

Parent/Carer Information Evening

September 2026

Year 11



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



Pastoral/Welfare Manager/ Deputy DSL – Miss H Dean

SENDco – Mr L Davies

Chaplain – Mr T Murray

Achievement and intervention mentor – Mrs A Hart

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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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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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The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



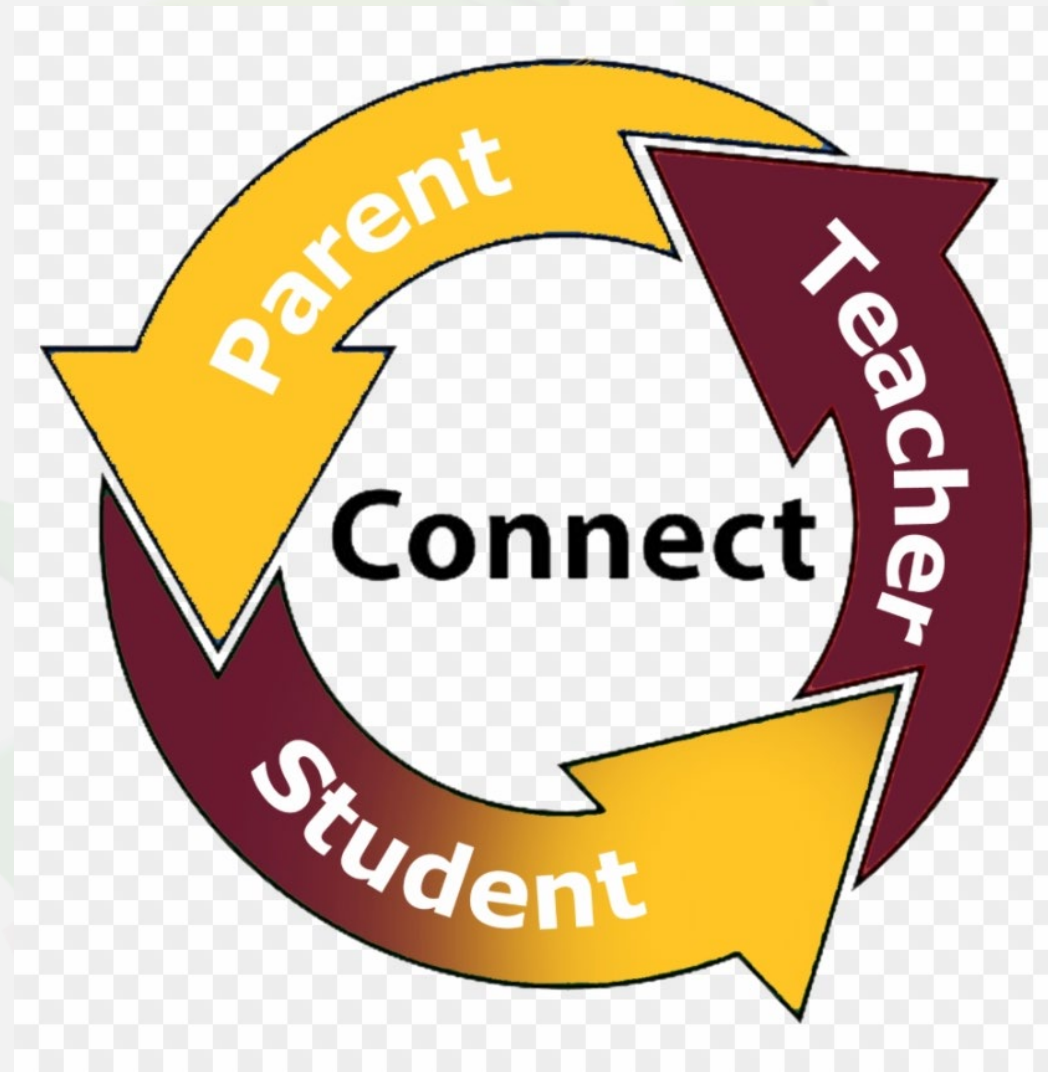
Hard work



Discipline



@sylviaaduckworth



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Work in partnership with us

Expectations

Rewards

Detentions

Intervention



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Data – Key Stage 4

- Student attainment will be reported using **GCSE grades (9–1)** rather than the descriptors used at Key Stage 3.
- The grade reported will be a **holistic current working grade**, based on a range of evidence, including tests, formal assessments and ongoing formative assessment within lessons.
- This grade reflects the standard at which the student is currently working. It is **not a predicted final GCSE grade**.
- Students will also continue to receive an **Attitude to Learning score**, using the same format as in previous years.
- Grades reflect performance against the curriculum content covered at the point of reporting.

<u>GRADES EXPLAINED</u>	
NEW GRADES	OLD GRADES
9	A*
8	A
7	
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U



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

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

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

- Each department identifies **key pieces of work for formal assessment**, carefully designed and planned by the Head of Department.
- These assessments are shown in each department's assessment calendar, available on the school website
 - <https://www.st-ambrosecollege.org.uk/page/?title=Assessment+Calendars&pid=501>
- The purpose of marking is to provide students with **clear, purposeful feedback** that helps them understand how to improve.
- Students are expected to act on this feedback using **green pen**, making their improvements clear and creating a useful record to support future learning and revision.
- **Formative assessment** is used regularly throughout lessons to check students' understanding, identify misconceptions and establish individual learning needs.
- Teachers use this information to adapt their teaching and provide appropriate support and challenge.



