

Parent/Carer Information Evening

September 2025

Year 10



St Ambrose College



“Walking in the footsteps of Edmund Rice”

Opening Prayer

Heavenly Father,

We gather this evening as a community to discuss issues which aim to allow the students of St Ambrose College to be the best they can be and ultimately bring about the betterment of society.

Please continue to send your spirit amongst us when we gather so that we can receive tonight's messages with clear understanding and wisdom.

We pray for the boys and their families, that they have a safe and settled academic year. We pray that the students take all the opportunities afforded to them, thereby ensuring they remain on track to succeed and make a positive impact on the modern world.

Amen



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SAC Mission Statement

At St Ambrose College, we will follow the example of Blessed Edmund Rice and his vision for education as laid out in The Eight Essentials.

We will provide a **rounded, holistic and transformative** Catholic education enabling all boys to grow in faith and reach their full potential as well educated, disciplined, compassionate and empowered young men who strive for excellence and justice in all that they do.

With the Gospels and the spirit of Blessed Edmund at the heart of what we do, staff, pupils, and families will **partner together** to celebrate the talents and individuality of all in our community and produce resourceful and resilient Ambrosians, **equipped to make a positive impact in the modern world.**



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The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



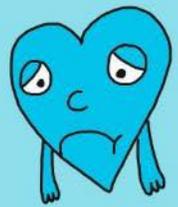
Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Discipline



@sylviaaduckworth

St Ambrose – “Trust us”



- GCSE
- Attainment 8 = 76%
- 9-8 grades = 50%
- 9-7 grades = 75%
- A'Level
- A*-A grades = 52%
- A*-B grades = 80%

“Pupils are proud to be an ‘Ambrosian’.

They understand their responsibility to contribute to the highly positive culture of behaviour at the school. They do this impeccably.”

(Ofsted 2025)



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Senior Leadership Team

Principal – Mr D Rainey



Vice Principal (Pastoral Care & Behaviour, DSL) – Mr P Groves

Vice Principal (Quality of Education)
– Mrs R Wheelan



Assistant Principal (Director of KS5 & Enrichment) – Mr S Brady

Assistant Principal –(Inclusion)

– Mrs L Reed



Assistant Principal (Curriculum & Assessment) - Mr D Sweeney



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Pastoral Leaders

Head of Year

- Year 7 – Mr A Farrell
- Year 8 – Mr P Anderson
- Year 9 – Mr J Cutting
- Year 10 – Mr L Crawford
- Year 11 – Mr C Vaughton
- Year 12 – Dr D Sate
- Year 13 – Miss C Widolf



Pastoral/Welfare Manager/ Deputy DSL – Miss H Dean

SENDco – Mrs K Keary

Chaplain – Mr T Murray

Achievement and intervention mentor – Mrs A Hart

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Contacting Staff

Staff contact information is on the website

- For most matters, the first port of call is your son's form tutor.
- If your query relates to a particular subject, contact the teacher directly email addresses on website
- If you are struggling to make contact with the subject teacher, contact the Head of Department
- Absence requests – FAO Mrs Ollier – attendance@st-ambrose.org.uk



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Culture and Ethos around the College and Expectations

EVANGELISING THE MODERN WORLD

Participating in the mission of the Catholic Church by bringing the Good News of Christ to all aspects of the life of the school community, and in dialogue with youth and contemporary culture, thus fulfilling the specific calling of the Congregation of Christian Brothers: 'The Evangelisation of youth through the Apostolate of Christian Education'



PROMOTING THE SPIRITUAL

Nurturing a living faith, fostering Christian spirituality, educating in Gospel-based values, living beyond the material dimension



BUILDING A CHRISTIAN COMMUNITY

Growing as a school community in which the quality of care and relationships is Christ-inspired, based on mutual respect, self-sacrifice, and fully human dignity

COMPASSION FOR THOSE IN NEED

Showing, in the spirit of Blessed Edmund Rice, particular love and concern towards the weakest members of the school community and reaching out beyond the school in compassion and practical action for the poor and marginalised both locally and internationally



CONCERN FOR THE WHOLE PERSON

Centering the curriculum, opportunities and challenges of the school on the balanced and integrated development of its students, and staff, across all the positive dimensions of personal growth - religious, moral, intellectual, cultural, physical and social

