



Wallington High School *For Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

Year 12 Information Afternoon

W e l c o m e



Welcome

255 Year 12 students, welcome 75 new students to Wallington



Excellence: Destinations 2025



- 237 Applications to University - 2025 entry (*247 Students in Y13*)
- 3 Degree Apprenticeships
- 224 Accepted offers and are heading off to University
- 185 Firm choice/29 Insurance choice/10 Gap Year
- 7/9 Oxbridge (5 Cambridge/2 Oxford)
- 141 Russel Group
- Top Courses: Medicine (29), Politics (17), Biomedical Science (16), Pharmacy (12), Economics (11), Psychology (10), Law (10), Computer Science (8)
- Top Attended Universities: Queen Mary University (21), City St Georges (20), Warwick (17), Southampton (15), Kings College London (14), Bath (13), UCL (12), Imperial College (12), Nottingham (10)

RUSSELL GROUP



Course	Students	Course	Students
Accounting/Finance	5	Geography	3
Actuarial Science	3	Global Health/Sustainable Development	4
Aeronautical/Automotive Engineering	2	History	2
Architecture/Architectural Engineering	3	International Management	1
Art Foundation	2	International Relations	2
Biochemistry	4	Law	10
Biomedical sciences/Bioengineering	16	Mathematics	6
Business	4	Material Science and Nuclear Engineering	1
Cardiac Physiology	1	Mechanical Engineering	2
Chemical Engineering	5	Medicine	29
Chemistry	3	Midwifery	1
Civil Engineering	4	Modern Languages	1
Classical Civilisation	3	Natural Sciences	3
Computer Science	8	Neurosciences	1
Criminology	3	Optometry	6
Cybersecurity	1	Pharmacy	12
Data Science	2	Philosophy	3
Dental Nursing	1	Physics	3
Dentistry	4	Physiotherapy	2
Design Engineering	2	Politics/Politics & International Relations	17
Diagnostic Radiology	2	Psychology	10
Drama	1	Radiotherapy & Oncology	1
Economics	11	Robotics & AI	2
Electrical and Electronics Engineering	2	Social Sciences	3
English Literature & Creative Writing	2	Sports Science	1
Film and Television/Media	3	Stage Management	1
Games Art	1		



Excellence: Outcomes 2025



20 Students
achieving all
A* grades & 6
students
achieved 4 A*

Year	%A*	%A*/A	%A/B	ALPS
2025	21.8	55.9	84.3	4
2024	20.2	55.7	79.7	4
2023	18.0	51.0	75.8	5
2022 (amended boundaries)	33.2	65.8	84.8	2



Excellence: OFSTED Outstanding



We are extremely proud to have been awarded an 'Outstanding' rating by OFSTED for our Sixth Form in February 2025. As a school we also achieved Outstanding ratings in all areas.

Inspection outcome

Ofsted made the following key judgements following school inspection on 18 March 2025:

Quality of education:	Outstanding
Behaviour and attitudes:	Outstanding
Personal development:	Outstanding
Leadership and management:	Outstanding
Sixth form provision:	Outstanding



Excellence: OFSTED Outstanding



Pupils at this school are looked after with the utmost care by adults. They feel safe, settled and happy. Pupils appreciate that adults have their best interests at heart.

The school has high ambitions for its pupils

Teachers are experts at what they do

Student behaviour is exceptional. Pupils respect each other and treat their peers in a friendly and courteous manner. In lessons they are focused and collaborative. Pupils turn to each other in class to share ideas and discuss solutions to problems.

By the time students in the sixth form finish their studies, they have a clear understanding of the next stage in their education or career. Most aspire to attend university and are successful in achieving this aim. The guidance and preparation they receive in this area is exceptional. Pupils have access to guest lecturers and business mentors to help shape their thinking about their future.

There are over one hundred clubs, societies and activities on offer that are enjoyed by pupils. When a pupil thinks of a club that does not exist, they are encouraged to build their own activity.

