

Parent/Carer Information Evening

September 2025

Heads of Year to lead with SLT link



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



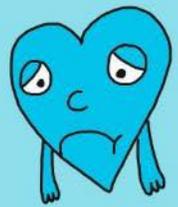
Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Discipline



@sylviaaduckworth

St Ambrose – “Trust us”

- **GCSEs 2025**

9/8 – 51%

7-9 – 75%

- **A levels 2025**

A*/A – 52%

A*-B – 80%

Attainment 8 score of 76.12

Value Added score of 0.35

Ofsted - “Impeccable behaviour”
“No areas of development”



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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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New Staff

- Psychology/PSHE/RE = Bobby Potter
- Economics = Tom McNulty
- History & Politics = Anna Eden
- Maths = David Land & Laura Harrison
- MFL = Joseph Medina
- Computing = Sumayah Ahmed
- DT = Karl Lewis



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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



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.



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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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Helping Your Son Succeed in Year 11

Parent Information Evening – St Ambrose College



*“Train up a child in the way he should go;
even when he is old he will not depart from it.” – Proverbs 22:6*



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This Year's Journey

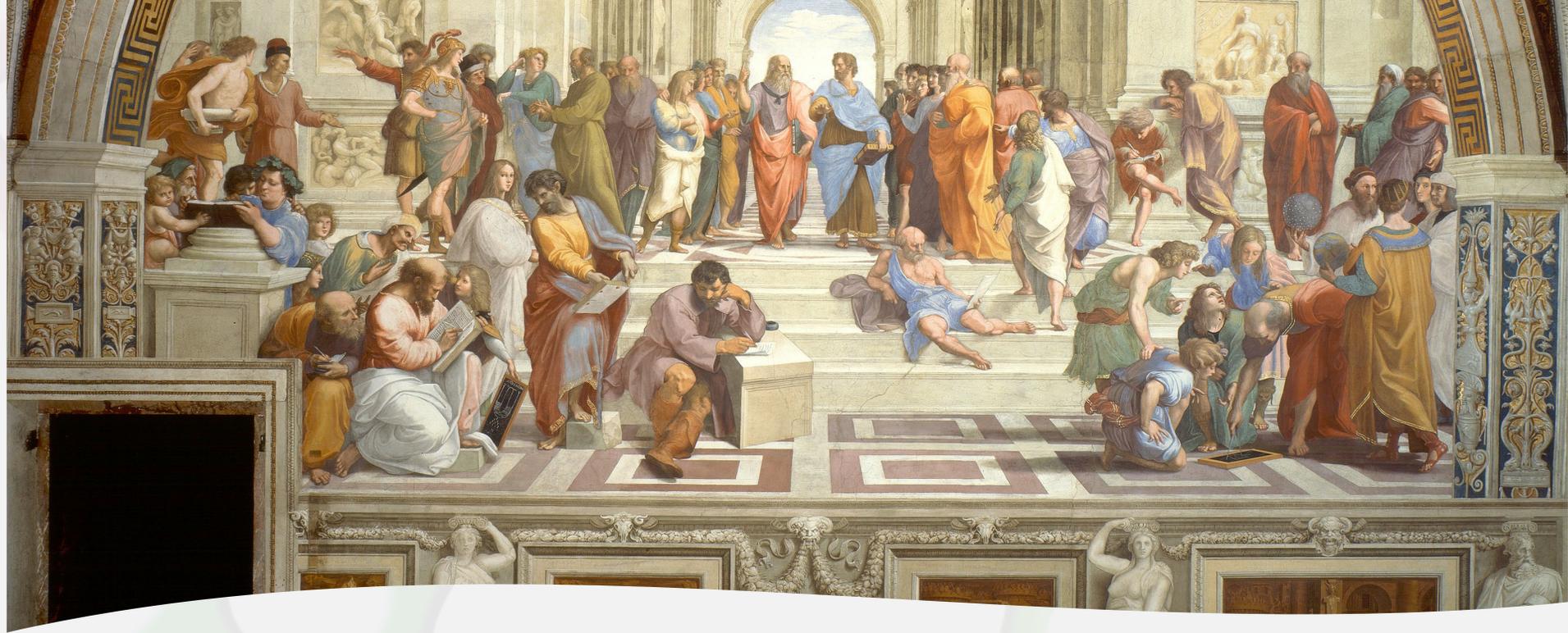
- GCSE Mock Exams commence 8th of December
- GCSE Exams Season – May to July 2026
- Full assessment schedule collated from Heads of Department
- Sixth Form entry requirements shared in advance

