



5 June 2026

Dear Parent/Carer

Curriculum Bulletin – Term 6, Extra-Curricular Clubs and Activities Timetable, Year 5 Open Evening – 1 July 2026, Year 12 Parents' Evening – 3 June 2026, Year 12 UCAS Evening – 9 June 2026, PGL - Year 7, Summer Awards Evening – 16 July 2026, Headmaster Tie Nominations, Ofsted Inspection comms – Partnership of Schools Group, Abuse of Staff

Welcome to my end of week update letter. We are back and into the final examinations push for Years 11 and 13, as well as gearing up for internal examinations for all other year groups.

Curriculum Bulletin – Term 6

Please find attached the latest edition of our curriculum bulletin which details what your child will be learning this half-term.

Extra-Curricular Clubs and Activities Timetable

We have updated our available clubs and activities for this term. Please use this link to access the latest timetables: [Extra-Curricular Clubs & Activities | Sir Robert Pattinson Academy](#).

Year 5 Open Evening – 1 July 2026

We are changing the way we host our open evening events for primary aged pupils. Our open evenings are so popular now that we struggle to accommodate the footfall in one evening when several primary year groups attend at the same time. This has an obvious impact on our neighbours and the surrounding roads. In addition, holding open week and open evening in the same week in September is remarkably challenging on a number of fronts. As usual, we will still hold open week in the third week in September where tours can be booked. However, on Wednesday 1 July, we are moving to one annual open evening for Year 5 pupils. This will be a ticketed event via Eventbrite to allow us to manage numbers on the evening more successfully than in previous years. All of our local primaries have been contacted with the booking details and the QR code to book your tickets, which will be limited to two adults for each eligible Year 5 pupil.

Year 12 Parents' Evening – 3 June 2026

Thank you to all parents and carers who attended the Academy on Wednesday evening. This was a well-attended and successful event. It was lovely to see so many of you there.

Year 12 UCAS Evening – 9 June 2026

Next Tuesday, we will be holding our annual UCAS evening for those wishing to apply for university places. Mr Griffiths and Miss Burch have already shared details with the year group.

PGL - Year 7

This week, around 140 of our wonderful Year 7 students spent three days at PGL near Grantham as part of our residential programme. The trip was a success and allowed our youngsters to develop their independence, resilience, teamwork and soft skills.

It was lovely to see them all working well together and having fun, even if my axe-throwing skills were terrible when I visited them late on Tuesday!

Summer Awards Evening – 16 July 2026

At this stage, this is a 'save the date' request as we will be holding our end of year awards evening on this day. Our keynote speaker will be Nigel Huddleston MP. Nigel was Head Boy at RP and has gone on to become an elected member, former minister and he is now the Shadow Secretary of State for Culture, Media and Sport as part of the formal opposition.

Headmaster Tie Nominations

I intend to give out my next round of colours ties at Full School Assembly on Wednesday 22 July. It is not too late to nominate your child. These are available in the following disciplines:

- Leadership: in or out of the Academy which can include volunteering
- Music: for performance and achievement in or out of the Academy
- Drama: for performance and achievement in or out of the Academy
- Sport: for performance and achievement in or out of the Academy
- Charity Fundraising: where a student or group of students have raised funds for a charity cause they are passionate about.

Should you wish to nominate your child for a tie, please email my PA, Miss Timbrell, at ltimbrell@srpa.co.uk. Thank you.

Ofsted Inspection Comms – Partnership of Schools Group

The local Partnership of Schools Group have worked hard to provide a document for parents which details the far-reaching changes to the Ofsted inspection framework. I attach it for your reference.

Abuse of Staff

I have thought long and hard over the past few months about whether to write anything on this topic and have delayed and delayed. I cannot, in all good conscience, delay any longer in the faint hope that circumstances improve. Abuse of my staff is now routine and commonplace, yet it remains entirely unacceptable. Shouting and swearing at my colleagues and I is never appropriate or needed. In addition, we cannot accept physical threats of violence, hate mail or death threats. I have received all of these, as have some of my colleagues. Added to this, the current trend is for students, in particular, to deem it acceptable to troll staff on social media or upload defamatory and offensive content to various social media platforms without consent or any legal justification.



We continue to gather evidence and liaise with external agencies, including the Police, ready for when robust action is deemed necessary, which is coming soon because these repeated acts breach numerous laws.

As parents, I ask you to check your child's phone and at least be aware of their activity and what they are posting, before something happens which is entirely avoidable if folks would just behave reasonably.

This week, I have found myself in Tolkien's world and end with a quote from him as we look forward to the weekend: "Faithless is he that says farewell when the road darkens."

Have a good weekend when it comes.

I will write again soon.