The school's culture encourages the pursuit of academic achievement and character development where pupils are ready for the next stage of their lives.



Ethos for Success



Students should:

- take **responsibility** for their own learning and teaching
- have a clear **purpose** and be clear about what they are expected to achieve
- have **high expectations** and set high standards for themselves
- see themselves and staff as a collectively and mutually **cooperative** and supportive unit
- be supported by **excellent attendance and punctuality**
- understand effective ways of learning
- Be **intellectually curious**, doing work/research/reading beyond the curriculum



Academic Mindset



- Tutor programme – **Organisation**
 - PSHCE programme – **The Science of Learning**
 - Recurring agenda item for **department time and CPD**
 - Staff **support quiet work-spaces**
 - Academic **reading**
 - **Early** intervention
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How is life in the sixth form different



- Greater specialisation and academic rigour
- Greater responsibility for students own learning
- Greater independent and self-directed learning
- Matching every hour of taught time with independent study
- Importance of balancing other commitments with study and time management



Adapting to Sixth Form



Top challenges students encountered when moving into Sixth Form:

1. Approach to study e.g. 'I got my GCSEs okay therefore the same approach will deliver post-16 grades'.
 2. Slow shift to mode of independent work/study
 3. Time-management (Study periods, study leave, jobs, social life, hobbies)
 4. Course selection - not suited to an individual's strengths or future pathway
 5. Social pressures of new peer groups, adjusting to freedoms of a young adult!
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Good Habits



Encourage your daughter to create a regular routine and encourage good homework habits, such as:

- No studying after 10pm
 - Work away from their phone
 - Working from a hard copy of the textbook where possible, not a digital one – this removes the temptation to search for answers/mark schemes or worked answers online.
 - Expect to complete at least **one hour of independent study** for every hour taught in school
 - Leave for school early to allow plenty of time for journey
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Good Habits – in lessons



The place the biggest impact is had is in the classroom.

Maximize lesson time. Be punctual, ask questions, be curious.

Engage with formative assessment by keeping a lesson log – review this at home.

Ask your child what they found challenging in lesson today and what went well.

Apply the principles of the Science of Learning both in and out of lessons.

Home-school agreement



- Familiarise yourself with our policies and support us in our implementation of them
- Sign and promptly return the home-school agreement by the end of this week
- Ensure you are able to log on to Class Charts



Sixth Form Dress Code



- All students at Wallington are expected to exemplify the very highest standards.
 - The way we present ourselves each day sets the tone of a working environment and is a sign of our intention to work hard and be the best we can be
 - As role models and leaders of our school community all sixth form students are expected to dress and act in a professional manner
 - The dress code allows students to attend their lessons and focus on learning without distraction and is in preparation for the world of work beyond sixth form
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Sixth Form Dress Code



- Smart trousers or skirt/dress of appropriate length
 - Blazer must be worn around the school
 - Coats must not be worn in lessons
 - Religious headwear only
 - Shoes should be smart – no lace up boots, trainers or Ugg boots
 - Hoops and dangly earrings are now allowed
 - Nose studs are now allowed
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Attendance



- A minimum of 96% attendance is expected
- Attendance below 90% - Wallington reserves the right to withdraw you from taking exams (unless hospital consultant letters received)
- Should your child be unwell, either call 020 82549369 or email attendance@wallingtongirls.org.uk
- Medical appointments in school time won't be authorised, unless it is an emergency or at hospital (with an accompanying hospital appointment letter)
- Sixth Form students are allowed to leave the premises at lunch and must tap out
- Students are allowed 3 days (over the two years) to attend university open days



Attendance



- Attendance and Attainment have a very strong correlation
 - Students last year with poor attendance did not attain the grades they were capable of achieving and in most cases did not achieve A*-B grades.
 - Those students with 100% attendance were our highest attaining students
 - Resilience – feeling a bit off is not a good enough reason to not come to school, even if you think you may be late, we want students to make every effort to get in.
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Home Study



Home Study enables your child to:

- consolidate and extend work covered in class or prepare for new learning activities;
- develop research skills;
- have an opportunity for independent work;
- enhance their study skills e.g. planning, time-management and self-discipline;
- take ownership and responsibility for learning.

