



JOURNEY TO EXCELLENCE

**Evening 1 – Starting your Journey to Excellence –
Thursday 9 October 2025**

HELLESDON
HIGH SCHOOL



Mr James Read
Assistant Principal for
Progress and Achievement



Mr Niall Sully
Assistant Principal for
Raising Achievement

Achievement → The outcomes that our students achieve
Progress → The journey they take to get there.



What are our priorities...

1. To **provide you** with the tools needed to achieve outstanding results
2. To **provide you** with the environment needed to achieve outstanding results
3. To **provide you** with the support needed to achieve outstanding results

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Rewind to last year... Options Evening!

Key Stage 3

Your achievement during Key Stage 4 will provide you with a wide range of options linked to these pathways.

???

Key Stage 4

What is the 'Journey to Excellence' programme?

This forms part of our Raising Achievement offer to all Year 10 and 11 students. It ties together all aspects of school through one central focus:

- ★ To allow our students to move onto the next steps of their education with **the best possible academic outcomes.**

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What will Journey to Excellence look like:

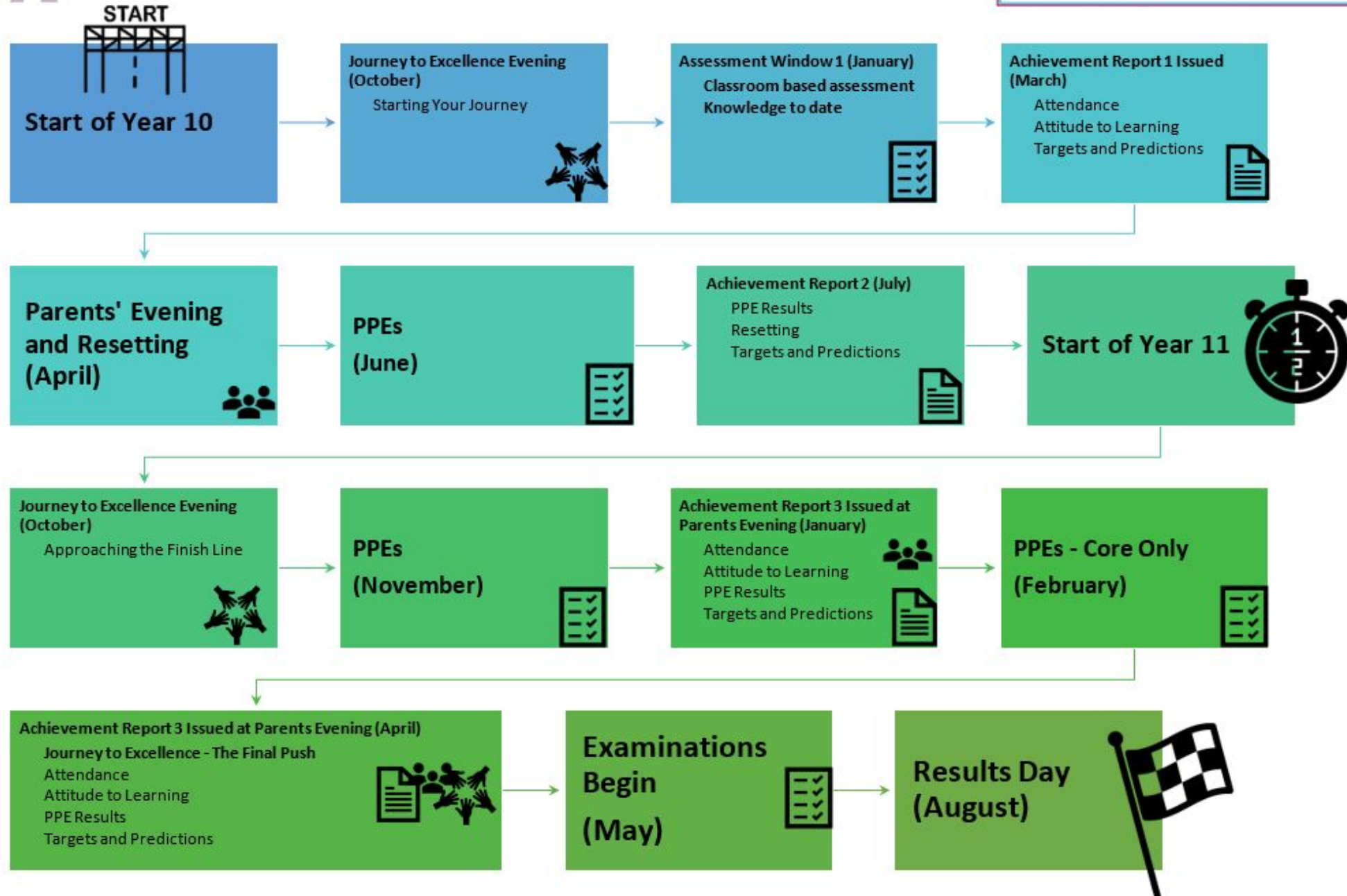
- Information evenings
- Intervention programmes
- PPEs (mocks)
- Reports
- Parents' Evenings
- Etc.



