

Welcome

Michelle Dyer

Principal



Year 11

Parents Information Evening

Daniel Parker

Vice Principal

Year 11 Raising Standards lead



Looking back to look forward – The Class of 2024 & 2025

The last two Y11 groups have achieved the best results this school has had in its entire history.

In real terms, if you went to the school in **2019 only 2 out of 10 students in ABA passed their GCSEs.** In 2022, that figure changed to **8 out of 10 boys.** Similarly, in **AGA in 2019 only 5 out of 10 would get a pass** – in **2022 that changed to 9 out of 10 girls** achieving a passing grade.

For the **Class of 2025 – the boys achieved better results than the girls!** That has never happened here before!

Statistically – you now have some of the **strongest teachers in the country teaching you.**

You can be confident in the knowledge that **every day,** you will be taught by an **expert** who has just been successful in achieving amazing results for you – **NO DAY IS A WASTE.**

You have the **people,** the **resources** and the **conditions for success.**



Visualising the end point

- Results day 2022 & 2023 were **exceptional moments** for our school, our students and this community.
- We are in a **fantastic position** with the Class of 2026 – we are hungry for more success and **our students have already shown that they have a real desire to achieve.**
- Our **prom is booked** and in 2023 this was a real moment of joy for students who had worked exceptionally hard.
- We recognise that there will be many challenges on our **collective journey** this year – that means a lot of **support** and **rewards** for a job well done.



Mindset

- Getting a GCSE is really hard – students have to **‘want it.’**
- If you are someone who says **‘I’ll do it tomorrow’ – TOMORROW IS TODAY.**
- Make a deal/ promise/ pact with yourself – students can create their desired future with a great set of GCSE results.

What are the enemies of success?

- **Poor attendance.**
- **Poor attitude to learning.**
- **Being present in ‘body’ but not in ‘mind.’**
- **Being late to lesson/ intervention.**
- **Not completing homework/ home learning/ revision.**

How have we prepared for success?

- **Talent acquisition** and **investment** in key Y11 positions.
- Allocating the **strongest teachers/ tutors** to specific groups and increasing their contact time.
- Employment of **more pastoral leaders** and **deputies** and **support staff** to increase our provision for students in a key year group.
- **Investment** in student **Chromebook** provision.
- **Investment** in **online learning packages** – Hegarty, Seneca and MASSOLIT.
- Stripped back and refined homework offer.
- **Students** are **taught how to revise**, have been given **flashcards** and will be **given a revision schedule** by the Head of Department, for each subject.



Intervention

- This year, students **have more intervention time** than the two previous Y11 groups.
- Students are placed into a **tutor group** which reflects their **area of need for English, maths or Triple Science**.
- This creates **50 minutes extra time a day** in their core subjects.
- Furthermore, **period 4 is extended by 25 minutes each day** – this gives Y11 students extra contact time in all subjects.

THIS IS NOT SOMETHING THAT HAPPENS AT EVERY SCHOOL, IT IS UNIQUE TO AVONBOURNE AND IS A CENTRAL REASON WHY OUR RESULTS HAVE IMPROVED.

- It is something we take **incredibly seriously** and allows students to **close gaps in knowledge, improve exam skills and revision techniques**.

What does success in Y11 look like?

- As a school – it is **our responsibility** to be **unrelenting** in ensuring that your child has **quality teachers, resources** and the **knowledge** of how to achieve excellent results.
- This will in turn, ensure that they have the **best access to opportunity** and can **dictate their life choices**.
- The Y11 team is working **AT PACE** and **EVERY LESSON** has been designed to uncover any **GAPS IN KNOWLEDGE, ADDRESS MISCONCEPTIONS** and **MAKE IMPROVEMENTS**.
- We have a team who '**has been there and done it**' and delivered fantastic results – **we want the opportunity to be the same for your children**.
- This will be a **collective effort** of the school, parents/ carers and students.



How are we closing gaps at pace?

- For Y11, we increase our school day and have **built in extra timetabled intervention**.
- **EVERY DAY** students receive **extra lesson time with their subject teacher**, or receive extra contact time in all subjects – this is delivered by their **class teacher** or a **departmental subject specialist**.
- **Homework club** runs on **Wednesday, Thursday and Friday**.
- A select group of students will receive **extra English intervention** with bespoke English tutors.
- **‘Pop up Parents Evenings’** will begin to offer support and guidance for specific students.
- Targeted **revision clubs** will be offered to select groups of students.
- **‘Scholars lunches’** are running in multiple subjects, fostering **higher level academic conversations**.
- Mock preparation guidance.
- **Support** and **revision** booklets created for students.
- Exam stress workshops run and will target students of need.
- **P0 and next exam intervention** sessions tailored to match the exam experience.
- **Free breakfast and water for all students** during the exam seasons.



