

This presentation will be recorded
and a link sent to parents.

Year 12 Expectations Evening

Mr. Dave McGall

Mr. Alun Lloyd

1. **Welcome**
2. **Key Dates (ALl)**
3. **Sixth Form Life (DMc)**
4. **Outcomes and Subject Choices (ALl)**
5. **Foundations for Academic Success (ALl)**
6. **Pastoral Support (DMc)**
7. **Our Values – Character, Leadership & Community Service (DMc)**
8. **Planning for the Future (ALl)**
9. **Your Role (DMc)**



Welcome

The Sixth Form Team

Your child's form tutor:

Mr McGall – Assistant Head - Pastoral

Mr Whitehorn – Sixth Form Transition Lead

Mrs Majorossy – Sixth Form Academic Intervention Lead

Mrs Stratford – Sixth Form Pastoral Lead

Mrs Rogers – SENCO

Heads of House



2. Key Dates

Schedule

- Monday 6th November – Friday 10th November
- Monday 26th January

Reading Week
Staff Day

Reporting and Feedback

- Thursday September 11th
- Friday 19th December
- Thursday 15th January
- Friday 27th March
- Friday 26th June

Tutor Consultations
First Report
Parent's Evening
Second Report
Final Written Report

Key Weeks

- w/c Monday 18th May
- w/c Monday 1st June

End of Year Exams
Work Experience Week*



3. Results & Subject Choices

Academic Results 2024

A Level: A*-A was 72.4%
 A*-B was 88.9%

BASS: 6th Nationally

Subject Choices

- Our max class size aim is 22. Only Further Maths and Physics classes have exceeded this and only by one student per class.
- Maths is the most popular subject (168/191 students).
- Four sets of Physics, three of Chemistry and Economics.
- Other subjects are well-spread, with Humanities, Arts and Languages at lower numbers, but with equal value and with newer subjects such as Philosophy flourishing.

Value Added

0.25 – 0.4 of an A-level grade per subject relative to peers with comparable GCSE grades.

Dropping Subjects

Key messages:

- If your child is considering dropping a subject they're probably right. Three strong grades are much better than four average ones.
- If your child wants to drop, then early in Year 12 is the best time, before sending their UCAS application is the next best. We or they would be obligated to contact their universities to let them know of their changes.
- Limitations to dropping: Can't do Further Maths as part of three A-levels.

Class of 2025

- 61.3% gained three A-levels
- 38.2% gained four A-levels
- Just one student gained fewer than three A-levels

Key message: Top three grades are more important than total number of grades.
From the 73 students who achieved four A-levels, 10 grades were a C or below.

ABBC is a significantly worse set of grades than AAA.



4. Sixth Form Life

Independence within the School setting

1. Sixth Form is different from GCSE: choice, study periods, late start etc.
2. Sixth Form at Reading School is at a school: high standards, uniform, buying into the ethos.
3. Sixth Form has many opportunities and expectations.
4. Sixth Form is a stepping-stone to the next phase of students' lives. This requires maturity and resilience to be built, alongside academic outcomes.



5. Foundations for Academic Success

Average Best 8 GCSE Score

67

A fantastic start point, but doesn't define outcomes at the end of A-level.

Learning at A-level is more rigorous and requires active engagement from the first lesson.

Three Foundations of Learning

- Academically rigorous environment.
- High expectations in terms of attitude and behaviour.
- Students excel because they are surrounded by aspiration.

Work Ethic and Discipline

- Consistency is key when it comes to success at A-level. Last minute cramming doesn't work.
- Effective note taking followed by consolidation of classwork outside of lessons.
- Revision from afar. Setting up revision over the course of the year, not just for the last two weeks before the exams.
- Utilising free time effectively in school.

Effective Study Skills

Different subjects have different requirements for effective study, but there are some universals:

1. Collaborative work is effective.
2. Practice is vital.
3. Familiarity with the specification.
4. React positively to feedback – exams / tasks / coursework.
5. Consistency – little and often is much better than huge sessions once a half term.
6. Balance – sleep, health and well-being need to be in place for you to be effective over the year.

Coursework

- Some subjects have NEAs (History, English, Computer Science and Geography).
- Managing workload and working to deadlines is a vital part of success in these.
- Ensure your child takes advantage of all the feedback they are given and act on it. Timely hand ins allow this to happen.
- Pitfalls of AI.

Utilising Effective Support

If your child is struggling with their subjects, they need to actively seek support.

