



You are God's
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St Paul's Academy Welcome Evening

Thursday 18 September 2025



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Welcome.
Would you help us by doing a parent survey?





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Content

Principal's Welcome	Miss Ryan
The year ahead: including rewards & a timeline / key dates	Head of Year
Our expectations for behaviour	Miss Hepburn
Edulink	Mr Barrett
Literacy: how we are supporting & challenging students	Ms O'Neill
Maths fluency: how we are supporting & challenging students	Mr Osbourn
Curriculum support: curriculum, home learning, website links & resources to support your child at home	Heads of Department English: Ms Eba Maths: Mr Abayomi Science: Ms Afolayan
Assessment: how students are assessed to support progress and address underachievement	Ms O'Neill Mrs Stannard Mr Joseph
SEND: how we are supporting students with SEND	Mr Bargery
Enrichment, Careers, Trips & Clubs: how we are developing students culturally	Mr Davis



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Principal's Welcome

Service

Emphasizing a community that serves others with compassion and dedication.

Ambition

Encouraging the pursuit of excellence and personal growth.

Inclusion

Fostering a welcoming and inclusive community for everyone.

Nurture

Caring for each other's growth and well-being.

Truth

Seeking and upholding truth in all things.

Peace

Promoting justice and harmony, reflecting the common good.

Achievement

Striving for excellence in all endeavors.

Unity

Building a strong, supportive community.

Love

Embodying love and compassion in all actions.

Stewardship

Caring for the common good and the world around us.

S I N C E 1 9 6 8



ST PAUL'S ACADEMY

***"You are God's
work of art"***

Service

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Head of Year

The year ahead



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The Team

Head of Year: Mr A Lutu

Deputy Head of Year: Miss K Francis

Learning Mentor: Richard

8A	Miss Gibbs
8B	Mrs Adjaye
8C	Miss Maiorano & Miss Fitzpatrick
8D	Ms Winstanley & Ms Warriner
8E	Mr Dickson
8F	Miss Uddin & Ms Taiwo
8G	Mrs Barnett-Hamilton
8H	Mrs Martinez & Miss Saleh



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Year 8: The Year Ahead, Celebrating Success



Attendance Matters

Every student. Every day.








BATTLE OF THE FORMS



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Year 8: Weekly AM Tutor Time Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	<p>NEWSROUND/CURRENT AFFAIRS</p> <p>FORM DISCUSSIONS/CATCH UP</p> 	<p>ASSEMBLY DAY</p> 	<p>READING</p> 	<p>PSHE / CAREERS</p> 	<p>READING</p> 



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Year 8: Key Dates



Winter Enrichment Activity: Christmas Disco

Autumn 2



Parents' Evening

Wednesday 4th March, 2026



Summer Enrichment Activity: Chessington World of Adventures

Wednesday 1st July, 2026



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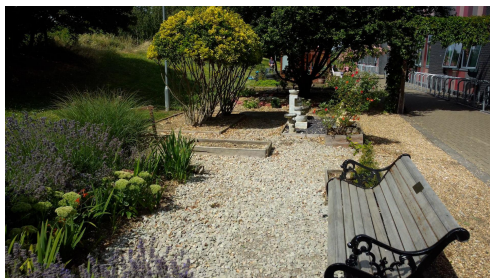
Catholic Life of the School



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Catholic life of the School

Our very own chapel & Peace Garden



The Catholic Life of the School

Where every child is known, heard, seen and loved.



Events with the Church





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Events throughout the year

Our Charities

Weybourne
Care Home



**The Catholic
Life of the School**

Where every child is known,
heard, seen and loved.





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House System - linked to our values



St Carlo Akutis

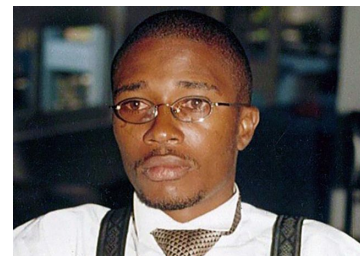


Blessed Chiara Badano



Blessed Josephine Bakhita

Blessed Oscar Romero



Blessed Floribert Kositi



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Our expectations for behaviour



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Behaviour Expectations



RAISING
EXPECTATIONS

...and keeping them raised!



