



THE BISHOP'S STORTFORD
HIGH SCHOOL

**Year 11 Standards
Evening**

**Thursday 11th
September 2025**

This evening

- Mr D Reeve, Headteacher
- Mr D Harvey, Assistant Headteacher
- Dr A Coke-Woods, Head of Year

Presentation slides will be shared via the newsletter and school website.



A-Level Results 2025

- 26% A*/A
- 57% A*-B
- 82% A*-C
- 4 Oxbridge
- 4 Medicine



A-Level Results 2025

Rahul Rana (4A*) – St John's College, Cambridge, Medicine

Raphael Tsang (2A*, 2A) – Clare College, Cambridge, Languages

James Gooch (2A*, A) – Durham University, Geography

Tom Kay (2A*, A) – Trinity University, Texas, USA, Sports Programme

Ben Nye (2A*, A) – Loughborough University, Industrial Design

Ross Shinnick (2A*, A) – University of Exeter, Electronic Engineering

Scarlett Chart (2Dist*, A) – Anglia Ruskin University, Sports Science

Tom Greenhill (A*, 3A) – University of Warwick, Maths and Physics

Ben Cameron (A*, 2A) – University of Edinburgh, Medicine

Austin Hawkes (A*, 2A) – University of York, Economics

Jacob Lines (A*, 2A) – University of Exeter, Biochemistry

Jamie Ward (A*, 2A) – University of Warwick, Computer Science

GCSE Results 2025

- 12% Grade 9
- 38% Grade 9-7
- 90% Grade 9-4



GCSE Results 2025

Oliver Hunter – 9999999998

James Surtees – 9999999887

Ezra Darley – 9999999877

Max Carter – 999999987

Alec Sneddon – 999999987

Sam Fridrich – 999999986

Alfie Phillipson – 999999977

Kian Jalil – 99999988887

Eli Fletcher-Snow – 999999887

Padraig Rees – 999999887



6th Form Entry Requirements

A-Level Pathway

44 points from your best 8 GCSEs.

BTEC Pathway

36 points from your best 8 GCSEs.

Plus (for both pathways):

- At least a **5** in English Language **or** Literature.
- At least a **5** in Maths.
- Meet specific entry requirements in chosen subjects. Usually a **6**.



Working together

1. Parking, pick-up/drop-off
2. Polite communications
3. Detentions
4. Dropping subjects



Zero-tolerance

- Drugs
- Offensive weapons
- Abuse of staff

Lead to permanent exclusion



Dr Coke-Woods, Head of Year 11

- Pastoral Support
- Key Dates
- The Challenge Ahead
- Post-16 Guidance



Year 11 Pastoral Team

Head of Year: **Dr A Coke-Woods**

Inclusion Manager: **Mrs S Harris**

Assistant Headteacher (9-11 Pastoral): **Mr D Harvey**

Chantry Tutor: **Mr M Dickason-Raven / Mr M Atkinson**

Dane Tutor: **Mrs C Leighton**

Meads Tutor: **Mrs K Edwards**

Shaw Tutor: **Mr M Hale**

Twyford Tutor: **Dr V Rae**

Waytemore Tutor: **Mr A Ardin / Mr W Alexander**



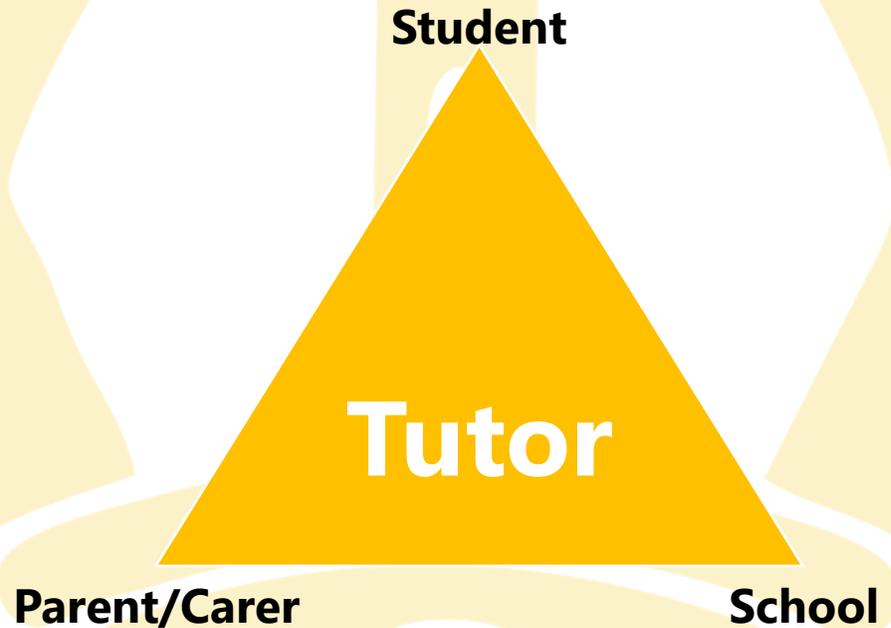
Pastoral Support: The Role of the Tutor

Form registration is directed and constructive time.