Yours faithfully

Mr D Hardy
Headmaster



Sir Robert Pattinson Academy



Curriculum Bulletin

2025-26

Term 6

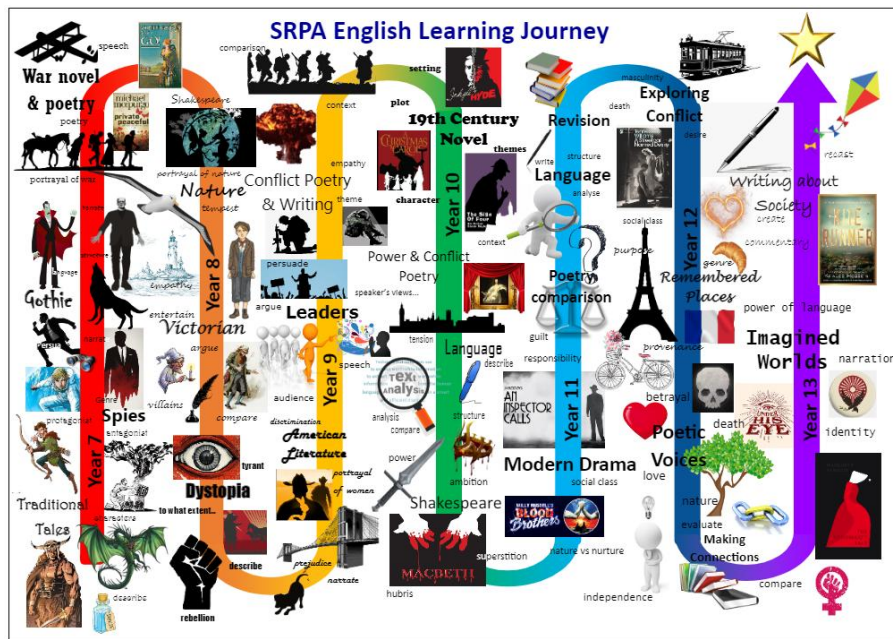
Monday 1 June 2026 to Wednesday 22 July 2026

Information for parents and carers

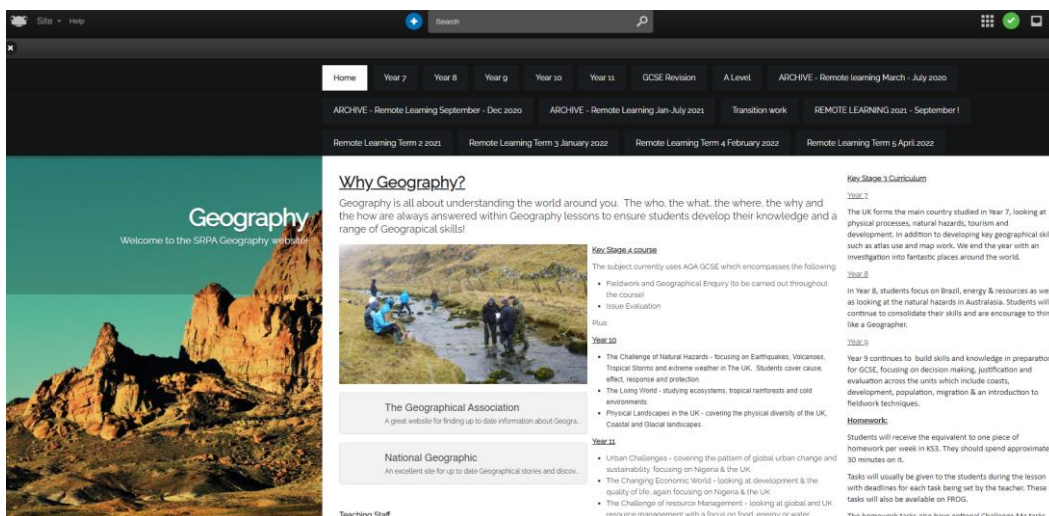
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 6 (Monday 1 June 2026 to Wednesday 22 July 2026).

If you wish to find out any further information, please refer to the following resources:

- The Subject Curriculum area of the Sir Robert Pattinson Academy website**
<https://srpa.co.uk/our-curriculum/subject-curriculum/>
 Here you will find detailed information regarding the curriculum coverage in each subject area, including a Learning Journey to outline students' progression during their time at Sir Robert Pattinson Academy:



- Subject pages on Frog**
<https://vle.srpa.co.uk/>
 Students can access these pages when they login to Frog. Here they will find additional resources and links to support them with their learning:



- **Online resources**

Students at Sir Robert Pattinson Academy have access to a wealth of high-quality online platforms to support independent learning, homework completion and to provide bespoke intervention. The table below provides a summary of each resource and gives details of login and password details, plus a named contact should additional support be required.

