



Year 10 Parent Information Afternoon

Thurs 3rd Sep 2026

Welcome



Ms T O'Brien

Headteacher

Our Core Values



Curiosity

Courage

Compassion

Excellent GCSE results



These exceptional results show an improvement from 2024 at each grade point showcasing the hard work and commitment of our students and staff.

Year	%9	%9/8	%9-7
2025	35.2	65.1	82.9
2024	33.6	62.9	81.1

Excellent A Level results



- 55.9% A/A*, 84.3% A-B*, and a 99.5% pass rate.
- 20 students achieved three or more A* grades (including six students with four A*).

Year	%A*	%A*/A	%A/B
2025	21.8	55.9	84.3

Sixth Form – Y13 Leaver's Destinations 2025



- 224 Accepted offers and are heading off to University
- 3 Degree Apprenticeships
- 141 Russell Group including Oxbridge

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)

Our OUTSTANDING Ofsted report headlines...



- Pupils at this school are looked after with the utmost care by adults. They feel safe, settled and happy.
- The school has high ambitions for its pupils, and **staff go out of their way** to ensure that pupils are able to reach these.
- The school's culture encourages the pursuit of academic achievement and **character development** where **pupils are ready for the next stage of their lives**.
- The result is a **vibrant and diverse community where pupils are proud to be hard working**.
- Pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND), **achieve exceptionally well** as shown in the recent examination results.

Pupil Premium (PP) and Free School Meals (FSM)



Targeted FSM – Lower than £7400. Child will receive FSM and school will receive funding to support the child's education from years 7-11.

Expanded FSM – Households in receipt of Universal credit. Child will receive FSM.

In both cases you will need to make an application via [Sutton Borough](#)

Students who qualify for PP will receive



- KS4 suggested reading list
- Fully funded enrichment programme
- Subject resources

Ad hoc support on request. For example non-curriculum trips, uniform, extra curricular opportunities.

Please see the school [website](#) for more details.

Year 10 Pastoral Team



Assistant Headteacher/DSL –
Ms S Khan
skhan@wallingtongirls.org.uk

Head of Year –
Mrs Sundborg
msundborg@wallingtongirls.org.uk

*If you ever need to get in touch
with the school, your first point
of contact is the Form Tutor.*

I0 Athena	Mrs Worley Aworley@wallingtongirls.org.uk Mrs Shaikh (Wed) Fshaikh@wallingtongirls.org.uk
I0 Bronte	Miss Jariwala Pjariwala@wallingtongirls.org.uk
I0 Curie	Mr Bouri-Ward Hbouri-ward@wallingtongirls.org.uk Mrs Stockley (Thurs and Fri) Kstockley@wallingtongirls.org.uk
I0 Johnson	Mrs Shah Kshah@wallingtongirls.org.uk
I0 Pankhurst	Mrs Henderson Jhenderson@wallingtongirls.org.uk Mrs Jacob (Wed and Thurs) Jjacob@wallingtongirls.org.uk
I0 Seacole	Ms Clayton Hclayton@wallingtongirls.org.uk
I0 Sharman	Mrs Bochenski Kbochenski@wallingtongirls.org.uk

Our Aims for Your Children



- Happy, healthy young people
- Curious about the world - not just focused on achieving grades but passionate, independent thinkers
- Community-minded, celebrating the individual, but being aware of their responsibility to the larger school community
- Positive role models for the younger pupils
- Pride in being a student at our school by upholding the school's Code of Conduct

A Sense of Perspective



- GCSEs are part of a larger picture – developing interests
- Failure is okay – it's part of the learning process
- Parents should model a calm approach

Managing Workload



- Make use of the school planner
- Homework is not set to be completed overnight at WHSG
- Suggest a homework or revision timetable that includes leisure or 'down' time. Agree on and practise a time management system
- Try to discourage devices during study or 'down' time
- Encourage your child to discuss concerns with their teachers before it becomes too much