Avenues for support:

- Teacher
- Subject Support Sessions and Direct Study Sessions
- Subject Clinics
- Tutor
- Academic intervention (Mrs Majorossy)
- Mentors
- Additional resources
- Student support

Exam Access Arrangements

- If your child was entitled to extra time during their GCSEs then they *may* be entitled to extra time at A-level.
- We need to reapply for this as soon as possible, and if your child is borderline, we will need time to make a case for them.
- Please let the Student Support department know ASAP if you think your child might be entitled: studentsupport@reading-school.co.uk.

Taking Exams

- Something they have faced before, but is always challenging.
- Take mocks seriously – chance to practice plus we have recent experience of how vital they can be.
- Manage stress – PSHE sessions.
- Effective revision – Mrs Majorossy.
- Practice as they'll play. Do every extended writing task by hand.
Get used to it.



6. Pastoral Support



Our priorities

Your safety, happiness and achievement

Pastoral Structure

- Every student is part of a form of around 18 pupils.
- All students are also part of one of five houses.
- Their form tutor is the first point of contact for you and your child.
- The Sixth Form Team will also support where necessary.

The Sixth Form Team

Your child's form tutor:

Mr McGall – Assistant Head -Pastoral

Mr Whitehorn – Sixth Form Transition Lead

Mrs Majorossy – Sixth Form Intervention Lead

Mrs Stratford – Sixth Form Pastoral Lead

Key support staff members - SEN





- Mrs Rogers – SENCO
- Student Support Team



7. Our values

Reading School Students are ‘*and* Students’

- We expect them to excel academically *and* personally.
- We must ensure they are outstanding scholars *and* compassionate young people.
- We must encourage them to study purposefully *and* enjoy sport, music, drama or any other interests.

	Years 7-8: LEARN (KS3)	Years 9-11: LEAD (KS4)	Years 12-13: SERVE (KS5)	THE GRADUATE
	ME	YOU	US	
Excellence 	Imaginative: What is possible?	Accountable: What is expected of me?	Inquisitive: What more can I do?	
Integrity 	Honest: Who am I?	Positive: What is my opportunity?	Courageous: What is my mission?	
Leadership 	Collaborative: Where do I fit in?	Considerate: How can I care for others?	Generous: What can I give?	
Community 	Receptive: What can I learn from this?	Open: How can I share ideas?	Outward Facing: What lies beyond?	



WHAT IS CHARACTER EDUCATION?

Exposure to experiences and opportunities where character values can be developed, alongside Reading School's four pillars: **Leadership, Integrity, Excellence and Community.**

WHAT DOES IT LOOK LIKE?

Leadership: a series of lectures, seminars and wider learning about character, leadership and personal development.

Integrity: taking on independent learning opportunities to better understand self through the 'Voyage' app.

Excellence: being a part of the School's mentoring programmes, supporting younger students in their academic subjects.

Community: looking beyond the School by contributing to the local community via structured programmes.

WHAT NEXT?

All students are expected to select one (or more) of the four threads, as part of their character education programme in the Sixth Form.

Opportunities

We expect every student to use their skills for the benefit of others.

Variety of opportunities in School, beyond the requirements of the Character Education programme:

- Subject mentoring
- Future Stories
- Charity Committee
- Running clubs and activities
- External mentoring with partner Schools
- House Events
- Prefectship

Subject Mentoring

- Structured system in some subjects (e.g. Biology).
- Massive additional support available in others (e.g. languages).
- One afternoon session a week can make a big difference.
- Teaching others cements knowledge.

Future Stories

- Reading School's own social outreach project.
- Boys support one of the local primary schools in disadvantaged areas (numbers of schools involved are increasing all the time).
- Boys lead sessions relevant to their own subjects, and inspire younger pupils.
- Build skills for work and life whilst helping the local community.
- Year 12 are the main contributors to this, but there is capacity for Year 13s to get involved too.

Charity Committee

- Raises £10,000 pa.
- Entirely student led.
- Students choose the projects that the School partners with.
- Opportunities for inspiring younger students.

Clubs & Activities

- Over 50 different extra-curricular clubs.
- Many are entirely student led.
- Fantastic leadership development opportunities including through: running House events, CCF, representing the School in public speaking, sports, music or debating.

Opportunities – Year 12 Sport

- Updated program for 2025-26.
- Greater range on offer.
- Mix of internal and external provision.
- All taking place in Wednesday afternoons.
- Additional opportunities outside of standard Games sessions.