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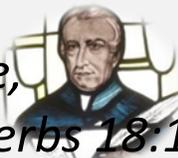
steps of Edmund Rice"





The Science of Revision

- It's not about how long they revise, but how they revise.
- Evidence-based methods:
- Cognitive science (UK)
- Harvard & MIT (US)
- Mastery approaches (Singapore)

*"An intelligent heart acquires knowledge,
and the ear of the wise seeks knowledge."*— Proverbs 18:15


Top Revision Methods – Part 2

- Dual Coding (words + visuals)
- Interleaving (mix topics)
- Teach Back (explain to others)
- Chunking (small steps)
- Wellbeing (sleep, food, exercise)



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Where to Find Past Papers

- AQA, Edexcel, OCR, Eduqas websites
- Physics & Maths Tutor
- BBC Bitesize
- Seneca Learning
- Always use the mark scheme!



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"Do you not know that your bodies are temples of the Holy Spirit?" – 1 Corinthians 6:19



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Creating the Right Environment

- Quiet, consistent workspace
- Phone away from desk
- Short, regular sessions
- Routine builds focus

Parent Seminar

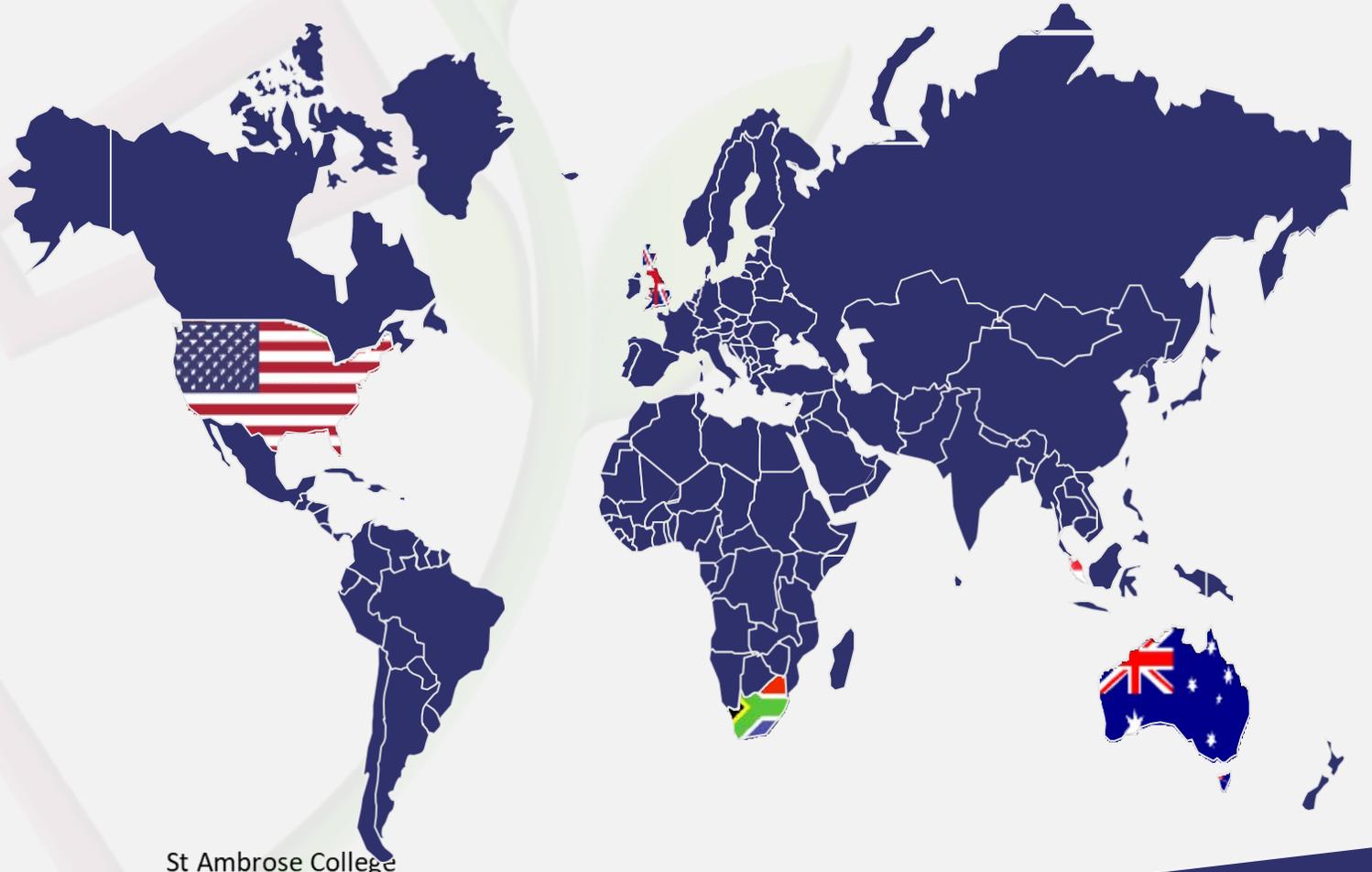


Elevate Education – Who are we?

Research: Why do the top students get the top results?

Work with the top students around the world (2000+ schools, across 5 countries)

13 key study habits



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13 key skills



Elevate Parent Seminar

Time Management

Elevate Education – Study Timetables



What? _____ When? _____



What? _____ When? _____



What? _____ When? _____



What? _____ When? _____



What? _____ When? _____

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Elevate Education – Study Timetables



August 2016



Study Timetable

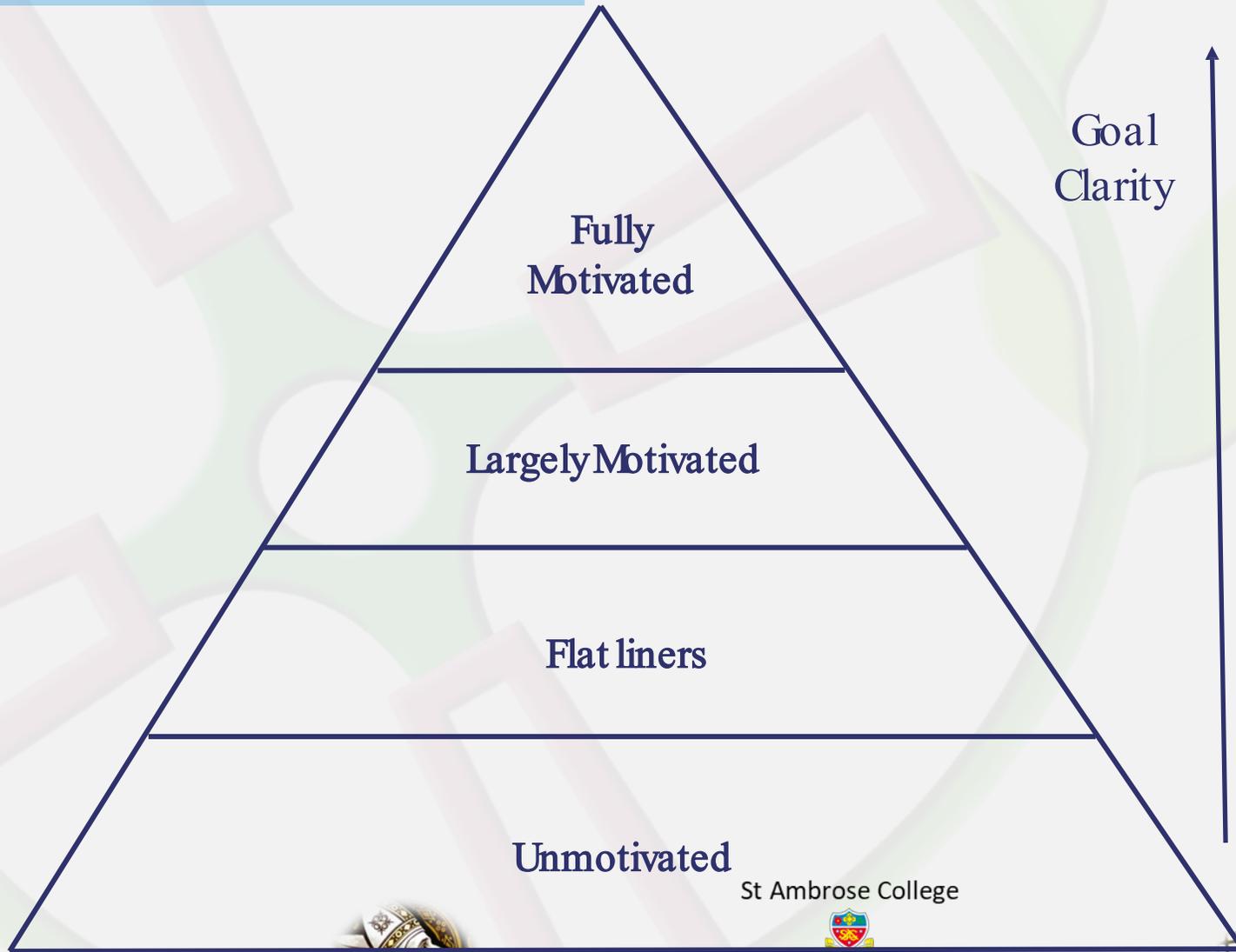
One of the hardest things about being a student isn't necessarily the actual *work* we'll be doing, but rather finding the time to *DO* that work. We all lead busy lives, we procrastinate, and there's always something we'd rather be watching on Netflix than doing homework. One of the best ways to make 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



