

ISLEWORTH & SYON SCHOOL

GCSE READY
Thursday 17 September 2026



OUR VISION IS TO BE
'OUTSTANDING IN EVERY RESPECT'
THROUGH THE CONSTANT DRIVE
FOR EXCELLENCE ACROSS
THE SCHOOL.

'TOGETHER WE LEARN,
ACHIEVE AND SUCCEED'.

Welcome



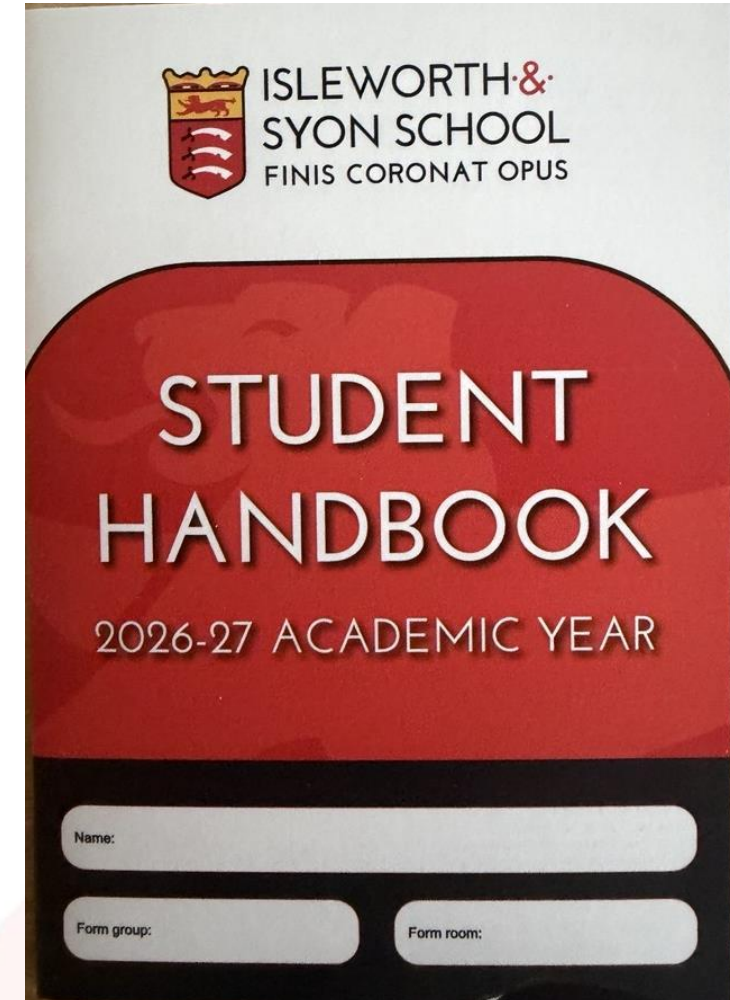
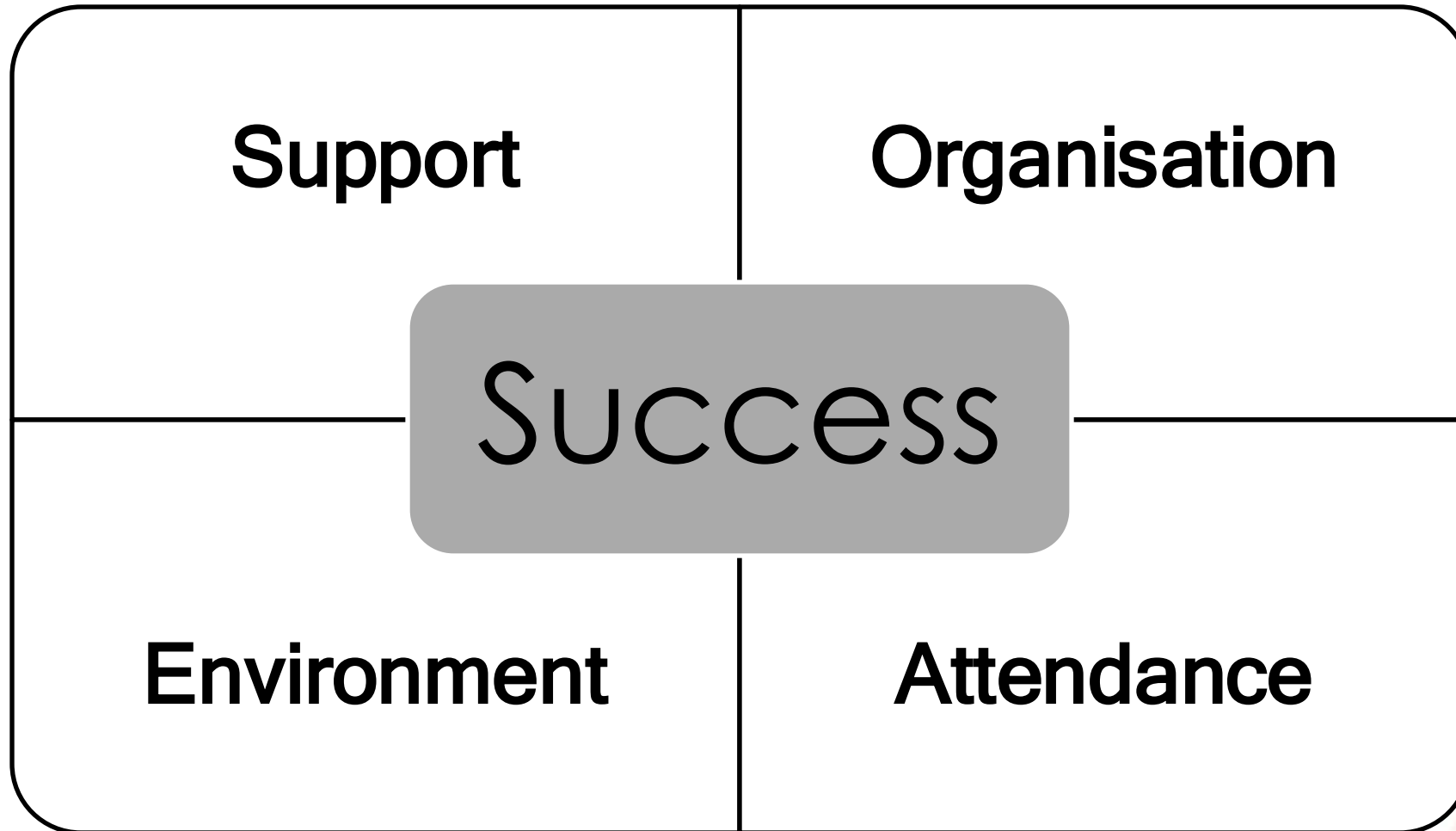
Mr Dargan