Teaching and Learning



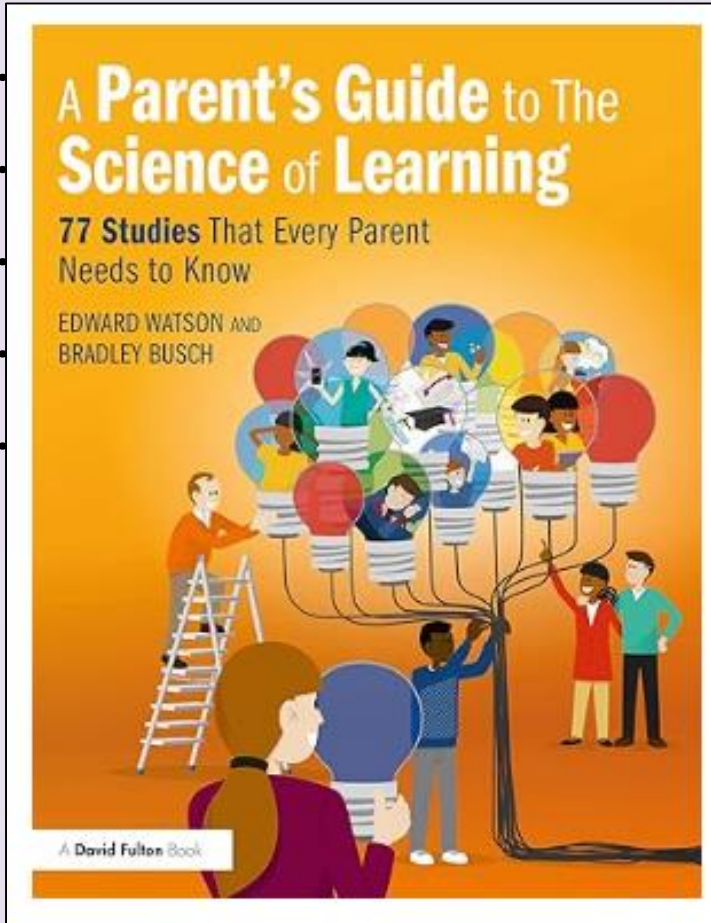
1. Evidence-based approach

2. Formative assessment (MWBs)

3. Writing and Study Skills sessions

4. Curriculum intents and overviews)

6. es....



GCSE Courses



- 10 GCSE subjects
- Options changes – see HoY
- Non examined courses – PSCHÉ and Agora
- GCSE grading