Elevate Parent Seminar

Motivation

Hierarchy of Motivation



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

Unmotivated

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Setting a goal

Step 1: Consider options and write down what you want to do

Step 2: Determine entrance requirements Step

3: Account for rising entrance scores Step 4:

Write the goal down & make it visual



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Elevate Parent Seminar

What to do

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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Elevate Parent Seminar

Dealing with Technology

Dealing with tech

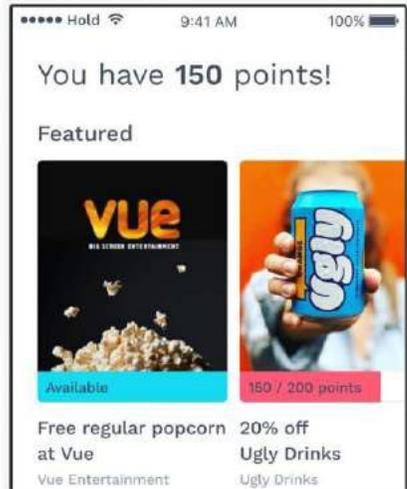
- ~~Controlling behaviour~~ → self-regulating behaviour
 - High powered vs low powered work



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Dealing with tech



Hold



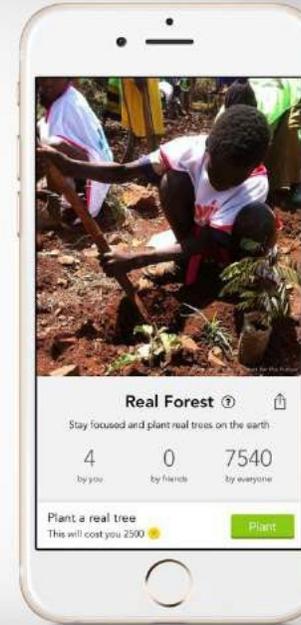
SelfControl

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



rondo

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Next steps
you can take



Parent Guidebook

Articles | Planners | Guides



Parent Webinars

Topic-Specific | Live Q&A



Scan QR

PARENT WEBINARS



PARENT GUIDEBOOK



How Parents Can Support

- Ask your son to explain topics
- Praise effort, not just results
- Stay calm during stress
- Agree and stick to routines



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Managing Technology & Boundaries