STRIVING FOR EXCELLENCE

Encouraging each individual to use his or her talents to the full, whether academic, cultural, or physical, and pursuing the highest standards in all aspects of learning, teaching and extracurricular endeavour

EDUCATION AS A CHRISTIAN CALLING

Valuing and enabling the role and vocation of Christian teachers and support staff as a calling from God and a sharing in the Church's mission

EDUCATION FOR JUSTICE

Inspiring the minds and hearts of the young to care for all God's creation and build a more just society, God's kingdom on earth, and developing in them the talents for active citizenship and transformational leadership



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Building a Christian Community (Liturgical Life):

You have chosen to come to a catholic school and full participation of College liturgical life is expected.

Striving for Excellence:

Expectation that every students attends at least one physical enrichment club and one non-physical enrichment club. 65min lunch to facilitate clubs and enrichment.

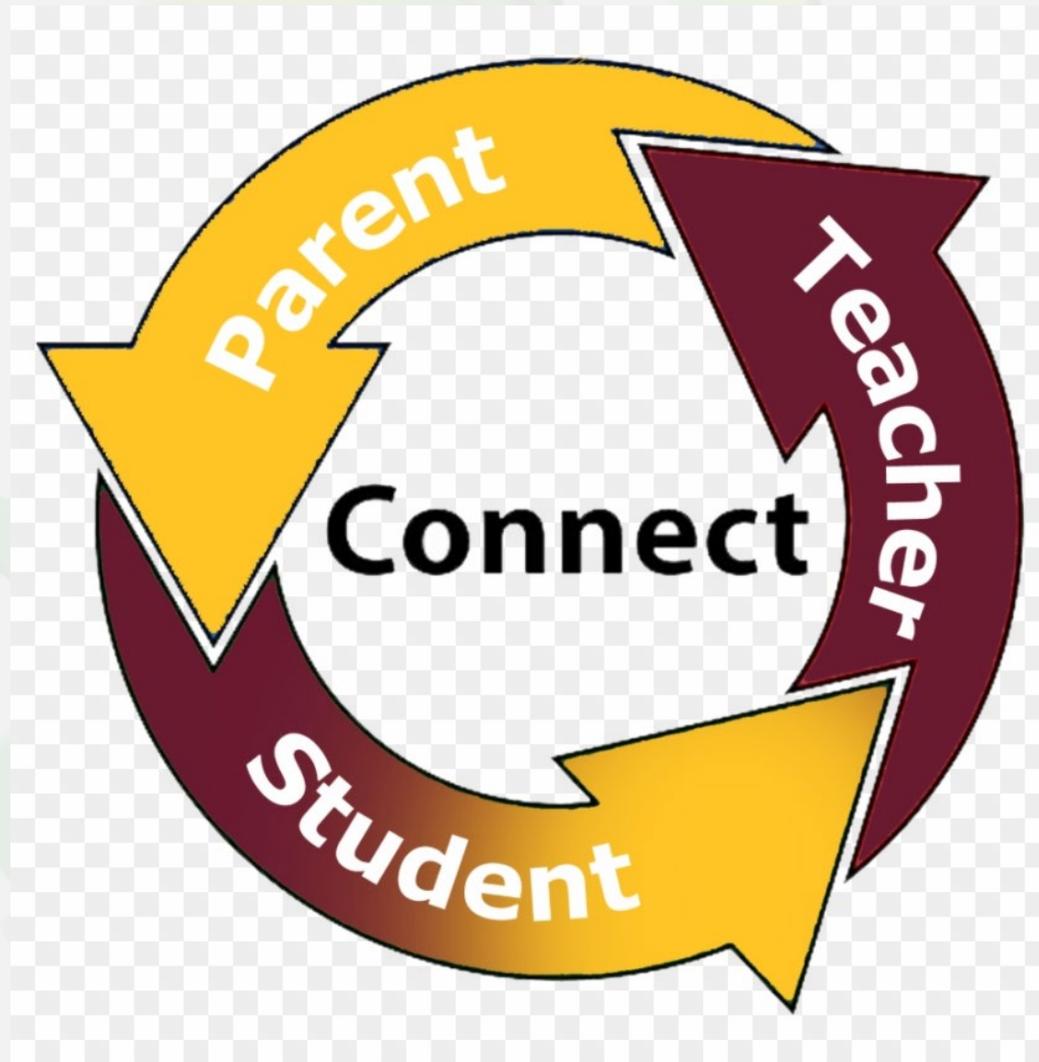
When asked to represent the College there is an expectation that you will.

