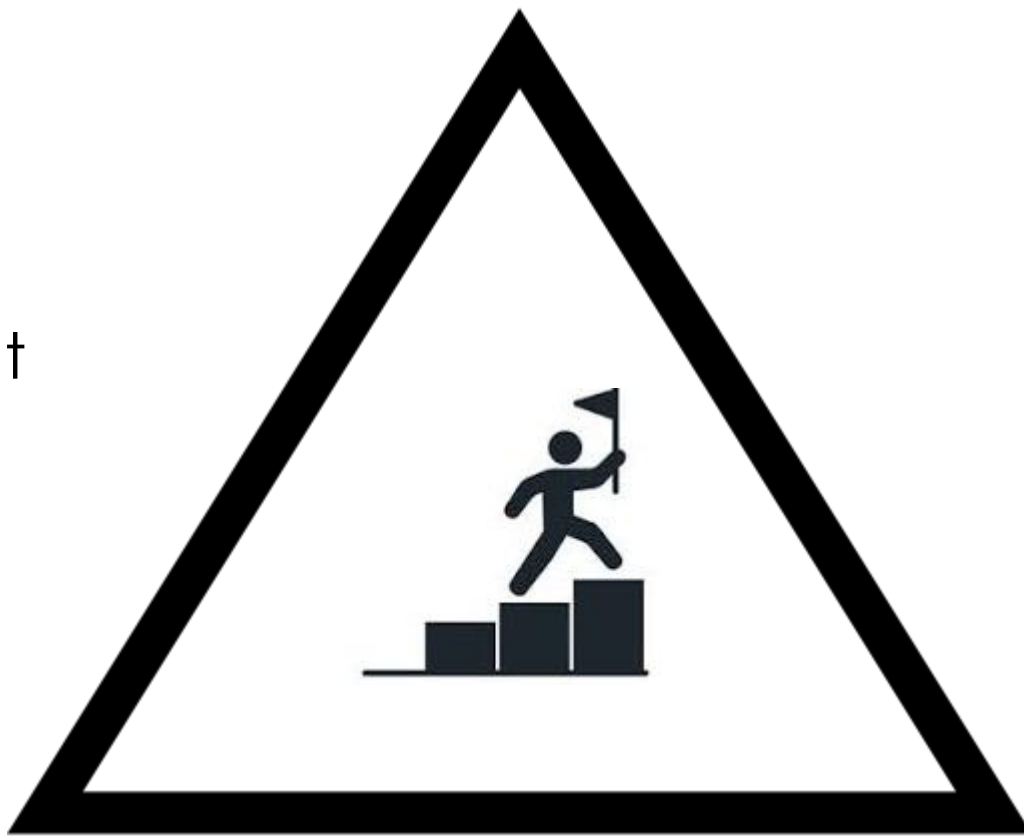
Assistant Head Teacher

Working as a Team

Please check their planners regularly and sign it weekly.

Help us check they are being kept neat and used appropriately.

Student



Parent

School

Week Beginning: 18th September 2023

		Lesson Preparation	Due Date	Done ✓
18th	1	Geography	Prep task 1 in booklet.	19/9/2023 ✓
	2	Science	Fill sheet in SB	19/9/2023 ✓
	3	Music	Lesson 2 quiz (Microsoft Teams)	25/9/2023 ✓
	4	English	Write a paragraph of how Scrooge has changed. IN FB.	10/10/2023 ✓
	5	Maths	Sparx	28/9/2023 ✓
	6	PE	No prep!	— —
	7	PE	No prep!	— —
19th	1	Science	Prep task 4 in booklet.	20/9/2023 ✓
	2	Geography	Prep task 3 in booklet.	25/9/2023 ✓
	3	Languages	Log into Quizlet. Learn vocab (allows-y/lets go)	10/10/2023 ✓
	4	English	No prep!	— —
	5	Maths	Sparx	29/9/2023 ✓
	6	Languages	Sign up to Quizlet. Prep Sheet in SB (German bit)	26/9/2023 ✓
	7	Languages	Memorise 1-100 in vocab sheet	26/9/2023 ✓
20th	1	Maths	Sparx	25/9/2023 ✓
	2	Science	Prep task 5	25/9/2023 ✓
	3	Languages	Translate paper. Revise vocab sheet allows-y	21/9/2023 ✓
	4	RE	See email for prep. Prep task 2	27/9/2023 ✓
	5	English	No prep! - finished reading	— —
	6	Computing	Prep task 3	27/9/2023 ✓
	7	Computing	Prep task 3	27/9/2023 ✓

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

What to expect in Year 8



GCSE Preparation – three option choices

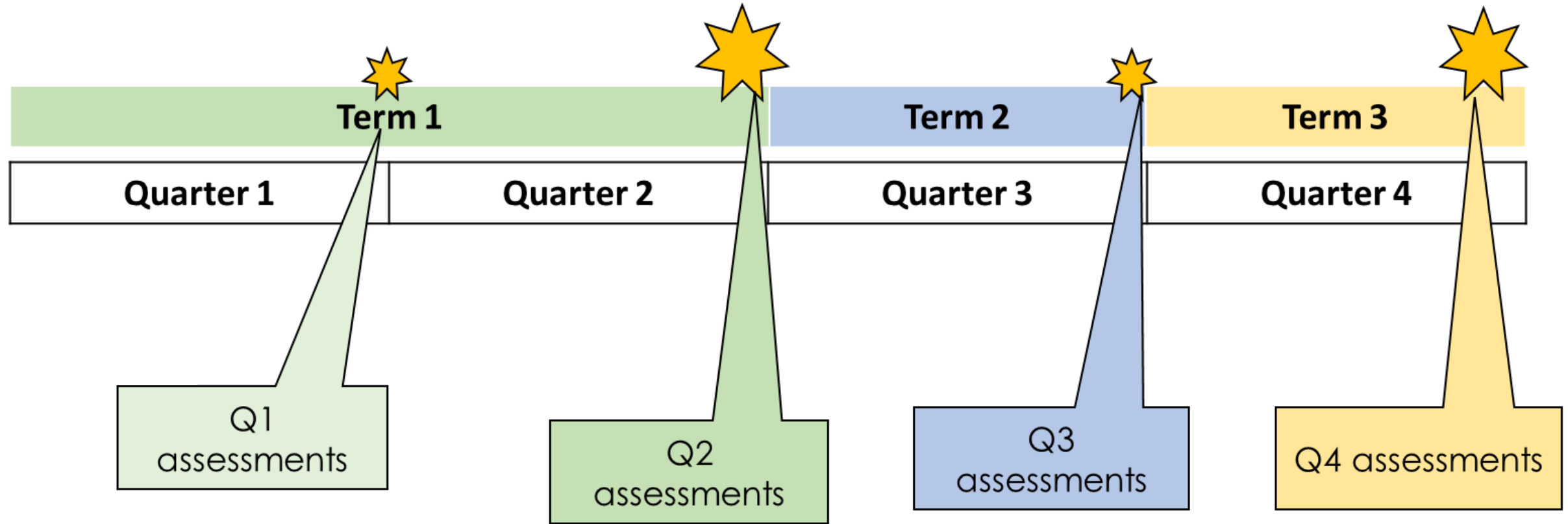
- Major and minor model - choose 1 major (100 mins) and 2 minors (50 mins)
- German, Art, Computer Science, Drama, Music and Sports Science
- Some students will have two option choices (if you study literacy)



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

What to expect in Year 8

How will I know what to choose?