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**Our students
have the right
to learn, in an
environment
which is
disruption
free.**

Behaviour Expectations





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Firm but fair

What can stop Teaching & Learning:

- Lateness to lesson
- Not following the 3Bs





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Firm but fair

Sanctions

- **Lateness to lesson**
 - Upto 5 minutes late = Centralised Detention [CD]
 - More than 5 minutes late = Principal's Detention [PD]
- **Truancy**
 - Returned to lesson & a PD
- **Disruption to learning**
 - Negative behaviour points, behaviour conversation, contact home, teacher detention, removal from lesson, CD




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Firm but fair


Lateness to school

- Attendance **and** good punctuality matters
- Arrival between 8.22am - 8.45am = CD
- Arrival between 8.45am - 9.49am = PD
- Arrival after 9.50am = Seclusion




ATTENDANCE


WHY IT MATTERS



Persistent absence means pupils who miss more than **10% of school** every year.





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




£10,000
Persistently absent pupils in year 10 and 11 could earn **£10,000 less** on average at age 28, compared to pupils with near perfect attendance

This **rises to almost £20k less** on average at age 28 for those who are **severely absent**





Less likely to be employed when **persistently absent***



Less likely to be employed when **severely absent***

*Compared to their peers with near perfect attendance



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We are a community



Our students wear their uniform with pride

- School uniform is fundamental to ensuring equality amongst students
- Our uniform must be worn correctly so that students look smart and are proud to represent our school

The fundamentals

- Skirts worn at the knee, trousers worn at the waist
- Black socks
- No hoodies, techs or Nike Millers
- No jewellery, no piercings
- No false eyelashes, acrylic nails, nail varnish or slits in eyebrows
- Natural hair colours only, no extreme hairstyles

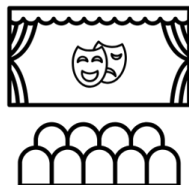


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St Paul's Academy Rewards



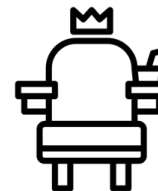
Year 7
Silent Disco



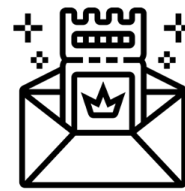
Year 8
Theatre trip



Year 9
Day trip to France

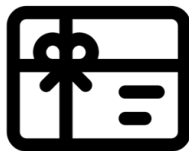


Year 10
Private Cinema Viewing (x2)



Year 11
Prom

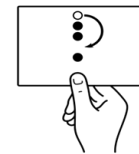
- Verbal praise
- Reward points (via Edulink)
- Emails home
- Postcards home
- Positive phone call
- Hot chocolate & cookie
- Fast-track lunch passes
- Lapel badges
- Public display of high quality work
- Acknowledgement through assemblies
- Principal's Commendation Award