Important to visualise the year ahead and split them into '**three races.**'

The year is a **marathon** but students will **sprint** at times.

The '**first race**' will be the **November mocks.**

The '**second race**' will be the **March mocks.**

These are all the **training** and **heavy lifting** for the **final sprint, the summer GCSE series.**

Mock exams

Mock exams are a key way that students can prepare for their Summer GCSE exams, this experience is invaluable throughout the progression of the year:

- It allows students to learn how to **balance their time**.
 - To see how their **revision, attendance and attitude** to learning is reflected in their exam performance.
 - Gives students experience of the **physical process** of being in the GCSE series.
 - Prepares them for their GCSE exams, '**feel the weight**' of the exam series.
 - After the exams, students get **feedback** which allows them to **address misconceptions** and **prepare for their next series**.
 - Get **predicted grades** which are used for **6th form, colleges or potential employers**.
 - Get **new tutor groups** and **sets are redrawn** – ensure '**right student**' is in front of the '**right teacher**.'
-

Three races

- September > November mocks
- December > March mocks
- April > GCSE's

Students job is to ensure that they are 'exam ready.'

How do I do that?

- **STUDENTS ARE IN SCHOOL > COMPLETE ALL HOMEWORK, HOME LEARNING AND START REVISING ASAP.**



First race – September > November mocks

How do I get ready?

- You must be in school every day.
- You must complete your homework.
- Now, you should be completing your 'first wave' of revision

What is my 'first wave of revision?'

- You should create a **revision schedule** (as shown during tutor).
- Create your notes using **Cornell notes**.
- Create and start to test yourself using the **Leitner method**.



Attendance

Attendance in Y11 is the cornerstone to success.

If students are not in front of their teachers, it doesn't matter how good the teacher is – the student can't learn.
Students will always learn more at school than at home.

Attendance is key to exam preparation - we are working at pace; missing lessons will mean that gaps in knowledge are created which may put them at a disadvantage.

Missing lessons increases anxiety – it means that students feel behind and often it creates absence for more than one day, as the thought of rejoining the class becomes difficult.

If a student feels anxious, we have found it is better for them to complete lessons but use the pastoral support on offer (talking to friends, family, a teacher, tutor, pastoral lead, wellbeing service Head of Year or Mr Parker).

If you need anything, please email classof2026@avonbourneacademy.org.uk



Revision

Brianna Fairbank
Assistant Principal



Why does my child need to revise?

- Classwork and homework is the bare minimum
- GCSEs are a national competition: you have to go above and beyond for top grades
- New course content is still being covered in Y11
- Y10 content will also be assessed this summer
- New learning has to run alongside revision of old content



Why does my child need to revise?



How is my child's revision being supported in school?

- Revision programme in tutor time
- Training in how to make and use flash cards and other techniques
- Support pages
- Revision guides
- Subject specific revision schedules provided by all departments so that your child's independent study time is organised and purposeful
- Revision planners
- Wellbeing trackers



How can I support my child's revision at home?

- Ask questions: what subject is on your revision schedule today? What is the specific focus of your English revision?
- Reminders: have you shown your History teacher your flashcards? Did you speak to your Geography teacher about that exam question you found difficult? You've done a lot of English revision this week, I'm sure your schedule had some Maths and Spanish on it too...
- Environment: a quiet space, free from distracting technology. A tidy work surface with revision resources organised by subject. Revision schedule up on the fridge or notice board.
- Get involved: your child will be writing their own quizzes or making their own flashcards and trying to retrieve information from memory while they revise, so it's easy to join in!



What can my child use to revise?

- Homework
- Revision guides
- Flashcards
- Past exam papers (AQA/Edexcel)
- Practice questions provided by teachers
- Online platforms: Seneca, Sparx, MASSOLIT
- Knowledge organisers
- Class booklets
- TEAMs



Summary

- Revision is necessary to be successful at GCSE
- Revision is supported in school through a tutor time program in Y10 and Y11, as well as through subject specific resources
- Revision can be supported at home through giving helpful reminders, asking questions, providing a dedicated space to revise in and getting involved



Year 11

Student wellbeing and support

Olly Maund

Vice Principal



Year 11s - Start as we mean to go on!