What to expect in Year 8

How will I know what to choose?

Likely multiple times per lesson

Mini White Boards (MWB)

Teacher questioning

Self-assessment

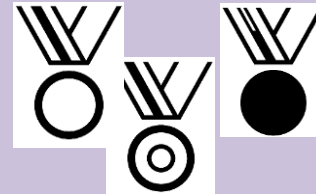
Peer assessment

Every lesson

Task(s) to check lesson outcomes

Prep checked (usually self/peer marked)

Green pen work



Every Quarter

Formal assessments – “Homework”

Quarterly assessment

Written feedback to students

Post assessment review/feedback sheets – students reviewing and improving



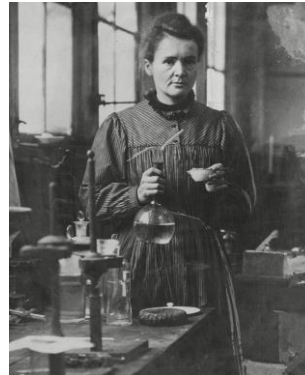
Student groups in Year 8: Mixed ability groups for Hums and Creative subjects



Lise Meitner

MEI

Nuclear physicist who had to flee Nazi Germany. She was first woman to be a Physics professor in Germany. She was instrumental in discovery of nuclear fission. Controversially she didn't get the Nobel Prize even though she was nominated 19 times. Her male colleague got it instead.



Marie Curie

CUR

First woman to win a Nobel Prize and first person to win two. Polish and French physicist and chemist who conducted pioneering research on radioactivity. Her work is instrumental in treating cancer.



Mary Jackson

JAC

NASA's first black female engineer. Worked on Project Mercury during the Space Race which was the first human spaceflight program in the US. Campaigned for other women to be hired by NASA

Student groups in Year 8: Mixed ability groups for Hums and Creative subjects



Chien-Shiung Wu

Chinese American physicist who worked on the Manhattan Project developing a process for separating uranium. She was named "First Lady of Physics" and campaigned for women to be taught Science.



Mary Anning
ANN

English paleontologist who discovered Jurassic marine fossil beds along the English Channel at Lyme Regis. Her discoveries changed how we think about prehistoric life and Earth's history.



Katherine Johnson
JOH

African American mathematician whose calculations of orbital mechanics while working for NASA were critical to the success of the first space flight.



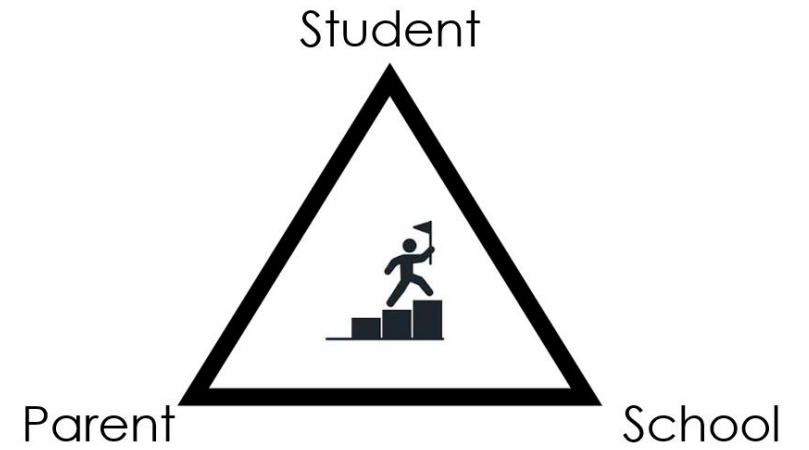
Mae Jemison
JEM

First African American woman in space. She travelled to space in 1992 aboard the Endeavour which orbited the Earth for 8 days.

Student groups in Year 8: Refined setting in EBACC subjects

Class Name	Maths tier	English tier
A1	Advanced Maths	Advanced English
B1	Advanced Maths	Advanced English
A2	Advanced Maths	Higher English
B2	Higher Maths	Advanced English
A3	Higher Maths	Higher English
B3	Higher Maths	Higher English
A4	Nurture Maths	Nurture English
B4	Core Maths	Core English

What to expect in Year 8



What to expect in Year 8

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

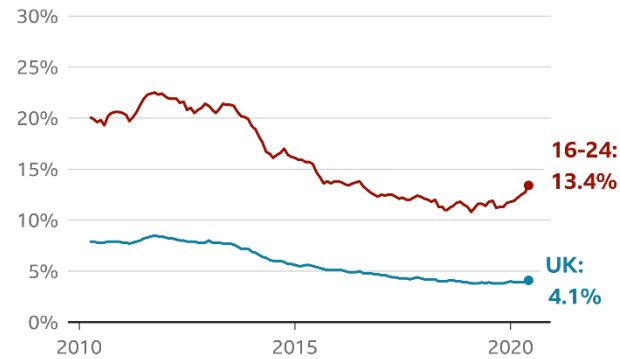
The sixth form programme aims to develop an understanding of service and social responsibility, and position students with the right self-knowledge to make successful decisions about post-18 pathways (further study, careers, and apprenticeships) in light of a clear understanding of their specialist expertise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