Students who have maintained good progress, attendance and attitude to learning will be granted home study from January. This means that they may leave at 13:15 if they don't have an afternoon lesson. The home study is reviewed regularly and may be removed if progress, attendance or attitude don't meet the minimum expectation.



Punctuality



Students are expected to arrive at school for 8.20am at the latest. Register opens at 8.25. Beyond this a student is recorded as late.

Lates are recorded on Class Charts. 3 in a half term period will result in a 60 minute detention. Subsequent detentions in the same time period will incur further 60 minute detention to be sat on the closest Wednesday or Friday.

Stage system – persistent poor punctuality will be addressed by the HOYs and students will be placed on a Sixth Form disciplinary stage system (4 stages). Progression through the Stage system may result in removal from the 6th Form.

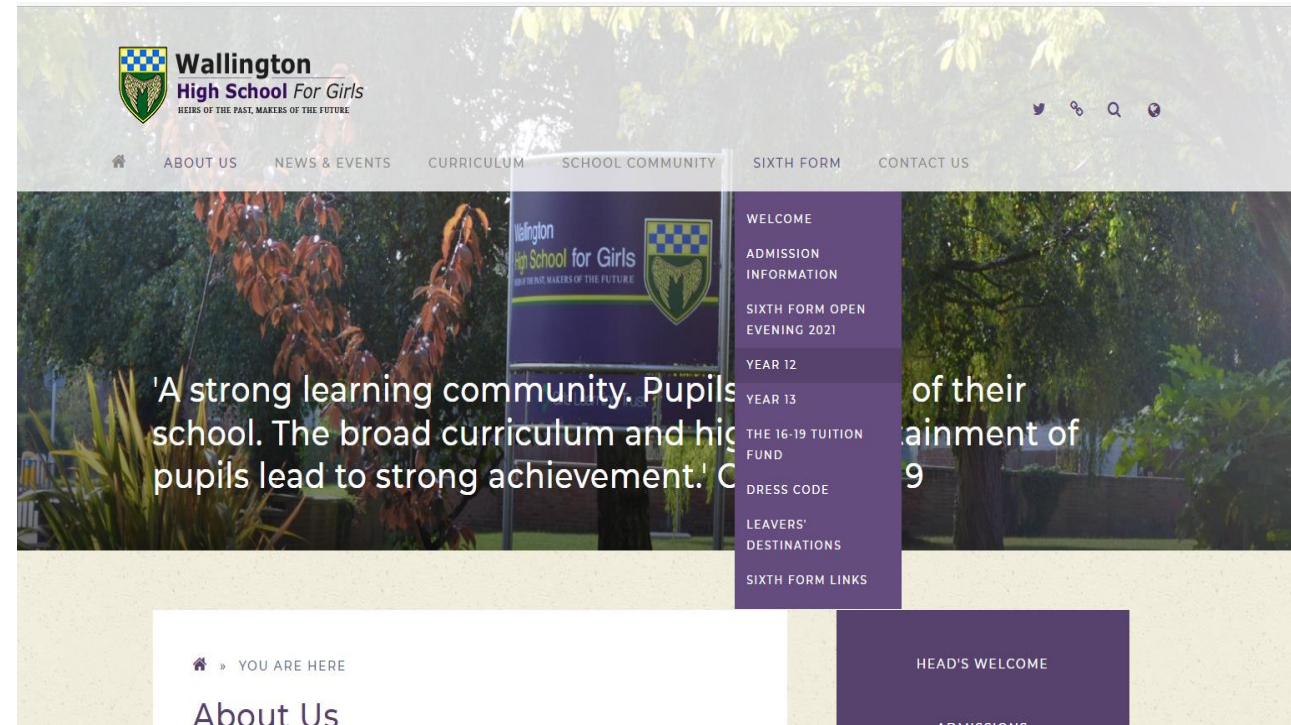


Communication



- Student Sixth Form Planner
- Website www.wallingtongirls.sutton.sch.uk – Sixth Form
- Parent emails, letters and teacher communication
- Wallington Week
- Phone calls
- Class Charts

