



William Perkin
CofE
High School

Twyford CofE Academies Trust

Year 9 Information Evening

Led by: Ms Newman

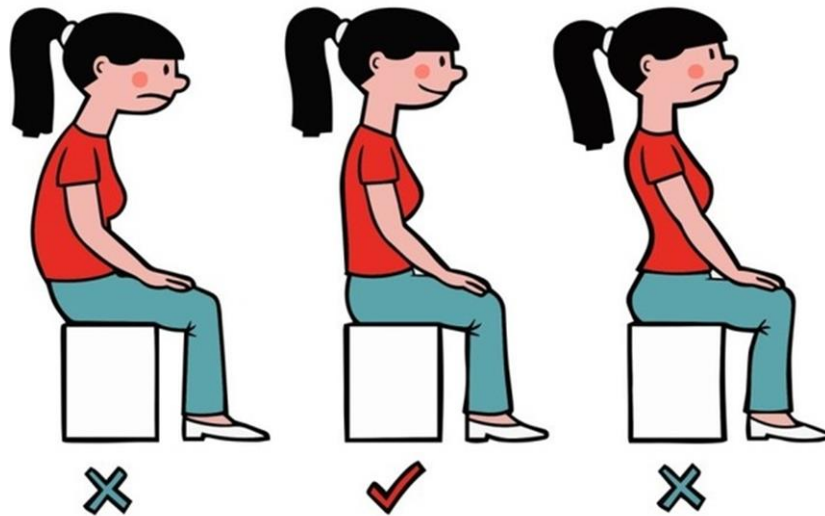
Aims and Outcomes

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 9, 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

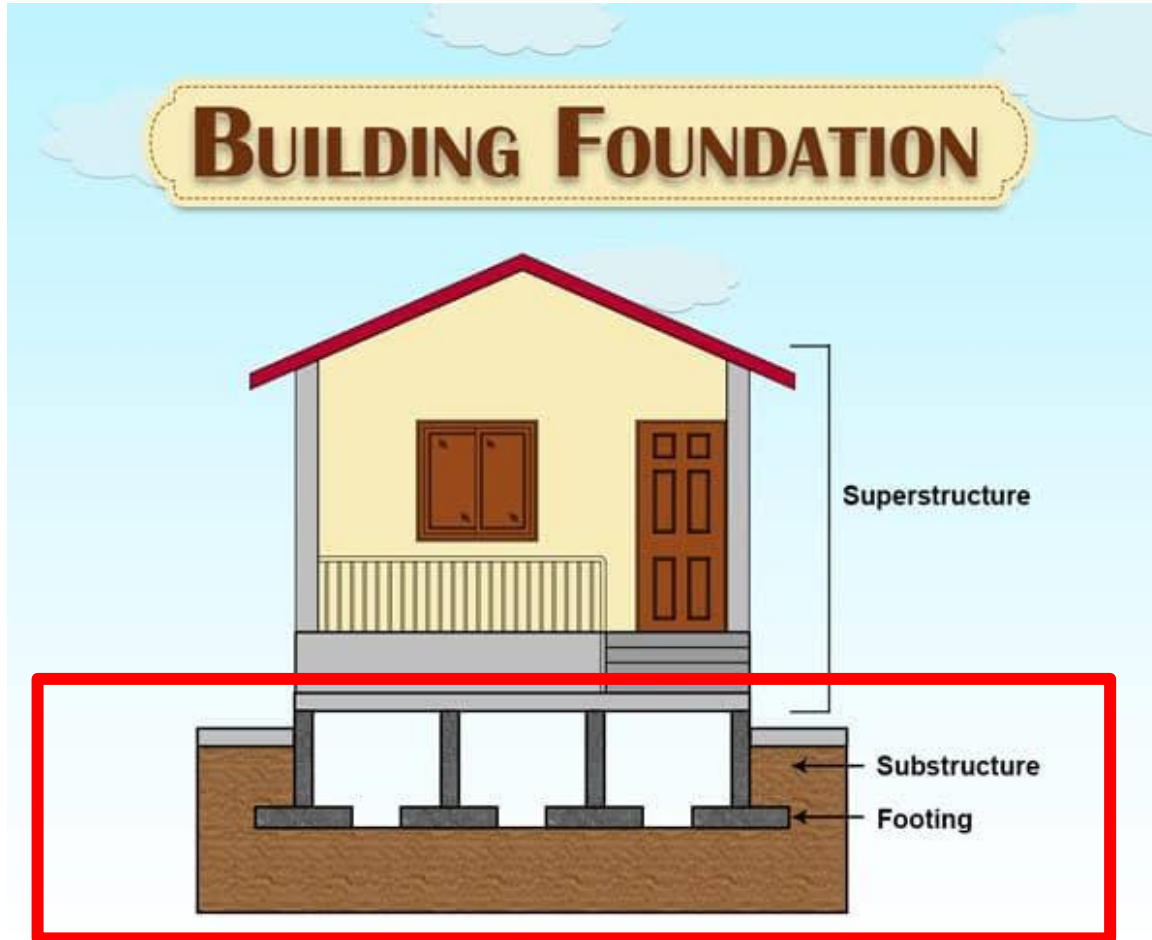
All our hope on God is founded

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, REINFORCED CONCRETE PILES, DEEP FOUNDATION SYSTEM, STABLE SOIL LAYER (FIRM CLAY), FIRM SUBSOIL / BEDROCK, HARD BEARING STRATUM.

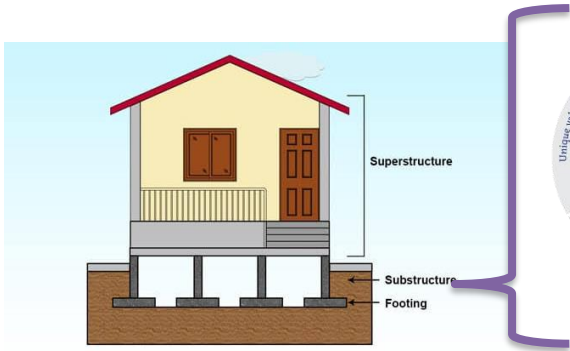
FIRM SUBSOIL / BEDROCK
Safe, Stable & Durable for Generations

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 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	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.