Careers, Information, Advice, and Guidance

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



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

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

MSW 100-100-100-100 Library Prep & Writing packet < 50 Library Prep & Writing packet < 50		Grading of the week 100-100-100-100 100-100-100-100	
Lesson Preparation			
		Date	Done ✓
2nd	1.1.2020	100-100-100-100	94 ✓
	2.1.2020	100-100-100-100	94 ✓
	3.1.2020	100-100-100-100	94 ✓
	4.1.2020	100-100-100-100	94 ✓
	5.1.2020	100-100-100-100	94 ✓
	6.1.2020	100-100-100-100	94 ✓
Thursday	7.1.2020	100-100-100-100	94 ✓
	8.1.2020	100-100-100-100	94 ✓
3rd	9.1.2020	100-100-100-100	94 ✓
	10.1.2020	100-100-100-100	94 ✓
	11.1.2020	100-100-100-100	94 ✓
	12.1.2020	100-100-100-100	94 ✓
	13.1.2020	100-100-100-100	94 ✓
	14.1.2020	100-100-100-100	94 ✓
	15.1.2020	100-100-100-100	94 ✓
	16.1.2020	100-100-100-100	94 ✓
	17.1.2020	100-100-100-100	94 ✓
	18.1.2020	100-100-100-100	94 ✓
	19.1.2020	100-100-100-100	94 ✓
	20.1.2020	100-100-100-100	94 ✓
	21.1.2020	100-100-100-100	94 ✓
	22.1.2020	100-100-100-100	94 ✓
	23.1.2020	100-100-100-100	94 ✓
	24.1.2020	100-100-100-100	94 ✓
	25.1.2020	100-100-100-100	94 ✓
	26.1.2020	100-100-100-100	94 ✓
	27.1.2020	100-100-100-100	94 ✓
	28.1.2020	100-100-100-100	94 ✓
	29.1.2020	100-100-100-100	94 ✓
	30.1.2020	100-100-100-100	94 ✓
	31.1.2020	100-100-100-100	94 ✓
	1.2.2020	100-100-100-100	94 ✓
	2.2.2020	100-100-100-100	94 ✓
	3.2.2020	100-100-100-100	94 ✓
	4.2.2020	100-100-100-100	94 ✓
	5.2.2020	100-100-100-100	94 ✓
	6.2.2020	100-100-100-100	94 ✓
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	16.2.2020	100-100-100-100	94 ✓
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	22.2.2020	100-100-100-100	94 ✓
	23.2.2020	100-100-100-100	94 ✓
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	30.2.2020	100-100-100-100	94 ✓
	31.2.2020	100-100-100-100	94 ✓
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	27.3.2020	100-100-100-100	94 ✓
	28.3.2020	100-100-100-100	94 ✓
	29.3.2020	100-100-100-100	94 ✓
	30.3.2020	100-100-100-100	94 ✓
	31.3.2020	100-100-100-100	94 ✓
	1.4.2020	100-100-100-100	94 ✓
	2.4.2020	100-100-100-100	94 ✓
	3.4.2020	100-100-100-100	94 ✓
	4.4.2020	100-100-100-100	94 ✓
	5.4.2020	100-100-100-100	94 ✓
	6.4.2020	100-100-100-100	94 ✓
	7.4.2020	100-100-100-100	94 ✓
	8.4.2020	100-100-100-100	94 ✓
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	3.7.2020	100-100-100-100	94 ✓
	4.7.2020	100-100-100-100	94 ✓
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	26.7.2020	100-100-100-100	94 ✓
	27.7.2020	100-100-100-100	94 ✓
	28.7.2020	100-100-100-100	94 ✓
	29.7.2020	100-100-100-100	94 ✓

- **Develop a skill beyond the classroom** (coding, music, design, volunteering, cooking, photography, etc).
- **Take on responsibility** (helping at community events, becoming as student leader).
- **Spend your 'down-time' wisely!** (Read, explore, get into good habits and routines)

Skills and Interests



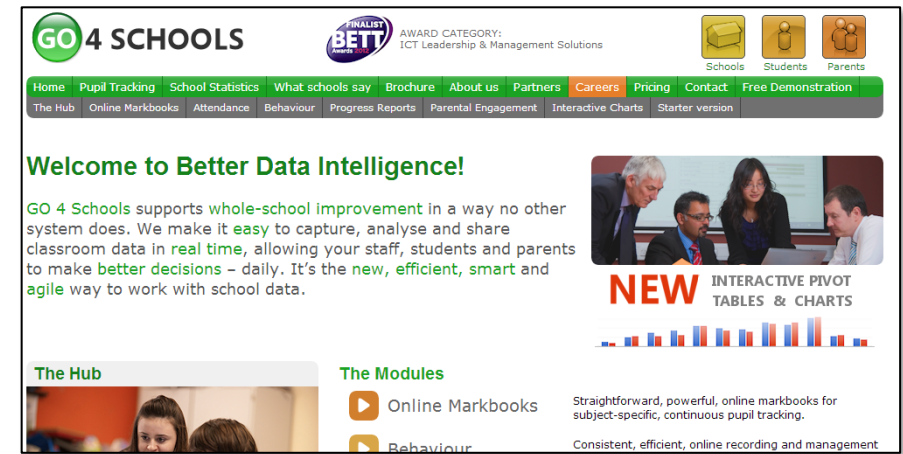
VOLUNTEER



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

The Assessment principles: how do I know how they are doing?

- 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...



You are invited to a 1:1 meeting with your child's tutor on Monday 28th September

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



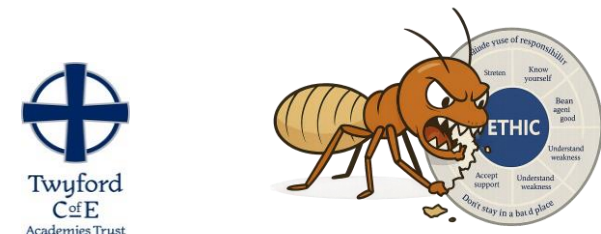
Getting Year 8 Right

Mr McDonald
Head of Year 8

Headline Successes from Year 7

- ✓ Purposeful attitude to learning
- ✓ Resilience in engagement
- ✓ Excellent writing habits
- ✓ Engagement with AfL tasks & wider learning
- ✓ Students walked around school with purpose

- ❑ Not silent when instructed
- ❑ Not silent in the building
- ❑ Lateness to school



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

William Perkin Learning Culture

Hazards in year 8:

- Prep routines
- Uniform
- Learning habits - listening behaviour
- Organisation - equipment & prep

