



THE BISHOP'S STORTFORD  
HIGH SCHOOL

**Year 9 Standards  
Evening**

**Thursday 11th  
September 2025**

# **This evening**

- Mr D Reeve, Headteacher
- Mr D Harvey, Assistant Headteacher
- Mr G Wagstaff, Acting Head of Year
- Mrs A Matthews, SENDCo

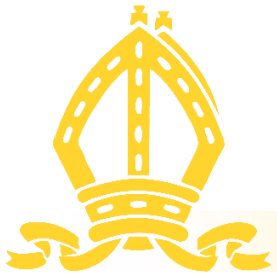
Presentation slides will be shared via the newsletter and school website.





# 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 – 99999999998

James Surtees – 99999999887

Ezra Darley – 99999999877

Max Carter – 9999999987

Alec Sneddon – 9999999987

Sam Fridrich – 9999999986

Alfie Phillipson – 9999999977

Kian Jalil – 999999988887

Eli Fletcher-Snow – 9999999887

Padraig Rees – 9999999887



# 6th Form Entry Requirements

## A-Level Pathway

**44** points from your best 8 GCSEs.

## BTEC Pathway

**36** points from your best 8 GCSEs.

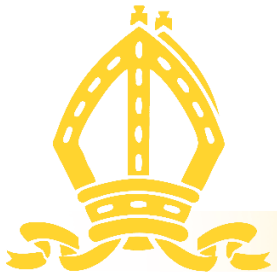
### Plus (for both pathways):

- 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

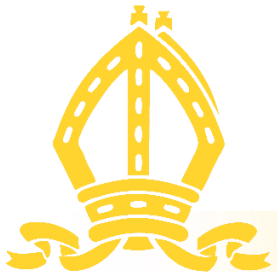




# Zero-tolerance

- Drugs
- Offensive weapons
- Abuse of staff

Lead to permanent exclusion



# **Year 9 Standards Evening**

**Mr G. Wagstaff**  
**Acting Head of Year**



# Year 9 Pastoral Team

Acting Head of Year: **Mr Wagstaff**

Inclusion Manager: **Mrs S Harris**

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

Chantry Tutor: **Mr L Williams**

Dane Tutor: **Dr S Clark**

Meads Tutor: **Mr I Murphy**

Shaw Tutor: **Mr A Clifford**

Twyford Tutor: **Mrs E Ring/ Mr N Patterson**

Waytemore Tutor: **Mr W Lambert**





# Year 9 Tutor Time

## Every Day

0830 – 0840 Morning Registration

1500 – 1530 Form Time

## Weekly Routine

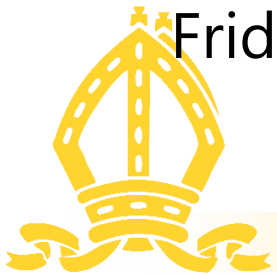
Monday: PSHE

Tuesday: HOY Assembly

Wednesday: Literacy

Thursday: SLT assembly

Friday: Tutor's Choice



# 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.

If it is a **Subject** issue (Homework, Tests, Sets, ect)

---> **Subject** Teacher

Pastoral issue (Anything else)

---> **Form** tutor

Student

**Tutor**

Parent/Carer

School



# **Pastoral Support**

## **As a tutor and staff team we will:**

- Mentor your son
- Recognise and celebrate successes
- Respond to your concerns
- Contact parents if we have concerns
- Provide strategies for progress
- Offer you the best advice and support we can
- Have a zero tolerance on bullying





# Parents/Carers

- Work with us
- Promote our values
- Support our decisions
- Attendance/punctuality
- Communication
- Newsletter
- Uniform/equipment/organisation
- Home – sleep, diet, social media, study area at home
- Be involved with his learning – homework



# THE 'IDEAL' SPACE....



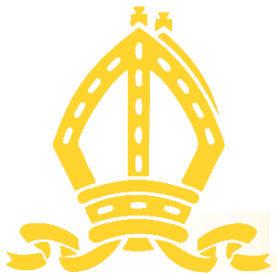
# THE 'REAL' SPACE





How's the  
homework  
going boys?

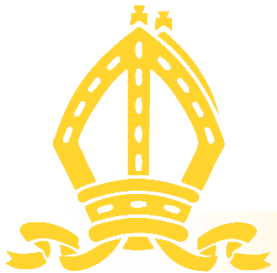
**Brilliant!!!**



# Students

Our expectations of you:

- Same high standards
- Role in our community
- School values
- Uniform including hair
- Get involved in clubs



# **Year 9 Standards Evening**

**Mr D. Harvey**  
**Assistant Headteacher**





# **Year 9 – The Year Ahead: Key Dates**

Early Closure: **1pm, Thursday 18th September**

Occasional day: **Friday 28th November**

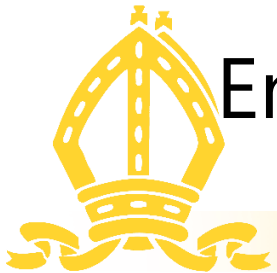
Options Evening: **Wednesday 11th February**

Exams: **Monday 23rd February**

Parent/Carer Evening: **Thursday 12th March**

Options Deadline: **Monday 16th March**

End of Year Report: **Friday 12th June**



# Year 9 into 10 Options

Options process to be outlined at Options Evening.