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GCSE – Key dates

- Mock exams begin 10th December
 - First GCSE exam 10th May
 - Last GCSE exam 18th June
 - Contingency day: 23rd June
 - Results day: 19th August
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- **249 days** until the first GCSE exam
 - **288 days** until the final GCSE exam
 - **350 days** until GCSE Results Day



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6th Form Entry

- **3 A-Levels + EPQ/Core Maths**

- Attainment 8: **60 points**
- English Language & Maths: **Grade 5+**
- Subject grades: **6+**
- *Exception:* Maths, Biology, Chemistry, Physics need **Grade 7** (or 7/7 Combined Science), Psychology (requires a 7 in Science)

- **4 A-Levels**

- Attainment 8: **75 points**
- English Language & Maths: **Grade 6+**
- Subject grades: **6+**
- *Exception:* Maths, Biology, Chemistry, Physics need **Grade 7** (or 7/7 Combined Science), (requires a 7 in Science)



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How Attainment 8 Points Are Calculated

- **Attainment 8** is a DfE measure of a pupil's best **8 GCSE results** across specific subject "buckets".

The Three Buckets

- **English & Maths**
 - *Double-weighted* if both subjects are taken.
 - Example: Grade 6 in Maths = **12 points**.
- **EBacc Subjects** (up to 3 slots)
 - Sciences, Computer Science, Geography, History, Languages.
- **Open Group** (remaining slots to make 8 total)
 - Any other approved GCSEs (e.g. RE, PE, Music, Art, Design Tech).



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How you can help your son:

- Ensure he has a quiet space to do his homework **without his phone**. Looking at homework on Bromcom 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 Bromcom.
- 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 – 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 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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Eligibility for Free School Meals (FSM)

From September 2026, there will be changes to who can and cannot receive Free School Meals (FSM).

End of transitional protection

Temporary protections that allowed children to continue to receive free school meals without rechecking eligibility will stop at the end of the 2025-2026 school year.

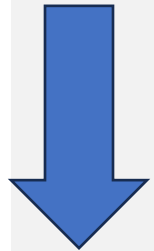
From September 2026, all families will need to meet the current eligibility rules to continue receiving free school meals.

Two types of benefit-based free school meals to be introduced

1. **Targeted Free School Meals** – your child may qualify if your household receives Universal Credit and has an annual household income of £7,400 or less (after tax, not including benefits).
2. **Expanded Free School Meals** – Your child may qualify if your household receives Universal Credit.

If you are currently receiving FSMs, you do not need to take any action at this stage. Your school will check your eligibility and confirm if you will continue to qualify from September 2026.

Apply online using the link on SAC website



APPLY ONLINE FOR FREE SCHOOL MEALS

Apply online for Free School Meals here: [Online FSM Application](#)



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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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Homework

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

Please make sure you have the Bromcom 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.

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

- Revision must be ongoing, not just something to be done immediately before external or end-of-year exams.
- Different people revise in different ways or prefer different techniques, and some techniques work better for some subjects than others, so it is important that students try out different revision techniques to figure out what works best for them.



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On the website there are several resources to help the students. They can use these any time they have a short test or any time they have less homework / finish their homework early. It is good practice to use some of these strategies regularly to help them consolidate their learning.



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CURRICULUM AT ST
AMBROSE COLLEGE

DEPARTMENTS

EXAMINATIONS

CARL

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 help or advice before, during or after the examinations please contact the Examinations



Click on revision resources and strategies

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KS3 REVISION AT ST AMBROSE COLLEGE	PDF	DOWNLOAD
KS4/KS5 REVISION AT ST AMBROSE COLLEGE	PDF	DOWNLOAD
KS5 INDEPENDENT LEARNING FINAL VERSION	PDF	DOWNLOAD
COGNITIVE STRATEGIES FOR INDEPENDENT LEARNING	DOCX	DOWNLOAD
FLASHCARDS INFO SHEET	DOCX	DOWNLOAD
MEMORY CLOCK REVISION TECHNIQUE	DOCX	DOWNLOAD
MEMORY FOR LEARNING ARTICLE 10 TOP TIPS	DOCX	DOWNLOAD
MINDMAP REVISION TECHNIQUE	DOCX	DOWNLOAD
REVISION TECHNIQUES BEST OPTIONS FOR STUDENTS' LEARNING		DOWNLOAD
SEEKING THE WISDOM OF YOUR ABLE STUDENTS	DOCX	DOWNLOAD
SIX KEY REVISION STRATEGIES TO EMBED KNOWLEDGE INTO ME		DOWNLOAD
THE CORNELL NOTE TAKING METHOD	DOCX	DOWNLOAD

You will find a range of supplementary resources and strategies available to support revision across all subjects.