True **Ambrosians** live and breathe the Eight Essentials.

Underperforming Cause for concern 5	Working below AtL Expectations 4	Meeting AtL Expectations 3	Working above AtL Expectations 2	Exceptional 1
<p>Fails to engage and meet the learning expectations.</p> <p>Is disruptive and negatively impacts the learning of others.</p> <p>Lack of pride in work and presentation is below what is expected.</p> <p>Homework is often late, incomplete and often does not reflect their ability.</p> <p>Actively fails to follow rules, routines and responsibilities.</p> <p>Receives regular behaviour records and fails to correct and improve their choices after sanctions.</p> <p>Often forgets equipment.</p>	<p>Often engages with the learning expectations but can lose focus.</p> <p>Sometimes becomes involved in low level disruption.</p> <p>Work sometimes demonstrates a lack of pride and presentation is inconsistent.</p> <p>Homework activities are completed, but often fall short of the student's ability. They do not 'strive for excellence.'</p> <p>Fails to follow rules, routines and student responsibilities consistently.</p> <p>Sometimes receives behaviour records but takes accountability and tries to improve once sanctioned.</p> <p>Doesn't prepare / revise properly for tests.</p> <p>Sometimes forgets equipment.</p>	<p>Meeting the learning expectations.</p> <p>Pride in work is evident and presentation meets expectations.</p> <p>Homework tasks completed fully and submitted on time.</p> <p>Consistently follows rules, routines and student responsibilities with teacher direction.</p> <p>Prepares well for tests and assessments.</p> <p>Consistently follows rules, routines and student responsibilities.</p> <p>Rarely receives behaviour records.</p> <p>Revises for tests.</p> <p>Responds to feedback.</p> <p>Rarely forgets equipment.</p>	<p>Meets the learning expectations and goes beyond.</p> <p>Pride in work is evident and presentation is very good.</p> <p>Homework tasks completed fully and submitted on time with some evidence of wider research and reading.</p> <p>Consistently follows rules, routines and student responsibilities without teacher intervention.</p> <p>Prepares well for tests and assessments.</p> <p>Consistently follows rules, routines and student responsibilities.</p> <p>Very rarely, if ever, receives behaviour records.</p> <p>Very rarely, if ever, forgets equipment.</p>	<p>Always demonstrates full engagement with the learning expectations and leads by example aiming to create an outstanding culture of learning in lessons.</p> <p>Pride in work is clear with consistently outstanding presentation.</p> <p>Takes ownership and high accountability of their own learning with wider reading and independent study outside of lessons.</p> <p>Homework tasks display outstanding effort and evidence of wider reading and research.</p> <p>Consistently follows rules, routines and student responsibilities.</p> <p>Preparation for tests & assessments is exemplary.</p> <p>Never receives behaviour records.</p>

Language association 'best fit descriptors' for holistic attitude to learning grade:

