

Welcome

Our Year 13 Parents' Expectation  
Evening will begin shortly

This presentation will be recorded and a  
link sent to parents

CELEBRATING

900

YEARS

Est. 1125



# Year 13 Expectations Evening



# The Sixth Form Team

In addition to your son's form tutor, the following staff may be significant this year:

Mr McGall – Assistant Head (Pastoral)

Mr Whitehorn – Sixth Form Transition Lead

Mrs Majorossy – Sixth Form Intervention Lead

Mrs Stratford – Sixth Form Pastoral Lead

Mrs Rogers – SENCO

1. What is different about Year 13?
2. Foundations for academic success
3. Academic outcomes
4. UCAS information
5. Pastoral support
6. Leadership, character & community service
7. Your role
8. Key dates



## 1. What is Different About Year 13?

# This Year:

Is your child's final year at the School.

Is as much about the next steps as it is about their success in class.

Is hard work.

Requires them to have balance in their lives.

Is an opportunity to show leadership to the rest of the School – set high standards

Is most likely their final academic year when they will be in your home.

Is when they will legally become adults.

Is a year of change for them and for you.

They will make a lot of decisions for themselves.

Consequently, this year is an extremely important one.



## 2. Foundations for Academic Success



Attendance, trust and curiosity



Learn from mistakes

# Effective Study Skills



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, Geography, PE, Art, Music, Theatre Studies)

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.



### 3. Academic outcomes

# Academic Results 2025

**A Level:**      A\*-A = 72.6%  
                    A\*-B = 88.9%

Ranked 6th nationally amongst Boys' Academically Selective Schools

154 students gained no grade less than a B, and 114 had not grade less than an A. 46 students achieved 3 A\*s or more.

# How to Minimise Risk of Getting Lower Grades

1. Trust the School with decisions about A-level subjects.
2. Ensure your child is engaging with the support being offered.
3. Proactivity from students and positive engagement with feedback.
4. Effective approach to study.
5. Best time to start working hard towards top grades was September of Year 12. Next best time is right now.

So how can we maximise the  
chances your son replicates  
this success?

# 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.

# Utilising Effective Support

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

Avenues for support:

1. Teacher
2. Subject support sessions/clinics
3. Tutor
4. Mrs Majorossy – Academic intervention
5. Mentors
6. Additional resources
7. 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](mailto:studentsupport@reading-school.co.uk)

# Taking Exams

- Challenge they have faced before.
- 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.

# Dropping subjects

- Now is the time to drop
- Better to do 3 well than struggle with 4
- Need to speak to Mr Whitehorn, form tutor and subject teachers