£10 voucher



Free hot chocolate & cookie



Jump the queue card



Awarded by staff
visiting lessons
across the day



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Homework

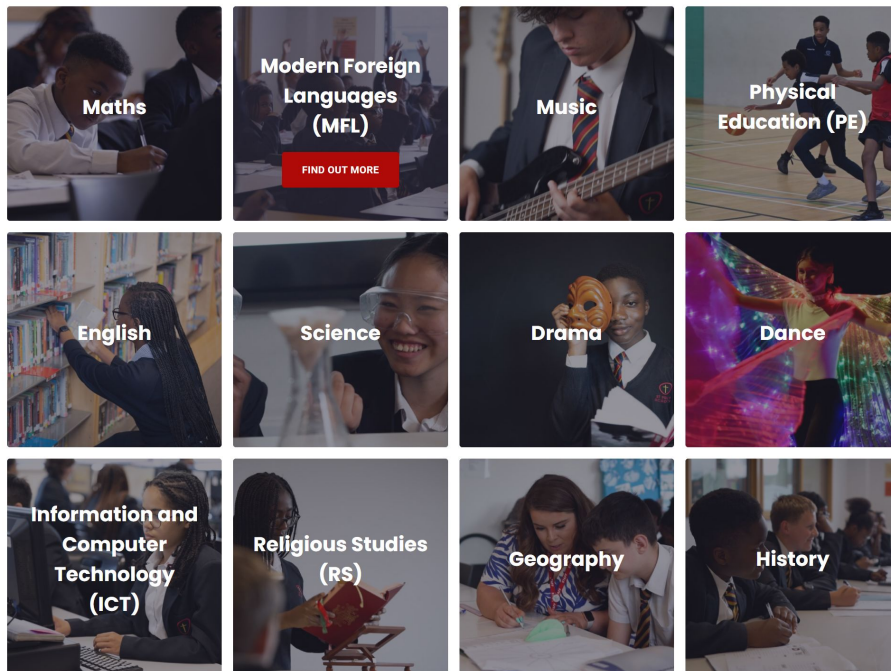
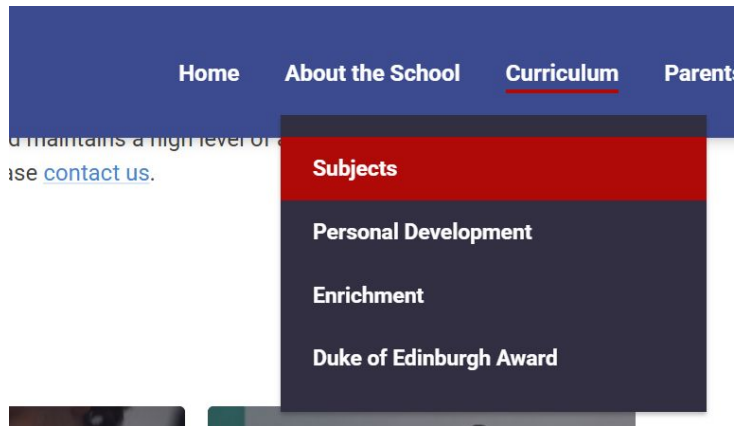
Knowledge

Independence

Long-term memory



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Google Classroom



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EduLink

Want to know
how your
child is
doing?



edulinkone

...stay connected.



Want to know
how your child
is doing?



edulinkone ...stay connected.



Download on the
App Store



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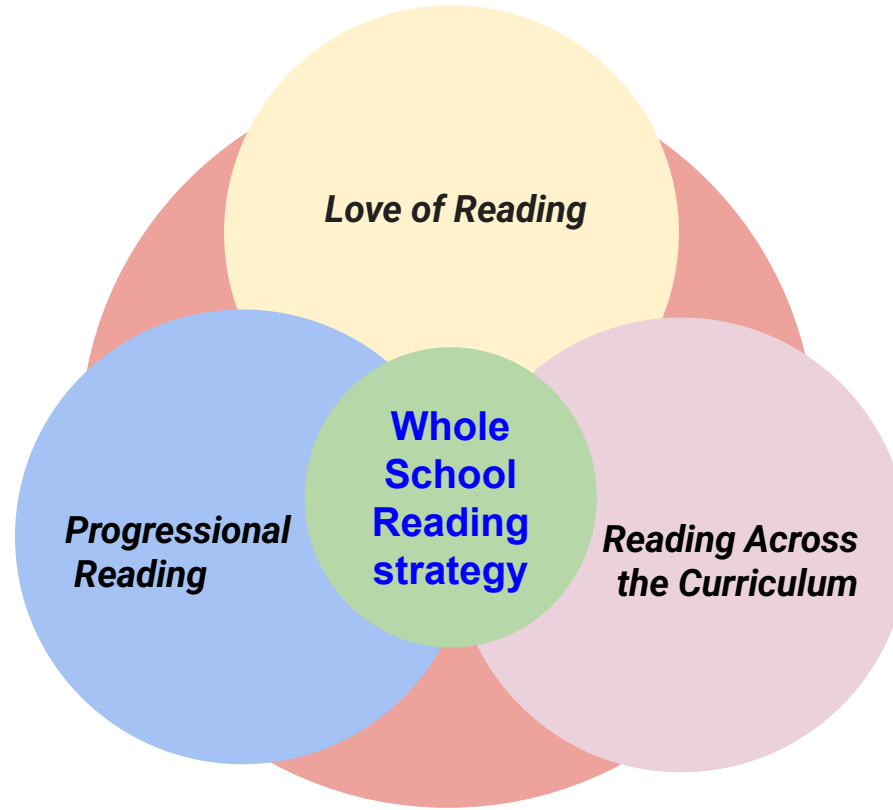
Literacy