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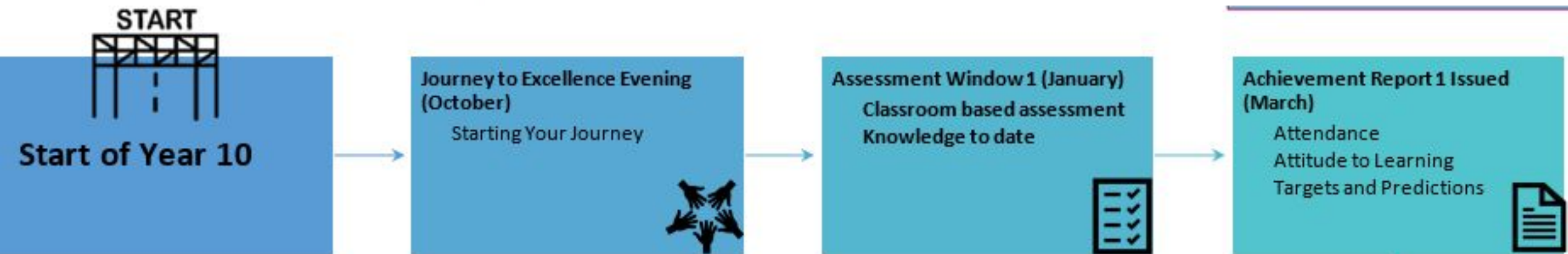


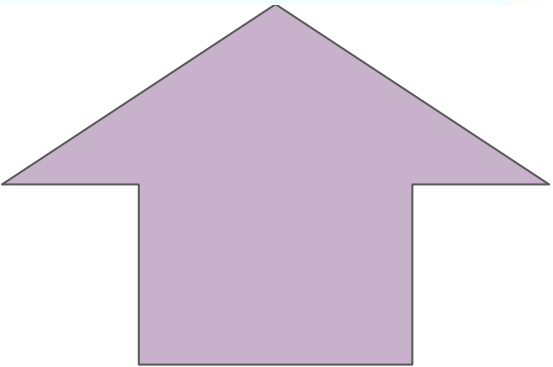
Journey to Excellence - Overview





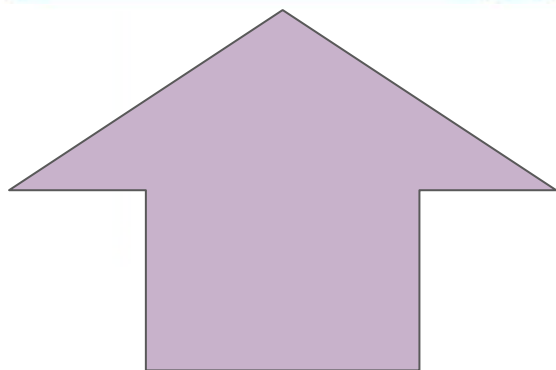
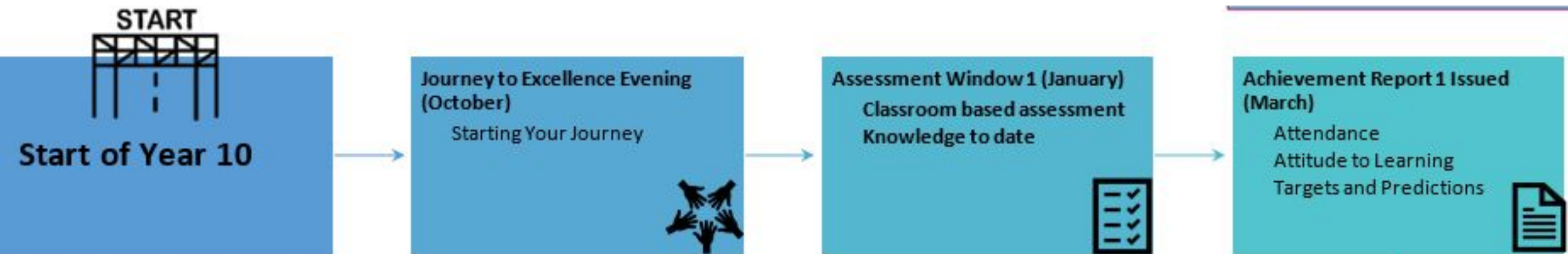
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- 
1. How do you reflect on the start you've made to Year 10?
 2. How have you settled into your courses?
 3. How are you coping with the increased challenge and expectations?