Resource	Details	How to access	Problem solving
Exampro Onscreen	Students have access to a range of examination questions to support learning and revision in science.	OSA Student (exampro.co.uk) Links have been shared by science teachers during lesson time. Centre number = 26148	Please contact your science teacher or Mis Burridge at EBurridge@srpa.co.uk
Frog	All subjects have a Frog page where additional resources and support can be located.	https://vle.srpa.co.uk/app/os Usernames and passwords have been shared with students via personal tutors.	There is a 'forgot password' link at the login page. Alternatively contact our IT support desk at ITSupport@srpa.co.uk
Go4Schools	Go4Schools provides students and parents with up-to-date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS).	https://www.go4schools.com/ Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.	There is a 'forgotten your password?' link at the login page. Alternatively contact Go4Schools@srpa.co.uk
Historical Association Student Zone	An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more.	https://www.history.org.uk/student Centre ID = 93839 Password = History123	Login details are displayed in History classrooms. Alternatively, contact Mr Sweeting at: JSweeting@srpa.co.uk
Isaac Computer Science	Isaac Computer Science is an online all in one platform. It combines full learning resources for every topic at GCSE and A Level, alongside varied question levels to test students' understanding of different topic areas.	Isaac Computer Science Use your school email address and password to access this site.	There is a 'forgotten your password?' link at the login page. Alternatively contact Mr Smith at ASmith1@srpa.co.uk

Resource	Details	How to access	Problem solving
Languagenut	An online platform for French and Spanish from KS3 to A-Level, covering all of the examination skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons.	www.languagenut.com or download the free app. Students have been given their usernames and passwords. These should be written in planners and on termly learning logs.	French students please contact their teacher or Mrs Hughes at NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk
Quizlet	Quizlet is an online platform designed to support the learning of vocabulary at Key Stage 4 in modern foreign languages.	https://quizlet.com/login Class teachers will send all students an invitation link containing the correct login details.	French students please contact their teacher or Mrs Hughes at NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk
Reading Plus	This is a new resource being used to support the development of students' reading skills. It is being used in English and Performing Arts for homework for students in Year 7 to Year 9.	You will be given your username and password in your library lesson. If you are absent, please check your school email for your login details	Please contact your library class teacher or Mrs Murdoch at JMurdoch@srpa.co.uk
Sparx Maths	Sparx Maths supports students aged 11-16 with personalised, challenging and attainable homework.	https://sparxmaths.com/ Usernames and passwords have been shared with students via class teachers.	There is a 'forgotten Sparx login details?' link at the student login page. Alternatively, please contact your mathematics teacher or Mr Roberts at DRoberts@srpa.co.uk

Year 7 curriculum for term 6

Subject	Term 6 overview
English	<p>This term we will be working on the Gothic genre and will focus on the dramatic adaptation of Mary Shelley's classic novel, <i>Frankenstein</i>. Throughout, students will focus on how the Gothic genre is presented through narrative, staging, and speech. Students will use the play as inspiration to write creatively, producing a Gothic story of their own, before discussing the ethical issues of science and morality.</p>
Mathematics	<p>7R/Ma1 – 7R/Ma4 and 7P/Ma1 – 7P/Ma4 Term 6 sees our end of year assessments. In mathematics the students will complete both a non-calculator and calculator examination based on the topics they have covered from September until now. Students will have some revision lessons in preparation for these and then once the assessments are completed some improvement lessons. This will ensure that students have a more secure knowledge before moving on to next year.</p> <p>7R/Ma5 and 7P/Ma5 Term 6 sees our end of year assessments. In mathematics the students will complete both a non-calculator and calculator examination based on the topics they have covered from September until now. Students will have some revision lessons in preparation for these and then once the assessments are completed some improvement lessons. This will ensure that students have a more secure knowledge before moving on to next year.</p> <p>After our end of year examinations, we will be focussing on data handling and presentation skills. Students will begin by learning how to collect and organise information using tally charts and frequency tables. These skills will then be used to create and interpret different types of graphs including bar charts and pictograms to help students visualise data clearly and effectively. Towards the end of the term, students will practise their compass and protractor skills to enable them to progress onto constructing a pie chart accurately. This will then lead into a project-based task where the students will work creating a questionnaire to carry out some data collection before representing all the data they collected using the different data representations mentioned above. This project will encourage them to not only use their data collection and representation knowledge, but also their creativity and teamwork skills.</p>
Science	<p>This term students will complete their end of year assessments to track their progress so far. They will then be completing 'race to the line' pulling their knowledge from mathematics, technology and science to design and race aerodynamic rockets. In addition, they will complete bespoke projects focusing on engineering and water sustainability.</p>
French	<p>This term our Year 7 French students will be completing their end of year examinations, covering all of the topics we have studied this year. This will include talking about themselves, their families and their pets, describing their house and where they live, as well as their school. The examinations will test all four skills of listening, reading and writing. We will then concentrate on providing students with transactional vocabulary that they could use on holiday in a French speaking country. Finally, we will finish the academic year by doing a project on the world cup in French.</p>
Geography	<p>This half term starts by finishing off the river topic. This will include an infiltration investigation across the school grounds. The final topic will be based around the world of work where students will learn about different types of job sectors.</p>