Assistant Headteacher
Pastoral Leader KS4

Aims of the Evening

We will:

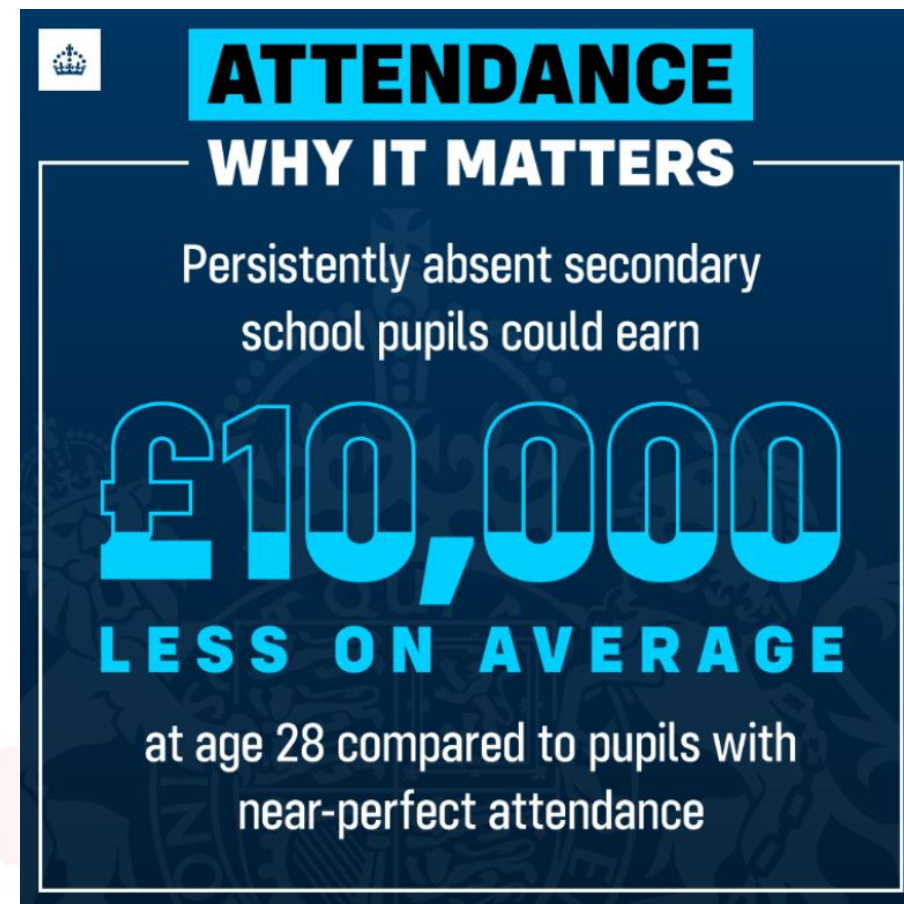
- explain how GCSEs are graded
- give you a copy of your son/ward's minimum GCSE expected grades and explain what these mean
- advise you of the academic expectations for a GCSE student at Isleworth & Syon School
- explain the importance and process for securing a work experience placement.