It is essential the communication details we have on our system for you are up to date. You will miss key information and this is a safeguarding concern if we cannot contact you in the event of an emergency



Curriculum



Year 12 Curriculum

3 A Level subjects

One elective option

Wellbeing programme

Daily tutor time programme and
form tutor mentoring

Super-curriculum programme

Supervised Study periods

Year 13 Curriculum

3 A Level subjects

Lecture period

Academic Reading session

Daily tutor time programme and
form tutor mentoring

Super-curriculum programme

Independent Study periods



Elective Programme



Criminology

Dissection

Drama

EPQ

Ethics

Inspiring
Engineer
Scheme

Journalism

Medical
Health &
Social

Podcasting

Public
Speaking

Sports
Leadership



Tutor Programme



Monday A	Tuesday A	Wednesday A	Thursday A	Friday A
Pastoral Checks, Independent Planning time	Academic Reading/Mentoring	PSHCE	Year 13 HOY Assembly/Y12 Mentoring	Y12/13 SLT Assembly
Monday B	Tuesday B	Wednesday B	Thursday B	Friday B
Pastoral Checks, Independent Planning time	Academic Reading/Mentoring	PSHCE	Year 12 HOY Assembly/Y13 Mentoring	Fun Fridays – Student Led Buddy/Vertical Tutor group (Adhoc dates)



PSHCE



PSHCE is still a statutory requirement in KS5 and is planned to ensure our sixth form students are fully equipped for life beyond school, whether that is as a 16-18 year old, or 18+. PSHCE will be delivered by the form tutor each Wednesday morning, with resources provided in the shared area, KS5 – PSHCE.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	A-Level Mindset	Enrichment Day prep Careers Talks	Makers of the Future (HE & Apprenticeships)	Makers of the Future (University & UCAS)	Y12 Exams Personal Statements	Relationships
Year 13	Big Questions	Healthy Choices	Drugs	Being an Adult	Looking forward and backward	



Assessment



- Assessment is an integral part of learning
 - Research informed approach
 - Frequent, short, ‘low stakes’ checking for understanding (Formative Assessment)
 - Feedback can take many forms
 - Reflection and improvement
 - Only ‘key’ assessments for reporting and Mocks will be graded
 - 2 Summative Assessments throughout Y12 (Autumn 2 and Year 12 End of Year exams)
 - Year 12 exams (May 2025) – Significant in determining UCAS grades for university applications
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Higher Education & Post 18 Opportunities



PSHCE programme and tutor time (February – June) - Students will begin exploring the opportunities open to them after A-Levels

Makers of the Future Day (March) – Universities and Industry expert workshops & Higher Education Fair with over 25 universities present at WHSG

Oxbridge Programme (January of Year 12 through to Oxbridge offers in Year 13)

Medical, Dentistry and Veterinary Science Programme (Series of additional opportunities including workshops, personal statement support from medicportal and mini medical practice interviews)