History	Students will begin their final term with their end of year examinations, revising for week 1 and assessments taking place during week 2, subject to class timetables. Students will then study the Tuor Family reign over England, including the reign of Elizabeth I and the Spanish Armada.
EFP	This term students will focus on development their knowledge of Greek and Roman Gods. By the end of the topic, they will have an understanding of key figures, stories and the difference between Greek and Roman Gods.
Computing	This term in computing students will be completing topics in programming and vector graphics. In programming, students will be developing an understanding of the concepts of sequence, selection and iteration, using Scratch to complete a series of block-based programming activities. In the vector graphics topic, students will create graphics using Inkscape, which is an open-source graphics editor. By the end of the topic, they will better understand the processes involved in creating vector graphics and gain the necessary knowledge and tools required to create graphics such as an illustration, logo or icons.
Drama	Students are continuing with their topic based on storytelling techniques and this will be their first introduction to the devising process. They will look at a variety of different genres including classic tales, horror and the wild west. This will enable them to build skills in performance, devising and investigating how genre impacts performance styles.
Music	Students will be studying how chords are formed to make a four chord pop song. Students will learn how to play the four-chord pop song using ukuleles. They will learn the names of the strings on the ukulele and hold it correctly, performing using different strumming techniques.
Design & Technology	Students apply their polymer knowledge by making an acrylic keyring, learning practical workshop skills in shaping, cutting, and joining. They continue to refine their evaluation techniques, focusing on how designers improve ideas through feedback and reflection.
Food Technology	In catering & food technology this term, Year 7 students will start a new topic on foundational catering, focusing on the different types of catering and food services. They will explore the distinctions between commercial and non-commercial catering, gaining an understanding of how these sectors operate and the roles they play within the wider food industry. This topic will introduce students to key terminology, service styles, and examples of catering environments, building a strong theoretical foundation for future practical and vocational learning.
Art	This term, Year 7 students will move into real form by creating 3D artworks using card. Inspired by Ale Rambar, they will construct layered and sculptural pieces, developing their understanding of structure and spatial design. This project will allow students to combine technical skill with imaginative thinking.
PE	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
Personal Development	Students will develop an understanding of unethical business practice to understand how this relates to consumerism. They will also explore and understand the benefits of Ethical businesses; explore the cost of living to relate this to income and develop an understanding of savings to prepare for later life; explore what online currency is.

Year 8 curriculum for term 6

Subject	Term 6 overview
English	In term 6 we conclude our study of the Victorian period by reading the Sherlock Holmes story <i>The Adventure of the Speckled Band</i> . We consider how this text reflects Victorian values and the literary tradition Conan Doyle was writing from, using analytical and evaluative reading skills to draw conclusions. In addition, we look at some non-fiction texts from the Victorian period, including a prison diary by Oscar Wilde and letters between boarding school students and their parents.
Mathematics	<p>8R/Ma1 – 8R/Ma4 and 8P/Ma1 – 8P/Ma4</p> <p>Term 6 sees our end of year assessments. In mathematics the students will complete both a non-calculator and calculator examination based on the topics they have covered from September until now. Students will have some revision lessons in preparation for these and then once the assessments are completed some improvement lessons. This will ensure that students have a more secure knowledge before moving on to next year.</p> <p>After our end of year examinations, students will be continuing to develop their learning with data handling. They will master the use of scatter graphs to represent bivariate data, before moving on to using frequency tables to analyse patterns in data. They will use averages (mean, mode, median) and range to compare multiple data sets. This unit encourages analytical thinking and the ability to communicate findings clearly, which are essential skills both in mathematics and across the curriculum.</p> <p>8R/Ma5 and 8P/Ma5</p> <p>Term 6 sees our end of year assessments. In mathematics the students will complete both a non-calculator and calculator examination based on the topics they have covered from September until now. Students will have some revision lessons in preparation for these and then once the assessments are completed some improvement lessons. This will ensure that students have a more secure knowledge before moving on to next year.</p> <p>After our end of year exams, we will be focussing on data handling and presentation skills. Students will begin by learning how to collect and organise information using tally charts and frequency tables. These skills will then be used to create and interpret different types of graphs including bar charts and pictograms to help students visualise data clearly and effectively. Towards the end of the term, students will practice their compass and protractor skills to enable them to progress onto constructing a pie chart accurately.</p> <p>This unit encourages logical thinking and the ability to communicate findings clearly, which are essential skills both in mathematics and across the curriculum.</p>
Science	This term students will complete their end of year assessments to track their progress so far. They will then be completing bespoke projects based on any areas they need to develop from their assessments and have a chance to enhance and practise their working scientifically skills in a real-life scenario focusing on climate change and engineering.
French	This term our Year 8 French students will be completing their end of year examinations, covering all of the topics we have studied this year. This will include talking about themselves, their families and their pets, describing their house and where they live, as well as their school. The exams will test all four skills of listening, reading and writing. We will then concentrate on providing students with transactional vocabulary that they could use on holiday in a French speaking country. Finally, we will finish the academic year by doing a project on the World Cup in French.
Spanish	This term our Year 8 Spanish students will be completing their end of year examinations, covering all of the topics we have studied this year. This will include talking about themselves, their families and their pets, describing their house and where they live, as well as their school. The exams will test all four skills of listening, reading and writing. We will then concentrate on providing students