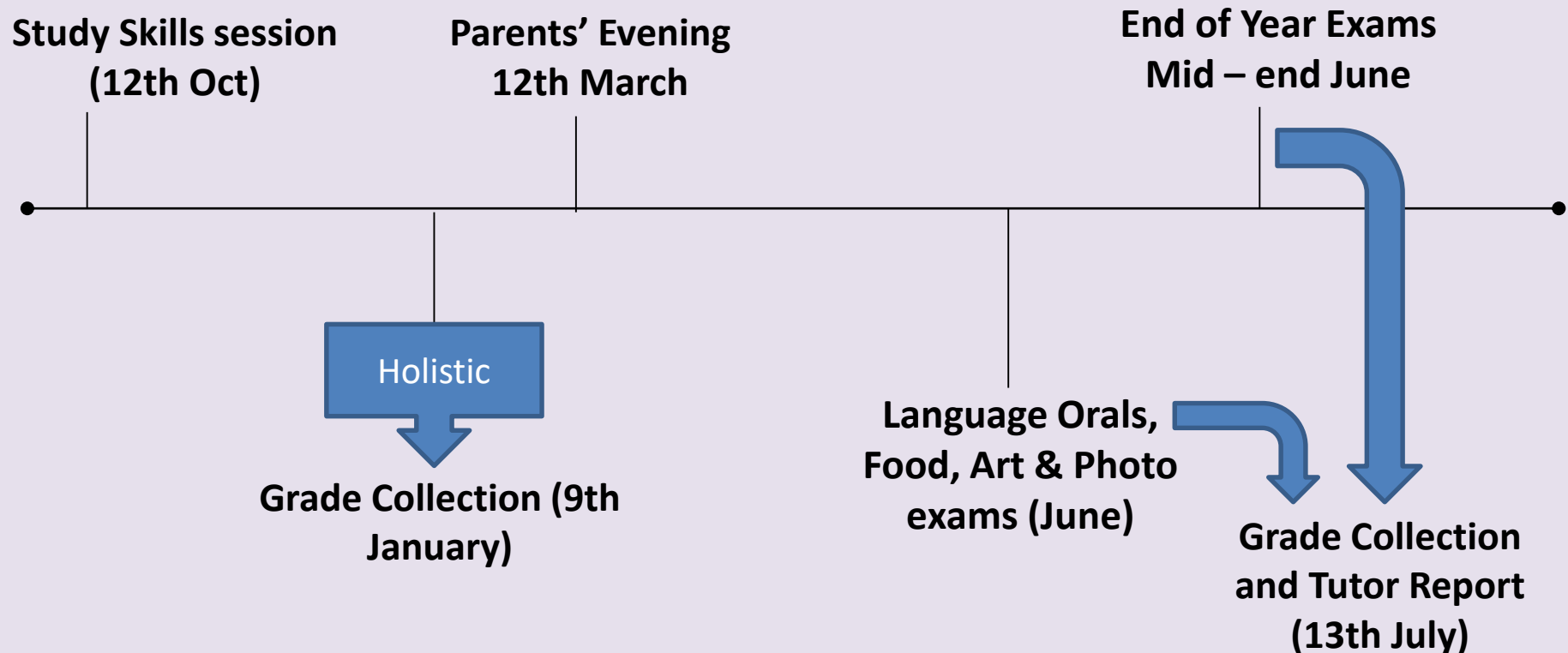
D	C	B	A	A*		
3	4	5	6	7	8	9

Assessment

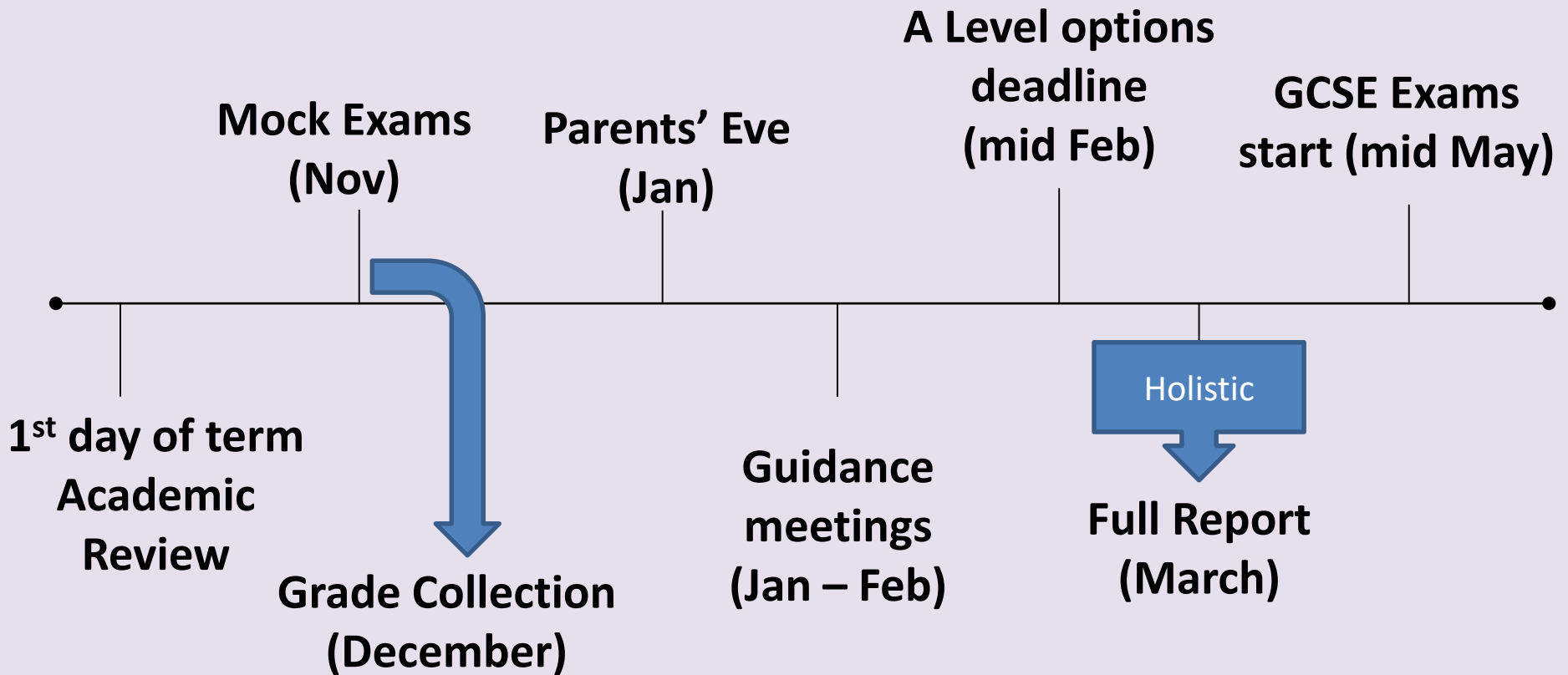


- Move away from infrequent high-stakes assessment to frequent low-stakes assessment that is used to provide effective feedback that moves learning forward.
- Feedback can come in many forms, the trick is to change the student not the work.
- Before any formal summative assessments (such as end-of-year exams, Year 11 mocks, or GCSEs), students will gain familiarity with and have opportunities to practice the different types of questions they will encounter

Year 10 Formal Exams and Reporting



Year 11 Formal Exams and Reporting





True or false?

- Reading leads to improved academic achievement of young people
- There is a positive correlation between reading and self-esteem as well as helping to build self-esteem
- It expands students' vocabulary and cultural capital.
- It improves concentration and memory and creativity.

Parent Study Skills Session

**Mon 12th Oct
6-7pm**



Director of Inclusion – Mrs Bates –

whsgsenco@wallingtongirls.org.uk

SEND can cover a broad range of needs that includes:

- physical development
- visual or hearing impairment
- difficulties with speech and language
- emotional and behavioural difficulties
- difficulties with thinking and understanding

SEND Support



Access Arrangements



Parents and or school
may seek appropriate
specialist assessments to
determine if any AA are
required .
Recommendations from
reports are discussed

The JCQ criteria are
always used in decision-
making .
AA are available to
students with medical
needs when necessary.

The SENDCO and exams
officer are responsible for
the administration of AA

When a decision about
AA is made these details
are shared with relevant
staff so that they become
part of the student's
Normal way of working in
the classroom and in
internal and external
examinations



Head of PSHCE – Mrs Griffin - agriffin@wallingtongirls.org.uk

PSHCE at WHSG develops the individual student in a holistic way, beyond their academic studies so that they are fully prepared for life beyond school.

Aims of the curriculum:

- Students are able to demonstrate characteristics of resilience, emotional intelligence and social responsibility
- Students are able to engage in a range of happy and healthy relationships with others
- Students have the skills and knowledge to make informed choices that are suitable for them throughout their life

Lessons are taught once a week, every Wednesday – 30 minutes.