Apprenticeships – Visiting companies, opportunities sent via email to students

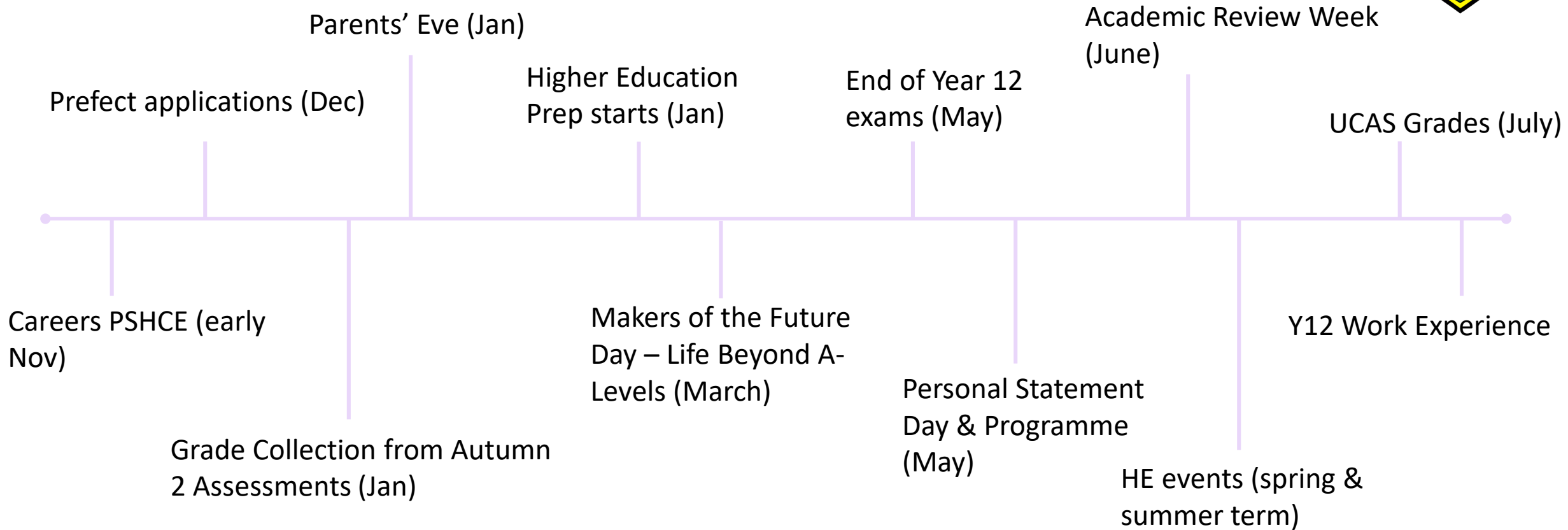
Higher Education



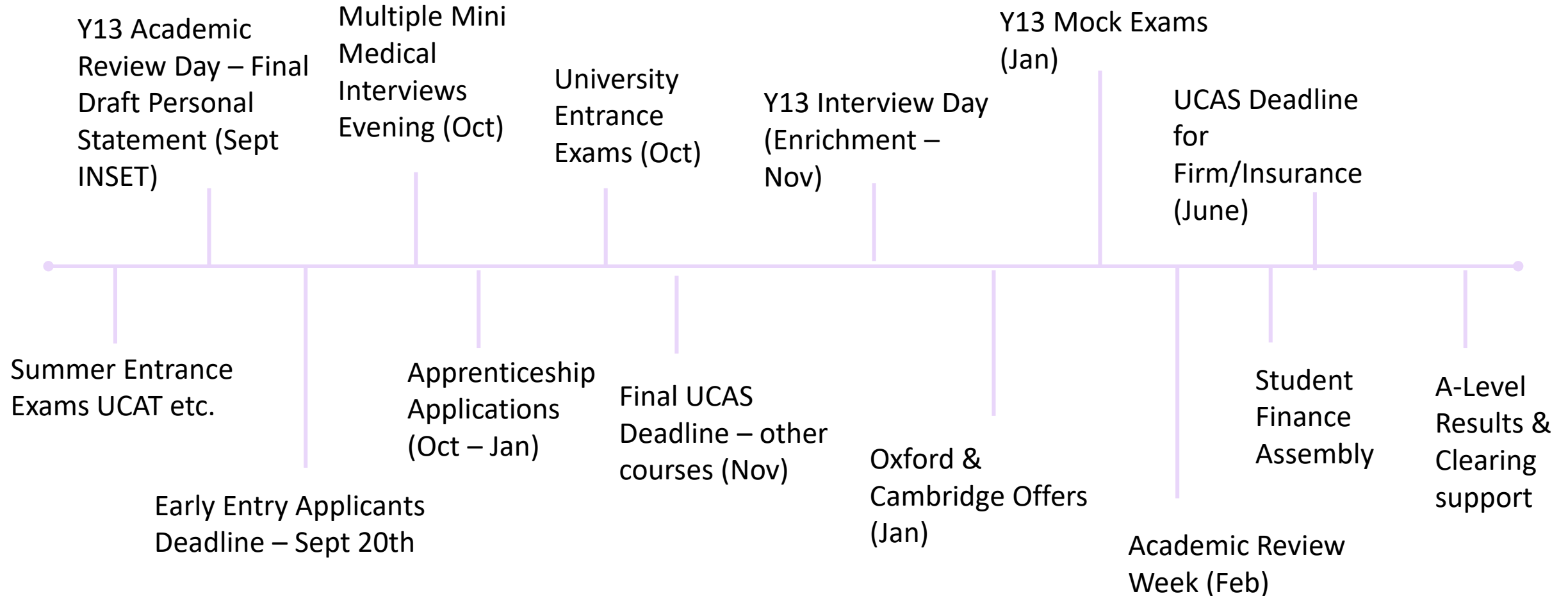
- Students will begin UCAS applications for University in June/July of Year 12
- UCAS Application deadlines are:
 - ✓ September of Year 13 for Oxford, Cambridge, Medicine, Veterinary Science and Dentistry (Early entry applicants)
 - ✓ November of Year 13 for all other courses (Law students encouraged to apply as early as possible)
- UCAS Grades are grades given to students in the last week of Year 12. These will be sent to Universities from the school as part of the students UCAS application.
- UCAS Grades are predominantly made from students 'End of Year 12' exams, therefore Year 12 is a very IMPORTANT YEAR! UCAS grades are decided on by the school, students/parents are not allowed to have influence over these



Timeline for Y12



Timeline for Y13



Y12 Work Experience



14 July – 20 July 2025

- Compulsory for all students, within school time
 - Students will be sent a letter outlining what is required and how to have their work experience authorised in the next few weeks.
 - All Work experience to be logged onto UniFrog, system for student, work placement and school to authorise the placement
 - Use family friends as contacts
 - Email, ring, call
 - Competition is fierce! Start now for next summer...
 - You will refer to your work experience in your personal statement when applying for university or interviews for Apprenticeships/Jobs
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Key Dates