	with transactional vocabulary that they could use on holiday in a Spanish speaking country. Finally, we will finish the academic year by doing a project on the World Cup in Spanish.
Geography	Students will be using this term to complete the coastal topic that was started in term 5.
History	Students will begin their final term with their end of year examinations, revising for week 1 and assessments taking place during week 2, subject to class timetables. Students will then conclude their Year 8 lessons with a study on the end of World War One.
EFP	This term students focus religion and the media. In this topic students will explore how difference religions are portrayed in the media. Student will considering many different types of media outlets including newspaper, the news and art.
Computing	This term in computing students will be finishing work on Topic 5: Spreadsheets – Introduction, building on their Year 7 work and completing an individual spreadsheet design task. In the creative project, they will be asked to create an interactive digital kiosk presentation for a library about local Lincolnshire heroes. They will learn how to efficiently research and present their work using an appropriate house style.
Drama	Students will begin studying Patrick Ness’s acclaimed story A Monster Calls, investigating the process of taking a novel and putting it on the stage. Throughout the topic students will devise movement, look at physical theatre and perform a selection of scenes.
Music	Students will be studying electronic dance music and exploring how it can be creating using music technology. Students will learn how to create a four to the floor drum pattern, firstly using a live drum kit and then exploring how the sound can be created electronically. They will create their own piece of electronica dance music, using loops and samples.
Design & Technology	Students refine their phone stand designs through ongoing evaluation and begin the process of manufacturing. They learn how to combine traditional workshop techniques such as line bending with computer-aided manufacturing processes like laser cutting to assemble their stands from acrylic. This term highlights the integration of design, technology, and hands-on making.
Food Technology	In catering & food technology this term, Year 8 students will begin a new topic on developed catering, building on the foundational catering knowledge gained last year. They will explore the different types of commercial equipment used in professional kitchens and learn about the various roles within a catering business, understanding how these contribute to the smooth operation of food service. This topic will provide insight into industry standards and practices, preparing students for more advanced vocational learning and giving them a broader perspective on career pathways within the catering sector.
Art	This term, students will move into three-dimensional work, exploring the formal element of composition using clay. Inspired by Henri Matisse, they will create sculptural pieces that demonstrate balance, proportion, and spatial arrangement. This project will allow students to combine technical skill with imaginative design, culminating in a strong understanding of composition in 3D art.
PE	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
Personal Development	Students will understand and make confident choices with regards to digital literacy, developing an understanding of the cost living to explore wants and needs. They will also increase their knowledge of the law regarding age restrictions in relation to social media and its use.

Year 9 curriculum for term 6

Subject	Term 6 overview
English	In term 6, Y9 finish reading Shakespeare's <i>Romeo and Juliet</i> and consider how the ethical and moral dilemmas of the play are shaped by the context of Elizabethan England. This in-depth look will help prepare students for the importance and significance of Shakespearean tragedy, which will be studied further in Year 10 as part of GCSE Literature. Term 6 finishes with an exploration of love and relationship poetry.
Mathematics	<p>9R/Ma1 – 9R/Ma3, 9PMa1 and 9P/ Ma2 Term 6 sees our end of year assessments. In mathematics the students will complete both a non-calculator and calculator examination based on the topics they have covered from September until now. Students will have some revision lessons in preparation for these and then once the assessments are completed some improvement lessons. This will ensure that students have a more secure knowledge before moving on to next year.</p> <p>9R/Ma4 and 9P/Ma3 Term 6 sees our end of year assessments. In mathematics the students will complete both a non-calculator and calculator examination based on the topics they have covered from September until now. Students will have some revision lessons in preparation for these and then once the assessments are completed some improvement lessons. This will ensure that students have a more secure knowledge before moving on to next year.</p> <p>9R/Ma5, 9P/Ma4 and 9P/Ma5 Term 6 sees our end of year assessments. In mathematics the students will complete both a non-calculator and calculator examination based on the topics they have covered from September until now. Students will have some revision lessons in preparation for these and then once the assessments are completed some improvement lessons. This will ensure that students have a more secure knowledge before moving on to next year.</p> <p>After the assessments students will complete their final unit of the year on data. This will look at different ways of representing data and how to interpret data in different formats. As well as being useful for their maths studies, it will also support them in understanding information and data outside of the classroom.</p>
Science	This term students will complete their end of year assessments to track their progress so far. They will then be completing bespoke projects based on any areas they need to develop from their assessments and have a chance to enhance and practise their working scientifically skills in a real-life scenario focusing on biodiversity and medicine.
Spanish	This term our Year 9 Spanish students will be completing their end of year examinations, covering all of the topics we have studied this year. This will include talking about school, routine, healthy living and food. The exams will test all four skills of listening, reading and writing. We will then concentrate on providing students with transactional vocabulary that they could use on holiday in a Spanish speaking country. Finally, we will finish the academic year by doing a project on the world cup in Spanish.
French	This term our Year 9 French students will be completing their end of year examinations, covering all of the topics we have studied this year. This will include talking about school, routine, healthy living and food. The exams will test all four skills of listening, reading and writing. We will then concentrate on providing students with transactional vocabulary that they could use on holiday in a French speaking country. Finally, we will finish the academic year by doing a project on the world cup in French.