<p>Never pushes themselves.</p> <p>Avoids work.</p> <p>Disruptive and has a negative impact on others.</p> <p>Lacks consideration for others.</p> <p>Rude and argues back.</p> <p>Poorly organised.</p> <p>Rarely completes work.</p> <p>Lack of pride in work completed.</p> <p>Disengaged.</p> <p>Fixed mind-set.</p> <p>Comes to lesson without equipment.</p> <p>Student does not prepare or revise outside of school.</p> <p>Is often late to lessons.</p>	<p>Passive compliant.</p> <p>Sometimes doesn't complete tasks.</p> <p>Happy to 'coast'.</p> <p>Keeps just under the radar.</p> <p>Happy with doing 'just enough'.</p> <p>No urgency with their work.</p> <p>Does the minimum required.</p> <p>Fixed mind-set.</p> <p>Lack of pride in work completed.</p> <p>Lack of preparation and revision is evident.</p>	<p>Works consistently well day to day.</p> <p>Meets teacher expectations.</p> <p>Follows instructions.</p> <p>Deadlines are met.</p> <p>Does not have a negative impact on others.</p>	<p>Try their best.</p> <p>Want to do well.</p> <p>Fully engages in lesson.</p> <p>Responds well to feedback and acts on it to improve.</p> <p>Polite, respectful & well mannered.</p> <p>Displays Christian values and the Eight Essentials.</p> <p>Prepares and revises for tests and assessments.</p> <p>Positive impact on others.</p>	<p>Proactive in their learning.</p> <p>Strives for excellence.</p> <p>Growth mind-set.</p> <p>Always aims for continuous improvement.</p> <p>Learns from failure and sees failure as an opportunity to learn and improve.</p> <p>Polite, respectful & well mannered.</p> <p>Displays Christian values and the Eight Essentials.</p> <p>Articulate.</p> <p>Scholarly.</p> <p>Exceptional.</p> <p>Aspirational.</p> <p>Well organised.</p> <p>Prepares well and revises diligently.</p> <p>Leader puts themselves forward.</p> <p>Goes the 'extra-mile'.</p>
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Work in partnership with us

Expectations

Rewards

Detentions

Intervention



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Homework

All homework is set on ClassCharts (with the exception of Art which is set on the SACART website).

Please make sure you have the ClassCharts app and are checking the homework your son has been assigned.

Some subjects will make use of other websites, online platforms and have additional resources on Microsoft teams.

We will move later in the year so all on Bromcom

Any issues with your login details then email the technicians at support@st-ambrosecollege.org.uk who will be happy to help you.

See homework policy on the website



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Revision skills and techniques



Click on Curriculum, then Examinations



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IN THIS SECTION

[PUBLIC EXAMINATIONS](#)

[END OF YEAR/MOCK EXAMINATIONS](#)

[REVISION RESOURCES & STRATEGIES](#)



EXAMINATIONS

[> HOME](#) [> PARENTS](#) [> EXAMINATIONS](#)

Saint Ambrose College is a large examination centre with students sitting a wide range of public examinations.

Public examinations are usually conducted in the school sports hall. The Examinations Officer is responsible for the organisation of all internal and external examinations. If students or parents/carers have any queries or need advice before, during or after the examinations please contact the Examinations Officer.

Click on revision resources and strategies



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REVISION RESOURCES & STRATEGIES

> HOME > PARENTS > EXAMINATIONS > REVISION RESOURCES & STRATEGIES

Teachers will provide students with tailored revision resources and tasks for each subject. Additionally, here are extra resources and strategies to support their revision across all subjects.

COGNITIVE STRATEGIES FOR INDEPENDENT LEA		DOWNLOAD
FLASHCARDS INFO SHEET	DOCX	DOWNLOAD
MEMORY FOR LEARNING ARTICLE 10 TOP TIPS	DOC	DOWNLOAD
MINDMAP REVISION TECHNIQUE	DOCX	DOWNLOAD
REVISION TECHNIQUES BEST OPTIONS FOR STU		DOWNLOAD
SEEKING THE WISDOM OF YOUR ABLE STUDENT!		DOWNLOAD
SIX KEY REVISION STRATEGIES TO EMBED KNOW		DOWNLOAD
THE CORNELL NOTE TAKING METHOD	DOCX	DOWNLOAD

END OF YEAR/MOCK EXAMINATIONS

> [REVISION RESOURCES & STRATEGIES](#)

Here you will find various documents and articles to support students with revision.

All students had an extended form time last year to explore various revision strategies with their form tutor. A booklet containing numerous strategies was shared with all students and can be found on our website [Saint Ambrose College - Revision resources & strategies](#)

How you can help your son:

- Ensure he has a quiet space to do his homework **without his phone**. Looking at homework on ClassCharts does not mean he needs his phone with him for the whole homework task. Only certain homeworks require a device.
- If you have concerns, look at his homework when it is complete. You do not need to be a subject specialist or check it is correct but you can see if it matches the task set on ClassCharts.
- Encourage him to plan his time effectively so that he is doing homework thoroughly and still has time for his extra-curricular interests.
- Support us if we need to follow the behaviour policy regarding homework.
- If you have queries or concerns about homework (including if it is not being set) in a specific subject, please email the teacher in that subject and / or the head of faculty.
- Encourage and support him to revise regularly



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Top tips for parents and carers...