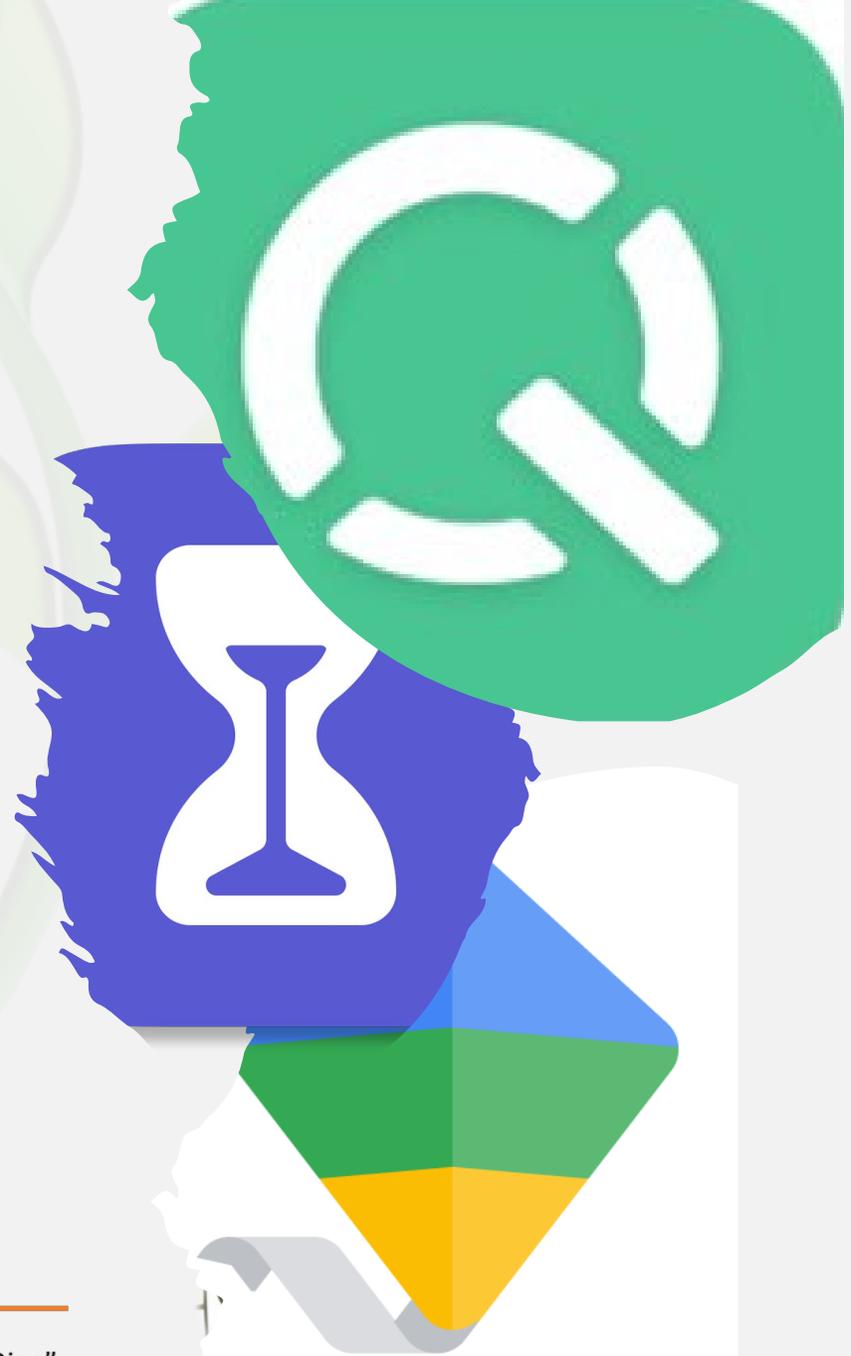
- Remove consoles/controllers if needed
- Lockable boxes for phones
- Parental apps:
 - Google Family Link
 - Apple Screen Time
 - Qustodio
- Router apps to pause Wi-Fi



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Wellbeing & Motivation

- • Sleep: memory stored at night
- • Food: balanced meals & hydration
- • Exercise: boosts focus
- • Mini-goals and rewards
- Balancing sport, extra curricular and clubs



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FAQs Parents Often Ask

- • How many hours? → 2–3 focused beats 6 unfocused
- • Late-night revision? → Sleep is vital
- • When to start past papers? → Right away
- • Revise alone or with friends? → Both can work

“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

Artwork suggestion: The Return of the Prodigal Son (Rembrandt)



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Final Reassurance

- At St Ambrose, we believe every boy has potential.
- Exams matter, but they do not define his worth.
- Together, we will help him thrive.