Geography	Students in Year 9 will complete the energy topic which they started in term 5. Students will then investigate a geographical enquiry based around the school. This will allow them to practice their skills for GCSE Geography.
History	Students will begin their final term with their end of year examinations, revising for week 1 and assessments taking place during week 2, subject to class timetables. Students will then learn about the beginnings of the Cold War between the USA and USSR.
EFP	This term students will be learning about the journey of life. In this topic students will gain a deeper understanding of key life events. Students will also consider how they events may be celebrated differently across multiple religions.
Computing	This term in computing students will be completing a topic on cybersecurity as well as a creative project. In the cybersecurity topic, they will learn about concepts such as social engineering, hacking, malware and encryption. In the creative project, they will be asked to create an interactive digital kiosk presentation for a library about local Lincolnshire heroes.
Music	Students continue to investigate the Hillsborough Disaster. They will look into the history, investigation, enquiry and survivors' stories. Students will focus on creating ensemble work that portrays the event and develop characters that will accurately portray the feelings of survivors and relatives of the victims.
Drama	Students will be studying blues music. Students will learn the history of blues music and will work together in groups to perform a piece of blues music. Students will learn how to play the 12-bar blues chord pattern, a walking bass line and then a melody based around the blues scale.
Design & Technology	To conclude Key Stage 3, students apply their accumulated knowledge to design and prototype an architectural model house. They explore how to communicate ideas through both physical modelling and two-dimensional techniques, revisiting technical drawing skills to present their concepts effectively. This term celebrates creative synthesis and design communication.
Food Technology	In catering & food technology this term, Year 9 students will focus on advanced catering, building on their previous knowledge of the catering industry. They will learn about food labelling, including its purpose, legal requirements, and how it informs consumer choices. In addition, students will explore international cuisine, examining the cultural influences behind different dishes and the techniques used in global food preparation. This topic combines theoretical understanding with practical application, broadening students' awareness of the catering sector and the diversity of food traditions worldwide.
Art	This term, students will focus on pattern through printmaking. They will learn lino-cutting techniques to create bold, repeat designs, applying their understanding of composition and pattern to produce striking prints. This project will consolidate their skills in planning, precision, and creative experimentation.
PE	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
Personal Development	Students will develop knowledge to identify a number of key personal skills, evaluate & adapt them to a workplace setting, gaining an understanding of employment rights and relate these to responsibilities. They will also explore how to increase their employability, understand how to respond and act on feedback, and gain knowledge to explore why someone may become an extremist.

Year 10 curriculum for term 6

Subject	Term 6 overview
English	<p>In term 6 we will complete out preparation and revision for the forthcoming Year 10 mock examinations and, once completed, will set clear targets for improvement in all areas of both the Language and Literature courses. We will also complete the study of the Anthology poems for Edexcel Literature in preparation for the beginning of Year 11. Students will also have the chance to re-submit their spoken language coursework if they wish to.</p>
Mathematics	<p>10R/Ma1 and 10P/Ma1 In term 6, we will study the probability of events; specifically using the structure of tree and Venn diagrams. We will then complete some revision and examination preparation in readiness for our internal mocks. Paper 1 is non-calculator, papers 2 and 3 are both calculator papers. Once these have been completed, teachers will analyse strengths and areas for improvement per student based on the content covered this academic year. This will then be used for most of the remaining lessons to hopefully eliminate any misconceptions ready for Year 11</p> <p>10R/Ma2 and 10P/Ma2 In term 6, we will study the probability of events; specifically using the structure of tree and Venn diagrams. We will then complete some revision and examination preparation in readiness for our internal mocks. Paper 1 is non-calculator, papers 2 and 3 are both calculator papers. Once these have been completed, teachers will analyse strengths and areas for improvement per student based on the content covered this academic year. This will then be used for most of the remaining lessons to hopefully eliminate any misconceptions ready for Year 11. There is one final topic in Year 10 which involves $y=mx+c$ – the plotting and interpreting of linear graphs, including parallel lines. We will also learn to plot quadratic graphs.</p> <p>10R/Ma3 and 10P/Ma3 In term 6 we have one unit to cover before mock examinations begin. This topic is 3D shapes and Pythagoras' theorem, where we will be using formulae to calculate volume and surface area (both of these formulae are on the given formulae sheet for GCSEs). Once this has been covered, we will then be completing some revision and examination preparation in readiness for our internal mocks. Paper 1 is non-calculator, papers 2 and 3 are both calculator papers. Once these have been completed, teachers will then be analysing strengths and areas for improvement per student based on the content covered this academic year. This will then be used for most of the remaining lessons to hopefully eliminate any misconceptions ready for Year 11. There is then one final topic before the summer on non-linear graphs and proportionality.</p> <p>10R/Ma4 and 10P/Ma4 In term 6 we have one very short unit to cover before mock examinations begin. This topic is circles, where we will be finding the area and circumference (both formulae are on the given formulae sheet for GCSEs). Once this has been covered, we will then be completing some revision and examination preparation in readiness for our internal mocks. Paper 1 is non-calculator, papers 2 and 3 are both calculator papers. Once these have been completed, teachers will then be analysing strengths and areas for improvement per student based on the content covered this academic year. This will then be used for most of the remaining lessons to hopefully eliminate any misconceptions ready for Year 11. There is then one final topic before the summer on 3D shapes where students will be analysing their properties, along with finding their surface area and volumes.</p>

