

Year 10 Information Evening

18/09/2025

Key Members of Staff

Mark Grady – Headteacher

headteacher@rugbyhighschool.co.uk

Jo Grimes – Deputy Headteacher

j.grimes@rugbyhighschool.co.uk

Yvette Grogan – Senior Assistant Headteacher
(Pastoral Care/Inclusion/Attendance Champion/Lead DSL)

grogany@rugbyhighschool.co.uk

Sean Quinn – Assistant Headteacher

s.quinn@rugbyhighschool.co.uk

Key Members of Staff

Rachel Holland – KS4 Wellbeing and Progress Lead

r.holland@rugbyhighschool.co.uk

Natalie Bell – Pastoral Manager and Deputy DSL

n.bell@rugbyhighschool.co.uk

Jill Deas – Learning Support Manager

j.deas@rugbyhighschool.co.uk

RHS School Vision

At Rugby High School, we set heights in our heart. While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens. Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place and knowing that their actions have the potential to change the world.

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Pastoral Care and Safeguarding

Rugby High School actively promotes 3 key qualities in all members of the school community:

kindness, care and respect.

The welfare and happiness of all the students (and staff) is paramount and the pastoral team work very hard to achieve this.

Students cannot achieve in school and reach their potential without outstanding pastoral support.

Pastoral Care and Safeguarding

The first port of call if you are worried about your child is to contact their form tutor **by email** as they see them daily during form time.

In response to the nature of the contact, the tutor can then forward to the appropriate member of staff in the relevant academic or pastoral position.

Year 10 Form Tutors

10R Mrs Wallace n.wallace@rugbyhighschool.co.uk

10H Miss Priddey r.priddey@rugbyhighschool.co.uk
Ms Vann j.vann@rugbyhighschool.co.uk

10S Mrs Sabin sabina@rugbyhighschool.co.uk

10G Mrs Ellis r.ellis@rugbyhighschool.co.uk
Dr Brown brownh@rugbyhighschool.co.uk

Pastoral Care and Safeguarding

For more complex pastoral issues Ms Bell (pastoral manager) will be available to support.

Students can be given additional support, as required, by the Inclusion Team (BOOST).

We have a school counsellor for which referrals are made by members of the pastoral team. We also have access to a mentoring scheme called Lifespace and the Rugby Mental Health in Schools Team.

RHS also works with other external agencies to ensure that the support for students is effective and personalised.

Contact Protocol

In an emergency please call reception who will pass on any messages to students or relevant staff. Please do not ring the student directly or encourage students to contact you in the day on their mobile phones.

If you have a safeguarding concern email Mrs Grogan or Ms Bell.

Unfortunately we can only see parents that have booked appointments in advance and we would therefore ask you not to turn up to at reception asking to see a member of staff.

Appointments can be arranged to be face to face or via Teams.

Contact Protocol

We aim to answer any emails within 48 hours in the working week.

Staff will read and respond to emails between 8:00am and 4:30pm Monday to Friday.

Any telephone messages will be responded to within 48 hours.

Attendance and Punctuality

We monitor attendance and punctuality on a daily basis, and will share updates with you. (You can see your child's attendance figures through the Arbor app.)