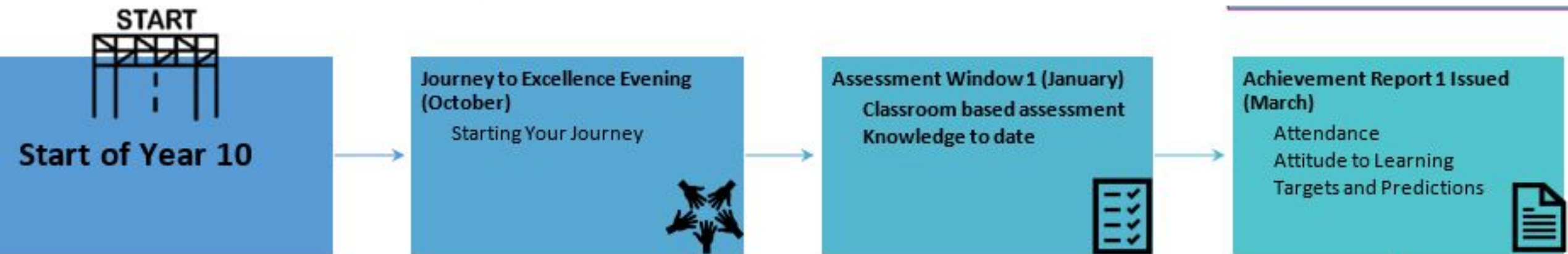
JOURNEY TO EXCELLENCE



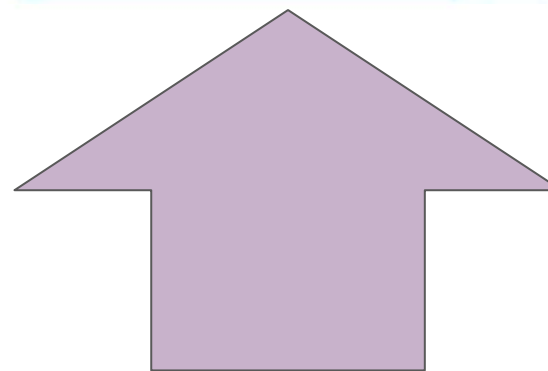
1. How clear are you about the road ahead?
2. What can you do to better prepare yourself?



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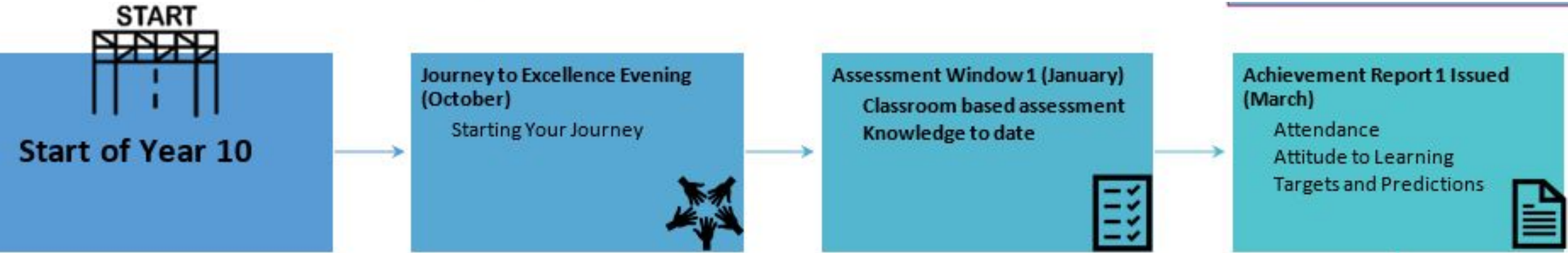


1. What have you learnt, understood and remembered from the first half year of lessons?
2. Can you show your potential in your assessments?





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1. How is your effort reflected in your predictions?
2. What are your next steps?
3. Where are you flying?



JOURNEY TO EXCELLENCE

Parents' Evening
and Resetting
(April)



PPEs
(June)



Achievement Report 2 (July)

PPE Results
Resetting
Targets and Predictions



Start of Year 11



- ★ How can your parents support?
- ★ Where do you need to be to progress?

- ★ What have you learnt, understood and remembered from the first year of lessons?
- ★ Can you show your potential in your assessments?

- ★ How is your effort reflected in your predictions?
- ★ What are your next steps?
- ★ Where are you flying?

- ★ How will you reflect on the year you've had?

**So... how do you want to
feel in a year and a half?**

**Results Day
(August)**



SO PROUD OF YOU

2 Year Courses



All our courses at KS4 are 2 year courses...