Science	<p>This term all students will be complete feedback from the examinations to ensure any areas of developments are clearly communicated and action plans are created for them.</p> <p>Separate scientists will then begin to study paper 2 topics, including the human nervous system, waves and the rate and extent of chemical change.</p> <p>Combined scientists will begin to study ‘building blocks’ focusing on the development of the periodic table and ‘interactions over distance’ which will focus on forces and energy.</p>
Media	<p>This term students will complete gathering all elements required for their NEA and complete their planning and preparation fully.</p> <p>Students will also undertake consolidation tasks to support their understanding of all the in-depth CSPs studied in Year 10 and complete exam style questions. As their final topic in year 10, students will explore media language and representation choices in the covers of Tatler and Heat, as the first pairing of focused CSPs.</p>
Business Studies (GCSE)	<p>Students will be revising for their Paper 1 mock examination at the start of Term 6, focusing on the core content from Theme 1 of the Edexcel GCSE Business specification: Investigating Small Business. This revision will cover Topic 1.1 (Enterprise and Entrepreneurship), including skills, characteristics, and risk; Topic 1.2 (Spotting a Business Opportunity), such as customer needs, market research, and market segments; Topic 1.3 (Putting a Business Idea into Practice), including business aims, ownership, and location; Topic 1.4 (Making the Business Effective), covering marketing mix, finance, and operations; and Topic 1.5 (Understanding External Influences on Business), including ethics, the environment, and economic factors. After the mock examination, students will begin Theme 2, starting with Topic 2.1 (Growing the Business), which explores methods of business growth (internal and external), the impact of increasing size on a business, and the role of economies and diseconomies of scale in influencing efficiency and decision-making.</p>
Business Studies (BTEC)	<p>This term students are continuing work on Component 1: Exploring Enterprises. They will be looking at Size and features of SMEs, markets, sectors, models and industries and aims and activities of enterprises. Towards the end of term, students will begin researching an enterprise as part of their second NEA report.</p>
Computer Science	<p>This term students will finish their paper one topics, with the impacts of technology on the world and gaining a deeper understanding of how the technology we use everyday can influence and impact the world around us. They will also be continuing to develop their programming skills with a series of programming challenges in preparation for Year 11’s paper two.</p>
Performing Arts	<p>Students are continuing their study of Willy Russel’s Blood Brothers. Throughout component two students will understand the context of the play and social issues presented. In addition, they will perform scenes, learn specific skills and workshop characterisation points. All leading to a final examination performance next academic year.</p>
Music	<p>Students will be completing their first composition of component 2 – their free composition. In addition to this they will be preparing for their listening exam in term 6 as well as rehearsing performances.</p>
Health & Social Care	<p>In term 6 students will continue their studies of Topic 4. In this topic students are developing their understanding of human development across life span. Students have considered a range of different development theories and will have the opportunity to apply these to different life stages, including infancy, adolescence and adulthood. During this topic students have considered four key areas of the development, these include physical, cognitive, social and emotional development.</p>
Geography	<p>Students will be using this term to complete their Living world topic which will be based around the Amazon rainforest and a cold environment investigation around Alaska. In this term Students will also be conducting a human fieldwork visit to Sheffield.</p>

History	Students will start the term consolidating their knowledge and practising exam skills ahead of their Year 10 examinations. These will include full papers for Paper 1 – Medicine, and Paper 3 – Germany. Students will conclude their learning into Weimar and Nazi Germany following their mock exams.
Religious Studies	In preparation for mock examinations students will begin the term revising content for Component 1: Themes in Religion. Later this term student will then begin the second component looking at Christian teachings.
Sociology	During term 6 students will complete their studies of all topics covered in Paper 1. Students are coming to the end of the education topic. Once teaching of this topic is complete students will begin their preparation for their mock examinations.
Psychology	This term we will be focusing on completing our fourth topic of research methods. Students will be developing their knowledge of the different types of methods psychologists may use when conducting research. Students will consider the strengths and limitations of each method. They will also have the opportunity to apply their knowledge across topic covered earlier this year as students will consider example of when each research method has been used in different areas of psychology.
French	This term we will revise all vocabulary and grammar learned this year in order to prepare for our end-of-year assessments as well as learning more about the examinations themselves. We will learn more about the French-speaking world and its traditions. Finally, we will spend some time practising and preparing all of the tasks needed for the speaking examination.
Spanish	This term we will revise all vocabulary and grammar learned this year in order to prepare for our end-of-year assessments as well as learning more about the examinations themselves. We will learn more about the Spanish-speaking world and its traditions. Finally, we will spend some time practising and preparing all of the tasks needed for the speaking examination.
Core PE	In core PE students will take part in a range of activities including rounders, cricket and tennis.
GCSE PE	In GCSE PE, students will complete unit 3 – anatomy and physiology, before preparing before the end of year examinations and move on to unit 4 – movement analysis.
Engineering Design	Students will start work on their first NEA (R40) worth 30% of the final grade. The NEA will require the students to analyse, plan and manufacture a product from a working drawing, and then carry out an evaluation.
Art	Students will work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
Photography	Students will work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
Design & Technology	Students will start work on their NEA worth 50% of the final GCSE grade Starting points for their independent research, design and manufacture project will include: <ul style="list-style-type: none"> • Climate change • Securing personal possessions • Playing games