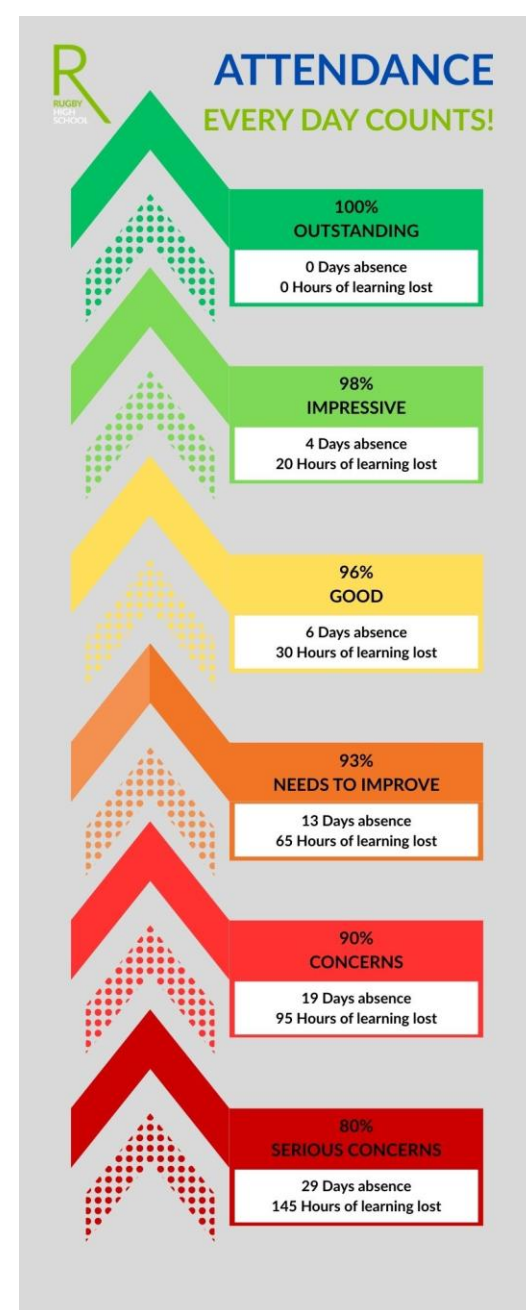
Mr Grady can only authorise absence in **exceptional circumstances**.

Attendance is crucial, not only for achieving academic potential, but also for social interactions and access to co-curricular opportunities. (Research has shown that just 17 days absence from school could mean a drop in a GCSE grade in all subjects.)

Attendance

The school sets a target of at least 98% for all students.

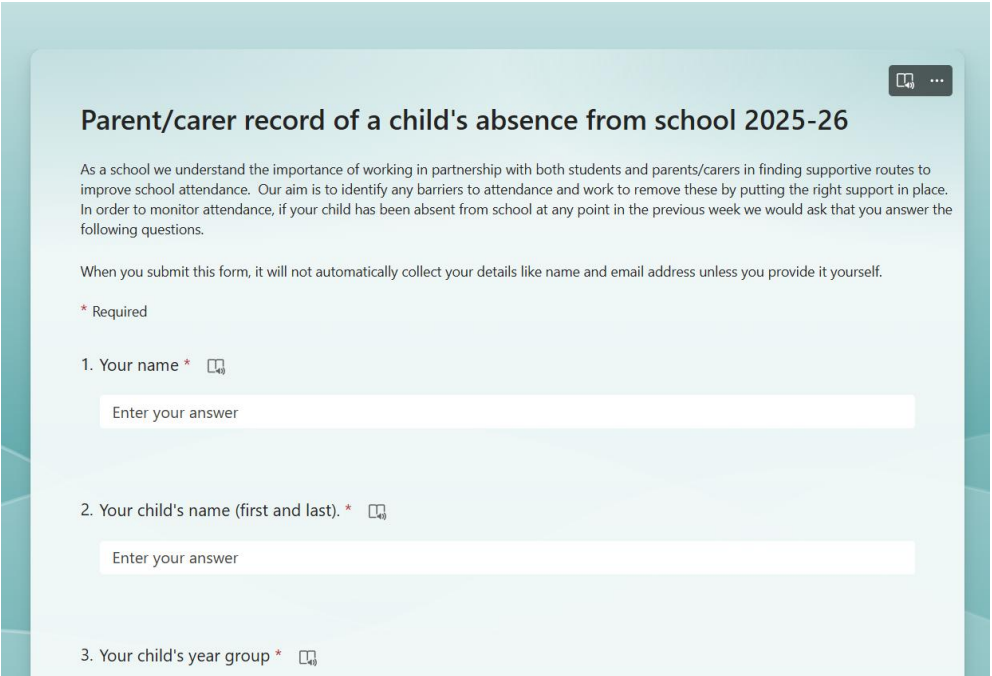
We recognise that for some students, especially those with SEND, coming to school can be challenging. If this is the case, please be assured that we are keen to offer you support and work in partnership with you to help remove any potential barriers, so that your child can attend school regularly.