How we are supporting and challenging
students



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Whole School Reading Strategy





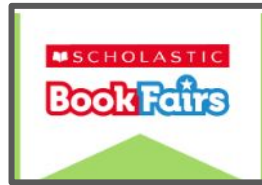
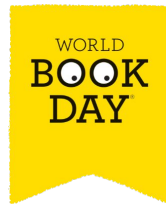
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LITERACY



AT ST PAUL'S ACADEMY





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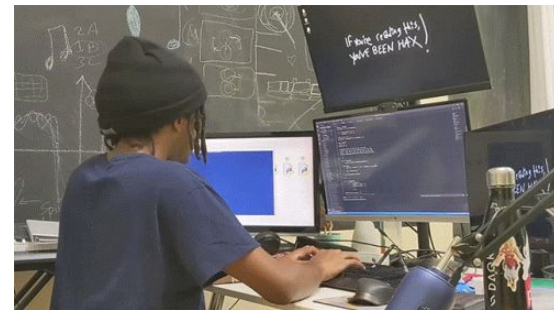
Key Features of our new Library



Silent Reading
Zone



Quiet Study
Zone



Research
Zone

Find your space! Whether it's reading quietly, working on a project, or using digital tools, there's a place for you here.



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Maths fluency

How we are supporting and challenging
students



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“a student can recall key mathematical facts accurately and efficiently, use this knowledge flexibly to choose the best strategy for a problem, and apply these skills across various contexts”

- Recall and automaticity:** the effortless recall of facts, such as number bonds within 10 and times tables facts, and understanding the relationship between these facts. 14×5 is the same as 10×5 add 4×5 .
- Procedural fluency:** being confident and accurate with using procedures and being able to select the most appropriate method for the task at hand. (rules and routines)
- Flexibility and adaptability:** the skill of moving between different contexts and recognising connections between them. For example, understanding the concept of $\frac{1}{4}$ in various situations; Quarter of an hour, 25% of a value, a quarter of a circle etc. Doubling and halving – Equivalent fractions $\frac{1}{2}$ is the same as $\frac{5}{10}$
- Relieve Cognitive Load :** focus on concepts/problem solving rather than long term recall. Recall of facts ($3+5 = 8$ leads to $5+3=8$, $8-3=5$ and $8-5=3$)
- Takes Time :** Practice
- Why?**



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Curriculum support

Curriculum, home learning, website links
& resources to support your child at
home

Year 8 - English

Why we teach English at St Paul's Academy

"The limits of our language are the limits of our world." – Ludwig Wittgenstein

Through the study of English Literature and English Language, we nurture confident and inquisitive individuals who excel as speakers, listeners, readers, and writers. Our English curriculum fosters critical thinking skills, enabling students to assess insightful perspectives on the broader world through literature. We emphasize the interconnectedness of reading and writing, empowering young minds to engage with profound concepts effectively. Ultimately, we aim to cultivate independent and resilient global citizens who are committed to lifelong learning.