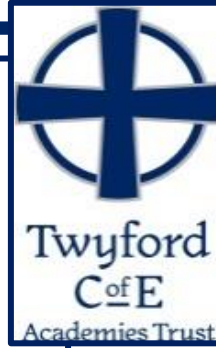
Whole School News

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



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



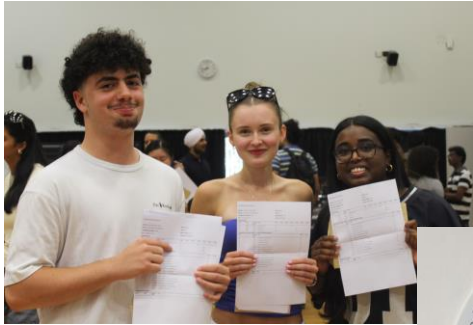
Staff training

- 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



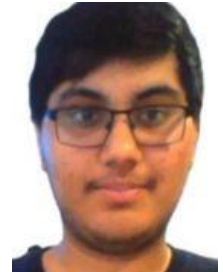
Thomas
A* A* A* B

Army or Mech
Eng Leeds



Alex
A* A* A*

Maths
Warwick



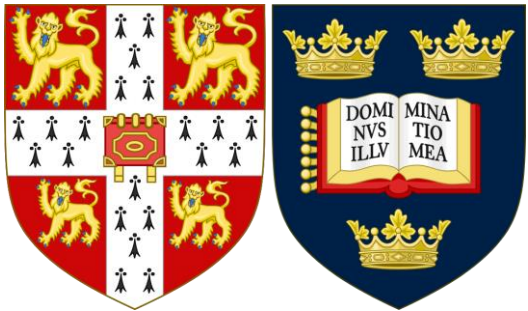
Nishant
A* A* A*

Physics
Imperial



A-level success highlights

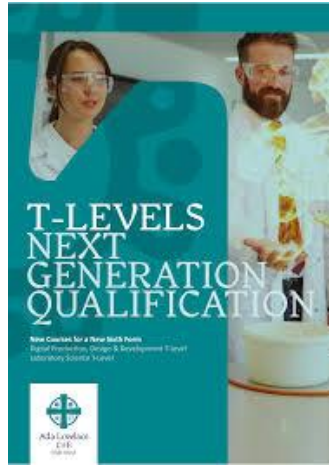
Zainab	City St George's, University of London	Medicine
Ali	University of Bristol	Medicine
Farjin	Queen Mary University of London	Medicine
Ahmed	University of Leicester	Medicine
Tania	University of Southampton	Medicine
James	UCL (University College London)	Medicine
Dana	Queen Mary University of London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

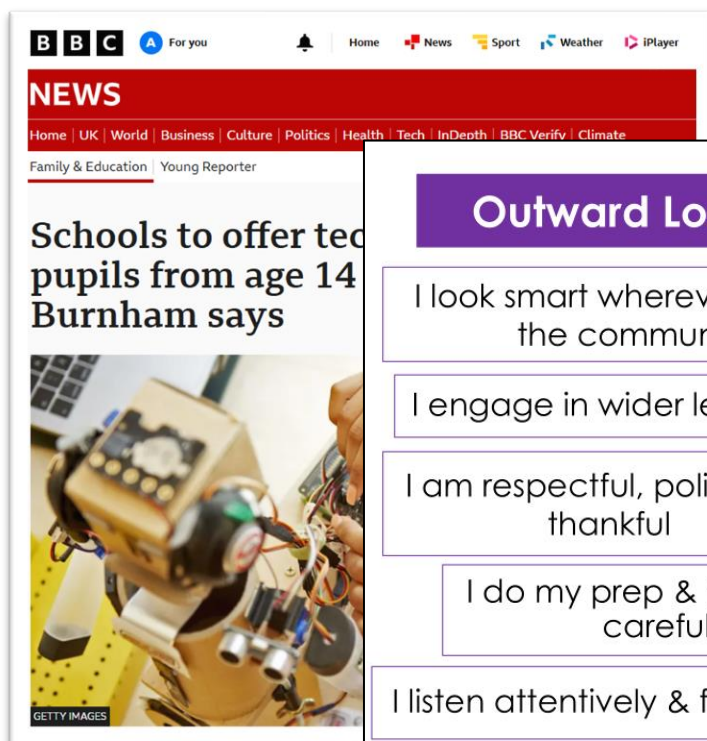
60% progression to William Perkin sixth form
10% to Ada Lovelace T-levels
30% to college/another post-16 provider

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	
		"Intelligent engagement with the wider world"	

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

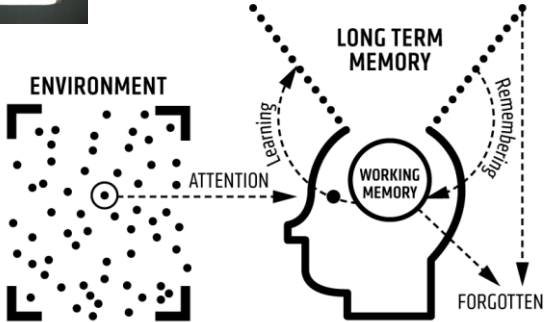
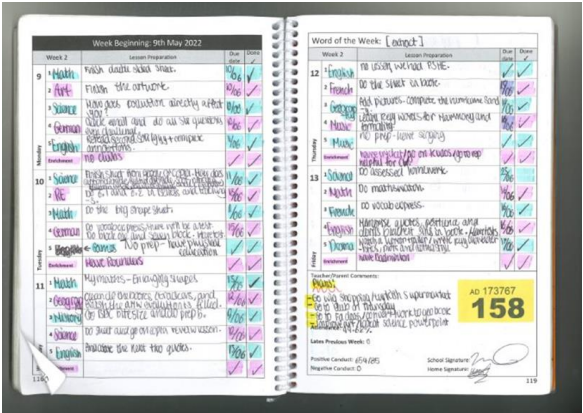
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William Perkin C of E High School

No Absence	10 days absence	12 days absence	19 days absence	29 days absence	38 days absence
190 days of education	180 days of education	178 days of education	171 days of education	161 days of education	152 days of education
100%	95%	94%	90%	85%	80%
Very Good		Worrying		Serious Concern	
Best chance of success. Gets your child off to a flying start!		Less chance of success. Makes it harder for your child to make progress.		Your child will find it very difficult to make progress. May result in court action!	