<p style="text-align: center;">Hospitality and Catering</p>	<p>During term 6 in hospitality and catering, students will be looking at writing accident forms and risk assessments.</p> <p>Practicals will continue to build on their existing skills, with after school sessions offered every other Tuesday giving them the opportunity to cook for 2 hours.</p> <ul style="list-style-type: none"> • Millionaires' shortbread – caramelising • Fruit salad – looking at high level knife skills in segmenting oranges, shaping apples and presentation • Lemon meringue pie – bringing skills they have learnt in term 5 together • Pork jambalaya – cooking rice • Independent long cook to a brief – develop students' independent skills • Dish of choice for a 1 hour cook with a focus on presentation <p>For each practical an evaluation sheet will be completed as homework to develop their skills and knowledge ready for their NEA.</p>
<p style="text-align: center;">Personal Development</p>	<p>Students will use their knowledge to evaluate their skills and interests and relate these to potential future career choices, learn to identify a range of potential workplace hazards. Students will also develop their understanding of careers in STEM to consider these in relation to their future choices; gain knowledge to ensure that they maintain a positive online presence; understand the rules behind teenage employment.</p>

A Guide to the New Ofsted Framework (2025 onwards) What does this really mean for your Child and their School?

The Partnership of Schools Group is a board designed to support and champion all of the 363 schools across Lincolnshire. As part of their work, an overview has been created for parents, schools and communities to work together in understanding the recent changes to the Ofsted inspection framework. We hope that you find this guide useful.

Current Picture: Why Communicate?



You may already be hearing discussions, particularly around the new grading language and what terms like “Needs Attention” represent. We recognise that these changes can feel confusing, especially as they differ significantly from the previous system many families were familiar with.

The purpose of this message is to help provide clarity, reassurance, and a shared understanding across our school communities. The new framework is designed to give a more detailed and balanced picture of schools, moving away from single headline judgements and towards a broader view of strengths and areas for development.

In the information that follows, we hope to support you in interpreting these changes with confidence, so that you can better understand what they mean in practice - and what they do not mean - for your child’s experience in school.



Did you know in May 2026?

67% of schools have achieved **expected** in all areas

40% of schools have **needs attention** in one or more areas.



This video overview is a great starting point



Key Messages



1. The biggest shift: no more single-word judgements

Previously, schools were labelled with one headline grade like “Good” or “Outstanding.”

That’s gone.

Instead, Ofsted now uses a report card approach - rating several different areas separately (e.g. achievement, behaviour, inclusion, wellbeing).



What this means for parents

You’re no longer looking at one label - you’re looking at a profile of strengths and areas to improve.

2. Understanding the new grading scale



Each area is now graded on a five-point scale:

- Exceptional
- Strong standard
- Expected standard
- Needs attention
- Urgent improvement



This is where confusion is happening.

The key mindset shift:

“Needs attention” is NOT the same as failure.
It means the school is not yet at the expected standard
It highlights specific areas to improve

It often triggers support and follow-up inspections, not punishment



Think of it more like:

“Work in progress with clear next steps” – not “this school is poor.”



3. Why “Needs Attention” feels harsher than “Good”

Many parents are noticing this tension - and they’re right to.

Early analysis suggests:

The new “expected standard” is harder to achieve than the old “good”.
More schools may fall into “needs attention” than previously “requires improvement”

 Consider:

A school that used to be labelled “Good” might now show a mix like:
Expected standard in some areas
Needs attention in others

That doesn’t mean it got worse - it means the bar moved and the reporting got more detailed.

4. A more honest (but more complex) picture

The new system is designed to:

Give greater transparency
Show what’s actually happening day-to-day
Highlight areas like inclusion, wellbeing, and attendance more clearly



 For parents:

This is powerful - but also more demanding:
You now need to read the detail, not just the headline.




5. How to read a report card?

Instead of asking:
“Is this a good school?”

Ask:

- ✓ Where is the school strong?
- ✓ Where are they improving?
- ✓ Do the weaker areas affect my child directly?
- ✓ Is there a clear plan and progress?

 Remember:

A school that has areas/an area of “needs attention” and several expected or better outcomes may still be a very positive environment for your child.



Finally...

Schools offer a wealth of opportunities for pupils – why not visit the school to explore the report findings further and see the impact first hand?