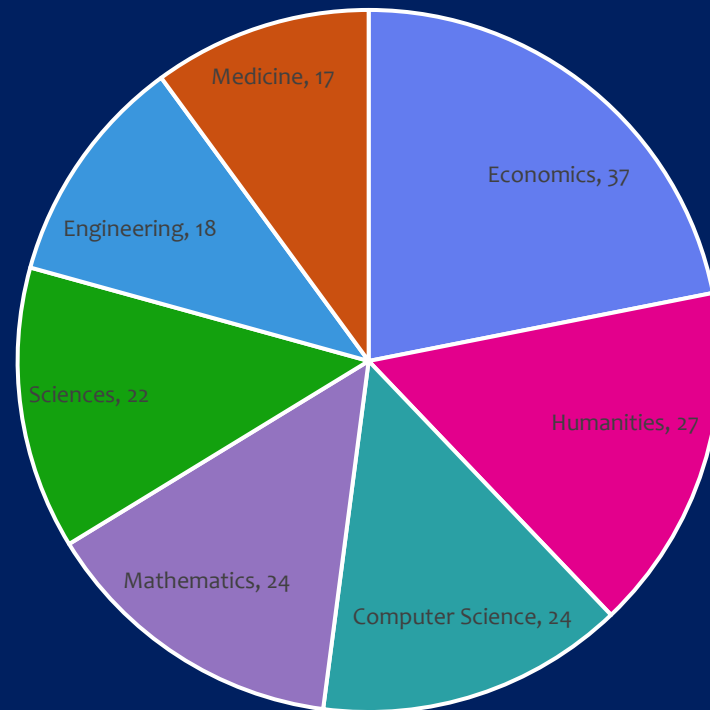


## 4. UCAS Information

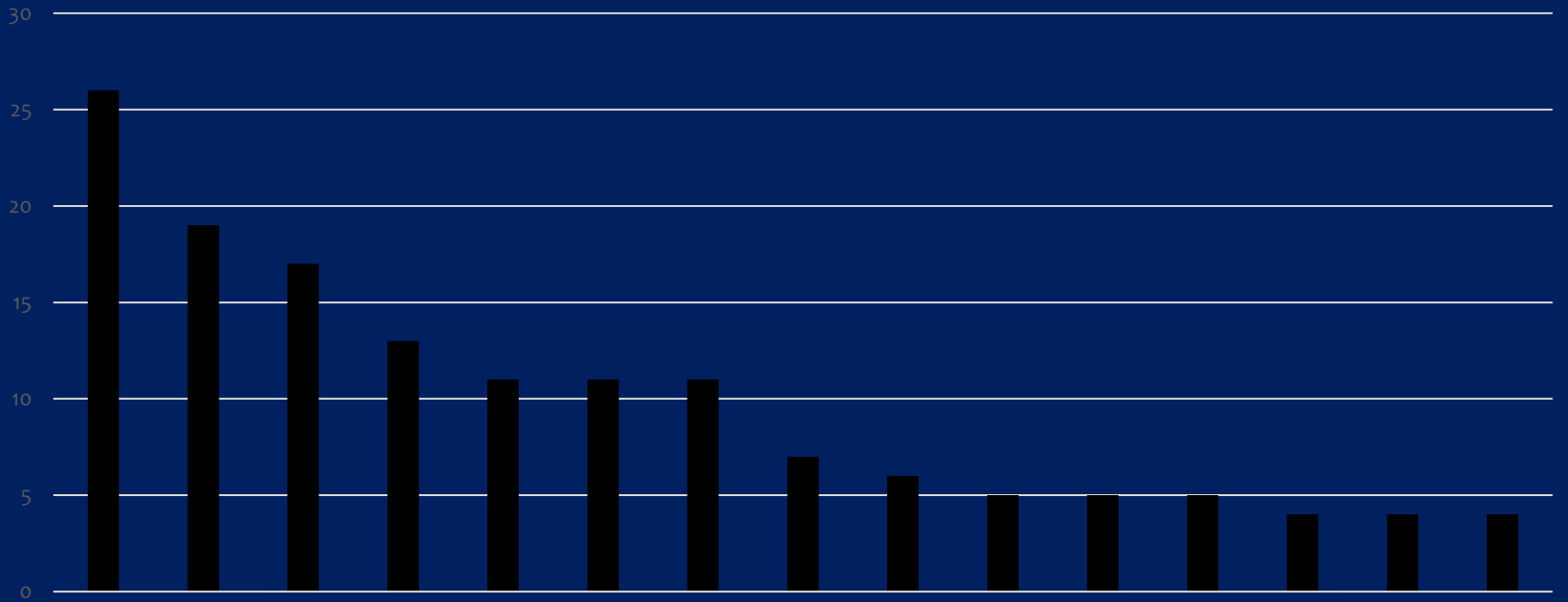
# 2025 Leavers' University Courses

University course areas

- Economics
- Humanities
- Computer Science
- Mathematics
- Sciences
- Engineering
- Medicine
- (blank)