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

I come fully equipped

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick

I take pride in my books, keeping work neat & clear

Committed to Improvement

I listen attentively & follow instructions

I participate fully in activities to check my understanding

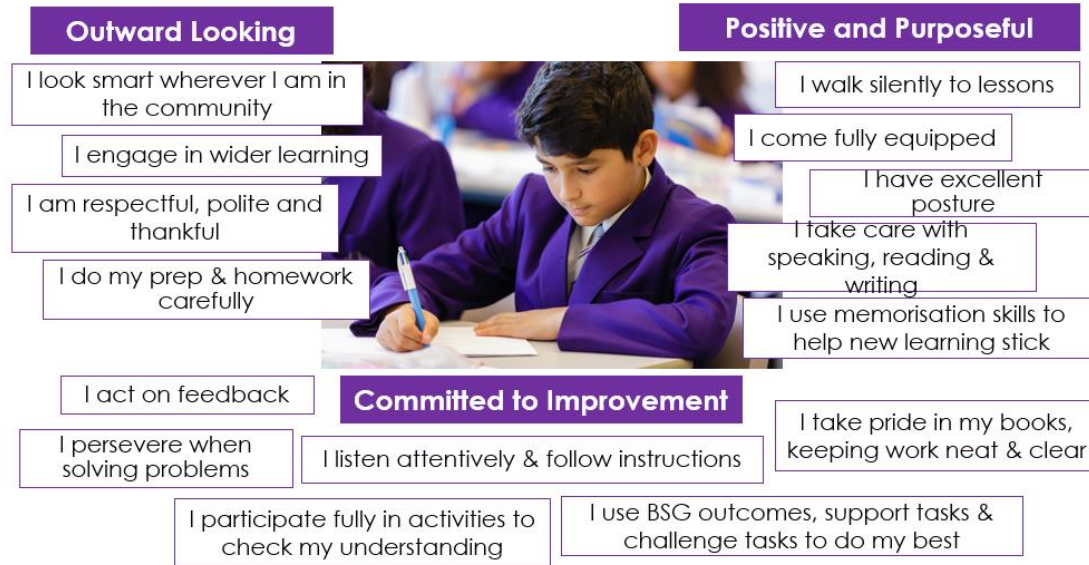
I use BSG outcomes, support tasks & challenge tasks to do my best

Students are presented with a 'nudge' - a chance to correct their behaviour or habits.



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

Which systems were working less well...



Conduct points

Learning habits in class

- Not silent when instructed
- Not following a teachers' instruction



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

Why listen? Why follow instructions?



Why Listen?

- Positive learning environment
- Builds intrinsic motivation
- Strengthens focus & self-regulation



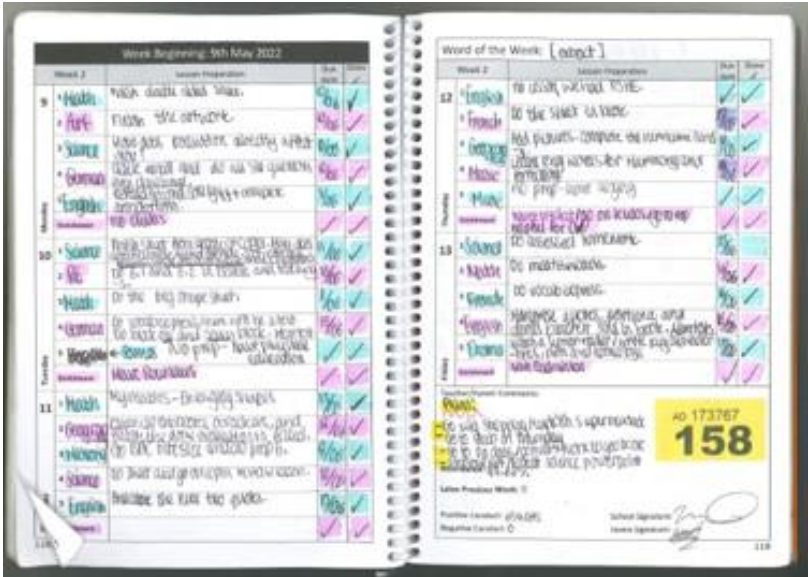
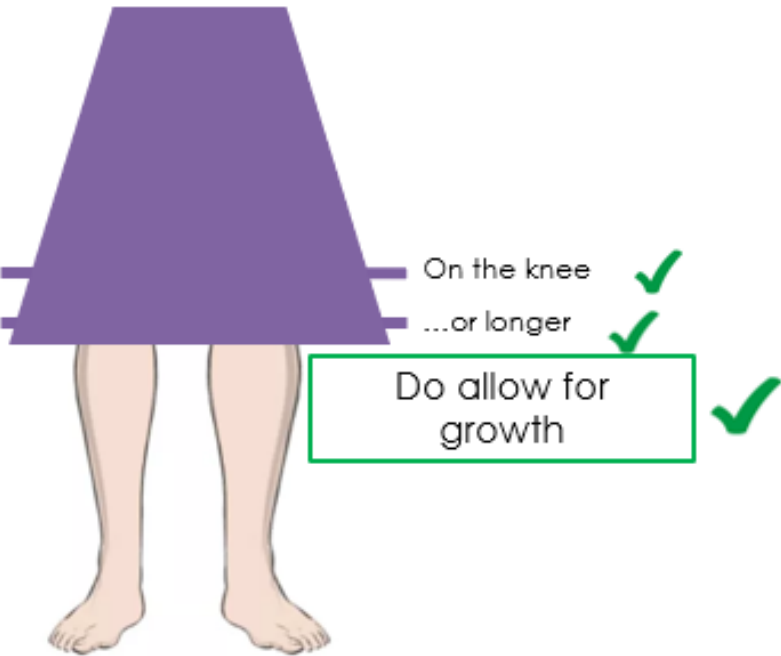
Why Follow Instructions?

- Encourages independence
- Supports **fairness & safety** in class
- Prepares for **real-world responsibility**

Hazards to avoid in Year 8

Hazards in year 8:

- Poor uniform
- Poor organisation



Subject Specific Support

- You will get maths prep every **Tuesday**.
- It will be on the website **www.sparxmaths.uk**.
- You need to have done **50%** of it by **Friday** and **100%** of it by **Monday**. It should take one hour in total.
- If you haven't got 100% by Monday, you will have to go to **Sparx club after school in 2.03** to get it done.
- There are videos to help you with every question. The expectation is that you get **100%** on every prep.
- You can complete it at home, in Sparx club or in Study club.
- It adapts to you, so **don't get help until you've tried it yourself** first. Otherwise, it will get too hard!

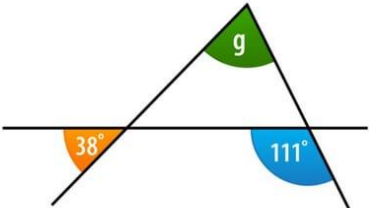
11:10 20

< Sparx Maths 27,973 XP

6A ✓ 6B ✗ 6C 6D 6E 6F

Bookwork code: 6C

Work out the size of angle b .



Not drawn accurately

Zoom

< Watch video Answer

sparxmaths.uk

www.sparxmaths.uk

Sparx Maths

Student login

Teacher login

Sparx Maths

Student Login

Select your school

Start typing the name of your school to begin searching.

Start typing your school's name ...

Continue

Sparx Maths

Student Login

You're logging in to Sparx at **Ealing Fields High School**.

[Not your school?](#)

Log in to Sparx using Microsoft



Sign in

Email address or phone number

[Can't access your account?](#)

Next



Sign-in options

You can complete Sparx using a computer, tablet or smartphone.

Use your school email address and password to login.

Come to Sparx club or study club if you need help or your password reset.

New for this year

You must complete your Sparx prep in your maths prep booklet. This means writing all your working out in the booklet and then checking your answer on Sparx.