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Work in partnership with us

Expectations

Rewards

Detentions – please don't ask us to reschedule

Intervention



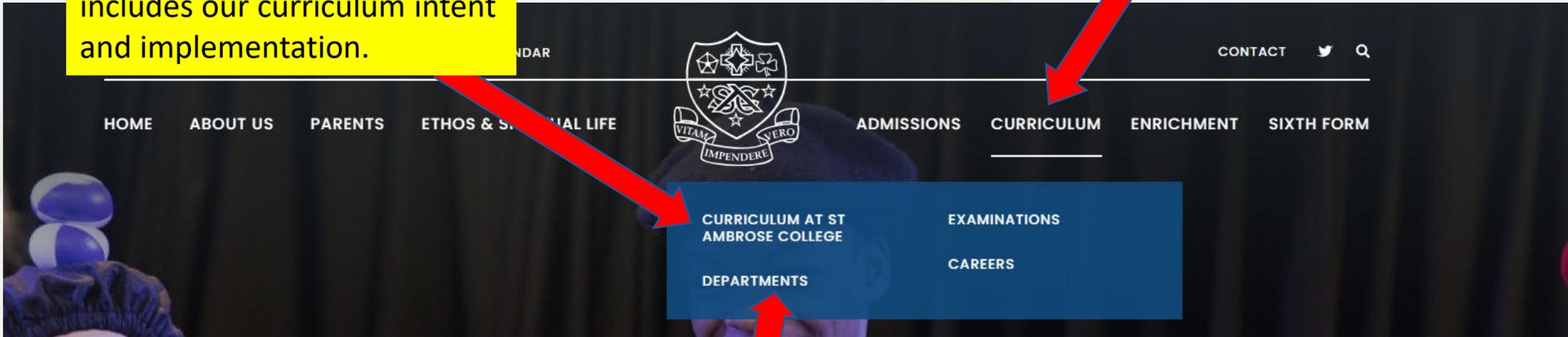
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Here you will find our curriculum strategy which includes our curriculum intent and implementation.

Click on the curriculum section of the website:



Curriculum information

Under the *departments* section, you will find the curriculum intent for each subject as well as an overview of topics for each year group. You will also find individual knowledge organisers. The knowledge organisers contain useful information such as key facts and skills, stretch and challenge tasks and literacy terms.



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Specific each year plan to add.



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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



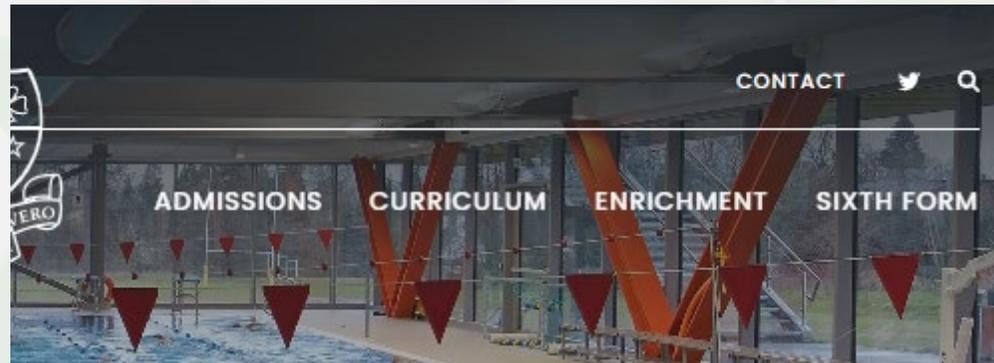
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Revision

- Screen shots RWH



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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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Co-Curricular Events 2025-26



Clubs and Societies Fair

- Time: Lunch
- Locations: Lecture Theatre and Lecture Theatre Corridor
- Date: Monday 15th September
- QR codes/expectations = 2 clubs minimum (1 physical and 1 super-curricular/academic)



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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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Thank you!



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