## University destinations 2025

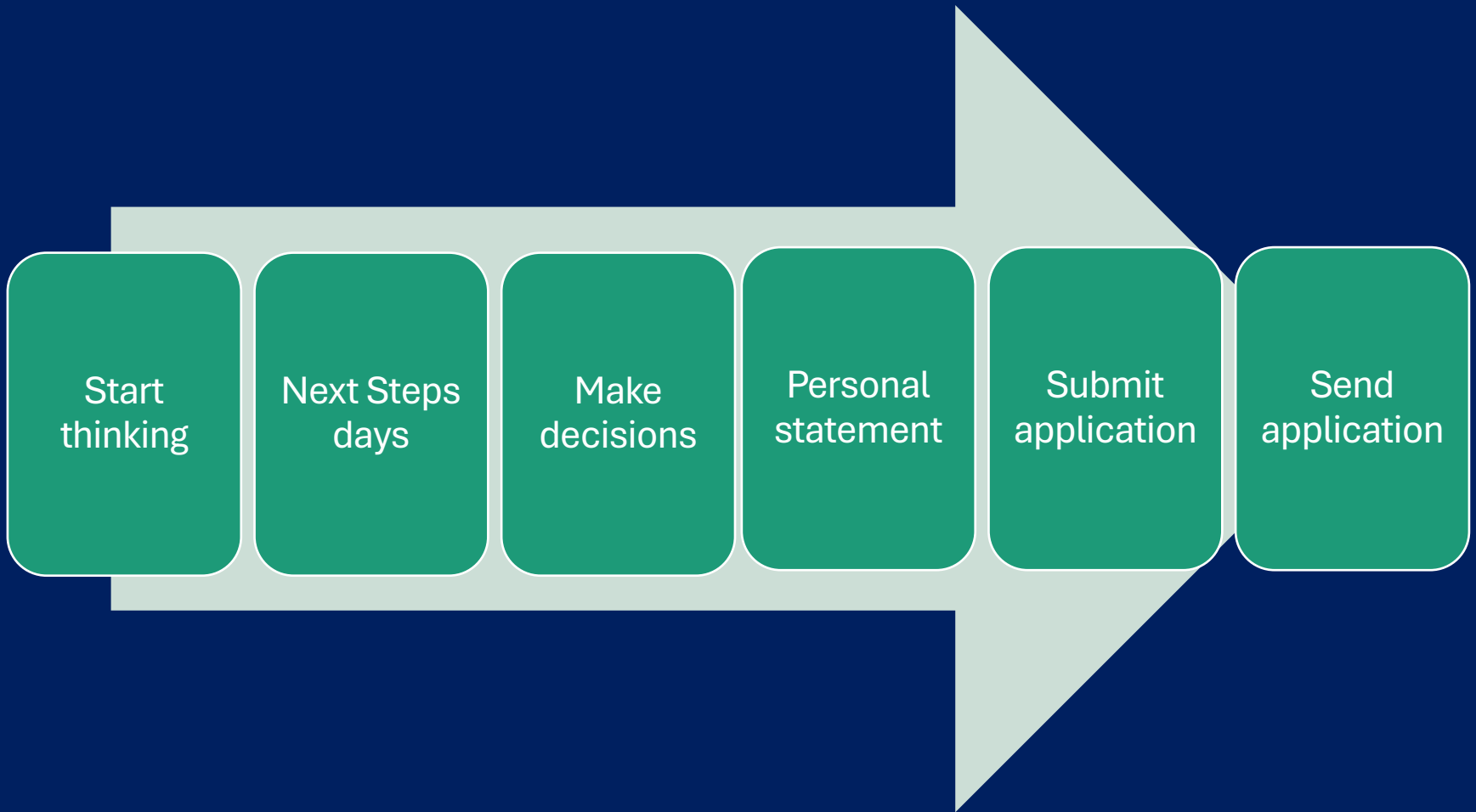


Warwick  
Southampton  
Bristol  
Imperial  
Cambridge  
Oxford  
UCL  
LSE  
Reading  
Loughborough  
King's  
Bath  
Exeter  
Manchester  
Birmingham

# Apprenticeships

- Very much worth exploring as they are an excellent avenue to certain careers.
- Highly competitive
- Have to be student led
- Deadlines will be specific to each company

# UCAS Process



# UCAS Process



Interviews and  
admissions  
tests

Receive offers

Decide on  
Firm and  
Insurance  
options

Receive A-  
Level results  
and confirm  
University  
place

# KEY DATES

## Early entrants

- Friday 19<sup>th</sup> September – Medicine applicants must send completed application
- Friday 26<sup>th</sup> September – All other early entrants must send completed application

## Normal deadline

- 24<sup>th</sup> October – Must have sent a first raft of your personal statement to your form tutor on Unifrog
- 28<sup>th</sup> November – Must have sent off completed application

# What happens in the sending process?

- Student completes their application
- They submit on UCAS
- The application is sent to the school
- The form tutor completes the reference
- The reference is checked by a member of the Sixth Form team and senior leadership
- The student has a meeting with with a member of the Sixth Form team to send their application to universities

# Key Crunch Points

- Right now – Sending applications
- October – early December – Entrance tests and interviews
- January – Oxbridge decisions
- April-June – Firm and insurance decisions

# Aspirational Alongside Realistic Decisions

- Students need to apply to a range of universities.
- They must have at least one, ideally two safe options.
- Students should be aspirational and apply to universities they are excited to go to.
- Students should be excited about a range of universities.
- Students must be realistic when choosing their options.

# Making Decisions

- Open Days
  - League tables
  - Course and University websites
  - Unifrog and other websites (Student Room etc.)
  - Staff
- 
- Where can they see themselves for the next three years?

# Entrance exams

- LNAT/UCAT - happening right now
- Most other tests in October
- Must book for October tests as January is mocks

# What can you do to support with future plans?

- Let students make their own decisions
- Consider all the options
- Support students when rejections come



## 4. Pastoral Support

# Pastoral Care

- Their form tutor is the first point of contact for you and your child.
- The Sixth Form Team will also support where necessary.
- It's a challenging year and we will be monitoring closely. Please do get in touch with your child's tutor if you have any concerns about their well-being or if their circumstances change.

# Pastoral Care

- Exam stress
- Future plans
- Relationships
- Boundaries
- Lifestyle



## 5. Character, Leadership and Community

# Reading School Students are *and* Students:

We should 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 and drama.