One particularly valuable resource is the booklet "KS3 / KS4/KS5 Revision at St Ambrose College," which offers a variety of effective revision techniques and helpful tips.

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Elevate Education – Study Timetables



What?	When?
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What?	When?
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What?	When?
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What?	When?
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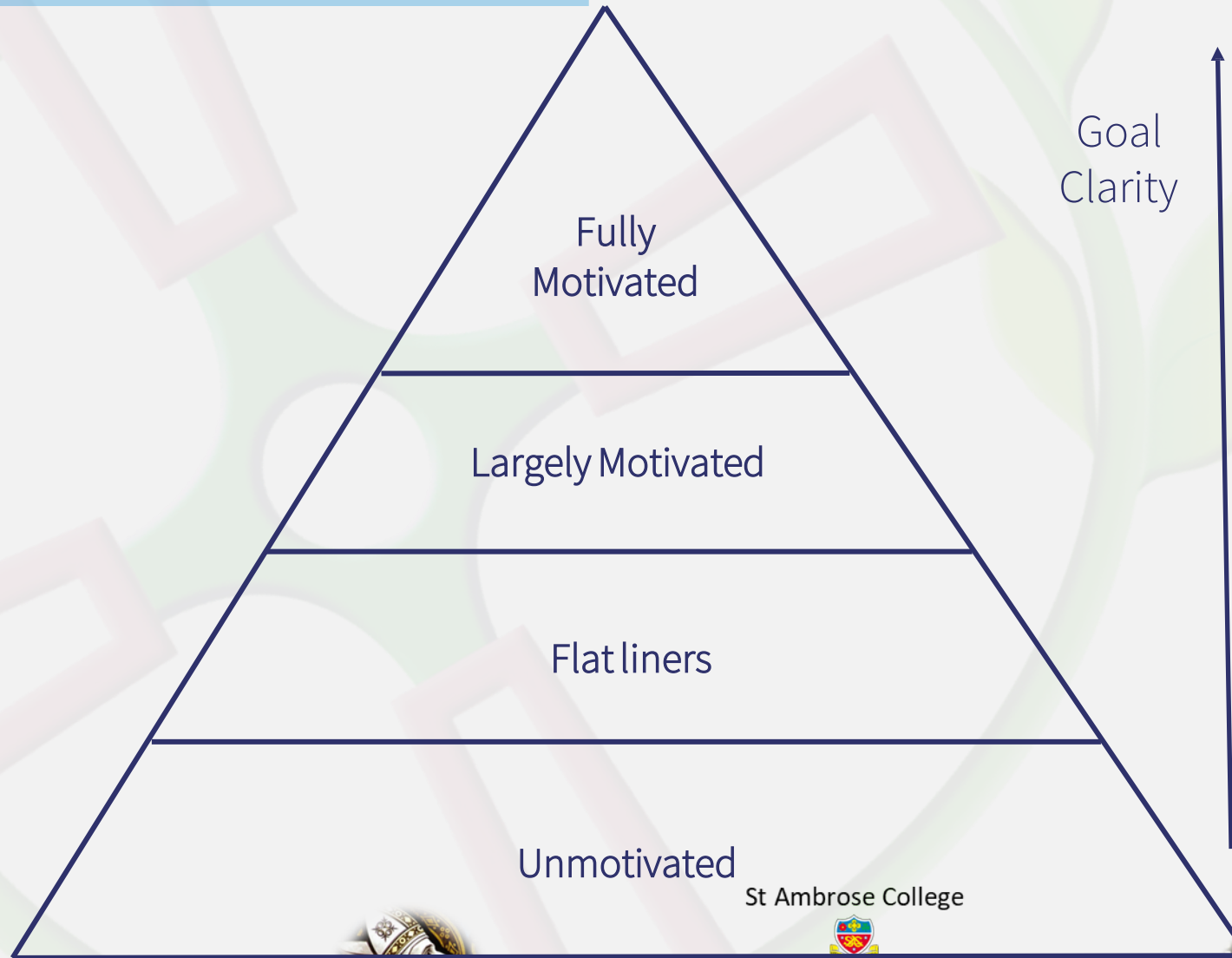


What?	When?
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Hierarchy of Motivation



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

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Dealing with tech



Hold

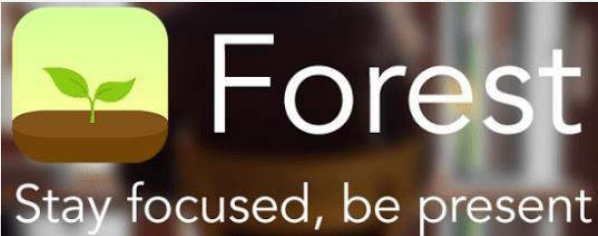


SelfControl

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 – Ms. White – 1403
- 10B – Mr. Fitt – 1404
- 10C – Mr. Roderick – 1407
- 10D – Mrs. Openshaw – 1406
- 10E – Mr. Aspinwall - 1405

Mrs. Wheelan, Mrs. Hill and I will be around to answer any general questions



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