MS Form - absence

Sometimes 'illness' can mask anxiety about coming to school which, if not addressed quickly, can lead to Emotionally Based School Avoidance (EBSA).

If your child is absent from school, you will be sent a link to an MS Form which will ask for information about their absence. The data collected is for internal purposes only, and allows us to monitor absences and where appropriate open up a dialogue and determine appropriate support.



The screenshot shows a form titled "Parent/carer record of a child's absence from school 2025-26". It includes an introductory paragraph explaining the school's goal to improve attendance by understanding barriers. Below this, there is a note stating that details like name and email are not collected unless provided. The form contains three required questions, each with a text input field:

- 1. Your name * [input field with placeholder "Enter your answer"]
- 2. Your child's name (first and last). * [input field with placeholder "Enter your answer"]
- 3. Your child's year group * [input field with placeholder "Enter your answer"]

Punctuality

Students punctuality to school or lessons, when accrued, can lead to a substantial amount of lost learning time across the academic year.

Minutes Late Per Day	Days Lost
5	3.5
10	7
15	10.5
20	14
30	21

Tutor Programme

During form time, student's will be guided through a programme of activities designed to support their development both pastorally and academically.

This will also be supplemented by a rolling programme of PSHE lessons. The general themes of the fortnightly lessons across the academic year are:

- Health and Wellbeing
- Relationships
- Life Skills
- The Wider World

Tutor Programme

Examples of themes for guided activities in the tutor programme:

- Effective note-taking
- Revision techniques
- Time management
- Planning and prioritising
- Aims and objectives
- Finance
- Inter form debating
- Inter form sports

Wellbeing



The Five Ways to Wellbeing were researched and developed by the New Economics Foundation.

They are five evidenced-based actions designed to improve personal wellbeing.



Wellbeing

Students are encouraged to balance their academic studies with activities of their own personal choice e.g. sports, music, art and craft. We know many of our students commit to co-curricular activities both inside and out of school which enrich and extend their experiences as they grow up.

No student should feel they do not have time to continue with these alongside their school career.

Phones

Students may be given permission by an individual class teacher to use their phone in that lesson, to support their learning.

Phones must not be used in corridors, unless students are next to a photocopier and sending work to be printed.

Students in KS4 may use their phones in their form rooms at break and lunchtime for educational/study purposes only.

Students will be challenged in checking their use of a phone, and if they are found not to be using it for academic purposes, they will be issued with a warning. If they are seen misusing it again, they will then be issued with a conversation point.

Home learning

Any home learning tasks set will have a clear purpose e.g:

- preparation for learning;
- consolidation or deepening understanding of prior learning;
- revision or retrieval of prior learning;
- action following feedback.

Home learning will not be set for the sake of setting work.

Students are supplied with a planner which may be used for recording home learning.

Home learning

At least 4 days, ideally one week, between work being set and the expected hand in date will be given.

Tasks should take no longer than 45 minutes per week, per subject at KS4 (60 minutes for English and Maths).

Students will need to supplement home learning time with independent study/review of work to minimise the impact of the *forgetting curve*.