Prep 1 – Sparx

[illegible]

Prep 2 – Sparx

[illegible]

Homework

Thursday 1st June 2017.

Task 1

D40 $12 + 13 = \underline{\underline{25}}$ ✓

E50	$4 \times 3 + 2 \times 5 =$
-----	-----------------------------

$$12 + 10 = \underline{\underline{22}} \quad \checkmark$$

F60 $\left(\begin{array}{l} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array} \right) \div 6$ ✓

$$\#70 \quad \frac{1}{14} + \frac{1}{7} = \frac{1}{21} \quad \text{X}$$

$$\begin{aligned} \text{J90} \quad \frac{1}{8} + \frac{1}{4} &= \frac{1}{8} + \frac{2}{8} \\ &= \frac{3}{8} \end{aligned}$$

$$\begin{array}{r} A01 \\ + 493 \\ \hline 162 \\ \hline 655 \end{array}$$

811 Area = 3×14
 $\times 14$
 $\quad 3$
 $\hline 42$
 $\quad 7$

Area = 42 cm² ✓

C21 $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$
 $= \frac{4}{33}$ ✓

D31 $3^2 = 3 \times 3$
 $= \underline{\underline{9}}$ ✓

E41 $P(\text{yellow}) = \frac{3}{6}$ X

$$FS1 \text{ P(Black)} = \frac{4}{8} = \frac{1}{2}$$

Task 2

Q 6.1 All the marbles are green
The probability of
choosing a purple marble
is impossible ✓

#71 $P(\text{odd}) = \frac{3}{5}$ ✓

Task 3

T22 Fueno ✓

K32	Unlikely	X
-----	----------	---

L42 B, A, C ✓

C03 4 more blue balls ✓

D13 4 black, 2 red, 2 blue
The probability of picking
black is even: Bag 5 ✓

E 23	<u>B</u> ✓
------	------------

How can I help my child succeed in MFL?

You do not need to speak French or German to make a huge difference!
Your encouragement, interest and support are invaluable.

The 3 Biggest Things You Can Do

- Ensure prep is completed on time
- Encourage regular vocabulary learning
- Ask your child to teach you something they've learned



Little & Often

5-10 minutes of vocabulary practice several times a week

Show an Interest

Ask your child to teach you new words and phrases

Create a Routine

Support regular homework and revision habits

Active Revision

Flashcards, quizzes and self-testing

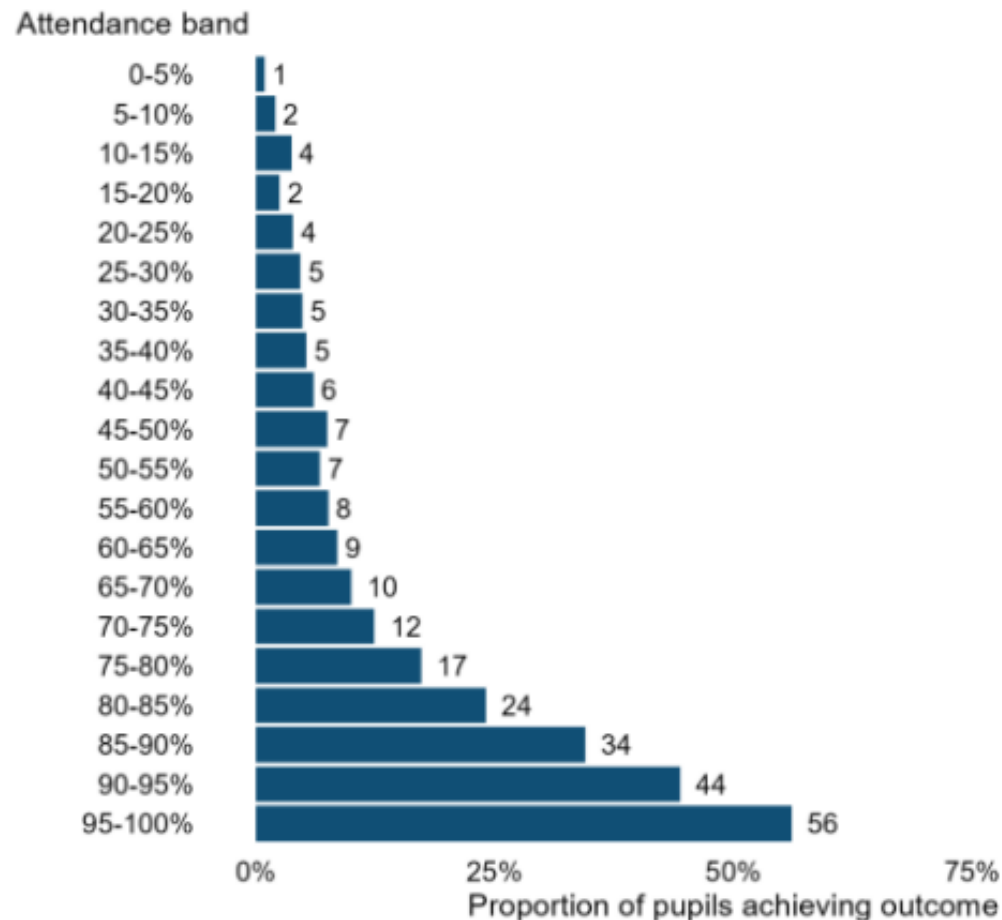
Celebrate Effort

Mistakes are part of learning

Bring Languages to Life

Music, films, sport and culture

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.

Opportunities to maximise in Year 8



Wider Learning is 'Life in all its fullness' in practice.

It lets you develop all the key components of our 10:10 ethic so that you can reach your full potential.

Our incredible **extended elective** programme is an essential part of that!

Opportunities to maximise in Year 8



- Morning EEs begin at 7:30am and finish at 8:20am
- Afternoon EEs begin at 3:10pm and finish at 4:15pm

Places will be allocated on a 'first come, first served' basis so when the club is full, you will no longer be admitted.