House Events

- Massive range of events for students to lead on.
- Final opportunity for participation in house events.
- Literary, sporting, musical, artistic options.
- Younger years follow example and students can set the standard for future years to follow.

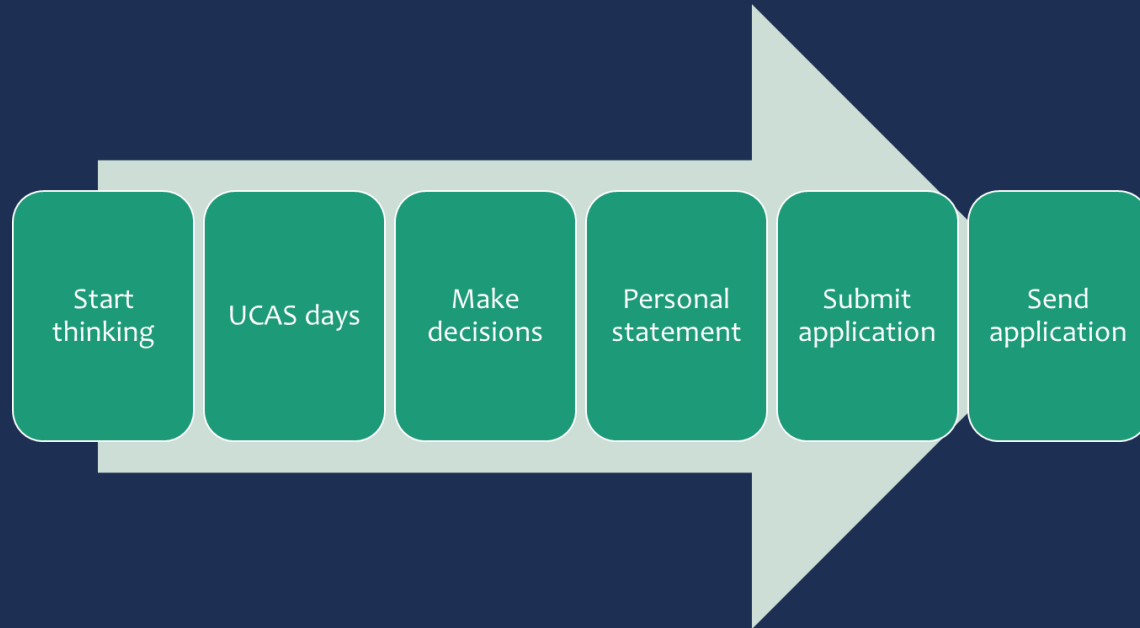


8. Planning for the Future

Onwards Travel

- Think of Sixth Form as a springboard. We aim to provide more than just A-level results:
- Soft skills
- Work experience
- Wider reading and understanding
- Opportunities for leadership
- Knowledge about making the right choices for next steps