Forgetting Curve

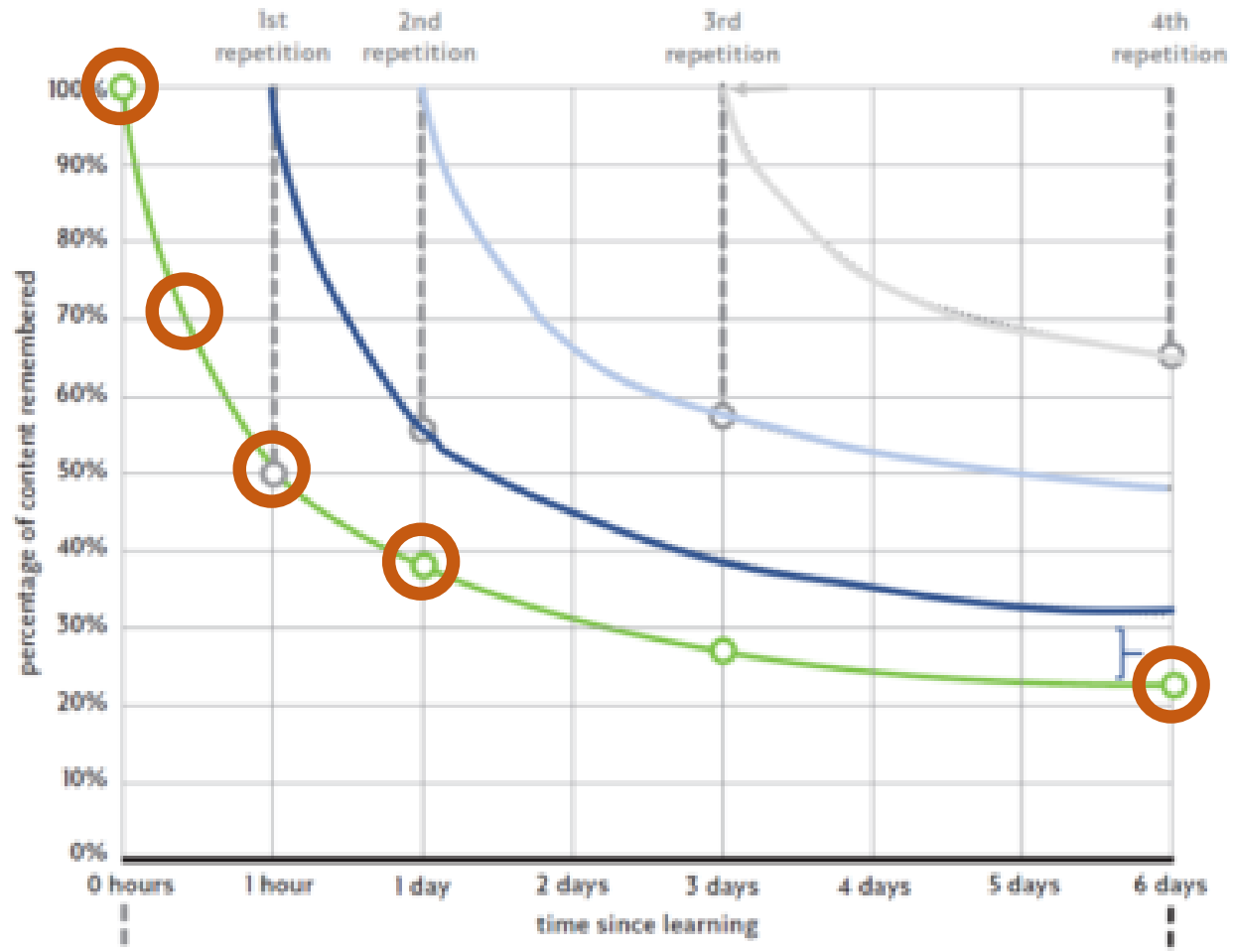
Both the frequency and type of interaction with any information will impact how much of it a student is able to recall.

Ebbinghaus's ***forgetting curve*** shows how fast new information can be forgotten if no conscious effort is made to review and retain it.

100% represents the student knowing as much as information as they can from a lesson.

Minutes later they have started forgetting this information.

A hour later, what was clear is now not, and they will only remember some of the information.