Your son/ward will make better progress if...

He is in school everyday

- Year 11 pupils with near-perfect attendance are almost twice as likely to achieve grade 5 in English and Maths GCSE, compared to similar pupils attending 90-95% of the time.
- In other words, missing just 10 extra days a year reduces the likelihood of achieving these grades by around 50% (DOE 2025)
- Missing school doesn't just affect exam results and a child's time in education – it can **impact future earnings** too.
- For each additional day of absence between Years 7 to 11, the typical pupil could miss out on an average of £750 in future lifetime earnings.



Your son/ward will make better progress if...

He is on time in the morning and to every lesson each day

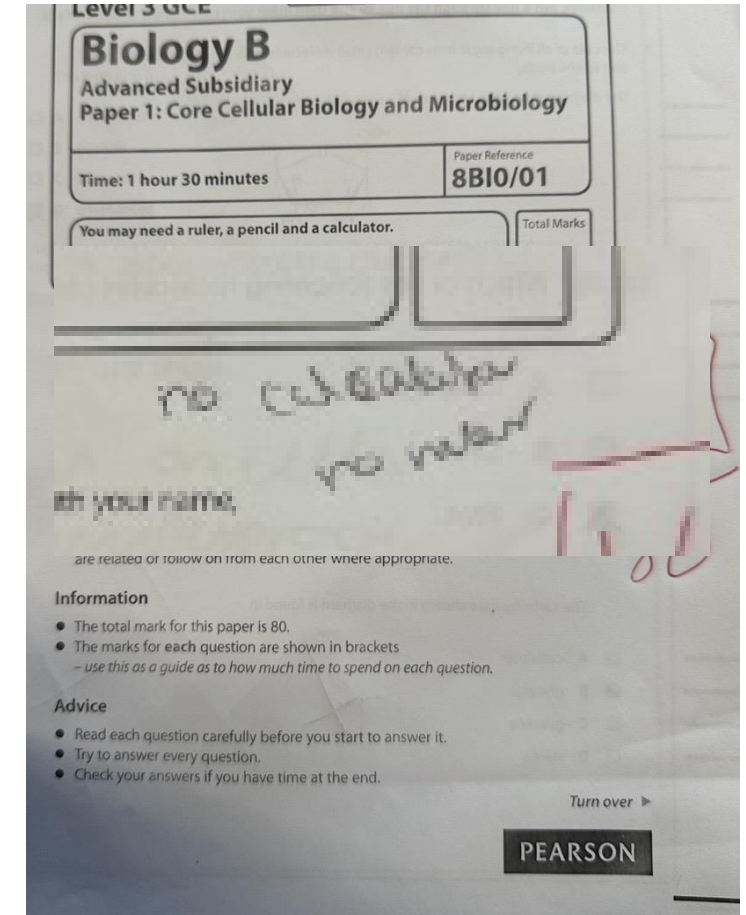
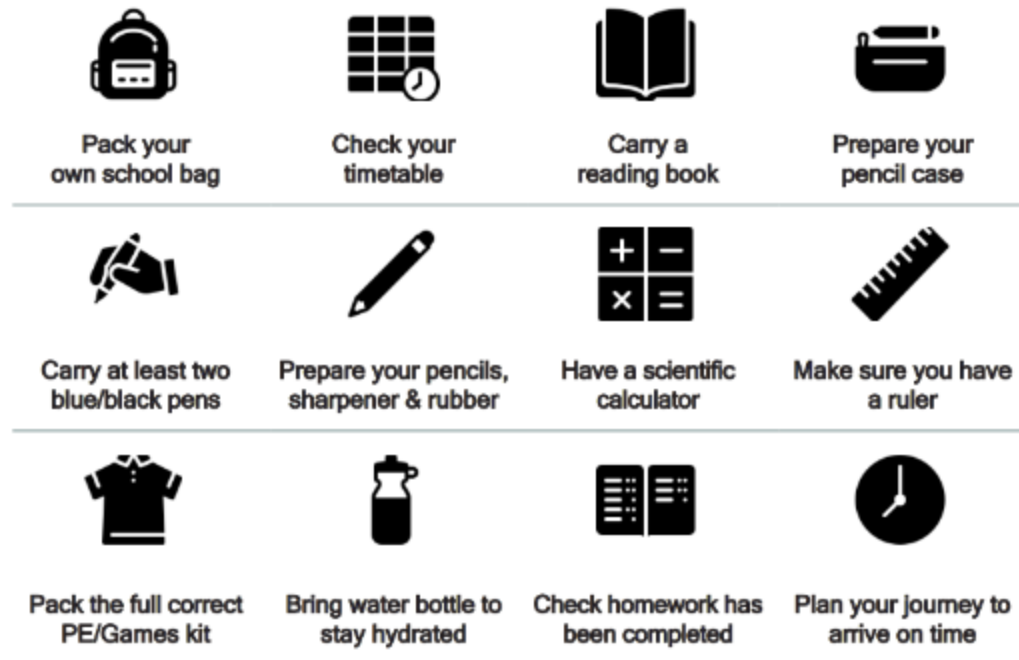
- Punctuality means being on time - for registration in the morning as well as every single lesson.
- Being late to lessons not only disrupts the learning of others but will directly affect academic progress.
- Every missed minute is a missed opportunity.