- This means that the things you understand today, you will need to still remember by the end of the course.
- It also means that for vocational courses, or courses with practical components, the marks you get this year are final!

| Year 9, 10, 11 Grades | Year 10 and 11 Vocational Grades |
|--------------------------|-------------------------------------|
| 9 | |
| 8 | Level 2 Distinction* |
| 7 | Level 2 Distinction |
| 6 | Level 2 Merit |
| 5 (Strong Pass) | Level 2 Pass |
| 4 (Good Pass) | |
| 3 | Level 1 Distinction |
| 2 | Level 1 Merit |
| 1 | Level 1 Pass |
| U | U |

Art
Graphics
Photography
IT
Construction
Engineering
Hair & Beauty
Catering
Resistant Materials

Drama
Health & Social Care
Media Studies
Music
PE
Languages



...which is great!

You will go into your examinations knowing that you have already achieved the best marks possible.

Support Available:

- ★ Clear guidance in the classroom
- ★ Vocational support days to give you focused time to achieve
- ★ Clear deadlines from us to parents so you can stay on top of your submissions



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Making the Most of Year 10

- The **knowledge you cover today, is needed for your examinations** and assessments in your courses
 - Regularly retrieve knowledge through home learning and independent study
- **Vocational assessment deadlines are final**
 - Complete your work to the highest standard now to avoid capping your outcomes!
- **Opening pathways for the future**
 - Educational and career ambitions keep you focused on your achievement

Common Parental Questions

Q. What books do I need to buy to help?

A. These will be made available on Scopay for each department. Please speak to the heads of department and subject leads who will be able to help you with the specifics of which ones to buy.

Q. How do I help my child?

A. Know their timeline and key dates, particularly around assessments. Speak to their tutor early if you're worried, and talk about how they're getting on, and where they want to go next.

Q. Could we have information about Year 10 work experience?

Y10 WEX will take place in the week commencing May 11th 2026. This year, details of placements will be added online. Letters will be sent out in the coming weeks, but parents/ carers/ students can start looking for possible placements.