Support for students on a daily basis.

Parents' first point of contact with the school.

Subject issue - subject teacher
Pastoral issue – form tutor



Year 11 – The Year Ahead: Key Dates

PPE: **Thursday 18th September**

Careers Fair: **Wednesday 22nd October**

6th Form Open Evening: **Wednesday 5th November**

Occasional Day: **Friday 28th November**

Mock Exams: **Monday 8th December**

Parent/Carer Evening: **Thursday 15th January**

Leavers Day: **TBC May**

Exams: **Begin Thursday 7th May**

Results Day: **Thursday 20th August**



Attendance – School Target 96.5%

Strong Attendance = Strong GCSE Results

Nationally GCSE exams results 2021:

- Student achieving a level 5 – 9 in English & Maths average attendance 96.3%.
- Students not achieving higher than a level 3 in English & Maths average attendance 91.1%.



Attendance – School Target 96.5%

Reporting Absence

Absence on the day or known medical appointment with documentation

EduLink App

Absence request in exceptional circumstances:

Complete form available on the school website
10 days prior to absence



Punctuality

- Ensure that you are in school on time. The gate closes at 8.27.
- Ready for learning at 8.30
- The exams will not wait for you.
- Get into the right habits early



The Challenge Ahead



Mental Health

- Nerves are normal
- Fight or flight?
- Develop mental resources and coping strategies
- Seek advice
- Train and prepare – revise
- Family, friends, interests and activities



Study Room and Subject Clinics

General study rooms and subject clinics to begin next week.

Some students will be required to attend.

Focused revision in one dedicated form time per week.



Year 11 Study Rooms and Subject Clinics

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime	History 1320-1400 C01	Maths 1300-1400 C19	Art 1300-1330 B03	Maths 1330-1400 C19	Computer Science 1315-1400 C24
	Art 1300-1400 B03	DT 1320-1400 A02	Art 1320-1400 B04	English 1320-1400 C28 & C29	Art 1320-1400 B04
	Computer Science 1315-1400 C24	Geography 1325-1355 C09	General Study 1320-1400 C24	Art 1300-1400 B03	General Study – 1320-1400 B20
		Art 1300-1400 B03	French 1300-1330 C40	German 1325-1355 C40	German (Level 9) 1325-1355 C41
				French (Level 9) 1325-1355 C41	
				General Study 1320-1400 C07	
After school	Biology B25		Chemistry B22	Physics B28	