GCSEs in:

- English Language, English Literature, Maths & Science
- Geography, History or RS
- French or German
- Two others (which could also be from those above)



# **Year 9 Standards Evening**

**Mrs A. Matthews**  
**SENCo**



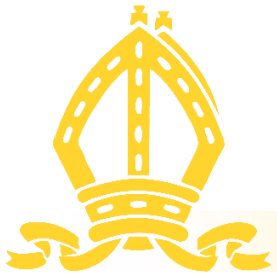


# **Exam Access arrangements**





Joint Council for  
Qualifications<sup>CIC</sup>





Joint Council for  
Qualifications<sup>CIC</sup>

# Evidence...

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Evidence needs to have been collated over time from teachers regarding a student's issues with completing assessments to time and the process begins formally in Year 9

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Evidence cannot be drawn from ONE stand alone assessment.

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Evidence is gathered in Year 9 & 10 to ensure that there is sufficient in class teacher evidence and evidence from mock examinations outside of the classroom.

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Students with a learning need are formally assessed by the school in June/July of Year 10.

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Students with medical/complex needs (ADHD/ASD/Dyspraxia) - evidence by teachers, including samples of work need to demonstrate the student's difficulties.

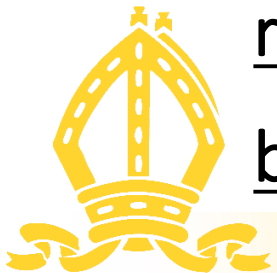
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Joint Council for  
Qualifications <sup>CIC</sup>

A centre (school) must make decisions on appropriate access arrangements for their candidates. Although professionals may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.



# Evidence: Medical need

Diagnosis of medical needs (including mental health and anxiety) **MUST** be from an NHS medical professional.

It **CANNOT** be a letter from the GP.

The school are not obliged to accept evidence from a private assessment.





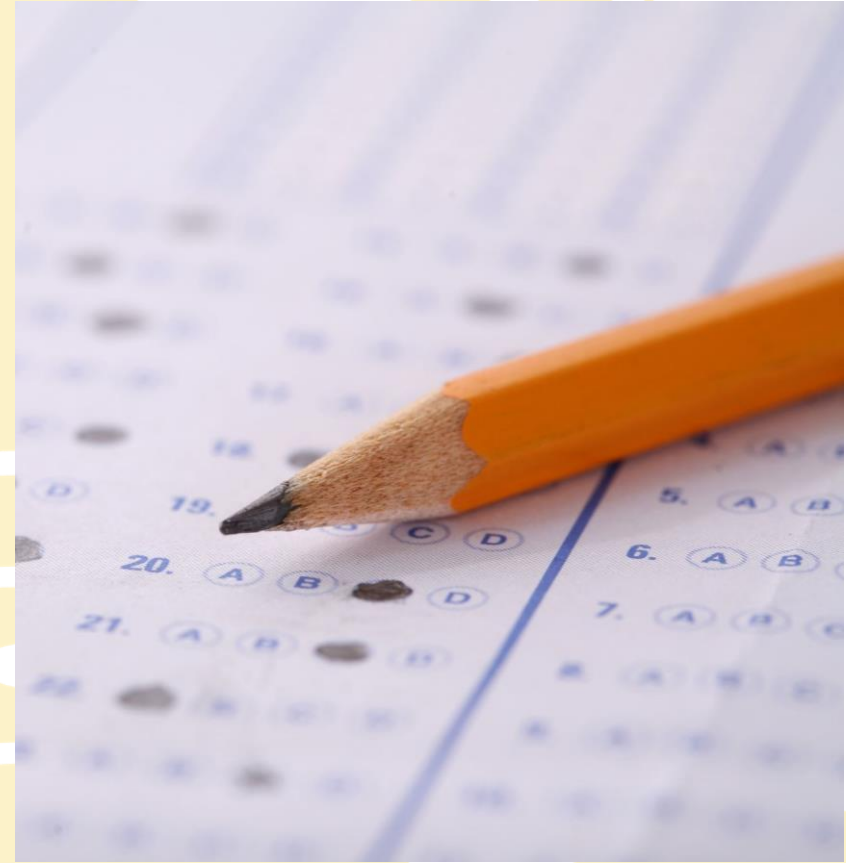
# Learning needs: Private Assessments

Any recommendations made following a private assessment in relation to exam access will be considered by the school, however, the assessment itself **cannot** be used to apply for any exams access arrangements.

This means that the school may decide to assess a student formally for these even if the assessor has already assessed her/him/they/them.

As the school and professionals use many of the same tests, it is recommended that no test should be repeated within a six-month period.

Of course, the school can trial any access arrangements recommended by the report in the interim.





Joint Council for  
Qualifications <sup>CIC</sup>

## 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.**

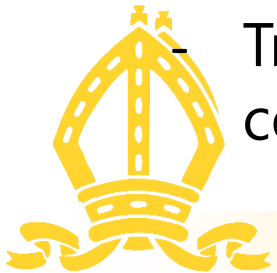
# **Year 9 Standards Evening**

**Mr D. Harvey**  
**Assistant Headteacher**



# 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.





# 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

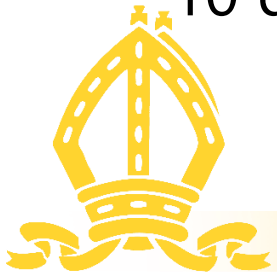
Absence on the day or known medical appointment with documentation

## EduLink App



## Absence request in exceptional circumstances:

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



# Parent / Carer Online Safety Workshop

13th October 2025

Time TBC

**Webinar**