Year 12 Social	11th September 2025
Year 12 Early Progress & Review Meetings	October/November 2025
Introduction to Oxbridge evening	Thursday 13 November 5pm
Study in the USA (delivered by Harvard)	November 2024 TBC
Enrichment Day (London Grand Day Out)	Wednesday 19 November 2025
Year 12 Common Assessment Period	24 th November – 5 th Dec 2025
Year 12 Parents Evening	22nd January 2026
Makers of the Future Day & Parents Eve	Wednesday 25 March 2026
Enrichment Day (Physical and Mental well being)	Thursday 5 March 2026
Year 12 End of Year Exams	May 2026
Personal Statement Day	11 th May 2026
UCAS Grades & Academic Review Student Meetings	June 2026
Work experience week	13 th - 17 th July 2026

Head of Year Welcome



Ms Sanda – Year group 'Ethos and Priorities'



Support



- **Form tutor** with regular 1-1 mentoring
 - **Tutor time** programme focused on transition in Year 12
 - **Higher Education:** workshops by universities, mock interviews, personal statement day, visit to UCAS convention, parents' info evening, student finance tour, university taster lessons, Makers of the Future day (Higher education fair)
 - **Medicine:** talks/workshops by universities, links with Medic Portal, active Medical Society, mock MMI event
 - **Oxbridge:** regular support meetings, interviews with Oxbridge alumni, subject specific discussion groups and interviews, opportunities for networking
 - **Careers:** careers evenings, access to employers and apprenticeships providers, PSHE time dedicated to careers, 1-1 appointments with careers adviser
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Support