Q. What about revision?

BE AMBITIOUS

BE ORGANISED

BE FOCUSED

BE PREPARED

BE AN EXPERT

BE PRACTISED

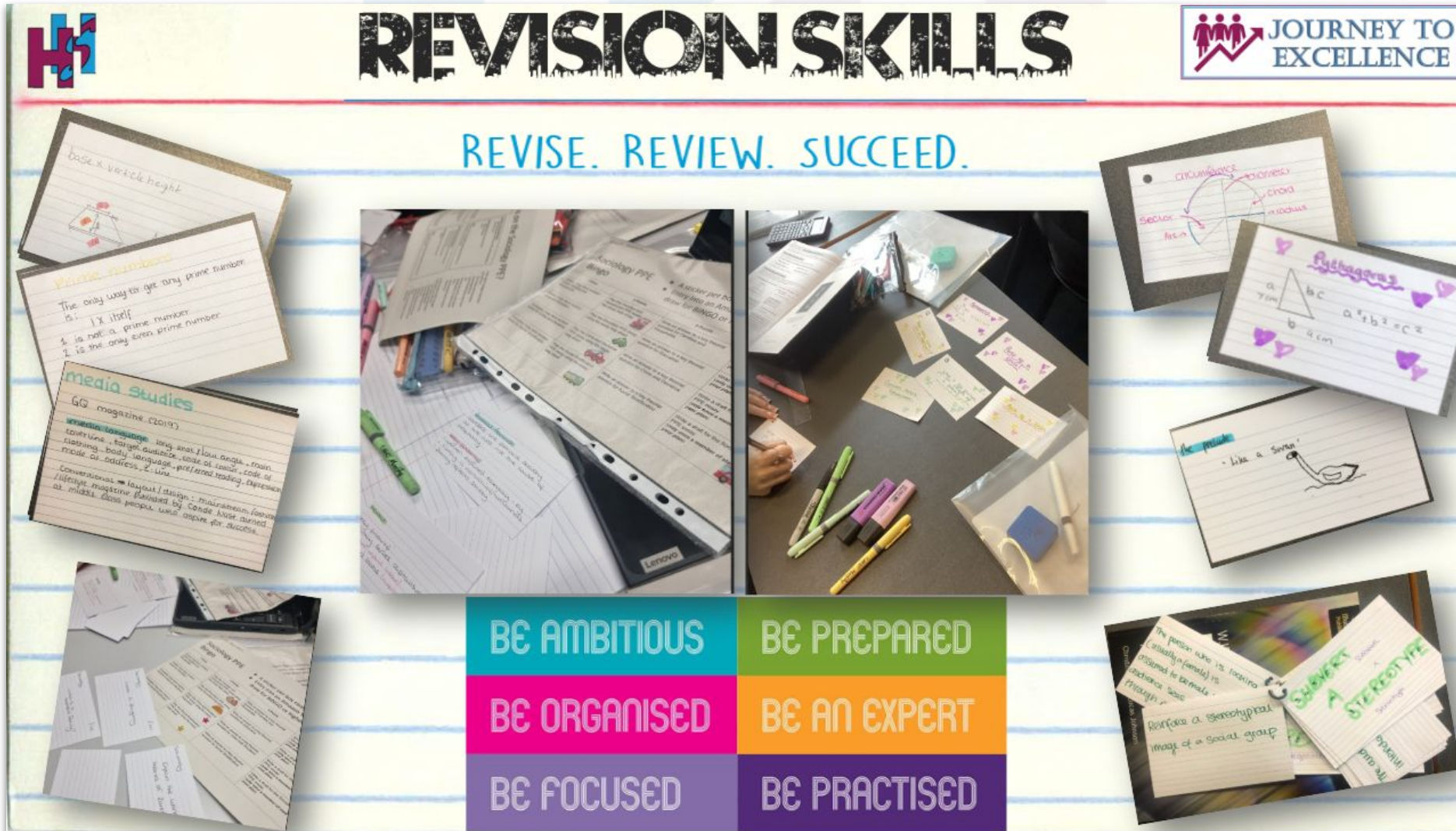
REVISION SKILLS

REVISE. REVIEW. SUCCEED.

Revision Week



Last time around...



REVISION SKILLS

REVISE. REVIEW. SUCCEED.

BE AMBITIOUS
BE ORGANISED
BE FOCUSED

BE PREPARED
BE AN EXPERT
BE PRACTISED

The banner features a collage of student work including:

- Handwritten notes on 'base x vertex height' with a diagram of a triangle.
- Notes on 'Prime numbers' stating: 'The only way to get any prime number is: 1 x itself', '4 is not a prime number', and '2 is the only even prime number'.
- Notes on 'Media Studies' for 'GO magazine (2019)', listing 'textual language' (imagery, flow, angle, main, timing, body language, use of sound, code of moral, colours, etc.) and 'Conventions' (layout/design, mainstream focus, lifestyle magazine followed by social issue stories, at middle class people, well aware for discussion).
- Notes on 'Technology PPT' with a table of 'Advantages' and 'Disadvantages'.
- Notes on 'Pythagoras' with the formula $a^2 + b^2 = c^2$ and a diagram of a right-angled triangle with sides labeled a, b, and c.
- Notes on 'The person' with a drawing of a person and the text 'Like a person!'.
- Notes on 'SUBVERT A STEREOTYPE' with definitions: 'The person who is looking (usually female) is assumed to be female through...' and 'Reinforce a stereotypical image of a social group'.
- Notes on 'circumference', 'chords', 'sector', and 'radius' with a diagram of a circle.
- Notes on 'The person' with a drawing of a person and the text 'Like a person!'.
- Notes on 'SUBVERT A STEREOTYPE' with definitions: 'The person who is looking (usually female) is assumed to be female through...' and 'Reinforce a stereotypical image of a social group'.

REVISION SKILLS

TOPIC: English Lit: Ozymandias

DATE: 3rd Feb

1. Use this space to list or mindmap all your knowledge about this topic.

WHERE → Paper 2, Section B, Power & Conflict.

Summary → The shattered remains of an ancient statue of a king are described

- They are in the desert surrounded by nothing.
- The inscription beneath the statue indicates he was arrogant and obsessed with power.

Meaning/ Messages →

- The corrupting influence of power
- The ultimate power of nature over man

3 Quotes

- 'Sneer of ^{disappointed} cold ^{emotionless} command' ← tyranny
- 'Look on my works, ye Mighty, and despair'
↑ command ↑ Capitals
- 'Nothing beside remains.' ← irony, abrupt, isolation

2. Now check your revision guide/book and use this space to list any information you missed in your blurt.

← The narrator meets a traveller who tells him about the statue.

- * Written as a sonnet (usually love themed) reflecting his ego.
- * Iambic pentameter mirrors his tyrannical control
- * Inspired by unearthing of statue of 'Rameses II'.
- * Pharaoh's believed their power was divine and would live-on.

3. Use this space to note priorities and methods for revision.

Context →
Structure → Serena.