Your son/ward will make better progress if...

He is organised and ready to learn

2 pens
1 pencil
1 ruler
1 scientific calculator
1 sharpener
1 reading book
Revision resources
1 water bottle



Your son/ward will make better progress if...

He has a positive attitude to learning in all lessons

SUBJECT	ATTITUDE TO LEARNING	INDEPENDENT LEARNING	SMT
ENGLISH	3	2	6
MATHEMATICS	2	2	5
SCIENCE	3	2	5

SUBJECT	ATTITUDE TO LEARNING	INDEPENDENT LEARNING	GCSE BANDINGS
DRAMA	2	2	7-5
FRENCH	1	1	7-5
GEOGRAPHY	2	2	7-5
HISTORY	2	2	7-5
PE	2	2	7-5

He reads regularly and develops writing resilience

After they return from the top of the mountain, Ralph calls for a meeting
which ~~should~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he} ~~the~~ ^{he} ~~tribe~~ ^{he} ~~on~~ ^{he} ~~which~~ ^{he} ~~they~~ ^{he} ~~try~~ ^{he} ~~to~~ ^{he} ~~create~~ ^{he} ~~a~~ ^{he} ~~new~~ ^{he} ~~pair~~ ^{he} ~~of~~ ^{he} ~~leaders~~ ^{he} ~~with~~ ^{he} ~~everyone~~ ^{he} ~~except~~ ^{he} ~~for~~ ^{he} ~~the~~ ^{he} ~~other~~ ^{he} ~~boys~~ ^{he} ~~in~~ ^{he}

Ch1 How does Golding present Jack Merridown at the start of the novel? Tuesday 16th September
Kapardis.
Smile
Personification
Symbolism

No mercy.
Thus is real exploring
Jack's face was pale underneath the freckles.
Jack said contemptuously.

Complete the quotations from chapter 1

1. His hair was ~~plastered~~ ^{streaked} to his forehead. (p.1) [describing Ralph]
2. The naked crooks of his knees were plump, caught and scratched by ~~cracks~~ ^{chords}. (p.1) [describing Piggy]
3. He was shorter than the fair boy and very ~~fat~~ ^{lean}. (p.1) [describing Piggy]
4. You could see now that he might make a ~~boxer~~ ^{boxer}, but there was a mildness about his mouth and eyes that proclaimed no ~~dawn~~ ^{dawn}. (p.5) [describing Ralph]
5. Then he sat back and looked at the water with bright, ~~blue~~ ^{dark} eyes. (p.5) [describing Ralph]

THINK HARD:
What was the significance of Golding describing Piggy as fat and fair?

IP When we first meet Jack Merridown in chapter one, we get the impression that he is a leader (quite a stark one too). In chapter one, Jack commands his choir: 'Choir, stand still! This could prove that he is a leader as the choir listens to his instructions immediately.

Jack may also come across as quite a condescending character. This is shown to us at the end of page 16. Jack peered down at Ralph. This might be a sign of Jack trying to belittle Ralph as looking down upon someone (in both meanings) can be very condescending. ^{explain why he looks down at Ralph.}

On top of this, Jack may also be portrayed as being

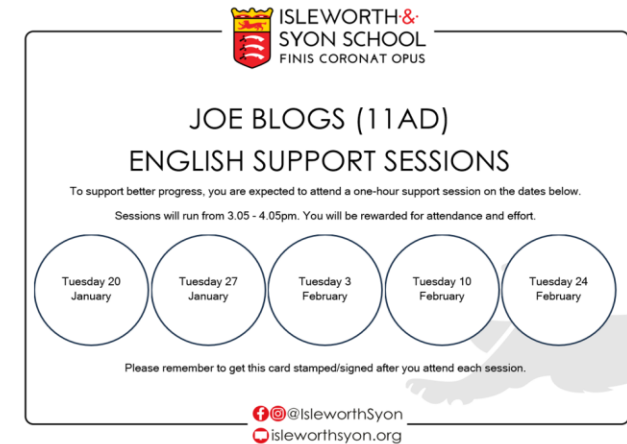
Your son/ward will make better progress if...