Leading Towards Next Steps – UCAS process



UCAS process continued



Interviews
and
admissions
tests

Receive
offers

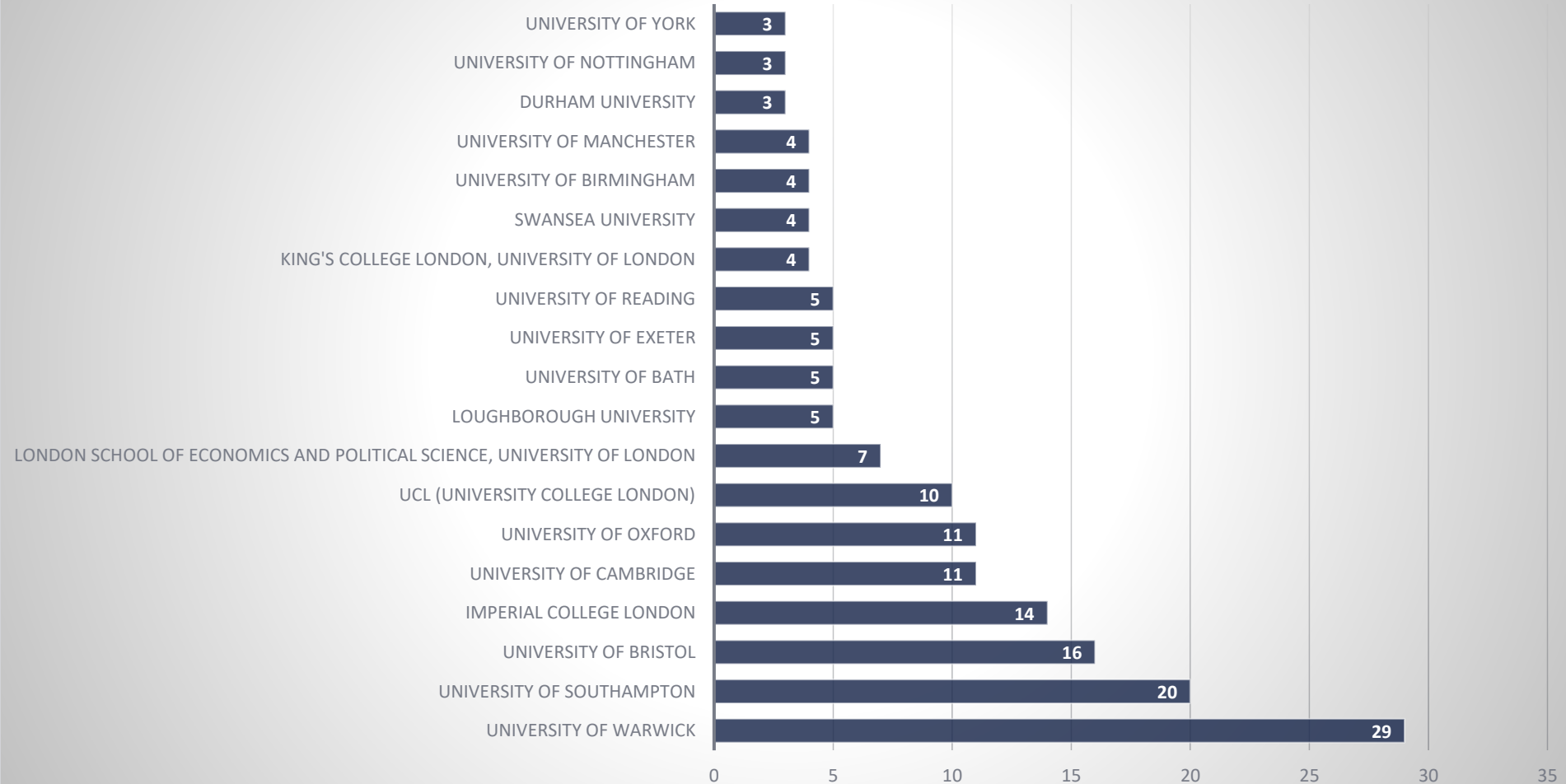
Decide on
Firm and
Insurance
options

Receive A-
Level results
and confirm
University
place

Making Decisions

- Open Days
- League tables
- Course and University websites
- Unifrog and other websites (Student Room etc.)
- Where can you see yourself for the next three years?
- Careers advice

Most Common University Destinations 2025



Some Headlines from the 2025 Cycle

- 178 out of 193 UCAS applicants have places at their firm or insurance choices.
- Following the 2025 cycle, only 11 students are currently unplaced due to missing offers at university. All will be supported through the 2026 cycle of applications, if they choose to do so.
- 23 Oxbridge offers last year.
- Two students have prestigious apprenticeships.

Apprenticeships

- Very much worth exploring as they are an excellent avenue to certain careers.
- Highly competitive.
- Speak to Mr Whitehorn if considering.
- Can be applied to concurrently with UCAS, so consider doing both, if apprenticeships are of interest.



Careers Support at Reading School

Careers Advice

Meeting the academic standard - The eight Gatsby Benchmarks include:

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of Each Pupil
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

Careers support and communication

- A dedicated channel via Student Teams marked “Careers and opportunities”.
- Year group specific Teams Channel for opportunities.
- Parents via the Headmaster’s weekly bulletin for information relevant to parents.
- Instagram Stories
- Via tutors
- Biennial careers convention held – next one is due February 2026.
- Meetings for students are arranged with an independent careers advisor and these are communicated at the right stage for students to consider as they progress through the school by emailing careers@reading-school.co.uk.

What Can Parents Do to Support?

- Let students make their own decisions.
- Encourage research and wider reading/supra-curricular opportunities.
- Help manage expectations – there needs to be realism when it comes to insurance university options.
- Support students if/when rejections come.