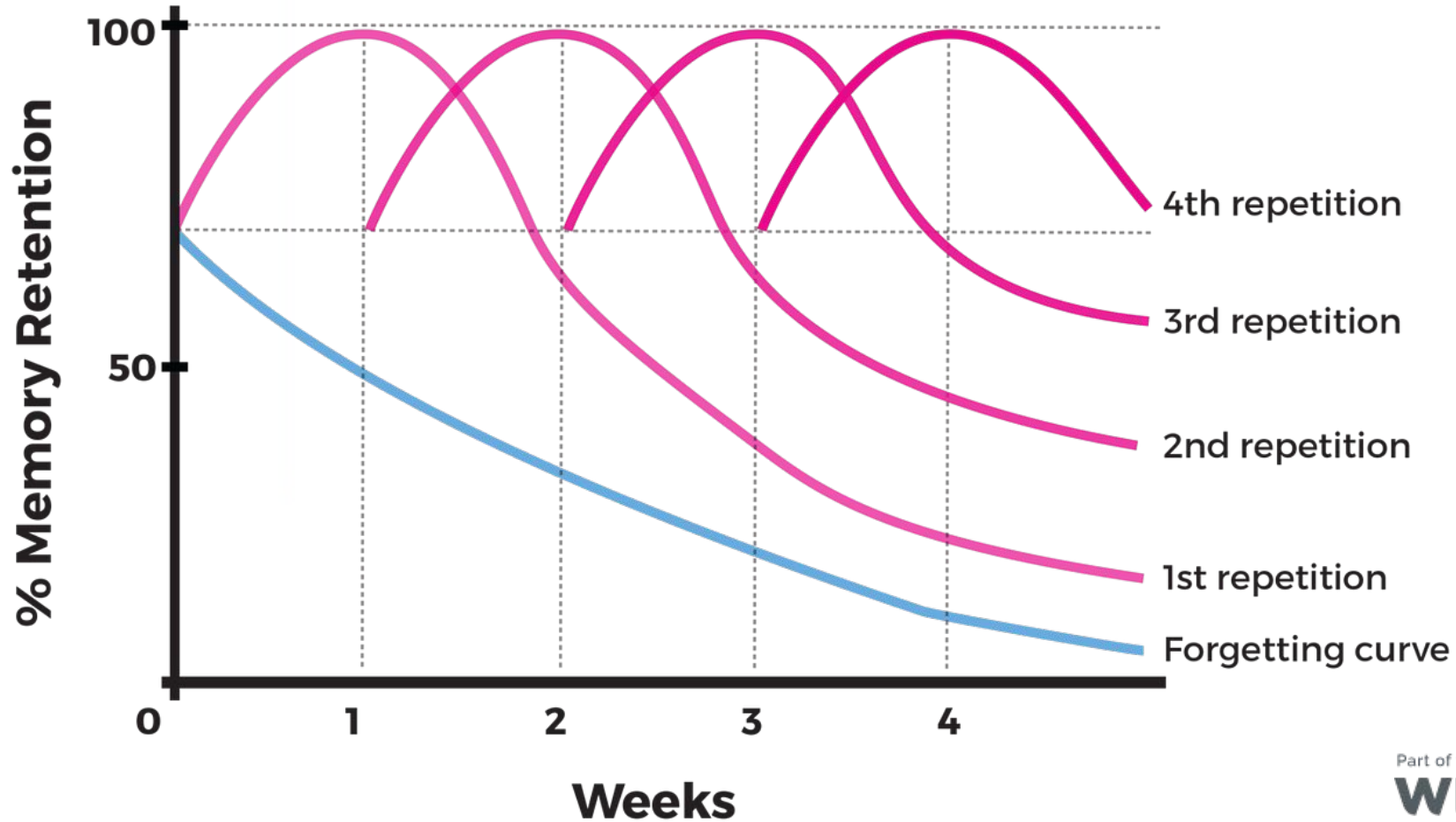
Reteach Week

Closing Gaps. Addressing Misconceptions. Raising Achievement



Curve of Forgetting

For newly learned information



The best is
when we are
together.



What we do together

- Look at common mistakes
- Look at common misunderstandings
- Dedicate class time to reteaching and improving our knowledge

What you do independently

- Look at your mistakes
- Look at your misunderstandings
- Dedicate home learning time to improving your knowledge.

After school support

- Home learning club (specific KS4 space)
- English and Maths tutoring
- Subject specific interventions/ support

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The 4 'R's



REVIEW

Know what needs to be revised

Complete review questions then mark

Organise what you already know on a blank page

Identify gaps

Create a revision plan – focus on what you find hard



REVISE

Use active revision techniques e.g. flashcards

Regularly self-test (do something with those revision resources)

Use spaced repetition – revisit knowledge before you forget

Apply your learning e.g. concept maps/create exam questions and example answers

Review your revision techniques as you go on (not working? try another)



REASSESS

Ask others to assess you e.g. quizzes

Complete review questions then mark

Complete multiple choice and short answer quizzes

Complete past exam papers



REFLECT

Evaluate your performance

Did your performance improve following reassessment?

What revision techniques worked?

What will you change about your approach to revision?

What needs revisiting in the short, medium and long term?

The 4 'R's

This is all about knowing what you should know.

If you don't know what you don't know, how can you start to know it!

Key Resources:

- Your exercise books (titles are a good start)
- Your knowledge organisers
- End of unit summaries
- Seneca



REVIEW

Know what needs to be revised

Complete review questions then mark

Organise what you already know on a blank page

Identify gaps

Create a revision plan – focus on what you find hard

The 4 'R's

Put your knowledge to use... regularly

Key Resources:

- Knowledge organisers
- Revision techniques:
 - Create and use flashcards
 - Mind mapping
 - Seneca
 - Etc.