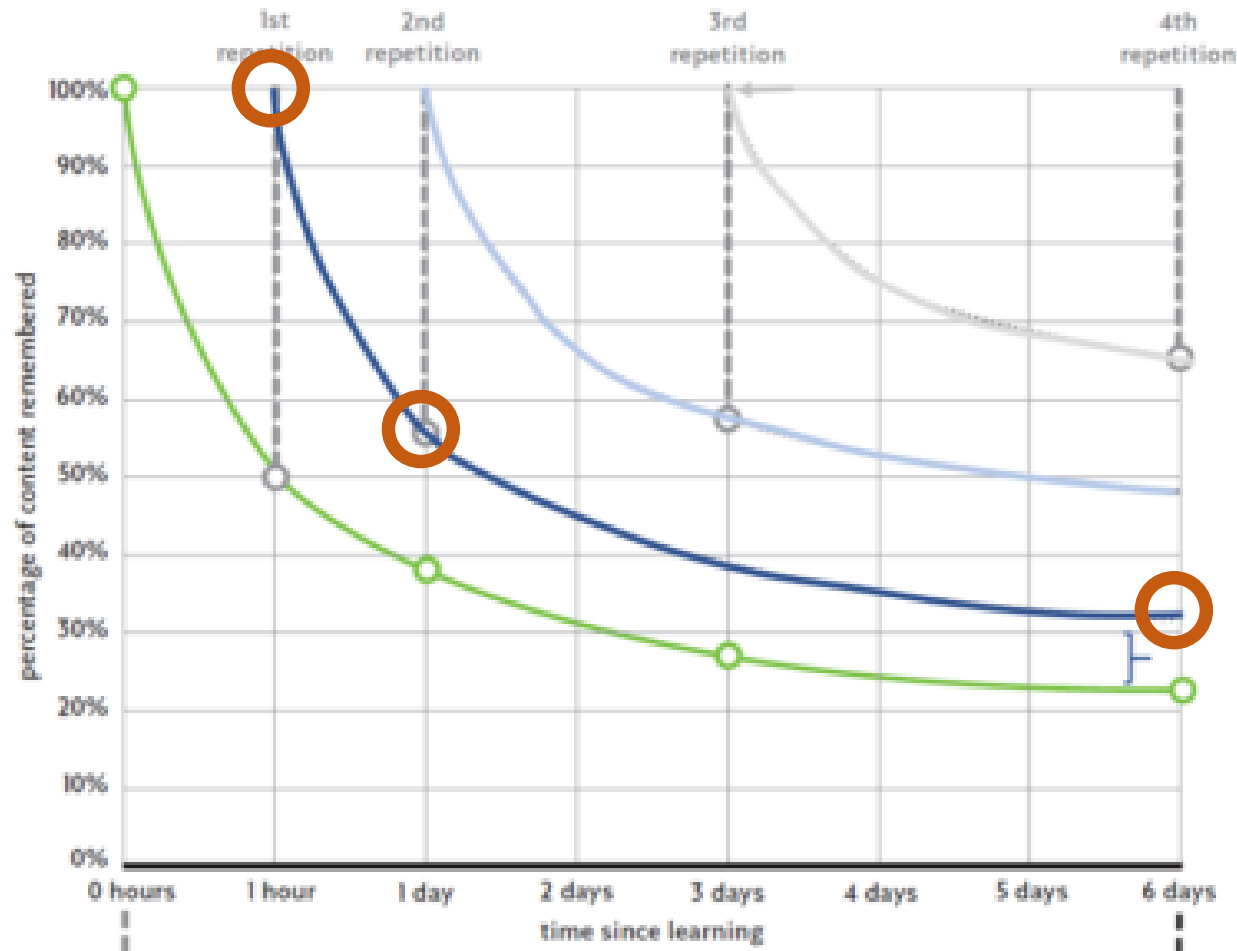


By the next day, if it's new information, they may have forgotten half of it.

Without intervention, forgetting will continue; the student won't forget it all, but they will forget a lot.