He revises little and often

- 90 minutes per day is the goal
- 3 x30 mins
- 2x 45 mins

Non-Examined Assessments (NEAs)

- Drama, CNAT sport, CNAT IT, GSCE PE, Film, Engineering and Art
- Students must meet weekly deadlines
- Compulsory NEA catchup sessions will be planned for those who fall behind
- These will take place after the school day



ISLEWORTH &
SYON SCHOOL
FINIS CORONAT OPUS

JOE BLOGS (11AD)
ENGLISH SUPPORT SESSIONS

To support better progress, you are expected to attend a one-hour support session on the dates below.
Sessions will run from 3.05 - 4.05pm. You will be rewarded for attendance and effort.

Tuesday 20 January	Tuesday 27 January	Tuesday 3 February	Tuesday 10 February	Tuesday 24 February
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Please remember to get this card stamped/signed after you attend each session.

  @IsleworthSyon
 isleworthsyon.org

BUY-IN



Half term 1 - we are getting GCSE ready

1. We don't lose minutes.
2. We are equipped and ready for learning.
3. We meet all deadlines.
4. We begin to revise - little and often.

Research shows it takes 30 days to break a habit.

Ms Higginbottom

Co - Headteacher

Whole School Objectives 2026-2027

- **WSO1:** All stakeholders use data led interventions to impact academic progress
- **WSO2:** Students are expected by all stakeholders, to display ready, respectful and safe behaviours at all times
- **WSO3:** All Isleworthians strengthen connections to develop feelings of belonging among all stakeholders

EXCEPTIONAL EDUCATIONAL OUTCOMES

Summer results 2026 – Level 3 - success



Summer results 2026 – this could be you

	A*A*A	Ma, FM, Co	Kings College London – Computer Science
	A*AA	Ma, Ec, Ph	Warwick – Mechanical Engineering
	A*AA	Ec, Gg, Ma	UCL – History, Politics and Economics
	A*AA	Ph, DT, Ma	Sheffield - Aerospace Engineering
	A*AB	Ma, FM, Ph	Nottingham - Mathematics
	ABB	Ma, Ec, FM	Degree apprenticeship: Mercer & Hole
	D*D*D*	IT db, ApSc	Kingston - Mechanical Engineering
	D*D*D	IT db, ApSc	Brunel - Computer Science (Cybersecurity)
	DAB	ApSc, Bs, Ec,	Surrey - Accounting and Finance

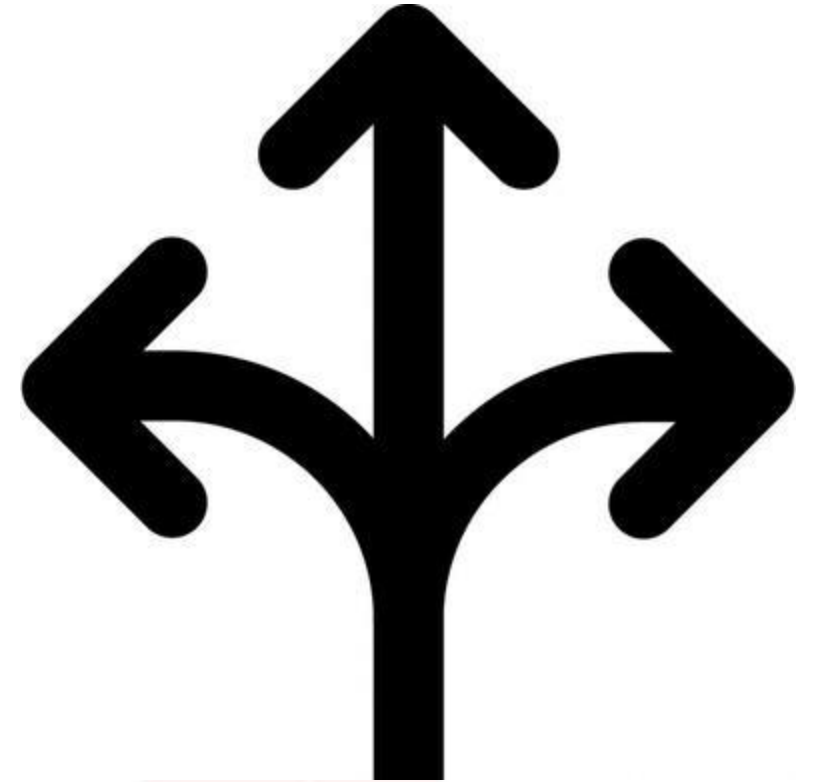
Different starting points, subjects studied, destinations

Not just about high attainment but about the journey / progress

Students on the correct course with highly appropriate pastoral and academic support.

Year 13 quotes, my time at Isleworth & Syon ...

