

# Parent/Carer Information Evening

September 2025

Year 9



St Ambrose College



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"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



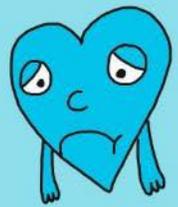
Failure



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 and changes

- Psychology/PSHE/RE = Mr Potter
- Economics = Mr McNulty
- History & Politics = Mrs Eden
- Maths = Mr Land & Mrs Harrison
- MFL = Mr Medina
- Computing = Miss Ahmed
- DT = Mr Lewis
- Head of Year 13 = Miss Widolf
- Head of Year 8 = Mr Anderson



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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](mailto: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 &amp; 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 &amp; 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 &amp; 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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**Philippians 3:13–14**

*“Forgetting what is behind and straining toward what is ahead, I press on toward the goal...”*

As students and staff, we all have goals — academic, personal, spiritual.  
This passage encourages us to look forward with hope and determination, leaving behind what holds us back.



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# Work in partnership with us

Expectations

Rewards

Detentions – please don't ask us to reschedule

Intervention



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# REWARDS EVENTS 2025-26

Qualification for the trips/events require:

1. To Be Confirmed but they will be linked to AtL and Behaviour Points
2. Students will need an average of below 3 and no subjects with a 5, no suspensions, two SLT detentions or a Saturday detention to qualify for rewards trips/ activities.

Attitude to Learning	Score
Exceptional	1
Working above	2
Meeting	3
Working Below	4
Cause for concern	5



Term	Qualification Dates
Michaelmas	Sept – End of term
Lent	Jan 2025 – End of term
Trinity	April 2025 – End of term

**Please note:**

Everyone starts with a clean record each term. If you fail to qualify for the Michaelmas term event, raise your Ambrosian standards and qualify for the next.

Events/trip TBC so watch this space.

Costs will be involved for some events. However, some event/trips could be free of charge in special recognition of outstanding Ambrosians that achieve the following for the qualification period

1. Average AtL score
2. Very low behaviour points (TBC)

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“Do not allow yourselves to become narrow”  
Pope Benedict XVI

“We will provide a rounded, holistic  
and transformative Catholic education”  
(St Ambrose College mission statement)

***“We provide a broad, ambitious and varied curriculum which is accessible to and challenging for all students and which offers them a pathway for the next stage of their education, and for undertaking their chosen career in the future. We develop ambitious content throughout the curriculum to quench the thirst of able and enquiring critical thinkers.”*** (St Ambrose College Curriculum strategy)

“... empowered young men who strive for  
excellence”  
(St Ambrose College mission statement)



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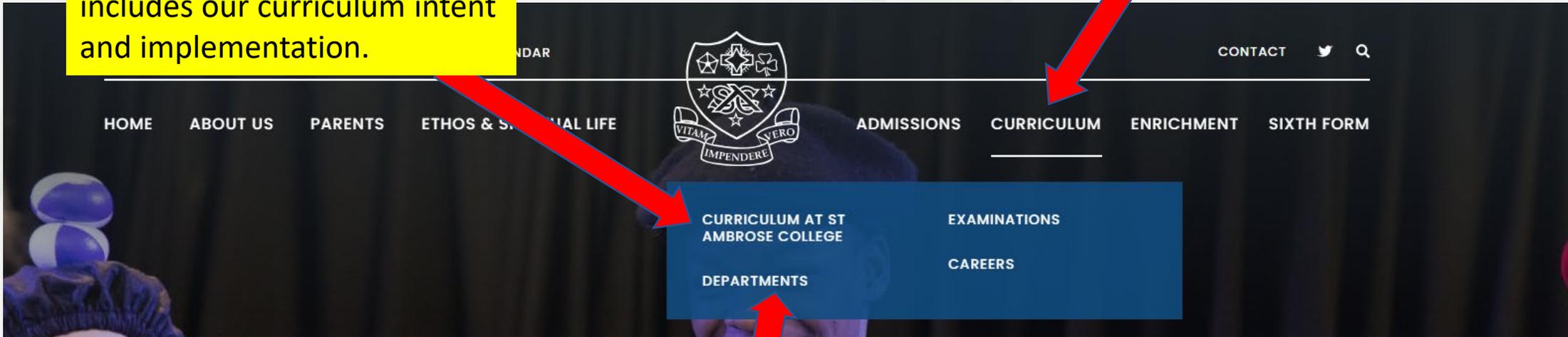
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Here you will find our curriculum strategy which includes our curriculum intent and implementation.