Don't let them abandon everything else they do and what makes them excellent, rounded young people, just because they have A-level examinations.

Breadth, balance etc. are as important, if not more important than ever.

# Opportunities

- We expect every student to use their skills for the benefit of others.
- Variety of needs/ opportunities in School, particularly during afternoons:
  - Subject mentoring
  - Future Stories
  - Charity Committee
  - Running clubs and activities
  - External mentoring with partner Schools
  - House Events
  - School sports



## 6. Your Role

# Priorities

**Safety > Wellbeing > Happiness > Success**

# 16-19 Bursary

- Available for any family in hardship.
- We wish every student to have access to every opportunity.
- Led by Tom Evans, who has already made contact with a number of students/families, but please do reach out if you need any extra support.

[tevens@reading-school.co.uk](mailto:tevens@reading-school.co.uk)

# Pressure

In the majority of cases, the students put enough pressure on themselves; there's no need to add to it.

Parents have high hopes for the children, but we have to be careful to find the line between supporting, encouraging, motivating and the alternative, which is adding pressure, overwhelming and damaging young people.

Please talk to your child's tutor if you feel this is a conversation that needs to be had about their application of stress management.

# Help Nurture Resilience

‘Resilience is about abandoning the imprint of the past’ (Cyrulnik 2009)

It is the ability to bounce back.

Sixth Form is a very challenging time. We need to support students to overcome these challenges, without removing the challenge entirely.

# Key dates

- Reading week – Monday 3rd – Friday 7th  
November
- Mock exams – Monday 5th – Friday 9th  
January
- A level exams – Friday 8th May onwards
- A level results day – Thursday 13th August

# 900<sup>th</sup> 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)



## 900<sup>th</sup> Anniversary Lecture Series

Reading Abbey and Reading School  
Presented by Lindsay and John Mullaney

**Tuesday 16<sup>th</sup> September, 3.30pm to 4:30pm**  
**Big School, Reading School**

***What is Reading School's connection to Reading Abbey and is it really 900 years old? Is there evidence to suggest it could be even older?***

Join local historians John and Lindsay Mullaney for the first of three special 900<sup>th</sup> Anniversary lectures marking Reading School's historic milestone. They will take the audience on a fascinating journey looking at the evidence of its earliest existence, and its later development up to the time of Henry VII – while answering the questions of why, where and when Reading Abbey was founded.

Lindsay Mullaney holds a BA in French/Italian and an MA in Applied Linguistics, both from the University of Reading. John Mullaney holds a degree in Philosophy and Theology from the Marianum Faculty of the Pontifical University in Rome, a BA in History and Italian and an MA in Education, both from Reading.

## Henry I and his Abbey



Lindsay Mullaney

## 900<sup>th</sup> Anniversary Lecture Series

Alfred Waterhouse at Reading School and the Shaping of Victorian Reading  
Presented by Dr Stephen Gage

**Tuesday 23<sup>rd</sup> September, 3.30pm to 4:30pm**  
**Lecture Theatre, Reading School**

***How do you think Alfred Waterhouse's design of Reading School helped shape the town's identity during the Victorian era?***

As one of the most prolific architects of the Victorian period, Alfred Waterhouse made vital contributions to local communities around England, including Reading, where he lived from 1867 to 1877. In the process, he reshaped the town's architecture, not least with the designs for Reading School, built from 1868 to 1874. This talk will discuss the architectural history of Waterhouse's designs for the School, making wider connections to Waterhouse's educational architecture and the development of Reading's identity in the Victorian period.

Dr Stephen Gage is a lecturer and BSc Programme Director at the University of Reading School of Architecture. He received a March degree from the Yale School of Architecture and a PhD in Architectural History from the University of Cambridge.



## 900<sup>th</sup> Anniversary Lecture Series

Reading School from 1912 to the present

Presented by Ken Brown and Chris Widdows

**Tuesday 30<sup>th</sup> September, 3.30pm to 4:30pm**

**Big School, Reading School**

Join two venerated Old Redingensians as they take the audience on a whistlestop tour of key moments in Reading School's more recent history, beginning in 1912. The talk will cover the origins of the present house system, the absorption of Kendrick Boys' School, the First World War, Headmaster Keeton's reign and his succession by Headmaster Kemp, coping with the Second World War, the 1944 Education Act, the closure of the Junior School, the Quincentenary celebrations, and the evolution of Reading School into what it is today.

Ken Brown is an Old Redingensian (1955-1963) and Old Redingensians Association Archivist.

Chris Widdows is an Old Redingensian (1955-1962) and the Old Redingensians Association Membership Secretary.





Thank you for your partnership  
Answers to questions to follow