- "... has given me far more than an education. It has shaped my character, broadened my perspective."
- "... has instilled in me true British values. Being kind, strive for success, be ambitious and never stop believing. I have made friends for life."



Summer results 2026 – Y11 Success



Summer results 2025 - GCSE

	9	8	7	
	9	1	1	(9 – En, Bi, Ch, Ph, Ma, FM, St, Co, Gg) (8 - Ec) (7-Lit)
	8	1	0	(9 – En, Li, Bi, Ch, Ph, Ma, St, Fr) (8 - Ec) (6 - Ar)
	6	3	1	(9 – Li, Bi, Ch, Ph, Ma, Co) (8 – Bs, Sp, St) (7-En)
	6	3		(9 – En, Sci Db, Fr, Hi, St) (8-Ma, Li, Ec)
	6	1	3	(9 – Bi, Ch, Ph, Ma, Co, Hi) (8 – St) (7 – En. Li, Ec)

Also, amazing other stories, students who:

- were top 10 behaviour concerns at end of Year 9, now in our sixth form after achieving 11 grade 6 to 4
- were a MidYis Band D, now in our sixth form after achieving 9 Grade 8 to 6.

So many success stories.

Transition - KS3 to KS4

Year 10 - Autumn Term



Year 10 - Spring Term



Year 10 - Summer Term



Year 11 - Autumn Term



Year 11 - Spring Term



EXAMINATIONS

Progress & Preparation Day
Data Check



Data Check
Parents Evening



Year 10 Reports
End-of-year Examinations



Parents Evening
December Examinations



Pre-Public Examinations



EXAMINATIONS

Our Targets for KS4 Students

Ambitious Target Setting

- Grades set in line with the achievement of the top 25% of students who have similar prior attainment.
- A grade sheet will be published on Insight at each point outlining the progress being made against set targets.



Tracking grades through KS4

GRADES
9
8
7a 7b 7c
6a 6b 6c
5a 5b 5c
4a 4b 4c
3
2
1
U

6a: Targeted to get a grade 6
but potential for a 7

6b: Working at a grade 6 →

6c: Only just! May just be as
likely to get a 5

We track using all available data to
challenge and support progress.

Individual goals:

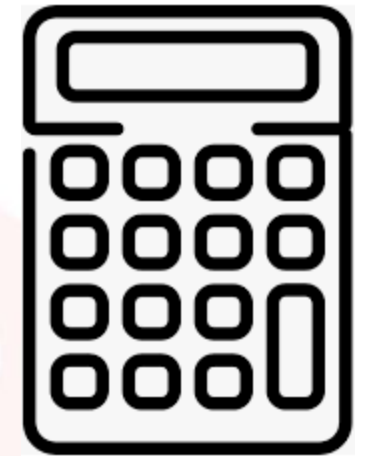
- Minimum grade 4 in all subjects
- Top grades 9-7 where possible.

KS4 Mathematics

Aim: Students will leave Isleworth & Syon with the numeracy skills they need to live healthy, happy and successful lives.

Action:

- All students must attend school every day with a **scientific calculator**
- Homework is to be completed weekly. Dr Frost mathematics will be used to tackle individuals' strengths and weaknesses
- Use departmental PLCs which contain links to instructional videos
- Use past papers to practice
- Know your tier.
 - The subject has two tiers – higher and lower and we track students' attainment carefully before making final decisions on entries at Easter in Year 11.

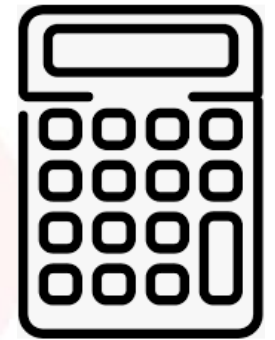


GCSE Statistics and Mathematics Pathway

Mathematics and statistics are taught together in a combined programme of study. GCSE Statistics is a good steppingstone qualification, with important skills for life.

In addition to half-termly assessments in class, there are these important dates:

- Year 10 - GCSE Statistics Pre-Public Exams (PPE) - March 2027
- Year 10 - 2 GCSE Statistics Examinations - June 2027
- Year 10 - 2 Maths papers - July 2027
- Year 11 - December examinations - December 2027
- Year 11 - Pre-Public Exams - March 2028
- End of Year 11 - GCSE Mathematics Examination - May / June 2028
- Syllabus - Edexcel for both statistics and mathematics.



English Language and Literature

- **Every** student in Year 10 is following the same combined course which enables them to gain two GCSEs.
- Students will be entered for the exams in the summer series 2028.



AQA English Language

External examination
(100%)

AQA English Literature

External examination
(100%)

English Language and Literature

AQA English Language

Paper 1 - Explorations in creative reading and writing

Paper 2 - Writers' viewpoints and perspectives

Spoken Language Endorsement

AQA English Literature



Paper 1 - Shakespeare and the 19th century novel

Macbeth and *A Christmas Carol*

Paper 2 - Modern texts and poetry

Lord of the Flies, *Worlds & Lives* poetry anthology and unseen poetry

How can I support my son/ward in English?