- Use of portals – class charts & **Bromcom Mychildatschool**
- Ensure students have an appropriate place to work at home
- Extra-curricular involvement (including evenings)
- Communication with the school
- Monitor devices – remove from bedrooms/study areas
- Sleep!
- Read widely and often
- Reinforce high expectations – equipment, attendance and behaviour
- Know where support/revision materials are and use them
- Healthy Eating
- Positive Messages



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Eligibility for Free School Meals (FSM)

Your child may be entitled to receive FSM if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

A letter will be sent to all Parents/Carers with further details should you think you qualify for FSM.

If you feel your son is a Young Carer (YC) – please let us know, an example of (YC) is taking care of a parent who is unwell or having a sibling at home who is unwell or needs their support.



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Getting Involved...

- SAPA – first Thursday evening of the month
- Sports Committee
- 100 club
- Fundraising Committee – targeting the 80th anniversary
- See separate communication in the newsletter regarding opportunity to become a parent governor
- Trips & visits
- Speakers for PSHE/Careers
- Oxbridge mock interviews & 6th Form lectures
- Supporting work experience placements



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General Points

- No access to the college grounds for drop off and/or pick up unless in possession of a blue pass supplied by the main office
- Parent Pay – finance@st-ambrosecollege.org.uk



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Maths in Year 10

- Setting is very shallow: we have two parallel Accelerator Groups, a Nurture Group and the remaining classes are taught in mixed ability groups
- The Accelerator Groups cover the GCSE content at a quicker pace to allow time to learn the Further Maths GCSE in Year 11
- All students are taught the full Maths curriculum for the higher tier GCSE, and every year a number of students in all classes achieve the highest grades
- Please note that the entry level for studying Maths at A level is a GCSE grade 7

- | | |
|---------|------------------|
| • 10Ma1 | 10Ma Ac1 |
| • 10Ma2 | 10Ma Ac2 |
| • 10Ma3 | 10Ma A (mixed) |
| • 10Ma4 | 10Ma B (mixed) |
| • 10Ma5 | 10Ma C (mixed) |
| • 10Ma6 | 10Ma D (Nurture) |



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Work Experience 2026 - Parent Information Evening



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Overview of the Programme

- Work Experience will run from Monday 6th to Friday 10th July 2026.
- This is an opportunity for students to gain real-world experience in a workplace setting.
- The vast majority of placements will be self-placed.



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Self-Placement Guidance

- Students / parents are encouraged to find their own placements.
- Support will be provided to help with contacting employers and completing necessary paperwork.
- Early planning is essential to secure meaningful placements.



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Key Dates

- Work Experience Week: Monday 6th - Friday 10th July 2026
- Planning and placement confirmation needs to be completed well in advance (dates to follow).



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Careers Lead: Mr. Gunning

- Mr. Gunning will issue more details throughout the academic year.
- He will provide guidance, resources, and support for students and parents.



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Expectations for Students and Parents

- Students should take initiative in finding placements and preparing for the experience.
- Parents are encouraged to support their children in the search and planning process.
- All placements must be approved and meet safety and suitability criteria.



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Contact Information

More details will follow, but if there are any pressing questions please do contact the careers team at careers@st-ambrosecollege.org.uk



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Elevate Education – Study Timetables



Sport

What?

When?



Social

What?

When?



Hobbies

What?

When?



TV

What?

When?



Job

What?

When?