Monday	Tuesday	Wednesday	Thursday	Friday
Ignition Theatre Company All years LDV/JJH D&D Studio 15:15 – 16:15	Duolingo Club Years 7-9 JSB 0.08 12:40 – 13:20 (5a lunch)	Big Questions Years 7-9 DBR Chapel 12:40 – 13:20 (5a lunch)	MFL Film Club Years 7-9 JSB 0.08 12:40 – 13:20 (5a lunch)	Orchestra LRC 8:15-9:00
WP Times All years HWO/JPA 15:10 – 16:00 (p7)	Book club Years 7-9 LRC 12:40-13:20 (5a lunch)	MFL Board Games Years 7 – 11 JSB 0.08 15:10 – 16:00 (p7)	KS4 Composition Support MR2 13:30 – 14:10 (5b lunch)	Music Tech Club MR2 12:40 – 13:20 (5a lunch)
KS3 science club Year 7 and Year 8 LBA/TQU 1.23	Scrapbook club Years 7-9 MDX 1.03 12:40-13:20 (5a lunch)	Woodwind Ensemble MR2 8:15-9:00	String Ensemble MR1 15:10 – 16:00 (P7)	
Y7/8/9 Band MR1 15:10 – 16:00 (P7)	Debate club All years MDA 1.03 15:10 – 16:00 (p7)	Choir (PC) 12:40 – 13:20 (5a lunch)	Handball Years 7/8 MBA Sports Hall 07:30 – 08:15	
NFL Flag Football Years 7-10 TWA 15:10 – 16:00 (p7)	Elite Scientists Apply through Ms Kapila after October launch 2.20 15:30 – 17:00	Brass Ensemble MR2 15:10 – 16:00 (P7)	Netball Year 9/10/11 MCL/LMS MUGA 15:10-16:15	
Running club All years MCL 07:30 – 08:15	KS3 History Club – Horrible Histories edition Years 7-9 EGO 15:10 - 16:00 (p7)	Volleyball All Years DSA Sports Hall 15:10-16:15	Girls' Football All Years KAM ATP 15:10-16:15	
Junior Academy Cricket SMM Sports Hall 07:30 – 08:15	Cross-stitching club All years CDO 15:15 – 16:15			
	Board game club Years 7-11 DHP 15:10 - 16:00 (p7)			



You must make arrangements with your child and be aware if they are attending EE – we cannot check for you!

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

Opportunities to maximise in Year 8

Subject leaders for
MFL
Literacy
Science

House captains

Sports leaders

KS3 and 4 Student Leadership Roles

William Perkin 2024-25

Could you take the lead?

Everyone at William Perkin is a leader because they try to live out the 10:10 ethic and be an outstanding role model to others. However, there are specific student leadership positions within each tutor group and year group. All of these roles are very important and give you opportunities to develop your own personal leadership skills as well as perform particular roles and responsibilities and have opportunity to represent the school at certain directed time events. In addition, student leaders receive training on how to be a student leader in order to develop your transferrable skills further.

House Captain (Year 7-10s)

Each tutor group in every year group has one House Captain. The House Captains report to their respective Head of House in Year 12. As a House Captain, you will represent the view of your form group to the School Council and lead fellow students in making improvements to the school. The role will involve presenting in front of groups of students and in assemblies. It is a fantastic way for you to develop your leadership skills.





Deadline Wednesday 30th September

How to use the pastoral system to help your son/daughter

Help your child work on making good choices

- ✓ Encourage your child to sign up for a leadership position
- ✓ Discuss conduct points weekly and identify learning points
- ✓ Celebrate when they have done well!
- ✓ Notice if the numbers rise above 2 per week and look out for patterns in negative points (e.g. prep, talking in the building)
- ✓ Check their planner and books at least weekly
- ✓ Ensure his/her uniform is smart & there is an appropriate fit
- ✓ Ensure he/she leaves the house to arrive at school on time
- ✓ Ensure he/she has all the necessary school equipment
- ✓ Engage in their **Well-being Log**



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	Having a sense of direction Influences Discerning a path and being a leader Advice, overcoming difficulties, freedom
Autumn Term 2	Thinking for myself about what is right Being strong Preparing for challenge Having a sense of direction
Spring Term 1	Lacking confidence Making mistakes
Spring Term 2	Leading from alongside Accepting support and showing generosity Working as a team
Summer Term 1	Listening well Dedication Disengagement Social pressures
Summer Term 2	Thinking hard/wisdom Decisions Equality

Safeguarding: PSHE workshops

Year 8	Sexting and Social Media	A. Sexting B. Social media C. Online 'literacy'
	Mental Health	A. Stress B. Depression C. Unhealthy coping strategies
	Understanding Addiction	A. Alcohol B. Drugs C. Gambling
	Families and relationships	A. Successful families B. The law around marriage C. Managing online relationships
	Global Citizenship and Democracy	A. Volunteering and charity work B. Global politics C. Democracy
	Self Esteem (gender split)	A. Eating disorders B. Gendered Self Image C. Body Image

Safeguarding: mobile phones



99%

of children spend time online



3/4 social media users aged 8-17 are registered with their own profile on one of the major social media platforms.



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



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

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

Study cited in UNESCO, 2023



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.



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

Safeguarding: mobile phones



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

Please note that any smartphones found during a trip this will be confiscated in line with our policy and not returned until the end of the school term. The student will also receive an SLT detention.

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.**

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: social media

[ABOUT US](#) [THE ISSUE](#) [RESOURCES](#)

SMARTPHONE
FREE CHILDHOOD

[GET INVOLVED](#) [SIGN THE PACT](#)

How should I talk to my child about smartphones? Tips for parents at every stage

How do I talk to my Year 7/8/9 child about delaying a smartphone?

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.



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



Sanction and reward

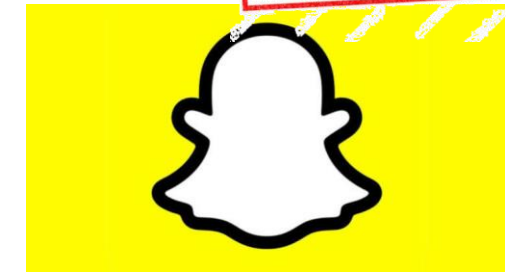
- Staff will reward upstanders
- Staff will sanction unkindness and bullying
- Staff will speak to parents and explain it is happening
- SLT will involve our Schools Police Officer if necessary

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





William Perkin
CofE
High School

Twyford CofE Academies Trust

Raising A Digital Teen

Led by: Ms Long



Twyford
CofE
Academies Trust

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

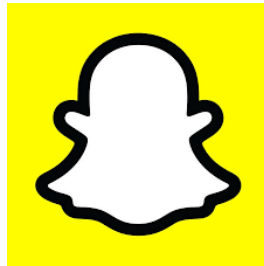
Aims and Outcomes

Aim: To equip parents and carers with the knowledge, confidence and practical strategies needed to support their teenagers in navigating social media, online culture and digital spaces safely, responsibly and positively.

Outcomes :

- 1. Understand** how social media, online trends and digital culture influence the thoughts, behaviours, wellbeing and relationships of young people.
- 2. Recognise** the key online risks facing teenagers, including harmful content, cyberbullying, online exploitation, misinformation and excessive screen use.
- 3. Feel Empowered** with practical tools, conversation starters and strategies to help keep their child safe while encouraging healthy digital habits.

Pause for Thought



Could You Pass The Teen Internet Test?

Round 1: What Does It Mean?

1. "Rizz"

- A. A dance move
- B. Charisma or ability to attract someone ✓
- C. An energy drink
- D. A gaming character

2. "Ghosting"

- A. Playing a horror game
- B. Turning off your phone
- C. Hiding an online profile
- D. Suddenly stopping communication ✓

3. "It's Giving..."