Encourage:

- **engagement** in lessons.
- completion of **homework**. English is a skills-based subject and regular practise of the key skills is essential.
- **wider reading**, especially of fiction texts (30 minutes per day).
- **proof-reading** of both class work and homework.
20% of the grade is SPaG.
- discussion of the **set texts** for Literature, and of current events for English Language. Lack of ideas / wider knowledge is a barrier to success in English Language.
- regular **revision** Relevant study guides are available to purchase from the school shop.



GCSE Science

- All students are studying GCSE Combined Science Trilogy - AQA
- There are two tiers and the final decisions about tiers are not made until Easter of Year 11.
- Students will be given the option of studying separate sciences (three GCSE's) but until January of Year 11, after the December exams. We can then ensure the correct students are on the correct courses.
- Students will be given a log-in to KayScience - this is a useful comprehensive resource of video tutorials, exam questions, flash cards to supplement gaps in their knowledge and complete their homework.



EXAMINATION RESULTS – **next steps** after Year 11

- Grades 9-4 in English language and maths are the expectation -
 - a 3 or below will mean you will have to retake your GCSE
- Your 8 best GCSE grades are calculated as your average -
 - often used by school sixth forms and further education (FE) colleges
- Separate entry requirements for next steps -
 - GCSE grade 7 allows access to do A Levels (Ma, Sc)
 - GCSE grade 4-6 allows access to vocational courses



Mr Fisher

Co - Headteacher

OUTSTANDING OPPORTUNITIES

WELCOME TO ISLEWORTH & SYON SCHOOL



Work experience: 5 days in July 2027



- Building your career profile: WIN-WIN
- UNIFROG: our mantra is **pathways not corridors**
- 5 + 5 days

Bringing learning to life - making it real!