Curriculum and Assessment

Miss C Lovell

Assistant Headteacher

The Learning Journey Principle

End of Year 9



Start of Year 9

End of Year 11



Start of Year 7

Confident, knowledgeable historian



Beginner historian

What are they *actually* preparing for?

GCSE options! Year 9 is the first point in their journey where students choose to take different routes, depending on their own interests and future plans... They need to be well prepared for this big decision!

The choices students make in Year 9 could affect what they are able to do post-16, or even post-18.



Art



Drama



Computer
Science



BTEC Enterprise



Dual
Humanities

Food
Preparation &
Nutrition



PE



Music



Dual Languages

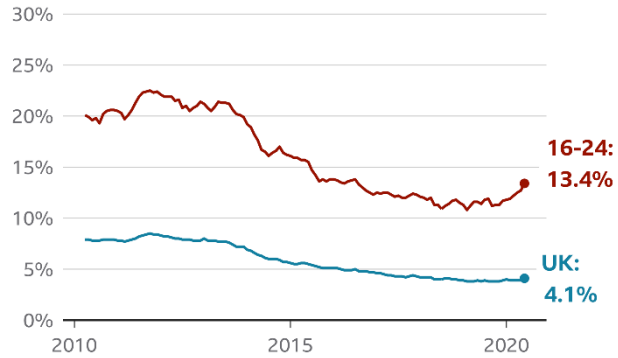


Life skills

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



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



Plan ABC

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

Plan A

Aspirational!

Progress : High Targets exceeded – accessing the most competitive courses

Progression : Maximised soft skills, responsible conduct & leadership capacity

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



“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%)

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.

Skills and Interests

- **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)





CIAG opportunities – Autumn 1



Careers and Work Experience

- [Get into Law](#) – Wednesday 16th September, 5pm-7pm. Features 12 international law firms, including all five Magic Circle firms, plus the University of Law. Places will close once full!
- [Get into STEM](#) – Thursday 17th September, 5pm-7pm. Features EDF, Arm, Breheny Civil Engineering, NESO, PA Consulting, and more. Places will close once full!
- [Get into Business, Accounting and Finance](#) – a free virtual insight evening, Friday 18th September 5pm-7pm. Features PwC, UBS, BDO, CIMA, S&W and more. Places will close once full!
- [Get into Medicine](#) – Saturday 19th and Sunday 20th September (9am-1.30pm)
- [Virtual Work Experience](#) with Springpod and the Royal Geographical Society – sign up for free and explore careers using geography. You'll hear from people in real jobs, and gain valuable experience that you can add to your CV.
- [Parliament Work Experience](#) – deadline 31st October
- [Futures for All Work Experience Finder](#)
- [Careers in Music webinar](#) – Friday 25th September, 10am-11am
- [Get into Dentistry](#) – Saturday 26th September (9am-1.30pm).
- [Marketing webinar](#) – Tuesday 29th September, 10am-11am
- [Careers in Science webinar](#) ("How I ended up working at Google") – Friday 2nd October, 10am
- ["I Want to be a Lawyer, What Does it Mean and What does it Take"](#) webinar – Wednesday 14th October, 2pm-3pm
- ["From Visibility to Influence: Representation in Law"](#) – discussion during Black History Month about barriers to enter the profession and why diversity matters- Wednesday 21st October, 10am-11am
- ["The Power of Networks: How Everyone Should Use Them"](#) – Friday 23rd October, 10am-11am

Blog Posts



17 September 2026
Careers and CIAG



11 May 2026
Wow! The NHS are the UK's biggest Employer!



16 April 2026
William Perkin Meteor Camera

Latest News

20 August 2026
GCSE Result Day 2026

13 August 2026
William Perkin A Level Results Day 2026

15 July 2026
William Perkin HT Newsletter Summer Term 2026

Upcoming Events

OCT 01 2026
William Perkin Year 6 into 7 Open Evening - Thursday 1st October 2026

OCT 07 2026
William Perkin Language Exam

NOV 19 2026
Sixth form Open Evening- Thursday, 19th November 2026

ATTENDING OUR SCHOOL ▾

SIXTH

Attendance

Admissions

Induction

Uniform

Curriculum

Term Dates & School Calendar

Times of School Day

Year Ahead Information

Free School Meals

School Life

SEND

Pastoral

Welfare

Safeguarding

Careers & IAG

Facilities

Year 9 Curriculum Structure

Year 9 curriculum structure		
An academic core of 6 (or 7) GCSEs • English Literature • English Language • Maths • Combined Science (2 GCSEs) • RE		All students do Games (not a GCSE subject)
Core pathway	Higher/Advanced pathway	
• GCSE History • GCSE Geography • ICT • Literacy • 2 options choosing between Art, Music, Drama, Sports Science	• GCSE French • GCSE History • GCSE Geography • 3 other options in a range of GCSE courses including Art, Computing, German, Drama, Sports science and Music	

What are they preparing for?