- A. It's offering
- B. It's charging
- C. It has the vibe or energy of ✓
- D. It's broken

4. "No Cap"

- A. Seriously/ honestly ✓
- B. No teacher
- C. No hat
- D. Not allowed

Could You Pass The Teen Internet Test?

- **Curious**
- **Ask questions**
- **Keep conversations open**

Round 2: Translate the Teen

1. “She’s cooked”

- A. Hungry
- B. In trouble / finished ✓
- C. Tired
- D. Successful

3. “UNC”

- A. Uncle
- B. Someone's actual relative
- C. A way of referring to an older person who seems out of touch or is trying too hard ✓
- D. A famous influencer

2. “Crash Out”

- A. Go to sleep
- B. Become very upset, angry or have an emotional reaction ✓
- C. Leave school
- D. Play video games

4. “He’s acting like an NPC today”

- A. He's acting without much independent thought ✓
- B. He's really intelligent
- C. He's playing a computer game
- D. He's being very friendly

Terms Parents May Hear

‘Simp’ = used to mock someone, usually a boy, for showing kindness, affection or respect to a girl.

What message does this give young people about healthy relationships?

‘Pick Me’ = often used to insult someone, usually a girl, who is perceived to be seeking attention or approval.

Why are girls often judged differently online?

‘Mogging’ = used to describe someone being made to look inferior, usually in terms of appearance, attractiveness, height or status.

What message does constant comparison send to young people about self-worth and confidence?

‘Chad’ = A term used to describe a stereotypically attractive, confident and socially successful male. Often presented as the ideal man in some online communities.

Are young people being encouraged to value kindness and character, or appearance and status?

- **Curious**
- **Ask questions**
- **Keep conversations open**

Did You Know?

Today's teenagers are the first generation to grow up entirely in a connected world.

For teenagers:

- Smartphones are often a primary source of communication.
- Social media shapes friendships and identity.
- Gaming is often social rather than simply recreational.
- Artificial Intelligence tools are becoming increasingly accessible.
- Many young people spend several hours online daily.

The online world provides significant opportunities:

- ✓ Learning
- ✓ Creativity
- ✓ Collaboration
- ✓ Communication
- ✓ Community

However, it also presents challenges:

- ✓ Exposure to inappropriate content
- ✓ Online pressure and comparison
- ✓ Cyberbullying
- ✓ Misinformation
- ✓ Exploitation and grooming
- ✓ Impacts on sleep, wellbeing and concentration

Did You Know?

What Shapes Online Culture?

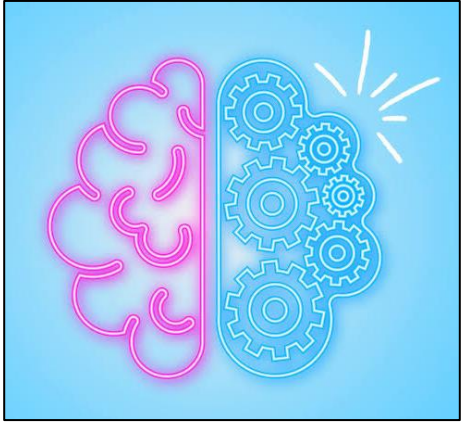
- TikTok trends
- YouTube influencers
- Instagram lifestyles
- Snapchat communication
- Gaming communities
- AI-generated content

Therefore, today's teenagers:

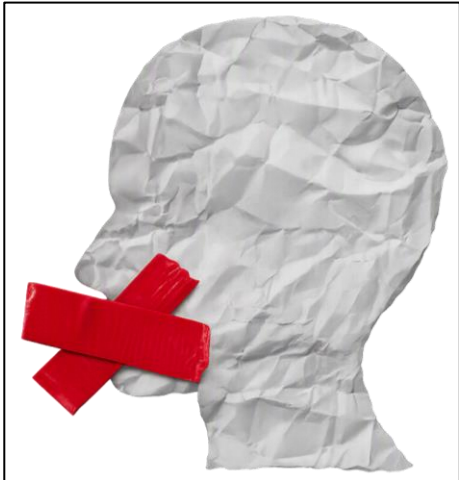
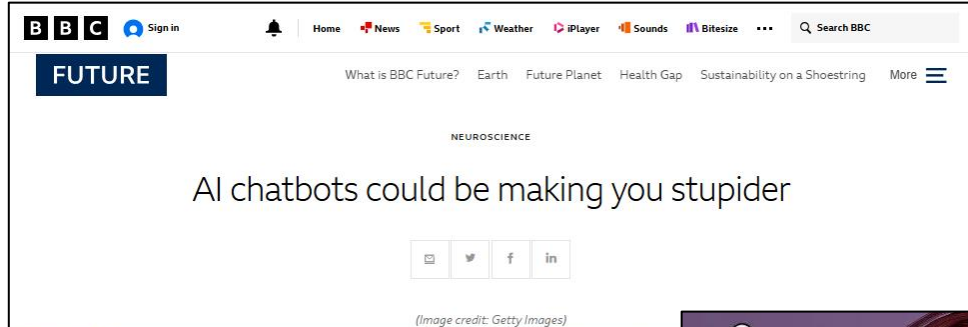
- Communicate primarily online
- Build friendships digitally
- Access information instantly
- Experience trends at unprecedented speed

The online world is now part of everyday life.

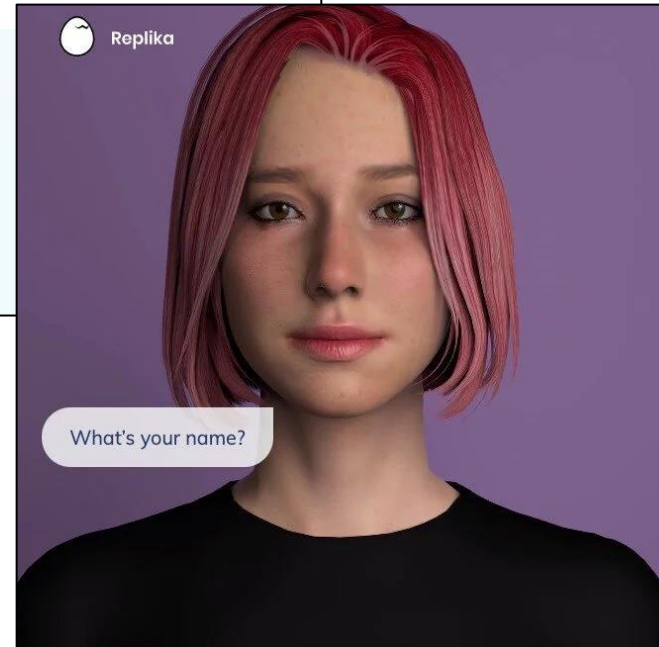
Marriot asserts that: “The average person now spends **seven hours** a day staring at a screen. For Gen Z the figure is nine hours. A recent article in *The Times* found that on average modern students are destined to spend **25 years of their waking lives scrolling on screens.**”



**Developments in AI =
reduced use of working memory,
critical thinking**



**Cancel culture shows
reduced capacity for
emotional intelligence
and empathy**



**The AI companion
who cares**

Always here to listen and talk.
Always on your side. Join the millions
growing with their AI friends now!