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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# Key Messages for Year 9 Pupils Heading into Options Year

## **1.This Is Your Chance to Shape Your Future**

- Your choices now can influence your future studies and career paths.

## **2.Choose Subjects You Enjoy and Do Well In**

- You'll be more motivated and successful in subjects that interest you.

## **3.Research Before You Decide**

- Understand what each subject involves and how it's assessed.



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#### **4. Keep Your Options Open**

- A balanced mix of subjects can help you keep future pathways flexible.

#### **5. Don't Choose Based on Friends or Teachers**

- Focus on what suits *you*, not who else is taking the subject.

#### **6. Ask for Help If You're Unsure**

- Talk to teachers, tutors, and careers advisors.

#### **7. Deadlines Matter**

- Make sure you know when forms are due and attend any information events.



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# Keep an open mind

***“Our curriculum enables every student to leave St Ambrose College with the qualifications, skills, knowledge and character to access aspirational pathways/opportunities and to lead a life that includes positive relationships, resilience, strong mental health and financial independence.”*** (St Ambrose College Curriculum strategy)

“With the Gospels....at the heart of what we do....produce resourceful and resilient Ambrosians, equipped to make a positive difference in the modern world” (St Ambrose College mission statement)



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# Tips for Parents and Carers

- **Start the Conversation Early**

- Ask your child what subjects they enjoy and why.
- Encourage open discussion about strengths, interests, and future goals.

- **Attend Options Evenings Together**

- These events provide valuable insights into subjects, pathways, and support available. 4.2.26

- **Support, Don't Steer**

- Guide your child, but let them make the final decision.
- Avoid pushing them toward subjects based solely on your preferences or career ideas.



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## **1.Help Them Research**

1. Look at subject guides, GCSE specifications, and career websites together.
2. Discuss how different subjects link to future opportunities.

## **2.Encourage Realistic Choices**

1. Help them balance ambition with practicality—what they enjoy and what they're likely to succeed in.

## **3.Talk to School Staff**

1. Reach out to tutors, subject teachers, or the careers advisor if you have questions or concerns.

## **4.Stay Positive and Reassuring**

1. Remind your child that this is just one step in a longer journey.
2. There are always opportunities to change direction later on.



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# Key Dates

- 18<sup>th</sup> September Photographs
- 6<sup>th</sup> December Christmas Fair
- 18<sup>th</sup> December Carol Service
- 4<sup>th</sup> February Options Evening
- 25<sup>th</sup> February Parents Evening
- 6<sup>th</sup> March Option Choice Deadline
- 8<sup>th</sup> June End of Year Internal examination begin
- 23<sup>rd</sup> June Key Stage 3 Presentation Evening



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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](mailto:support@st-ambrosecollege.org.uk) who will be happy to help you.

See homework policy on the website



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# Revision



**Click on Curriculum, then Examinations**



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# Revision



## IN THIS SECTION

[PUBLIC EXAMINATIONS](#)

[END OF YEAR/MOCK EXAMINATIONS](#)

[REVISION RESOURCES & STRATEGIES](#)

## PARENTS 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**

# 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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# Key Stage 3 Assessment

<b>Band</b>	<b>Descriptor</b>
<b>Exceeding</b>	Where a student consistently demonstrates knowledge, understanding and skills <i>above and beyond</i> what is expected of them in a subject at this stage of the curriculum.
<b>Secure</b>	Where a student consistently demonstrates the knowledge, understanding and skills expected of them in a subject at this stage of the curriculum.
<b>Developing</b>	Where a student is not yet secure in the knowledge, understanding and skills expected of them in a subject at this stage of the curriculum.



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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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# St. Ambrose College

## Co-Curricular Events 2024-25



### Clubs and Societies Fair

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



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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](mailto:finance@st-ambrosecollege.org.uk)



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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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# Getting Involved...

- SAPA – first Thursday evening of the month
- Sports Committee
- 100 club
- Fundraising Committee – targeting the 80<sup>th</sup> 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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