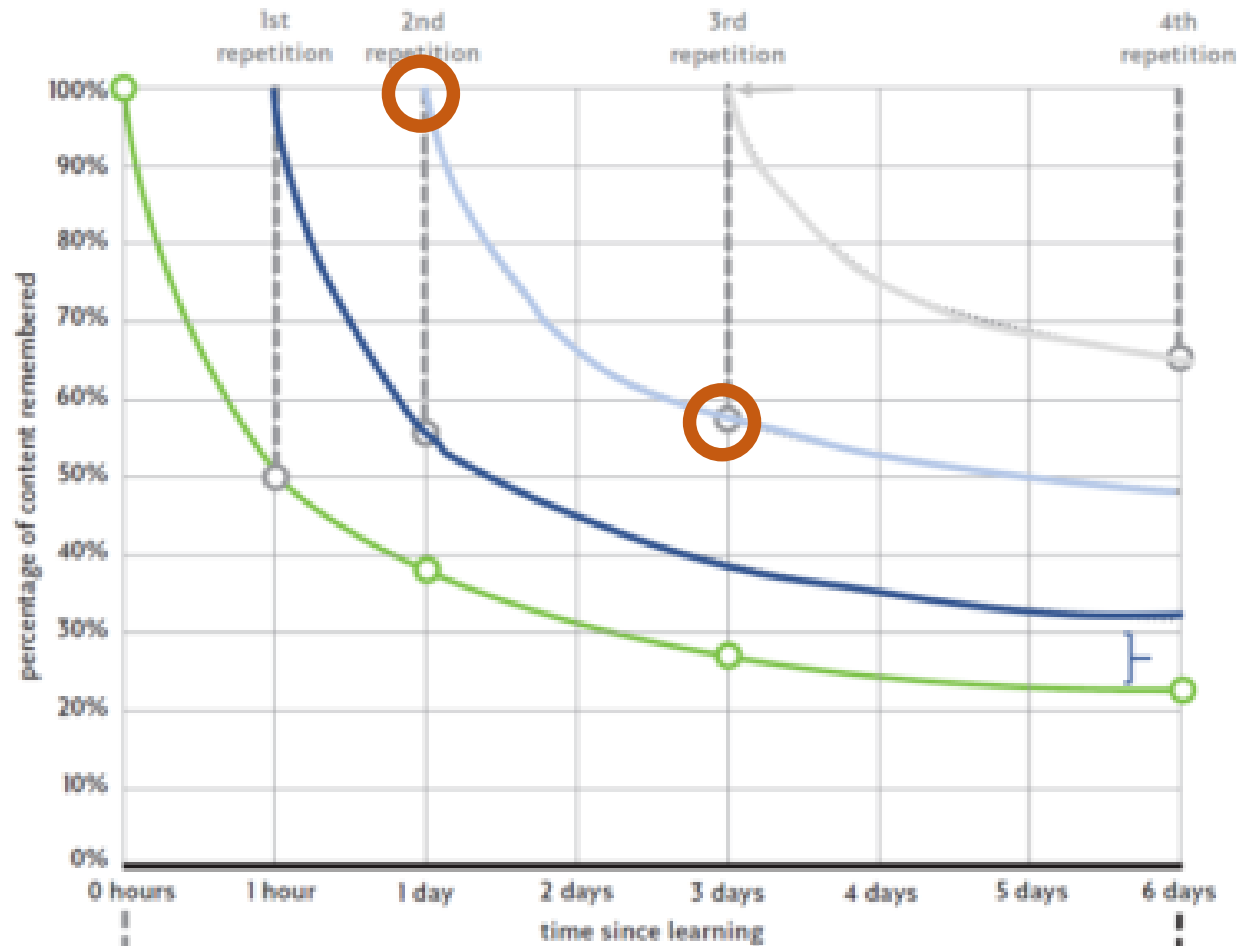
The student should review the information after they have begun to forget it.

After reviewing the information, they will begin to forget it again, but the rate of forgetting will be slower.