Create your Replika

Log in

AI, Deepfakes and Online Safety

Artificial Intelligence (AI) is now a regular part of many young people's online experiences.

Increasing concerns include:

- AI-generated images and videos
- Deepfake technology (fake videos or audio that appear real)
- "Nudify" apps that can manipulate images
- AI-assisted bullying, humiliation and harassment
- Misinformation created by AI

In the age of AI, one of the most important skills we can teach our children is not simply how to use technology, but how to question it= **Digital literacy**.

Recent research shows teenage girls who take a **critical approach to viewing idealised appearance images** in media are protected against a negative effect on body image. This critical approach to understanding media is called **digital literacy**.

This includes questioning the truthfulness of a media image, questioning whether an image has been manipulated to obtain a particular effect, and assessing what are the motives behind the way an image has been presented.

When girls take this critical approach, their body image is less affected by viewing traditional appearance media

AI, Deepfakes and Online Safety

If your child's image has been manipulated, shared without consent, or used in a harmful way:

1. Stay calm and reassure your child that they are not to blame.
2. Save evidence by taking screenshots and recording usernames, dates and platforms.
3. Report the content to the platform immediately.
4. Block the individual responsible where appropriate.
5. Inform the school if other students are involved.
6. Report serious incidents to the police or CEOP.
7. Seek emotional support, as these experiences can be distressing and embarrassing for young people.

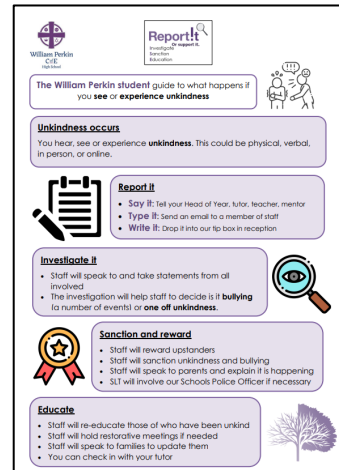
STOP • SAVE • REPORT • SUPPORT

STOP engaging with the person

SAVE screenshots and evidence

REPORT to the platform, school, CEOP or police

SUPPORT your child emotionally and reassure them they have done the right thing by speaking up



Online Influences, Masculinity and Respect

What Are Young People Seeing Online?

Many young people encounter online content that promotes:

- Narrow ideas of what it means to be a boy or a man
- Gender stereotypes
- Misogynistic attitudes towards women and girls
- Influencers who promote dominance, control or disrespect
- Messages that link self-worth to appearance, wealth or status

Social media algorithms can repeatedly expose young people to these messages.

Why Does This Matter?

Exposure to harmful content can influence:

- Attitudes towards relationships
- Respect for others e.g. students struggling to show empathy towards their friends/ peers
- Perceptions of gender roles e.g. male students being disrespectful to female teachers
- Expectations around masculinity and femininity
- Behaviour both online and offline

Most young people will encounter these messages at some point, making open conversation essential.

Online misogyny leads to real-world violence.

Around the world, there have been several violent incidents linked to manosphere content in recent years. Often, these communities spread misogynistic ideas and promote violence towards women and girls.

Manosphere content also harms men and boys, preying on loneliness and insecurities to promote extremism and isolation which can lead to low self-esteem, mental health issues, and, in some cases, suicide.

Digital Wellbeing

We know that excessive screen time can affect sleep, concentration, and wellbeing.

We encourage parents to:

- **Be aware** of age restrictions on social media platforms (changing coming January 2027)
- Regularly **discuss** online activity with your child.
- Check **privacy settings** and location-sharing features.
- Encourage students to **think before posting** or sharing content.
- **Report** and discuss any concerns relating to online bullying, peer pressure, or inappropriate contact.
- Establishing **device-free times**, particularly before bedtime.
- Encouraging a healthy balance between online and offline activities.
- **Monitoring signs of stress** or anxiety linked to social media use.
- Promoting positive online relationships and behaviour.



Digital Wellbeing – What Can You Do?

- **Curious**
- **Ask questions**
- **Keep conversations open**

Look out for potential warning signs

- Sudden secrecy online
- Withdrawal from family and friends
- Significant mood changes
- Sleep disruption
- Reluctance to attend school
- Distress after being online

Three Questions to Ask Your Child:

1. What apps are you using most at the moment?
2. Have you seen anything online that made you uncomfortable or worried?
3. How are you using technology to support your learning?

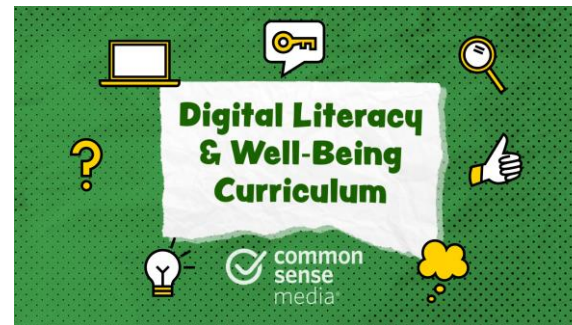
These conversations are often more effective than monitoring alone.



We now invite you to the LRC to meet with one another, discuss the workshop & ask us any questions!

Trusted Support and Guidance:

- NSPCC Online Safety
- Childnet
- Internet Matters
- UK Safer Internet Centre
- CEOP Safety Centre
- Common Sense Media



These organisations provide current guidance, app reviews, parental controls and advice for discussing online safety with young people.

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.

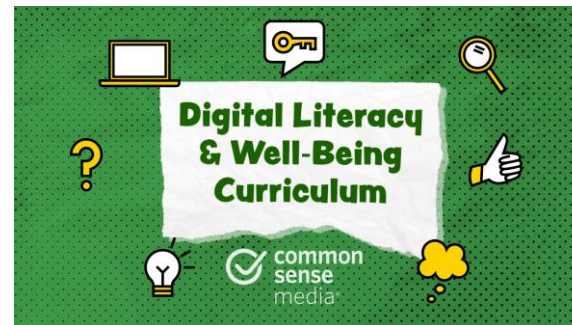
And all manner of things shall be well.
All life is a precious thing

Held in the palm of God's hand.
Amen.

We now invite you to the LRC to meet with one another, discuss the workshop & ask us any questions!

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