- Schools are required to cover all aspects of RSE (Relationships and Sex Education) and Health Education as laid out in the Statutory Guidance: [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Our curriculum has been carefully and thoughtfully planned to cover all aspects of the Statutory Guidance in an accurate and age appropriate manner.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
First Give A social action project Home - First Give		Sexual Health and wellbeing including contraception and STIs	Sexual Health and wellbeing including routes to parenthood, and female health – checking and screening	Personal wellbeing including personal finances and positive mental health	Life After Year 11

Safeguarding Team



Ms S Khan

Assistant Headteacher
Designated Safeguarding Lead
F5
skhan@wallingtongirls.org.uk



Ms S Wilson

Pastoral Support Officer (KS4)
Deputy Designated Safeguarding Lead
Pastoral Office
swilson@wallingtongirls.org.uk



Mrs T Corfield

Pastoral Support Officer (KS3)
Deputy Designated Safeguarding Lead
Pastoral Office
tcorfield@wallingtongirls.org.uk

Student Support



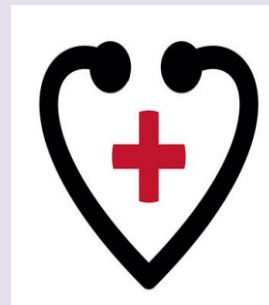
Ms Beaumont
School Counsellor/ ELSA



Ms D Newell
First Aid Officer



Mrs K Bates
Director of Inclusion/ SENDCo



School Nurse - Shamim
(Drop in: Thursdays, 10.50-11.10am)



Mrs L Taylor
Deputy SENDCo

WHSB Code of Conduct



- At WHSB we subscribe to a relationship-based approach to behaviour management where the highest standards of behaviour are upheld by all students in order to ensure that everyone has the opportunity to learn in a calm, safe and supportive environment.
- A relationship-based approach recognises behaviour as a form of communication and focuses on building positive relationships and balancing the provision of care and challenge (Jones et al, 2024).
- Please work with us in creating a safe and engaging environment by ensuring your child is aware of and upholds the WHSB Code of Conduct.

Mobile Phones



- Students in Years 7,8,9 and 10 are not allowed to bring into school mobile phones or watches with internet access or a camera. They are only allowed a brickphone.
- We ask that you support the school by ensuring that your child does not use their mobile phone in school and you do not attempt to contact them via their mobile phone whilst in school.
- Please contact the school office if you wish to get a message to your child.

Negative Effects of a Smartphone



There is now an **alarming amount of evidence and research of the negative effects of smartphones and social media** on children and teenagers.

These include:

- Poor mental health, such as depression, anxiety and low self-esteem
- Issues with cyberbullying, attention, focus and sleep
- Exposure to dangerous and harmful content, and inappropriate material
- Smartphones can be highly addictive, so time spent on a device reduces time spent playing, interacting and developing vital social skills

Responsible Device Use



- No screens in bedrooms and no devices for at least 2 hours before bed.
- Encourage an open conversation about the sort of content your child is putting online.
- Try to keep up-to-date with which apps your child is using – see our parent newsletter for tips and guides.
- Devices encourage procrastination and reduce productivity even after their use, so communicate with your child about making the best of their time when working/ revising.

Attendance and Punctuality



It is expected that all students aim for at least 97% attendance each year. At WHSG:

- 97-100% attendance is defined as expected
- 95 – 96% attendance is defined as satisfactory
- Below 95% but above 90% is defined as a cause for concern
- Below 90% is defined as a serious cause for concern

Absence

- The school's Attendance Officer (Years 7-11) must be informed on the first day of absence before 8.45am via email from the parent/carer (sent from the same email address currently notified to us on our administrative system), and every subsequent day before 8.45am if the absence continues.
- If there is no communication from parents/carers, then this will be automatically recorded as an unauthorised absence.

Thank You



Form Tutor Session



Athena E06

Bronte E07

Curie E08

Johnson E21

Pankhurst E22

Seacole E09

Sharman E20