Core values/Careers Links

English serves as the cornerstone of every subject, providing the foundation for understanding language, culture, and all aspects of life. Proficiency in English empowers students to develop a persuasive voice, allowing them to articulate their ideas effectively. At SPA, we nurture stretching students and fostering ambition, which, along with our academic rigour, enables remarkable achievements. Students can use their English skills to pursue careers in journalism, marketing, advertising, education, law, politics, writing, management,

Disciplinary Knowledge

	Forming personal and nuanced responses to big ideas in written and spoken form
	Develop a love and appreciation for reading
	Making active, thoughtful and conscious choices in what you read and write
	What is worth focusing your attention on – what is significant, relevant and interesting
	Narrative arcs and structures
	Archetypes and typical features of certain genres of story
	Writers use of techniques for social criticism and reading pleasure
	How to approach and understand challenging texts and find your way through
	How texts start and the contract they set up with the reader
	Develop physical, linguistic, cognitive, and social & emotional oracy skills

Substantive Knowledge

	<ul style="list-style-type: none"> Read and interpret fiction independently Analyse and evaluate link to context. Make connections: perspectives, ideas Explore poetic and Study setting, plot, Understand how di performance, and t
	<ul style="list-style-type: none"> Write accurately, fi conviction. Create essays, spee poetry, and other s Craft notes, scripts, Plan, draft, edit, an Adapt writing for d Consolidate knowls Apply vocabulary a Spelling and punctu
	<ul style="list-style-type: none"> Communicate effecti... different audiences and purposes. Articulate your ideas with precision, accuracy and confidence. Participate in discussions, presentations, and debates.



English: joint partnership to success

“The *limits* of my language mean the *limits* of my world” - *L.W*



Year 8 curriculum outline

(Theme: Social awareness)	Frankenstein <i>By Mary Shelley</i>	Dystopian Literature	London Poetry	Debates	Transactional Writing	Noughts and Crosses <i>By Malorie Blackman</i>
T	SK DK					

By the end of Year 8

- Students will be able to **engage** in key text, different genres and **think** critically
- Be confident and articulate speakers (***debates mate , creative writing and developing oracy***)
- Enhanced their writing skills and abilities (stamina for KS4)
- All tests (even DO NOWs) and assessments designed to develop core skills and prepare for KS4
 - familiarise yourselves with the mark schemes

Bigger picture

Coming in with:

- Year 7 outline

Preparing them for Y9
Preparing them for KS4 (SLES included)

Our expectations



Year 8 English



Name:
Class:
Teacher:

Term	Year 8	Year 9
Reading 1 - Foundation Reading 2 - Foundation	I can understand key themes and characters in both. I can understand the plot clearly. I can analyse key contexts through identifying language techniques.	I can understand key characters of Egyptian literature. I can successfully write the opening of a short story. I can analyse an extract using linguistic language techniques to gain an understanding of the play and its contexts.
	I can demonstrate clear understanding of textual analysis. I can demonstrate clear ability to write relevant content. I can successfully identify clear language techniques and provide relevant analysis. I can provide personal interpretations and articulate my opinions clearly.	I understand other, genres and topics. I can embed language techniques effectively. I can write a persuasive speech. I can embed another language.
	I can identify various types of fictional writing. I can write an article successfully. I can write a letter successfully. I have developed an understanding of key language Paper 2 Q1-Q4.	I can understand the contribution and apply writer's intention to a paragraph. I can read and understand another language and perform effectively. I can make connections and fluently make interpretations about a play and its characters. I can analyse an extract using linguistic language techniques to gain an understanding of the play and its contexts.

Excellence in English

Paragraph structure

PEEL - for short lessons/essays.

Point: This is the main idea or argument of the paragraph. It should be a clear and concise statement that directly answers the question or task.

Evidence: This is the information that supports the point. It can include quotes from texts, statistics, examples, or other relevant information.

Explain the effect: This is where the writer explains how the evidence supports the point. It demonstrates the writer's understanding of the evidence and its connection to the main idea.

PETAL - For Literature and longer language questions

Point: The main idea or argument you are making in the paragraph. Use key words from question.

Evidence: A direct quote or example from the text that supports your point.

Technique: The literary device or technique used in the evidence (e.g., metaphor, simile, alliteration).

Analysis: An explanation of how the technique works and its effect on the reader. (ELA Word Level Analysis)

Link: A sentence that connects the analysis back to the main point or argument of the essay.