- The students have returned to school in an amazing place and are very much up for the challenge of Year 11 – thank you
- The students have been made aware that as long as they can honestly say that they gave 100% throughout the year, they will achieve amazing results in the summer, and no one can be upset with them.
- No regrets



Attendance to school and the little added extras

- Attendance during year 11 really will make a huge difference to your child's results
- 90% in an exam is amazing, a 90% attendance figure means they will miss 80 lessons or 4 weeks of school. This is time that cannot be made up. 90% is also the threshold for a student becoming persistently absent.
- All days out of school will have a negative effect on a student's attendance
- There are only approximately **130** school days until Year 11s first big exam in the summer
- An extra 15 minutes a day studying = 91 hours a year
- An extra 30 minutes a day studying = 182 hours a year
- An extra 45 minutes a day studying = 273 hours a year
- An extra 60 minutes a day studying = 365 hours a year



Attendance

Attendance during one school year	Equivalent days	Equivalent sessions	Equivalent weeks	Equivalent lessons missed
95%	9 days	18 sessions	2 weeks	45 lessons
90% (persistently absent)	19 days	38 sessions	4 weeks	95 lessons
85%	29 days	58 sessions	6 weeks	145 lessons
80%	38 days	72 sessions	8 weeks	190 lessons
75%	48 days	96 sessions	10 weeks	240 lessons
70%	57 days	114 sessions	11.5 weeks	285 lessons
65%	67 days	134 sessions	13.5 weeks	335 lessons



Support

- Family & Friends
- Form tutors
- Your Head of Year - **Mr Nash**
- Your Pastoral Leaders – **Miss Underdown and Mr Rossall**
Mr Parker, Mr Goldsmith & Mr Maund
- Year 11 study club – AU14, Monday – Thursday until 5pm, there is no need to book in, students can just turn up
- Period 0 during mocks and GCSE exams
- Well-Being Hub is open every break and lunch time Monday – Thursday with Miss Barrett
- Exam stress workshops
- Full time careers advisor

Email classof2026@avonbourneacademy.org.uk



Extra support and links

- Kooth – online and text based counselling. www.kooth.com
- ChatHealth – for ages 11-19, students can text a school nurse. www.chathealth.nhs.co.uk
- The Mix – counselling sessions, online chat, email support. www.themix.org.uk
- Headspace – mental health and well-being. Mindfulness and meditation for stress, anxiety, sleep, focus, fitness and more. www.headspace.com
- Apps.
- Move Mood – free app to help teens with low mood and depression.
- Clear Fear – free app to help young people manage symptoms of anxiety.



Year 11 Careers

Charlotte Larrington-Vandy

Assistant Principal



The law


You must stay in some type of education or training until you are 18.



What are the options?

1

STUDY FULL TIME
You can choose to study subjects such as A Levels or work and job related courses.




2

TRAIN WHILE YOU WORK
Apprenticeships, traineeships and supported internships allow you to train while gaining work experience.



3

COMBINE WORK AND STUDY
Complete a part time course while you work or volunteer.



1. Full time study

- **A levels** – The traditional route. Study several subjects you enjoy at school, college or 6th form.
- **Higher technical qualifications (HTQs)** - Learn technical skills in the classroom.
- **Higher education** – Choose a subject to study at a university, college or specialist school.



2. Train while you work

- **Supported internships with an education, health and care plan**
 - Spend time in the workplace while you follow a study plan designed especially for you.
- **School leavers schemes** - Join a company's school leavers scheme to train in a certain job.



3. Combining work and study

- **Apprenticeships** – Work alongside experienced staff to learn while you earn a wage
- **T Levels** – Get a mix of learning in the classroom and on the job
- **Traineeships** – Develop new skills in the workplace and in the classroom
- **Vocational Technical Qualifications (VTQs)** - Gain skills and experiences in a specific job or sector such as childcare or engineering.



What level

Level	Qualification / educational route				
8	Doctorate (PhD)		NVQ 8		
7	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7		
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)			
4		Higher National Certificate (HNC)	Higher apprenticeship / NVQ 4		
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4-9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1-3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route		Vocational route	Applied / work route	

But what should you study?



Careers appointments

- Every student will receive an appointment
- Individual to the child's needs
- 30 minutes
- With Hilary Pether our careers advisor
- Started Easter year 10 and will be completed by Christmas
- Extra support available every break and lunch in the careers HUB
- Help available for applications



What can we all do to help?

- **Research** – Do they have an idea already? Do they know how to get there? Best to start with what you enjoy, in or outside of school.
- **Do not make decision based on your friends.** Think about what you really want from life, and what would make you happy.
- **How do you study best?** With a teacher and help whenever you need it? Independently? Do you prefer coursework or exams? Are you good at essay writing? Or are you better at more practical activities?
- **Talk** to all the important people in your life and see what they think. They know you very well!
- **Find out more** - Go online and have a look.