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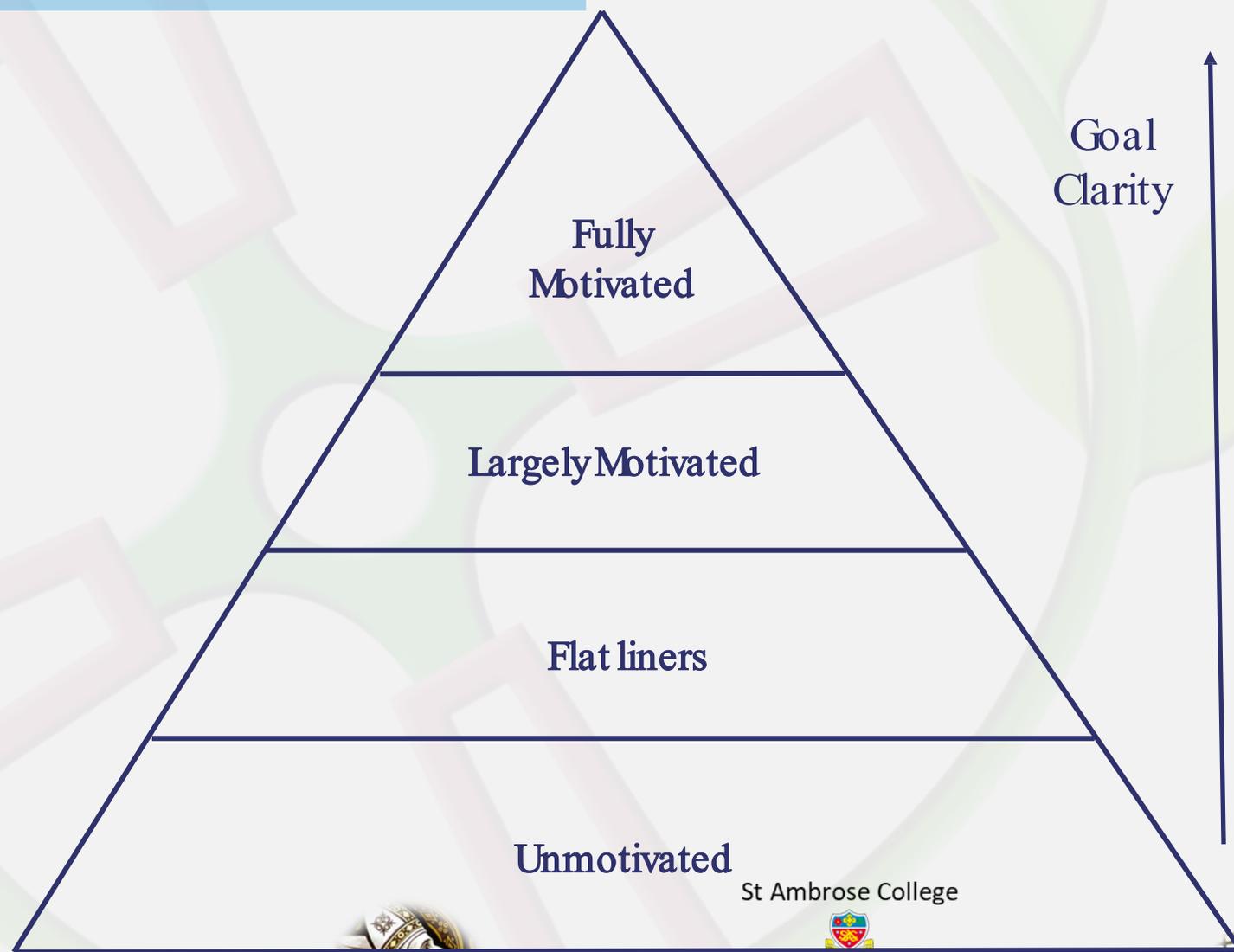
August 2016

Study Timetable

One of the hardest things about being a student isn't necessarily the actual *work* we'll be doing, but rather finding the time to *DO* that work. We all lead busy lives, we procrastinate, and there's always something we'd rather be watching on Netflix than doing homework. One of the best ways to make sure we've got the time to study is to create a study timetable. Before you cringe at the term, check out the 3 steps below for making a study timetable that you will



Hierarchy of Motivation



Goal
Clarity

- www.discoveruni.org.uk
- www.ucas.com
- www.notgoingtouni.co.uk



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3 types of work

1. Practice Papers
2. Making notes during term
3. Extra reading
[literary analyses, in depth facts, alternative arguments, quotes]