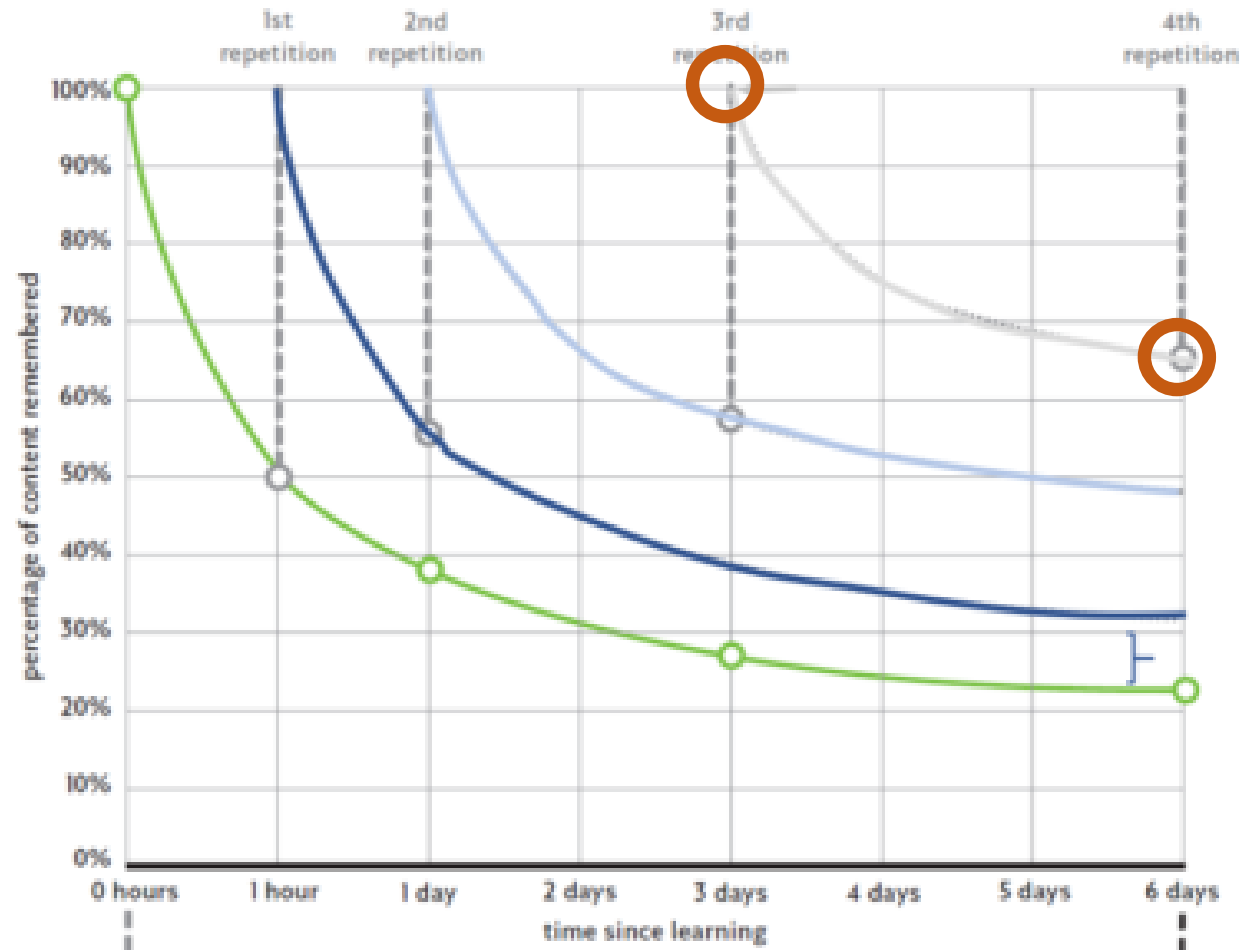
They would end up remembering a bit more than if they hadn't reviewed the information at all.

The student should review the information a second time, perhaps a day later.



After this review, they will again start to forget information, but each time, they will remember more.

The student should review the information again for a third time, perhaps a few days later.



They will continue to forget some information, but much more of it will have been transferred into their long term memory.

GCSE Grading



- 51.5% of the schools GCSE results awarded for 2024-25 were a grade 8 or 9. 73% of grades awarded were 9-7
- Looking ahead to what GCSEs prepare you for: A-Level – over 10% of all grades were A* nearly 40% of all grades were A*-A
- By the end of A-Level results day – vast majority of students had their firm offer

GCSE Examinations

Subject	Internally assessed (externally moderated)	Paper 1	Paper 2	Paper 3
English Language	✓ Spoken language assessment	Fiction reading Creative and/or descriptive writing 50%	Non-fiction reading skills Transactional writing skills 50%	-
English Literature	✗	19 th Century novel and Shakespeare 40%	Modern novel or drama text, poetry anthology and unseen poetry 60%	-
Maths	✗	Non calculator Equal weighting	Calculator Equal weighting	Calculator Equal weighting
Science (Combined and Triple)	✗	One each of Biology, Chemistry and Physics 50%	One each of Biology, Chemistry and Physics 50%	-