Year 10 and 11 curriculum structure		
An academic core of 6 (or 7) GCSEs - English Literature - English Language - Maths - Combined Science (2 GCSEs) or Triple science (3 GCSEs) - RE		All students do Games (not a GCSE subject)
Core pathway	Higher/Advanced pathway	
- Study support or GCSE/BTEC option such as Drama, Art, BTEC Enterprise - ICT or Functional Digital Skills	- GCSE History or Geography - GCSE French/German - One GCSE option from a range of courses such as Art, Drama, Computing, 2nd language, dual humanities, Drama, PE, Food and Nutrition, Music, BTEC Enterprise + GCSE Additional Science (Advanced)	

GCSE Course Requirements

In order to continue some GCSE options into Year 10, you will be required to achieve a particular grade by the end of Year 9:

e.g. Triple science = 6+ in Science

If you want to ensure you have the widest possible choices you should work hard to achieve or exceed all of your Year 9 targets. Oversubscribed options will be allocated based on Quarterly Assessment results.

In addition, **your attendance needs to be above 96%** to ensure the best chance of receiving the options you want to study.

You must start thinking now about what the right GCSE options for you are.

Options Timeline

Thursday 4th February	Y9 Curriculum Information Evening
25th February:	Parents' Evening (remote)
W/b 1st March:	Q3 assessments
Wednesday 24th March :	Receive Q3 grades and GCSE options forms.
Friday 16th April:	Deadline for Options forms
May:	Students informed of any issues with choices
June:	Q4 exam week
End of Year 9:	Q4 grade sheets and confirmation of GCSE courses

GCSE Content Starts Now!

- Even though you have not made your final GCSE option choices yet, in many subjects (particularly the core subjects such as English, maths, science, MFL and humanities) you will start the GCSE content **now**.
- You cannot afford to waste any time this year or to miss any content.
- You cannot afford to waste, or do poorly, any opportunities for consolidating your learning through assessment!

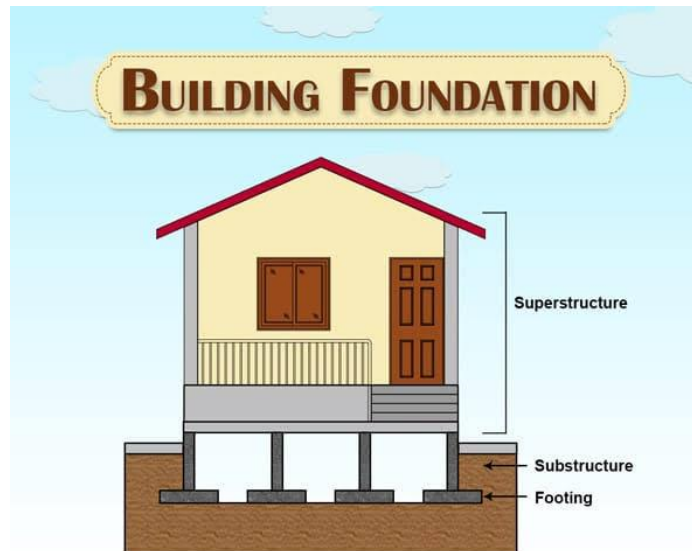
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Positive and Purposeful

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

Committed to Improvement



Here
Everyday
Ready &
On time

WOW: Great Teaching		Greeting of the week:	
Literacy Focus: <i>creating quality work</i>		AM: <i>Sam, Ryan, Ravi</i>	
Learner: <i>congratulations</i>		PM: <i>Sam, Ryan, Ravi</i>	
Lesson Preparation		Due Date	Done ✓
2nd	1. <i>comparing</i> <i>prep basic 1 new booklet</i>	9th	✓
	2. <i>science</i> <i>check details</i>	9th	✓
	3. <i>maths</i> <i>skills</i>	7th	✓
	4. <i>english</i> <i>write story</i>	3rd	✓
	5. <i>science</i> <i>write a letter to 5 hospitals</i>	6th	✓
	6. <i>science</i> <i>no prep</i>	x	✓
	7. <i>science</i> <i>no prep</i>	x	✓
Thursday	1. <i>science</i> <i>no prep</i>	x	✓
	2. <i>geography</i> <i>no prep</i>	x	✓
	3. <i>music</i> <i>no prep</i>	x	✓
	4. <i>english</i> <i>start in book</i>	6th	✓
	5. <i>maths</i> <i>skills 2</i>	7th	✓
	6. <i>maths</i> <i>no prep</i>	x	✓
	7. <i>maths</i> <i>no prep</i>	x	✓
Friday	1. <i>maths</i> <i>no prep</i>	x	✓

What I'm reading: *no prep*

An interesting word I read was: *what's white*

This word means: *it means what's white*

Comments: *Skid Club*

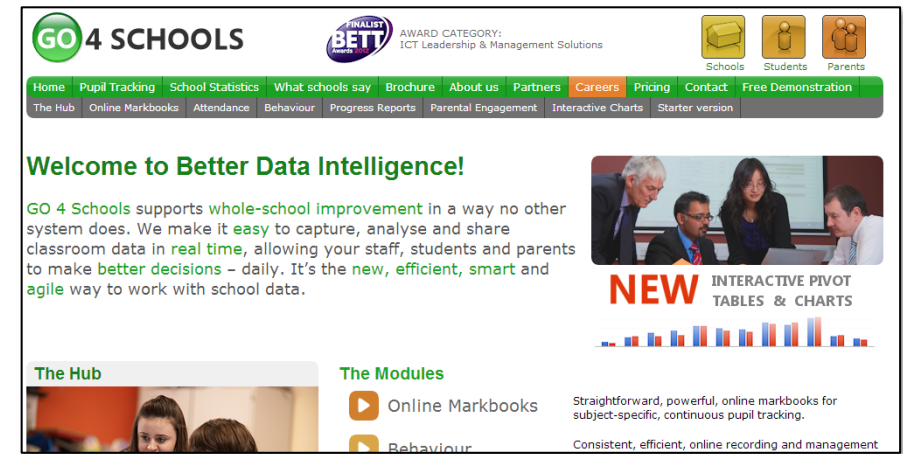
School Signature: *SP*

Home Signature: _____

"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.