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Dealing with tech

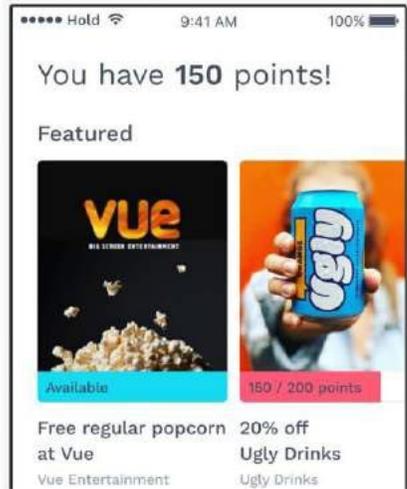
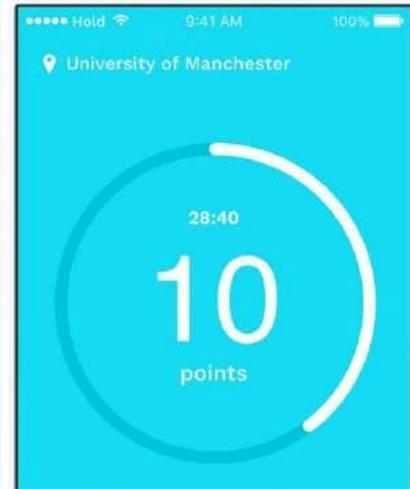
- Selfregulating behaviour
- High powered vs low powered work



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Dealing with tech



Hold



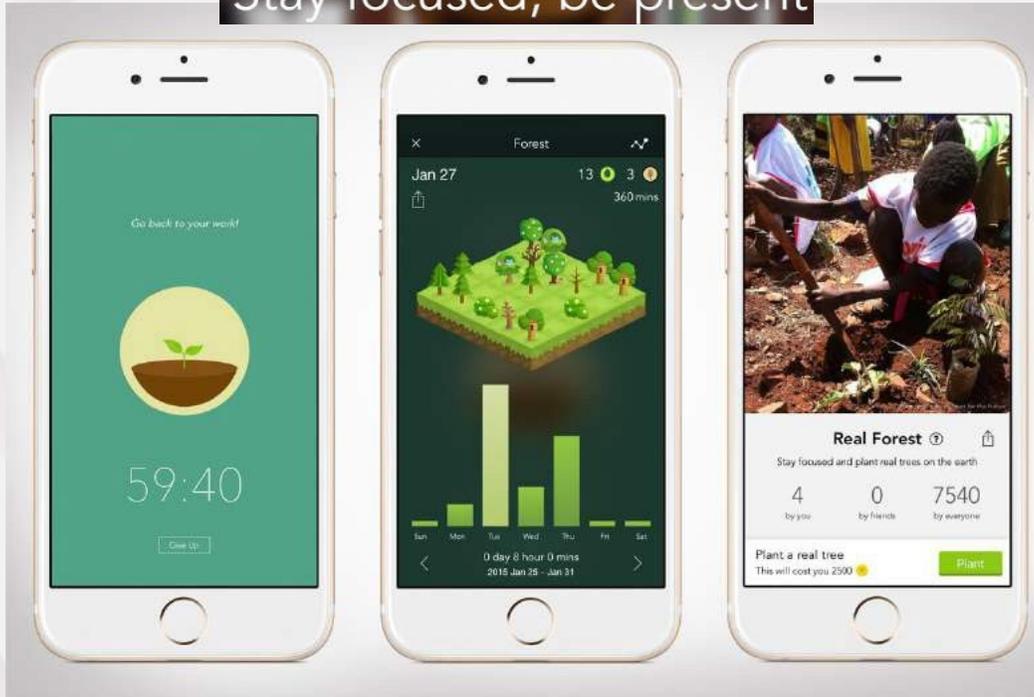
SelfControl

A free Mac application to help you avoid distracting websites.

Download SelfControl

v2.2.2, for Mac OS X 10.7+

Users of older OS versions can download SelfControl 1.5.1 for Mac OS X 10.5+.



Put down your phone and get back to your life



Scan QR

PARENT WEBINARS



PARENT GUIDEBOOK



Meet the form tutor

- 10A – Mr. Lewis – 1403
- 10B – Mr. Fitt – 1404
- 10C – Mr. Trigwell – 1405
- 10D – Mrs. Openshaw – 1406
- 10E – Mr. Aspinwall - 1407

Mrs. Whelan and I will be around to answer any general questions



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