- The Nest and Sixth Form Library Room: Pastoral support for 6th Form – well being space, with a trained support officer along with computers and relaxation zone
 - Well being dog - Teddy
 - PSHCE programme – units regarding well being, safety as a young adult and preparation for adult life
 - 5 Designated safeguard leads
 - Sixth form team – Assistant Headteacher, Director of Sixth Form, HOYs, Deputy HOYs, Form tutors, Student support officer, Sixth form attendance officer, ELSA, Counsellor
 - Close links with external agencies – very experienced safeguarding team
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Sixth Form Team



Mrs S Collins
Head of Sixth Form &
Deputy designated
safeguarding lead



Mrs M Horton
Director of Sixth
Form



Ms B Sanda
Yead of Y12



Mrs K Parkinson
Joint Head of Y13



Mrs J Waight
Joint Head of Y13



Mrs S McCormack
Pastoral Support
Officer & Deputy
Designated
Safeguarding
Lead



Miss J Day
Sixth Form
Attendance
Officer & UCAS
Co-Ordinator

Assistant Head of
Y12/Y13

Pastoral Support Team



Mrs Collins
Assistant Headteacher
(Sixth Form)



Miss M Gough
Assistant Head
Designated Safeguarding Lead (Whole school)



Mrs McCormack
Deputy Safeguarding
Lead & SSO



Chisom Nwanko
School Counsellor



Chanelle Beaumont
ELSA



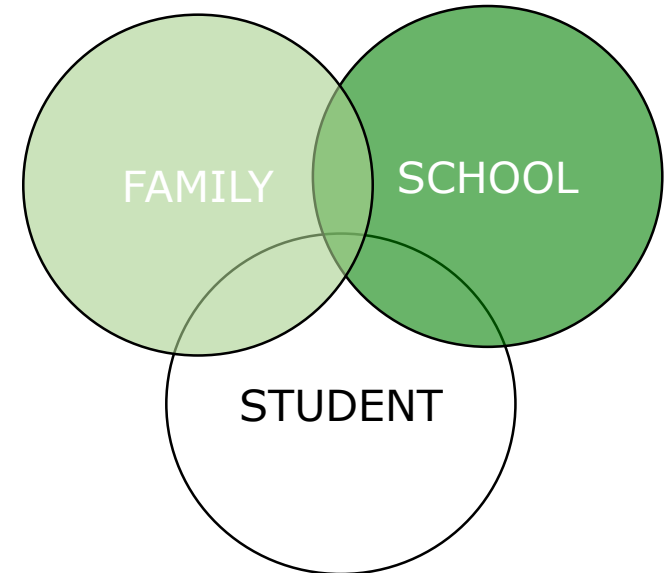
Collaboration



How can parents make a difference?

- Talk to them!
- Contact school if you or they have any worries
- Praise, support and encourage when reserves are low
- Encourage healthy eating, exercise and sleep
- Provide suitable conditions for study

(School Library is open to Sixth Form students until 5.30pm each week day)



Sixth Form Tutors



12	Ms Sanda HOY	12 AST	Mr Slight		T06
		12 CGY	Ms Gelly	W: Mrs Wadsworth	G26
		12 COL	Mrs O'Connell		G28
		12 DAM	Ms Al-Mahaideb	Tu: Ms Griffin	S06
		12 HIC	Mrs Isaac		F11
		12 JSR	Ms Silmar		G11
		12SHN	Mrs Hussain	M, FriA: Mr Pattison	E27
		12 KMK	Mrs Merrick	Th: Dr Boyten	F15
		12 LHN	Ms Hackin		C04
		12 LRL	Mrs Randall		G31*
		12 SBE	Mrs Beales	Th, F: Mrs Wadsworth	T02
		12 TBM	Mrs Borrageiro-Maier		F08