Pastoral and Wider Learning

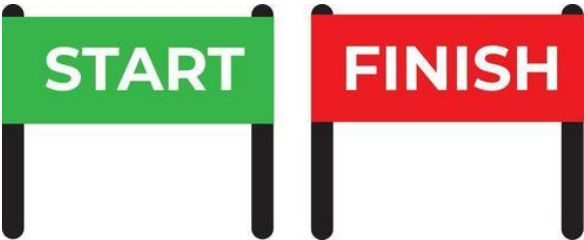
Miss M Mitchell
Head of Year

Headlines from Year 8

- ✓ Whole year group attendance
- ✓ Improvement in prep
- ✓ Kind, polite and helpful
- ✓ Enthusiasm for learning
- ✓ Attitude to year group competitions / activities
- ✓ Choosing to 'report it'



Headlines from Year 8



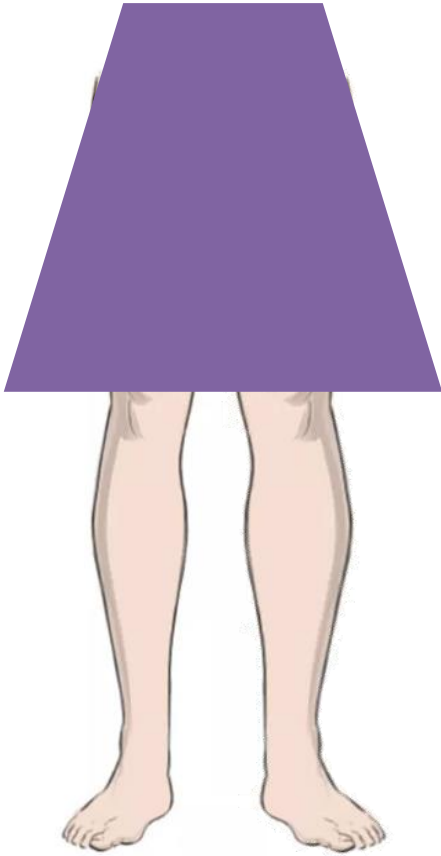
Before You Post

THINK

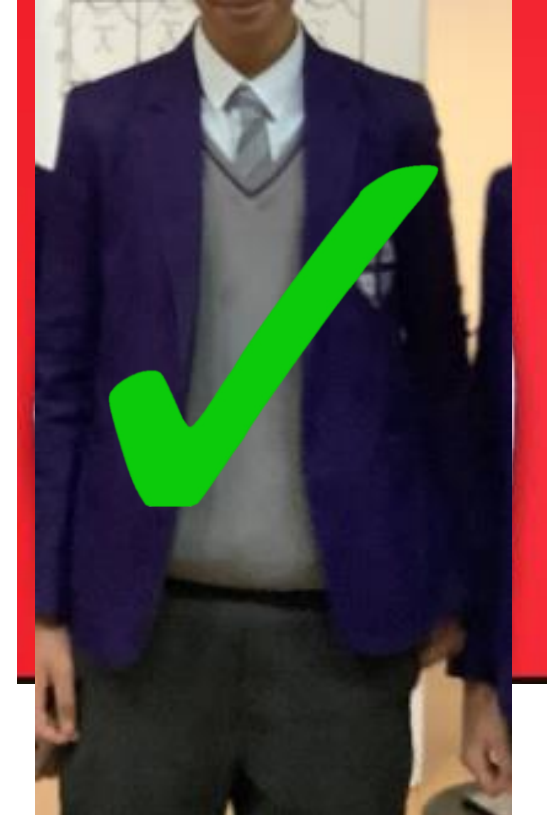
T - is it True?
H - is it Helpful?
I - is it Inspiring?
N - is it Necessary?
K - is it Kind?



Uniform Standards – Year 9



Do allow for
growth



Self-Regulation

The ability of children to manage their own behaviour and aspects of their learning because they are **intrinsically** motivated.



Co-Regulation

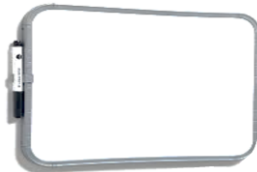
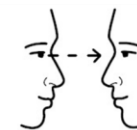
Using simple **routines**, regular **feedback** and positively reinforcing **habit** formation to develop students' ability to self-regulate.

Conduct points provide regular feedback about learning behaviour



Checks for understanding to give feedback on learning multiple times a lesson

Silent entrance to lessons & greeting each other



Working together to build strong reflection routines

Detention reflection slips:

Organisation & Punctuality Reflection																										
Task: Give the sheet into the back of your rough book. Write in today's date and highlight the reason for your detention. Once completed you need to complete a planner & equipment check, write in your subjects for the week then complete outstanding prep (or go to CSC).	Date: Punctuality (late to school or lesson) Poor or No Prep/HW Incorrect equipment/uniform Poor use of planner/book Missing essential PE Kit																									
Explain what happened:																										
What contributed to this happening today? (Tick all that apply): ☐ Running late at home ☐ Feeling tired due to poor sleep ☐ Forgot my equipment ☐ Poor organisation ☐ Talking or socialising with friends ☐ Travel or transport issues ☐ Feeling anxious or worried ☐ Distraction from my phone or other screens ☐ Other:	What was the impact on: You Students/community Staff																									
Create (or review) an evening routine for yourself. Once you have RAGGED, identify any areas you need to improve: ☐ Check my timetable/ planner ☐ Complete all prep/homework ☐ Pack my completed prep/homework ☐ Pack the equipment I need for the next day ☐ Pack my planner ☐ Pack my reading book ☐ Pack my PE kit (if needed) ☐ Set my alarm	Create (or review) a morning routine for yourself. Once you have RAGGED, identify any areas you need to improve: ☐ Get up when my alarm sounds ☐ Shower and brush my teeth ☐ Check my planner and school bag ☐ Eat breakfast ☐ Leave home on time ☐ Arrive at school before 8:25 am																									
Next steps/reflection: (think about the 10:10 Ethic) 	Organisation Target:																									
RAG yourself today: <table border="1"><thead><tr><th>skill</th><th>Red</th><th>Yellow</th><th>Green</th></tr></thead><tbody><tr><td>Prepared for learning</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Arrived on time</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Followed instructions</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Stayed focused</td><td>☐</td><td>☐</td><td>☐</td></tr></tbody></table>	skill	Red	Yellow	Green	Prepared for learning	☐	☐	☐	Arrived on time	☐	☐	☐	Followed instructions	☐	☐	☐	Stayed focused	☐	☐	☐	<table border="1"><thead><tr><th>skill</th></tr></thead><tbody><tr><td>Managed emotions appropriately</td></tr><tr><td>Showed respect</td></tr><tr><td>Took responsibility</td></tr><tr><td>Stayed organised</td></tr></tbody></table>	skill	Managed emotions appropriately	Showed respect	Took responsibility	Stayed organised
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skill																										
Managed emotions appropriately																										
Showed respect																										
Took responsibility																										
Stayed organised																										
What are you most grateful for?	Staff Member Only (please sign once)																									