Websites – a start

- National careers service
- Careers start

Your results

What you told us

- you like to lead other people and are good at taking control of situations
- you are motivated, set yourself personal goals and are comfortable competing with other people
- you are sociable and find it easy to understand people
- you enjoy helping and listening to other people

The following careers are based on the answers you have given. They reflect your interests, preferences and motivations.

You may want to:

- [email](#) or [print](#) your results to think about later
- [explore careers](#) suggested for you
- compare different careers to see what you like
- [talk to a careers adviser](#) about your results and next steps

Next steps

- [Print your results](#)
- [Email your results](#)
- [Take a skills health check](#)
- [Return to skills assessment](#)

Speak to an adviser

Call 0800 100 900 or [use webchat](#)

8am - 8pm Monday - Friday

10am - 5pm Saturday

Careers that might interest you

[Teaching and education](#)

29 roles you might be interested in

[Change my answers](#)

[Primary school teacher](#)

Primary school teachers are responsible for the educational, social and emotional development

[British Sign Language teacher](#)

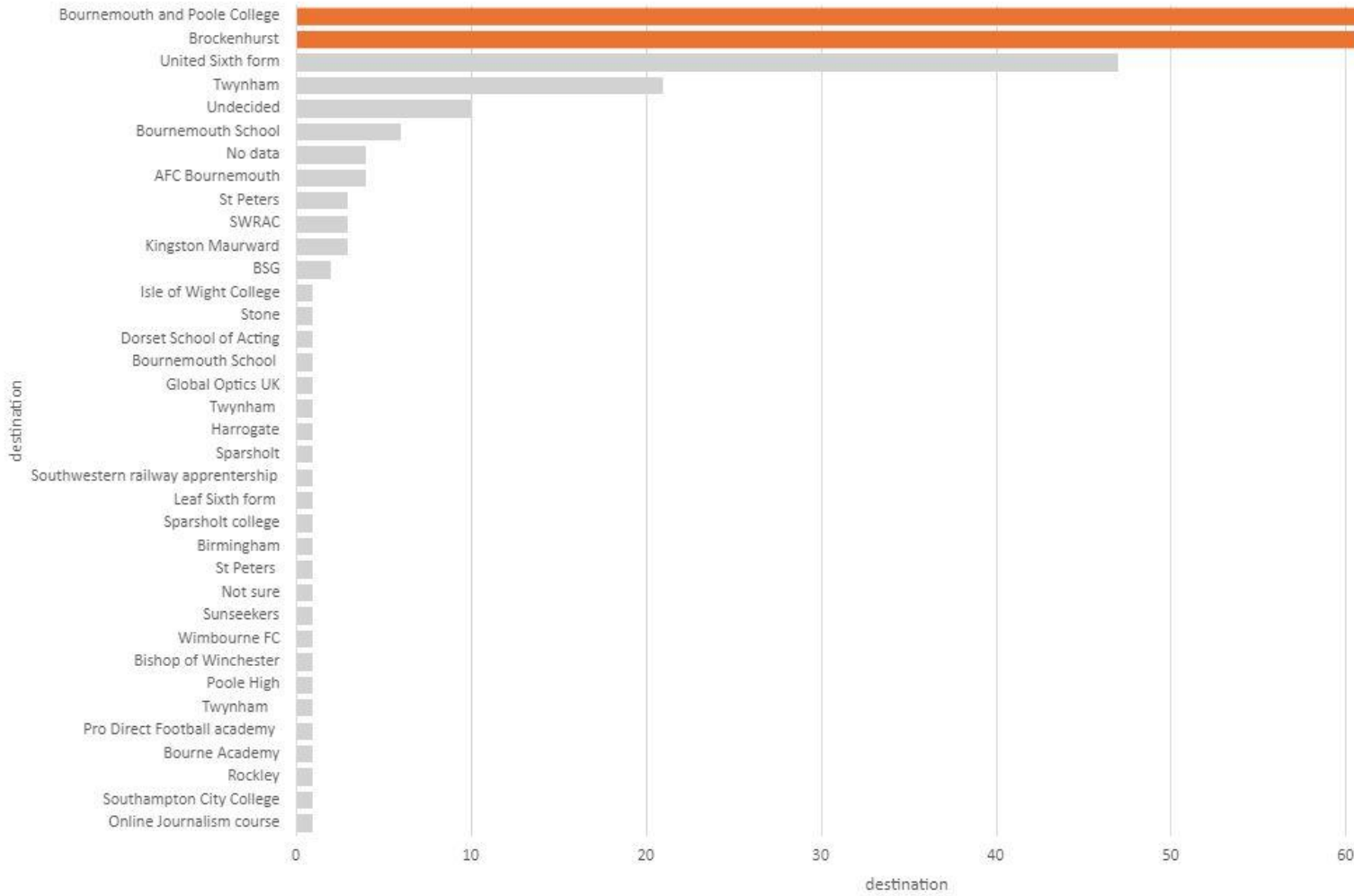
British Sign Language (BSL) teachers teach sign language to children, young people and adults,