Homework Club

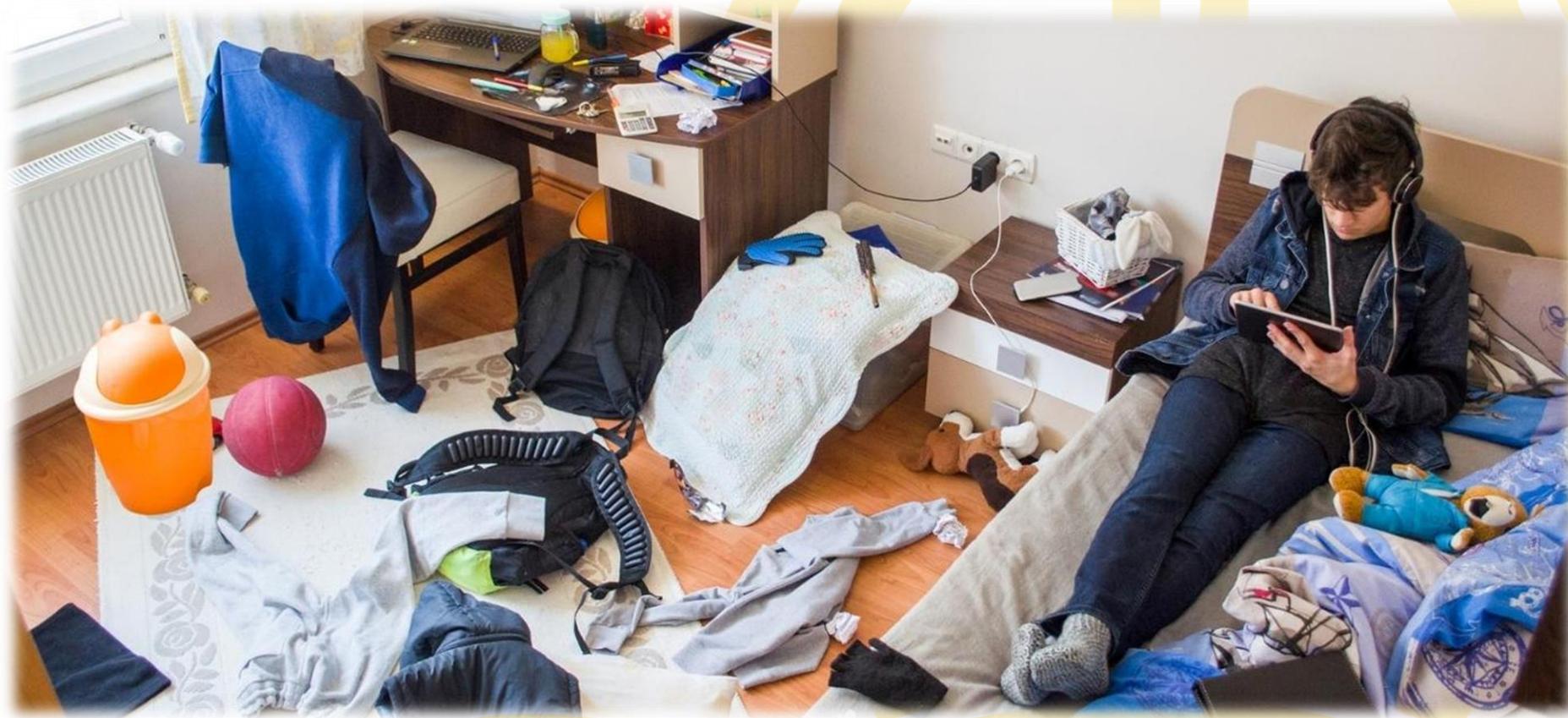
Every day after school

3.30-4.30 (4.00 on Fridays)

Dedicated LSA support



Study Space



Study Space

- A desk
- Lots of space
- Lots of light
- Lots of paper, pens, post-its etc
- Comfortable Chair
- No distractions in view



Uniform

- Smart uniform
- Professional mindset
- Group culture and community identity



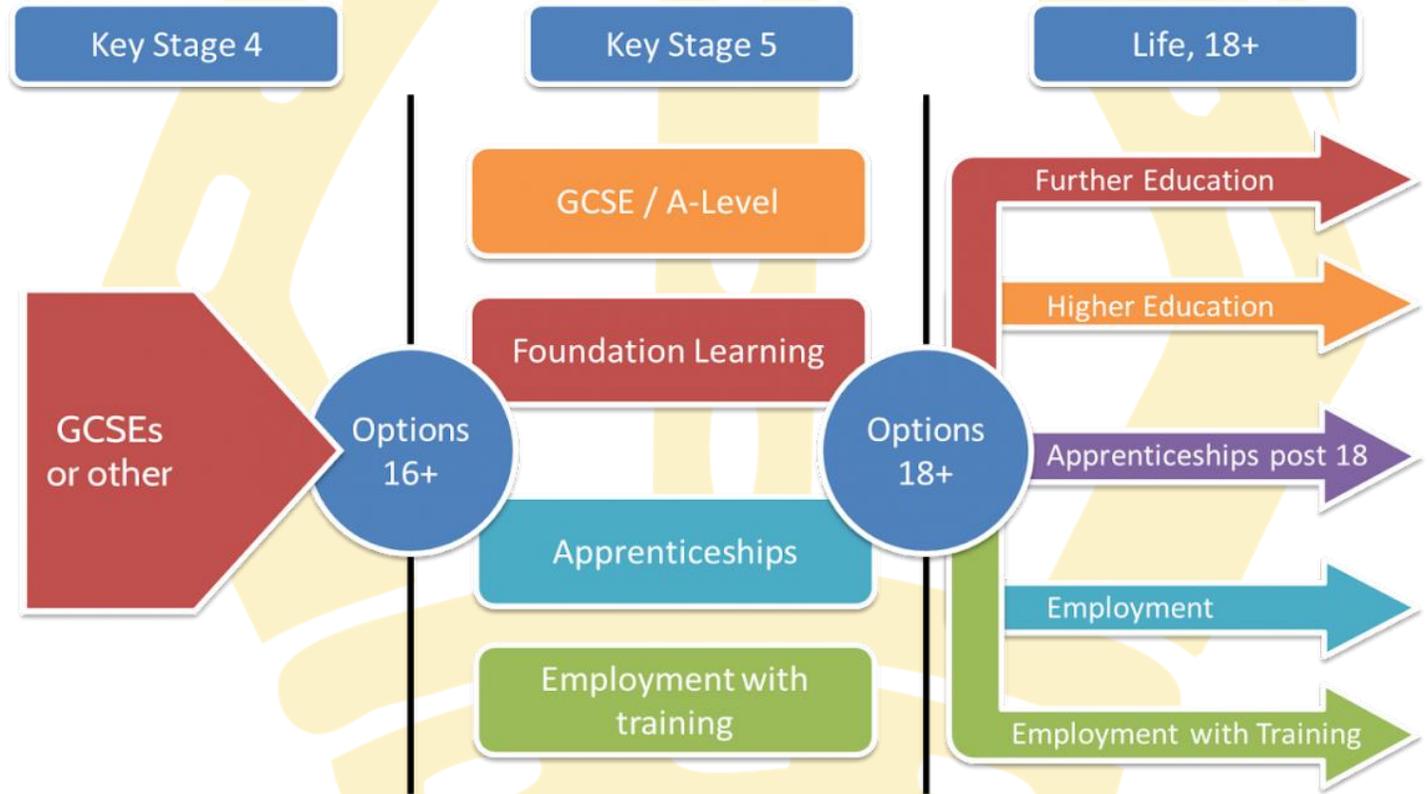
Mobile Phones (7-11)