School and college leavers

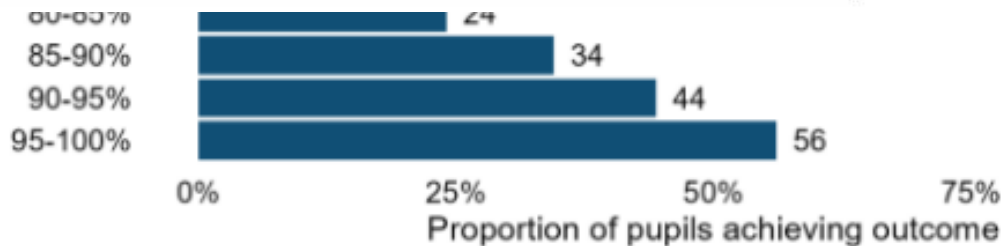
- Resilience (48%)
- Work-appropriate written communication (46%)
- Self-awareness (43%)
- Work-appropriate verbal communication (42%)
- Commercial awareness (38%)
- Self-motivation (36%)
- Career management (31%)
- Time management (30%)



Learning Culture: Attendance and Punctuality



Here
Everyday
Ready &
On time



2 days absence	19 days absence	29 days absence	38 days absence
18 days of education	171 days of education		

- ✓ Send them to school, encourage resilience
- ✓ Set manageable targets for your child
- ✓ Ask for your child to go on a wellbeing log
- ✓ Use the language you've heard here tonight

likely to achieve the outcome then pupils who attend 80-90% of the time.

Opportunities to maximise in Year 9

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.



Subject leaders for:

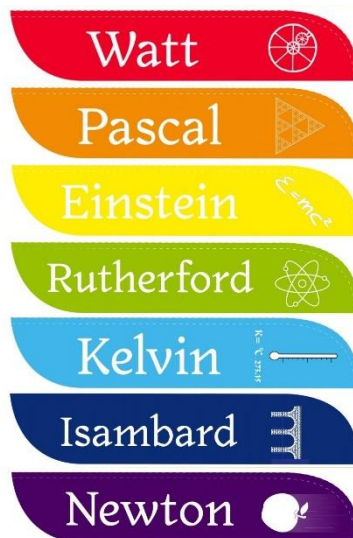
MFL

Literacy

Science

Sports leaders

House captains



Deadline Friday 2nd
October

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

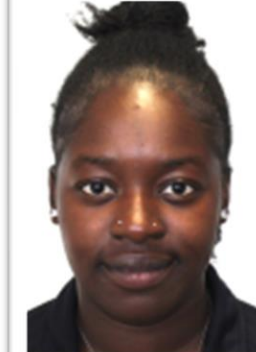
Who is here to help your child navigate Year 9



Miss Lovell
**Assistant Head
Teacher KS3**



Ms Mitchell
Head of Y9



Miss Adams
AHOY Y9&10

Watt	Mr Hapgood	dhapgood@williamperkin.org.uk
Pascal	Ms Simons	jsimons@williamperkin.org.uk
Einstein	Ms Omar	somar@williamperkin.org.uk
Rutherford	Mr Melville	lmelville@williamperkin.org.uk
Kelvin	Mr Ryan	mryan@williamperkin.org.uk
Isambard	Ms Clark	mclark@williamperkin.org.uk
Newton	Mr Blake	lblake@williamperkin.org.uk
AHOY	Ms Adams	Kadams@williamperkin.org.uk



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

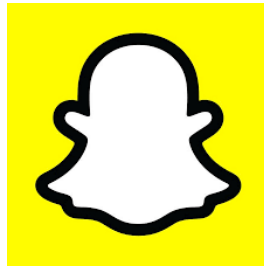
Aims and Outcomes

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?

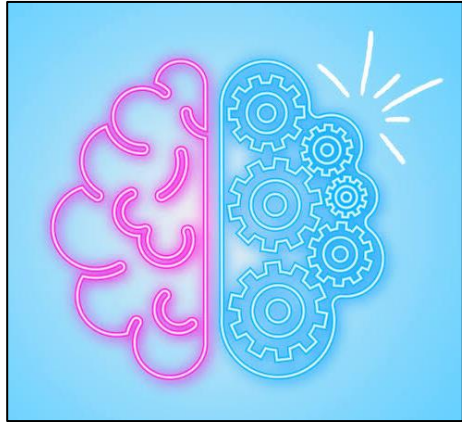
- TikTok trends
- YouTube influencers
- Instagram lifestyles
- Snapchat communication
- Gaming communities
- AI-generated content

Therefore, today's teenagers:

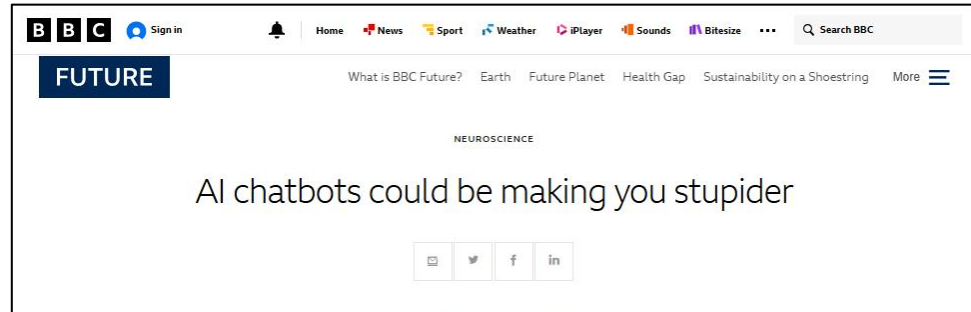
- Communicate primarily online
- Build friendships digitally
- Access information instantly
- Experience trends at unprecedented speed

The online world is now part of everyday life.