9. Your role



Priorities

Your safety, happiness and achievement

Help Us Overcome Barriers To Learning

- Special educational needs or disabilities
- Financial concerns
- UCAS/academic disappointments
- Let us know about mental health or other health issues
- Support sessions – active encouragement and high standards

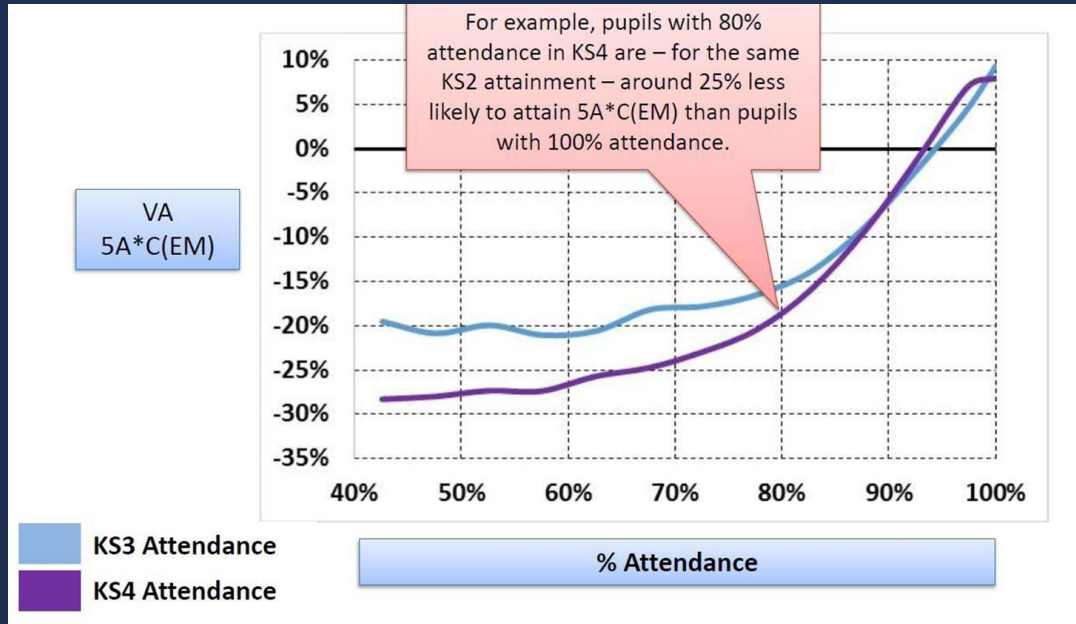
16-19 Bursary

- Available for any family in hardship.
- We wish every student to have access to every opportunity.
- Led by Mr Tom Evans, who will be making contact with a number of students/families (tevens@reading-school.co.uk).

Identity

- Monitor exposure to social media.
- Try to limit time with phone (and perhaps role model this?)
- Reduce academic pressure.
- Talk and eat together.
- Encourage exercise and fresh air.
- Help your child develop a firm sense of their own identity entirely beyond their studies.
- Give them space to be themselves.

Attendance



Partnership With School

- Balance of independence and information
- Three reports via the Parent Portal
- Additional intervention Parents' Evening in Year 13
- Remote Tutor Consultation for new Year 12 parents on Thursday.
Please ensure you sign up for your slots. Information is in the email from School Cloud for sign-up.

Support Them With Onwards Travel...

- See Sixth Form as a springboard, not the end of the journey
- Soft skills
- Work experience
- Wider reading and understanding
- Find out what is right for your child - university, apprenticeships, gap years
- Open Days
- Personal statement and interview preparation
- Ensure they're organised for admissions tests
- Empower them to be independent

Help Nurture Resilience

‘Resilience is about abandoning the imprint of the past’

(Cyrulnik 2009)

- It is the ability to bounce back.
- It is also the ability to change habits that have worked well before when faced with new challenges.
- Sixth Form is a very challenging time. We need to support students to overcome these challenges, without removing the challenge entirely.

Risk Management

- Brain is developing rapidly as a teenager.
- Educating students on how to manage themselves.
- Managing greater responsibility and autonomy.
- Managing risk and helping students to self-regulate.

Communication

- In the first instance if you have any concerns try to email their tutor.
- A second step might be to email Mr Whitehorn for university questions:
dwhitehorn@reading-school.co.uk
- Miss Stratford should be contacted with pastoral concerns:
astratford@reading-school.co.uk
- Mrs Majorossy for any academic or minor behavioural issues:
hmajorossy@reading-school.co.uk
- Or if there is something more significant that needs to be discussed, then Mr McGall: dmcgall@reading-school.co.uk

CELEBRATING

900

YEARS

Est. 1125



900th Year Celebrations



Michaelmas Term 2025

- Sunday 21st September – 900th Anniversary OR House Music, (Reading Town Hall)



- Saturday 29th November - 900th Anniversary Gala Dinner (Reading Town Hall)





Thank you for your partnership
Answers to questions to follow