- Mobile phones should not be seen or heard anywhere on the school site, before or during school, unless given specific permission by a member of staff.
- At the end of the day, if students need to arrange to be picked up, the phone should not be used until out of the school building.
- Failure to follow these rules will result in the mobile phone being confiscated until the end of the week or, for a parent/carer, to make an appointment to collect the phone no earlier than 24 hours after the confiscation.
- If confiscated on a Friday, the phone will be held until the following Monday.
- Travel tickets / debit cards on phones will not be accepted as a reason not to confiscate a phone if misused.



Post 16 Guidance

- Work Experience Last Year
- Careers Fair in October
- Regular Visiting Speakers in Assembly
- CV and Application Guidance
- Individual post-16 guidance from Mrs Jonas





Joint Council for
Qualifications CIC

Exam Access Arrangements



Evidence needs to have been collated over time regarding a students' issues with completing assessments to time. This must be teacher evidence including samples of work.

This means that any concerns must have already been raised with your teachers/SENCo by now. Those that have been raised are in hand, so please don't worry.

Evidence cannot be drawn from **ONE** stand alone assessment.

Concerns raised following mock examinations in December 2025 will not be considered by school.

JCQ states school must make decisions on appropriate access arrangements for their candidates. Professionals cannot make the decision for the centre.

Medical evidence cannot be a letter from a GP.



Joint Council for
Qualifications ^{CIC}

JCQ-Parent- guidance- information-sheet- 2025 26.pdf



Guidance for parents, carers and students about access arrangements



WHAT ARE ACCESS ARRANGEMENTS?

- Access arrangements allow students with specific needs, such as special educational needs or disabilities, to access an exam.
- They allow students to show what they know and can do without changing the demands of the exam.



HOW WILL THE PROCESS START?

- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important.
- Students in further education should record their additional needs on the college's enrolment form.
- The SENCo will work with teachers and the student to identify possible arrangements.
- Various access arrangements are available. For example, support for students who have difficulties with reading, writing, speed of working or concentration.
- Not all students with additional needs will require access arrangements. This depends on whether their difficulty affects their access to exams. Additional needs or a diagnosis alone do not entitle a student to access arrangements.



WHO WILL MAKE THE ASSESSMENT?

- If a student has learning difficulties, the school or college's appointed assessor must conduct the assessment to determine the need for access arrangements, such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia or dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college and received the necessary access arrangements paperwork in advance of the assessment taking place.
- Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are **not** responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams.



WHAT ELSE NEEDS TO BE DONE?

- The school or college will have to apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.

FINALLY

Schools and colleges **must** follow the rules. They are inspected and if they are found to be breaking the rules, this will be malpractice.

If you have any questions about access arrangements,
please speak to the school, college or SENCo.

Parent / Carer Online Safety Workshop

13th October 2025

Time TBC

Webinar