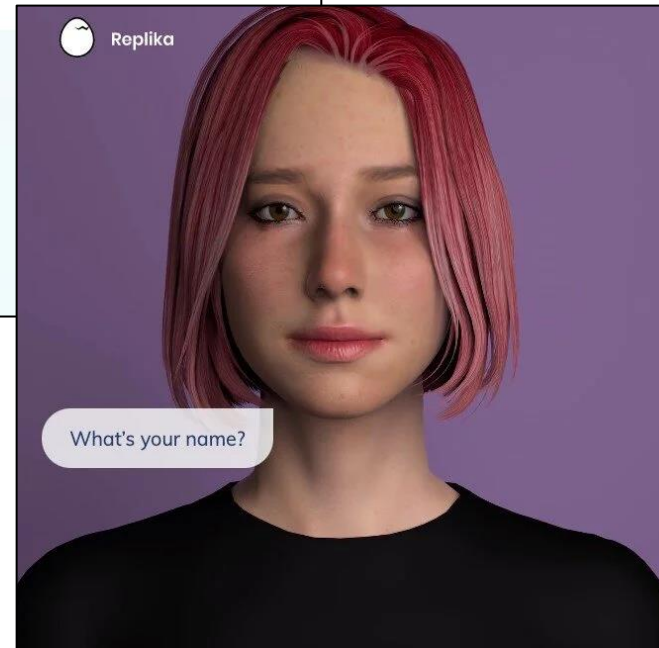
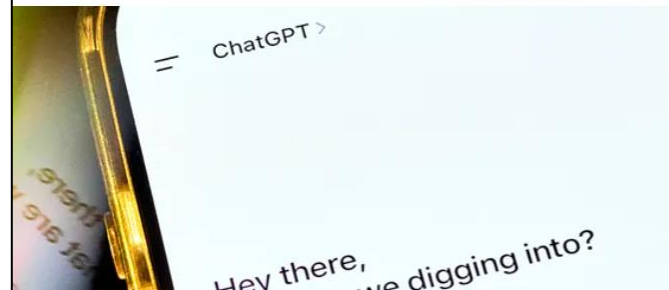
Marriot asserts that: “The average person now spends **seven hours** a day staring at a screen. For Gen Z the figure is nine hours. A recent article in *The Times* found that on average modern students are destined to spend **25 years of their waking lives scrolling on screens.**”



**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.

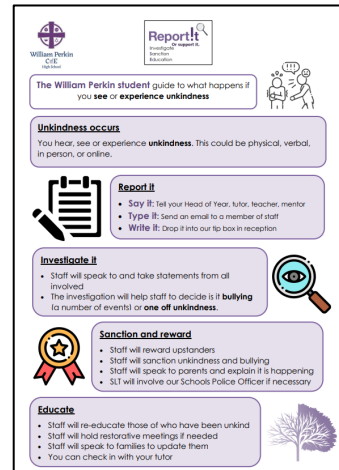
STOP • SAVE • REPORT • SUPPORT

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.

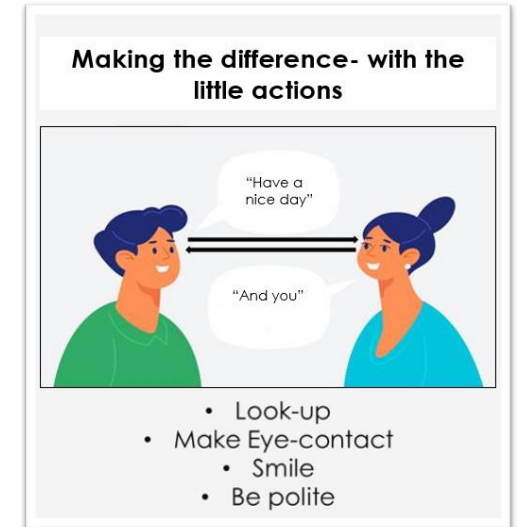
Around the world, there have been several violent incidents linked to manosphere content in recent years. Often, these communities spread misogynistic ideas and promote violence towards women and girls.

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.



Conduct Reflection	
Task: Give the sheet into the back of your rough book. Write in today's date and highlight the reason for your detention. Once completed you need to complete a planner & equipment check, write in your subjects for the week then write an apology note, complete mindfulness colouring or read (or go to class).	Date: _____ Violent when instructed/ poor listening behaviour Not silent in the building Poor classroom entry/exit Poor behaviour outside the classroom Misuse of ICT facilities
Explain what happened: _____	
Why did this happen? What were your triggers? (tick all that apply): ☐ Feeling frustrated ☐ Conflict with peers ☐ Conflict with a member of staff/adult ☐ Feeling that something was unfair ☐ Wanting attention ☐ Feeling overwhelmed ☐ Not understanding the work ☐ Being distracted ☐ Feeling tired or hungry ☐ Experiencing strong emotions ☐ Other: _____	What's the impact on: You: _____ Students/community: _____ Staff: _____
Explain what you would do differently if you were in a similar position again: _____	
Read over our Learning Culture. Explain which part(s) of the Learning Culture you didn't show and write a Conduct Target.	
Outdated Learning Check what you have learned and if it is outdated, update it. Check what you have learned and if it is outdated, update it.	Feedback and Progress Check what you have learned and if it is outdated, update it. Check what you have learned and if it is outdated, update it.
What are you most grateful for? _____	
Staff Member Only (please sign once checked): _____	

Report It	
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	



Wellbeing Log		Student: _____ Date Started: _____						
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Food	Breakfast							
	Lunch							
	Dinner							
	Snacks							
	Fruit & Veg							
Drink	Water (Glasses)							
Sleep	Wake Up Time							
	Bed time							
	Good/Bad Sleep							
Screen time (Minutes)	Phone							
	TV							
	Video games							
Reading	Minutes							
Exercise	Type							
	Minutes							
	In School							
Wider learning, clubs, activities	Minutes							
	Out of School							
	Minutes							
Gratitude	What are you grateful for today?							