REVISE

Use active revision techniques e.g. flashcards

Regularly self-test (do something with those revision resources)

Use spaced repetition – revisit knowledge before you forget

Apply your learning e.g. concept maps/create exam questions and example answers

Review your revision techniques as you go on (not working? try another)

The 4 'R's

Make it measurable!

Key points:

- Repeat your practice
- Seneca
- Past Paper questions



REASSESS

Ask others to assess you
e.g. quizzes

Complete review
questions then mark

Complete multiple choice
and short answer quizzes

Complete past exam
papers

The 4 'R's

Make sure it's worth it!

Key points:

- Are you remembering?
- Are you improving?
- Is it working?
- If not, what will you try to do differently?
- Reward yourself



REFLECT

Evaluate your performance

Did your performance improve following reassessment?

What revision techniques worked?

What will you change about your approach to revision?

What needs revisiting in the short, medium and long term?

How can Parents Support Revision and Achievement?

ROUTINES



SLEEP



BALANCE



**QUIET
DEDICATED
SPACE**



**TALK AND
PRAISE**

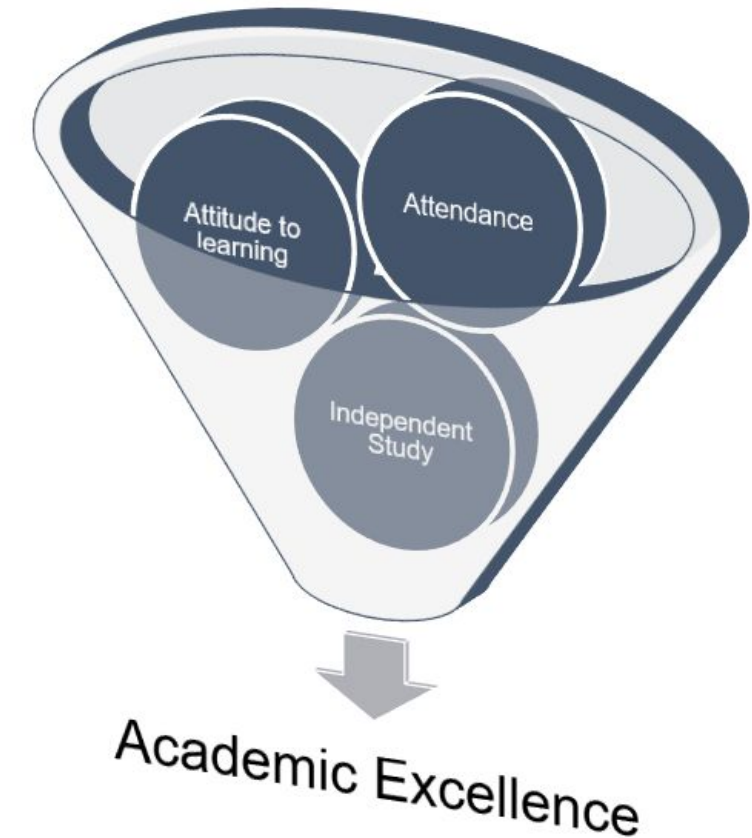


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- **Attendance** – being in the building is the first and biggest influence on your chances of success
- **Attitude to learning** – capturing the knowledge your teachers share in each minute of each lesson will make you confident and ready for exams
- **Independent study** – take charge of your learning!

What changes do you need to make today to improve your chances tomorrow?



Improving attendance

Completing independent learning

Engaging in every second of lessons

IF NOT
now
WHEN?

Avoiding Conflict

Prioritising YOU

Attending additional support



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Our investment in Year 10...