[Training officer](#)

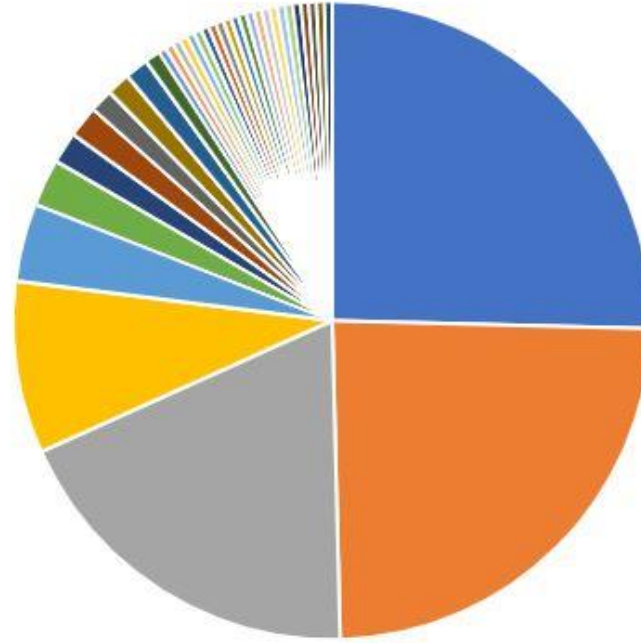
Training officers plan and run courses and workshops for staff within organisations.



Class of 2025 Destinations



Class of 2025 Destinations



- | | | |
|---------------------------------|---------------------------------------|---------------------------|
| ■ Bournemouth and Poole College | ■ Brockenhurst | ■ United Sixth form |
| ■ Twynham | ■ Undecided | ■ Bournemouth School |
| ■ No data | ■ AFC Bournemouth | ■ St Peters |
| ■ SWRAC | ■ Kingston Maurward | ■ BSG |
| ■ Isle of Wight College | ■ Stone | ■ Dorset School of Acting |
| ■ Bournemouth School | ■ Global Optics UK | ■ Harrogate |
| ■ Sparsholt | ■ Southwestern railway apprenticeship | ■ Leaf Sixth form |
| ■ Sparsholt college | ■ Birmingham | ■ St Peters |
| ■ Not sure | ■ Sunseekers | ■ Wimbourne FC |
| ■ Bishop of Winchester | ■ Poole High | ■ Twynham |
| ■ Pro Direct Football academy | ■ Bourne Academy | ■ Rockley |
| ■ Southampton City College | ■ Online Journalism course | |



Year 11

Post 16 options & USF

Georgina Wallace-Northridge

Assistant Principal & Director of USF



United Sixth Form – Opportunities for all

- 10 hours of teaching a fortnight per subject
- Bespoke enrichment program
- Access to the United Learning Oxbridge Program
- Personal Chromebook leased for 2 years
- USF workspaces & library
- Work Experience
- Personalised careers advice
- Rewards & cultural trips
- University visits
- Bursary Program
- Seminar style lessons
- USF Social Space
- Seamless KS4 to KS5 transition



Available subjects:

- English Literature ● English Language ● Maths ● Further Maths ● Biology
- Chemistry ● Physics ● Psychology ● Ethics ● PE
- History ● Geography ● Business Studies ● Art ● Media Studies ● Dance ● Politics ● Spanish ● EPQ
- Media Studies ● Politics ● Engineering ●

Enrichment

- PE (inc Crossfit, golf, fitness classes etc)
- BSL - British Sign Language
- Charitable events & fundraising
- Arts Award
- Science Crest Award
- Duke of Edinburgh Silver & Gold
- EPQ
- First Aid courses
- UoS Cypher Challenge
- Senior Maths Challenge
- Avonwood mentoring



- Financial Life Skills
- Cooking on a budget
- Language Tasters
- Pottery
- Photography
- Yoga
- Littledown membership
- Law Society
- Debate Team
- USF Journalists
- Creative Design
- 6-a-side Football
- Netball league
- Young Reporters Program

USF Open Evening

- Presentation from Director of USF & current students
- A chance to meet and speak to A-Level teachers
- A tour of the USF facilities
- Talk to our Enrichment Providers

Tuesday 10th October
5:30pm
Presentation at 6pm