TRADITIONAL VALUES

Responsible Citizens



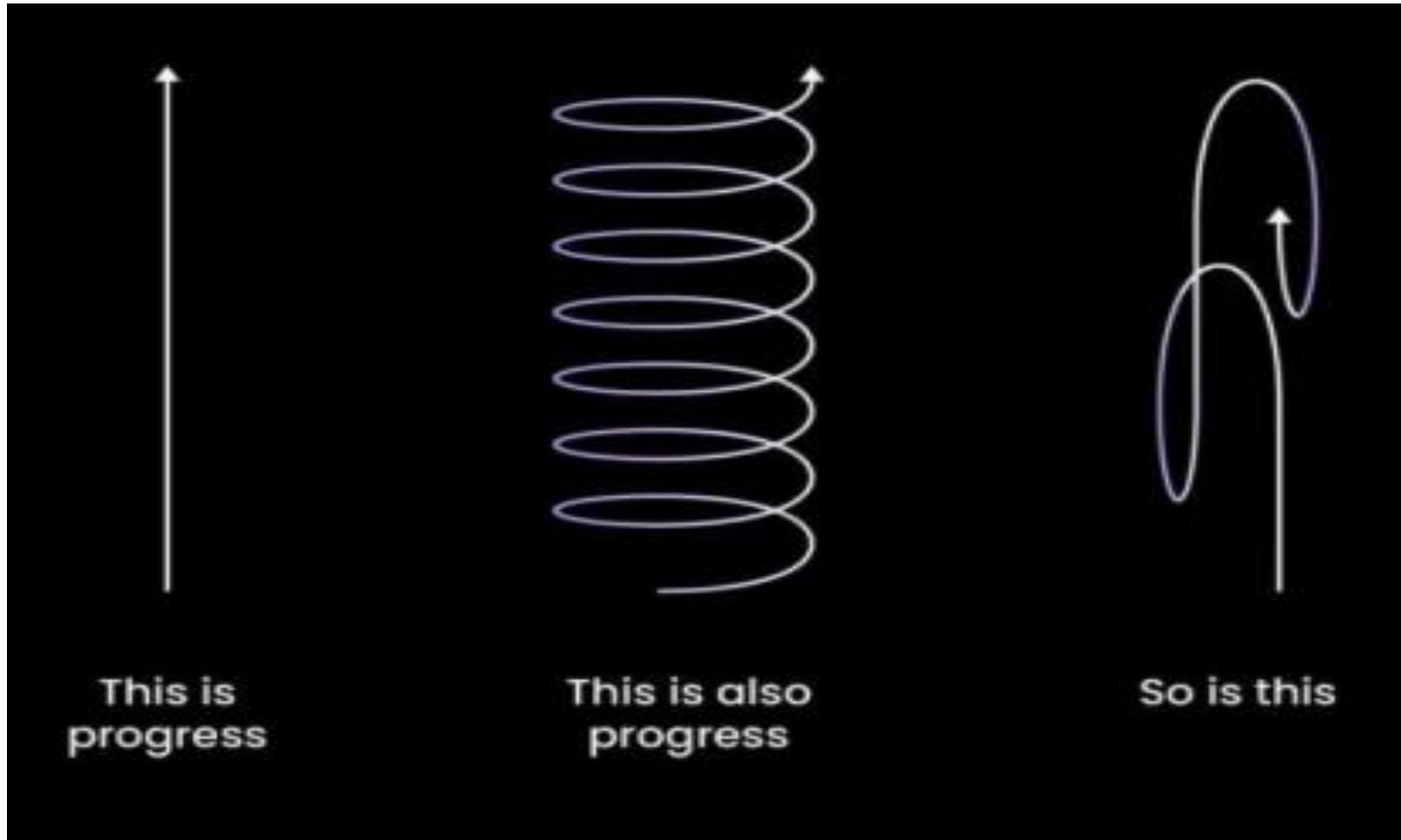
Citizenship: learners as leaders



Teaching & Learning



Everyday, making rapid progress



1. Linear progress
2. Fast failure
3. Mid-term and end of term assessment

Dangers of:

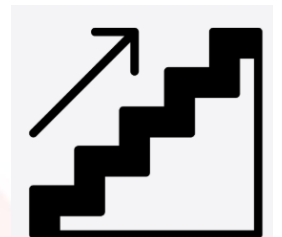
- disorganisation
- procrastination

Having difficult conversations with your son / ward

Adolescent boys: earning trust

1. Self-regulation and personal organisation
2. Reading fiction as a daily event - modelling
3. Using private tutors: alignment and misconceptions
4. Mobile phones - attachment to phones leading to a lack of sleep

Think hard: have a 30 second with your son / ward now; identify one single priority or next step.



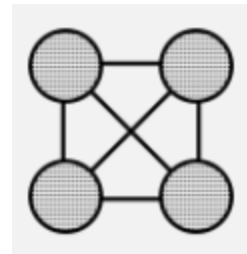
Wellbeing: sleep deprivation



Sleep deprivation causes:

1. Lack of concentration in-class
2. Falling asleep in lessons
3. Failure to store, deep long-term memories
4. Slower academic progress
5. Mental health - **attachment** - issues
6. Not reaching their potential

Parent / Carer Engagement: partnership working



Mr Dargan

Assistant Headteacher
Pastoral Leader KS4

ISLEWORTH AND SYON SCHOOL

INSIGHT



Sign in

Your journey and key dates

STUDENT CODE OF CONDUCT

READY, RESPECTFUL, SAFE

You are expected to be 'outstanding in every respect' in all aspects of school life, including in your behaviour, effort and attitude. If you meet this Code of Conduct, you will be praised and can expect rewards. Where standards slip, you are encouraged to reflect on your choices and be accountable for them. As a student of Isleworth & Syon School, I will:

CONDUCT

- Do as I am asked by all staff
- Be polite and courteous to all members of the school community including visitors

CLASSROOM

- Allow teaching and learning to occur uninterrupted
- Do my best in class and follow the Classroom Expectations
- Complete PPA (homework) to the best of my ability and hand it in on time
- Be punctual and properly equipped for school and for each lesson

SCHOOL

- Behave in a safe and sensible way around the school
- Keep my hands, feet, objects and comments to myself
- Respect other people's property, privacy, and family life
- Remember that you are an ambassador of the school on trips, ventures or fixtures and on the journey to and from school
- Respect the school buildings and grounds by keeping all areas clean and tidy
- Only eat and drink in the appropriate places

UNIFORM

- Wear the correct uniform at all times (including kit for PE/Games/Fixtures)
- Follow the rules relating to acceptable hairstyles/appearance

MOBILE PHONES

- Ensure that my electronic device is not seen, heard or used on the school site - it will be confiscated

DO NOT...

- Buy, sell or trade/exchange any items on school site
- Bring to school items such as:
 - Chewing gum; fizzy, caffeinated, or energy drinks; foods which do not support healthy choices.
 - Tobacco, cigarettes and vapes; alcohol; non-prescribed drugs and restricted substances/materials.
 - Expensive or valuable items; large amounts of money.
 - Offensive or provocative materials.
 - Offensive weapons (including replica or "toy" items) or any other potentially dangerous items.

This is not an exhaustive list - the Senior Leadership Team are the sole arbiters of acceptable standards in all cases. Serious breaches of this Code of Conduct may result in suspension from school.

- September KS4 ready evening
- 17 October PPD A2I IL
- December Data report 1
- 18 March Parent/carer evening
- March Data report 2
- May GCSE Statistics
- June End of Year Exams (all subjects)
- July Work Experience
- July Data report 3