GCSE Examinations

Subject	Internally assessed (externally moderated)	Paper 1	Paper 2	Paper 3	Paper 4
French/ Spanish	✗	Listening 25%	Speaking 25%	Reading 25%	Writing 25%
Latin	✗	Language 50%	Literature 30%	Civilisation 20%	-
PE	✓ 40%	Fitness and body systems 36%	Health and performance 24%	-	-
Art/Textiles	✓ 100% Portfolio and Externally set assignment	-	-	-	-

GCSE Examinations

Subject	Internally assessed (externally moderated)	Paper 1	Paper 2	Paper 3	Paper 4
Business	✘	Investigating small business 50%	Building a business 50%	-	-
Computing	✘ 20 hour programming project	Computer systems 50%	Computational thinking, algorithms and programming 50%	-	-
Drama	✓ 60% Devising drama – log and performance	Understanding drama 40%	-	-	-

GCSE Examinations

Subject	Internally assessed (externally moderated)	Paper 1	Paper 2	Paper 3	Paper 4
Geography	✘ Fieldwork Rivers/Coastal Urban/Rural	Global geographical issues 37.5%	UK geographical issues 37.5%	People and environment issues 25%	-
History	✘	Understanding the modern world 50%	Shaping the nation 50%	-	-
Food	✓ 50% Food Investigation and Food Preparation	Food preparation and nutrition 50%	-	-	-

GCSE Examinations

Subject	Internally assessed (externally moderated)	Paper 1	Paper 2	Paper 3	Paper 4
Music	✓ 60% Performing music – solo and ensemble Composing music	Understanding music 40%	-	-	-
PRS	✗	Religion and ethics 50%	Peace and conflict 50%	-	-

Assessment and reporting

- 17/11/25 – Progress check 1
- 16/03/26 to 27/03/26 – Year 10 exams
- 28/04/26 – Progress check 2
- 30/04/26 and 05/05/26 – Progress evenings
- 23/06/26 – Progress check 3

We no longer provide written comments from staff on students reports. Instead, individual subject teachers/ curriculum leaders/WPL will contact you during the academic year (via Arbor or phone call) to share praise or discuss areas of concern. You are also welcome to contact staff.

Work Experience

Information about work experience will be shared with students during a launch assembly on 3rd December 2025. This will be accompanied by chances to discuss progress and queries during form time sessions.

Mr Marley is Curriculum Leader for Careers and PSHE

c.marley@rugbyhighschool.co.uk

Placements (face to face or virtual) should be arranged for the last 3 days before October half term of Year 11 (provisional dates Wednesday 21st - Friday 23rd October 2026)

Ideally, we like placements to be organised and signed off by the end of Year 10 (through Unifrog).

Prefects

The school appoints 8 Prefects annually from the Year 10 cohort.

This year, the process will be launched in February 2026, with applications, long and short listing, groups tasks and individual interviews being held in the run up to the Easter break, culminating in a whole school vote to elect the final members of the team.

This is a very well respected role within the school community but also requires a regular commitment from students.

Supporting EAL

We will offer EAL support as needs are identified.

Students should not be afraid to let their teacher know if they don't understand what is said/written.

We are still learning how best to support our increasingly diverse community. We recognise the advantages of having another language and that it is key that this continues to develop, but that in order to access the higher level texts presented at GCSE, students need to have a fluent understanding of English, its nuances and culture, so English film, TV and reading out of school, is really important.

Supporting EAL

Students should make the most of opportunities to expose themselves to English/British culture e.g:

- attending theatre trips;
- becoming involved in the school production;
- joining the upper school book group;
- attending subject specific trips.

This will all help with fluency and higher level comprehension.

Curiosity, Creativity and Challenge

As a school, we are very much looking forward to working with you as we support your child through their KS4 journey.

There will be times when your child feels out of their comfort zone. We will encourage them to be curious about their learning, show creativity in their approach and embrace challenges they may face as a normal part of life.

We will support students to take ownership of and be responsible for their actions and to understand the impact their choices may have on themselves and others, as well as uphold the high standards we expect of our community.