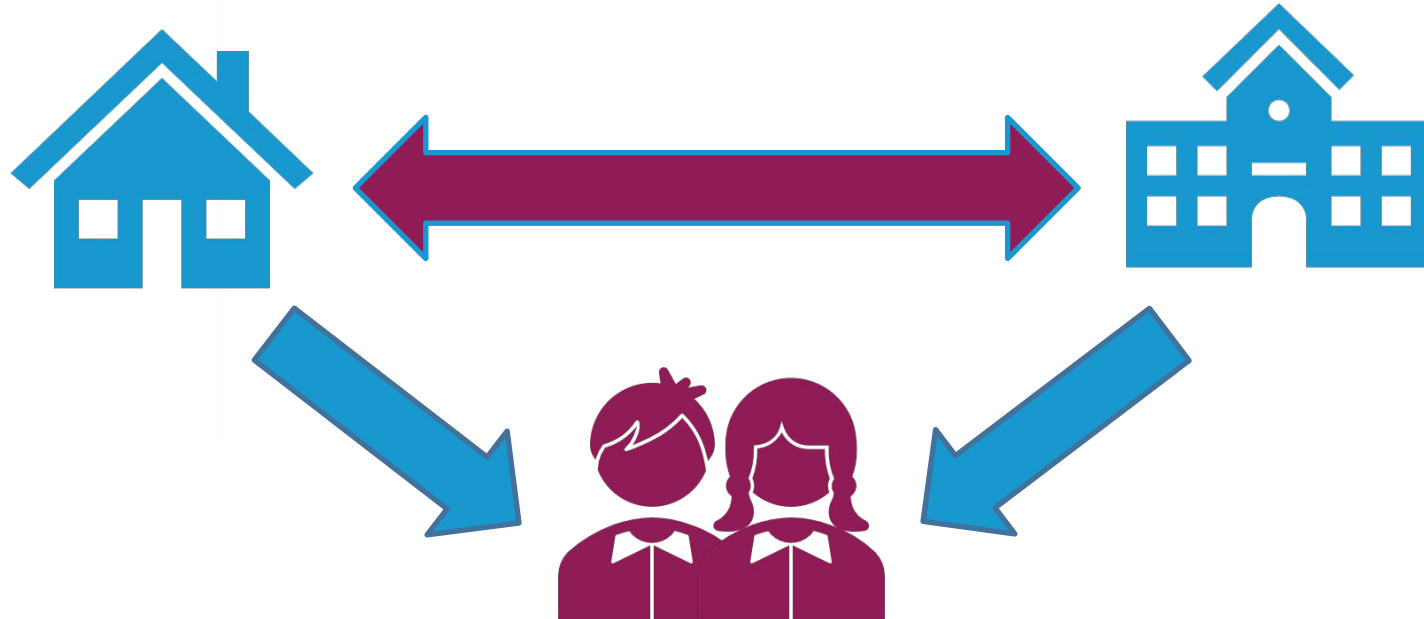
- New Assistant Principal Raising Achievement
- Year groups - Key Stage 4 Lead, HOY
- Progress tutors in English and Maths
- Subject Tutor Programme



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Everyone's role in Success

A unified message and good communication between the school and home, provides consistency and routine for your child



Your support for your child is one of the most impactful ways of raising their achievement

The school will provide high quality lessons, interventions, and extended learning opportunities to give your child all they need to achieve

Everyone's role in Success

... but ultimately, they are your results. We believe you are capable of excellence. Your parents believe you are capable of excellence. Your determination and resilience will make you capable of excellence.

Your
child

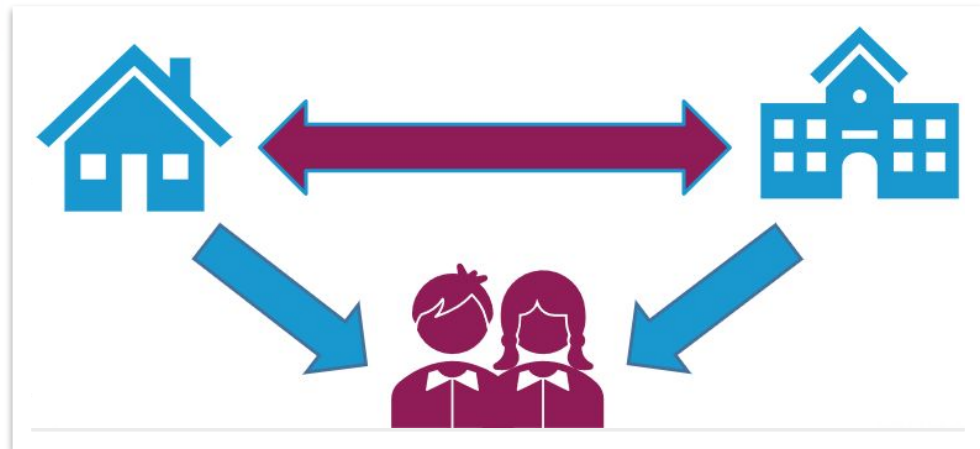
raising their
achievement

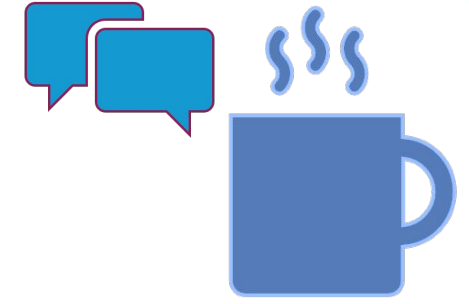
provide
opportunities,
and
helping

opportunities to give
your child all they need
to achieve



IF NOT
now
WHEN?





What now...?

- Grab a drink!
- Speak to Heads of Department and subject leads about the courses your child is taking
- Catch a member of leadership for any additional support.

English,
Maths and
Science

All other
subjects



**Hellesdon
Sixth Form**

Your next step



Graphics



Hospitality & Catering



Resistant Materials



Engineering



Construction



Hair & Beauty



Music



Drama