Signed (Parent/ Carer): _____

Signed (tutor): _____

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

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?

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?

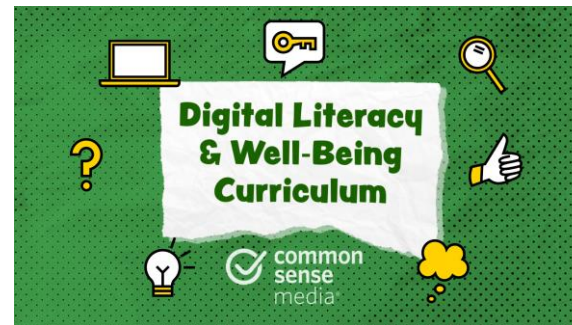
These conversations are often more effective than monitoring alone.



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.

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	Clues to who I am Identity
Autumn Term 2	Putting my gifts to good use Making the most of your gifts Facing 'giants'
Spring Term 1	Becoming a responsible adult Subject choices Self-discipline
Spring Term 2	Good programmes Your potential and your options
Summer Term 1	Being confident in my own identity and accepting others LGBTQ+ Mental Health Relationships
Summer Term 2	Being inspired Standing up for what we believe in, including our identity

Safeguarding: PSHE workshops

Year 9	Online Safety and Media Awareness	A. Media and relationships B. Pornography C. Gaming
	Conflict and Loss	A. Knife and gun crime B. Domestic violence C. Loss
	Healthy Relationships	A. Dangerous influences online B. Trust and mistrust online C. Personal safety
	Safety and awareness	A. Successful families B. The law around marriage C. Managing online relationships
	Dangers of Addiction	A. Emergency first aid B. Alcohol C. Drugs
	Careers	A. Changing patterns of employment B. Workplace discrimination C. Understanding different post-16 pathways

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.



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

Study cited in UNESCO, 2023

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.



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



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

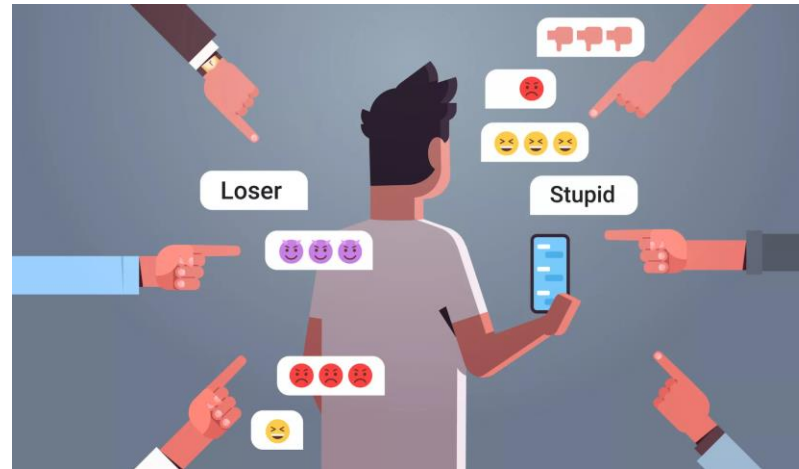


Sanction and reward

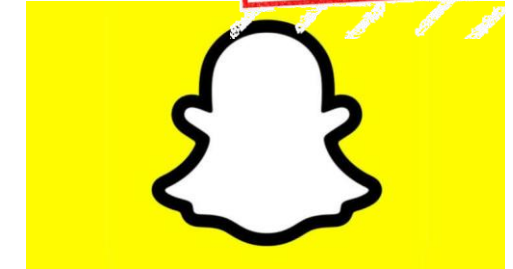
- Staff will reward upstanders
- Staff will sanction unkindness and bullying
- Staff will speak to parents and explain it is happening
- SLT will involve our Schools Police Officer if necessary

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

Vaping and Young People

- Nearly **1 in 10 secondary school pupils** vape regularly or occasionally.
- Around **1 in 4 young people aged 11-15 have tried vaping.**
- In Great Britain, around **18% of 11-17 year olds have tried vaping**, which equates to approximately **980,000 children.**
- Exposure to vape advertising and promotion remains high, with **72% of young people reporting exposure to vape marketing**, particularly in shops and online.
- Many vapes contain nicotine, which is highly addictive and can affect the developing adolescent brain.



'Snus', Nicotine Pouches & Nicotine Strips

Nicotine Pouches/ Strips are often called 'Snus' by Teenagers

Nicotine strips dissolve in the mouth and release nicotine. Like nicotine pouches, they contain nicotine without tobacco.



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.

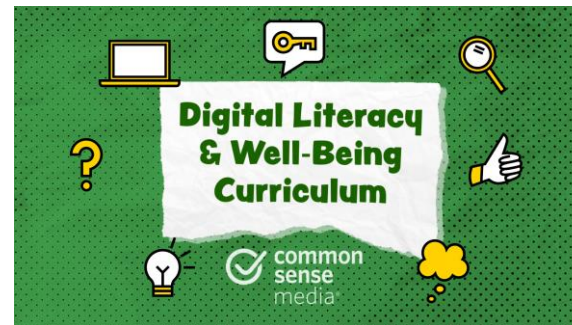
And all manner of things shall be well.
All life is a precious thing

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

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.