Connectives

In addition	In contrast	Similarly
Furthermore	On the other hand	Equally
Moreover	Whereas	Likewise
Also	Whereas	In a similar manner
Alternatively	However	

Writing Techniques

APPROISE: Alliteration, Personification, Repetition, Onomatopoeia, Metaphor, Imagery, Simile

APORIST: Alliteration, Parody, Chiasm or List, rhetorical question, emotive language.

Persuasion for creativity: L-3

Sensory language: (what can you see, hear, smell, taste, touch)

Start sentences with: adverbs, verbs, and adjectives

Sentence Types

Simple sentence: The boy walked home.

Compound sentence: Everyone was busy so I went to the movie alone.

Complex sentence: Having read the book, John felt he knew more about the topic.

Declarative sentence: makes a statement/say idea/point

Exclamatory sentence: !! shows strong emotion/surprise

Imperative sentence: (command verb) show questioning/desire/wonder

Interrogative sentence: (command verb) gives an order/command

Alternative Words for 'show'

Demonstrates: Emphasises the act of providing evidence or proof.

Indicates: Suggests an sign or indication of something.

Reveals: Highlights the act of making something known or visible.

Illustrates: Focuses on clarifying or exploring something through examples.

Highlights: Draws attention to specific points or aspects.

Portrays: Focuses on the way something is represented or depicted.

Conveys: Suggests communicating or transmitting information or ideas.

Creation - When something is made with a purpose for example gods/demons

Ambition - To want to achieve a certain goal

A thought or feeling that takes over your mind.

Obsession - To like something for example, having an obsession for music.

Having a good egg

Positive - Something good for example, getting a good score would be a positive score

Having a bad egg.

Negative - Something bad for example, getting a bad score.

I ~~like~~ think grandmaster considers himself to be arrogant because he created a monster

Tuesday 9th September 2025
The Modern Prometheus

Gothic - A genre of writing that is characterised by the inclusion of dark, supernatural elements, but in terms of occurrences and the setting of the piece.

1. Omnipotent means powerful ✓ (someone who has unlimited power)

2. The 'E' in PETAL stands for evidence brought in the text. ✓

How can I support my child in English?

- Get **reading**
- Get **curious**
- Get **writing**
- **Recommended reading list** will be shared with you via GC - do engage with this.
- Students who read **20 mins a day** are exposed to **1.8 million words** per year
- Encourage students to attend English clubs
- Work through **revision guides** - **small chunks**
- Weekly homework on **GC every week**
- Invest in recommended sites which will be shared with you (**free/ paid**)
- Familiarise yourselves with the knowledge organisers per unit, checklists and expectations
- Language booklet resources which we will share with your child.

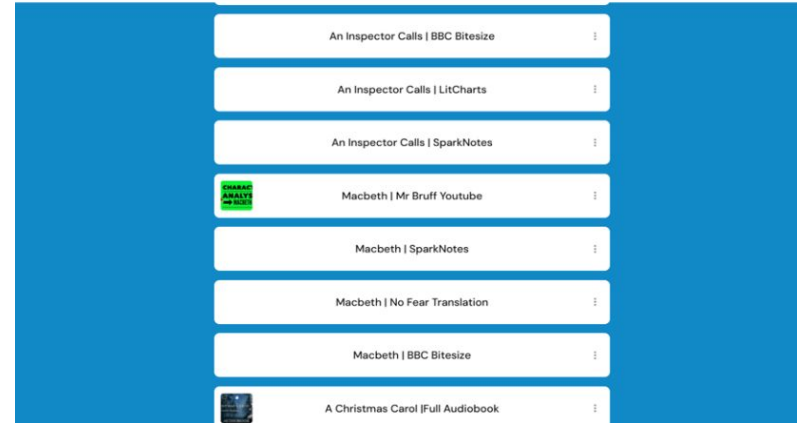


Recommended Resources

- **BBC Bitesize KS3 English** (clear revision notes and quizzes).
- **National Literacy Trust** (tips for parents, reading campaigns).
- **Oak National Academy English lessons** (video-based lessons aligned with curriculum).
- **Project Gutenberg** (free classics)
- **Local library ebook/audio services**



<https://linktr.ee/SPAEnglish>



Year 7 →

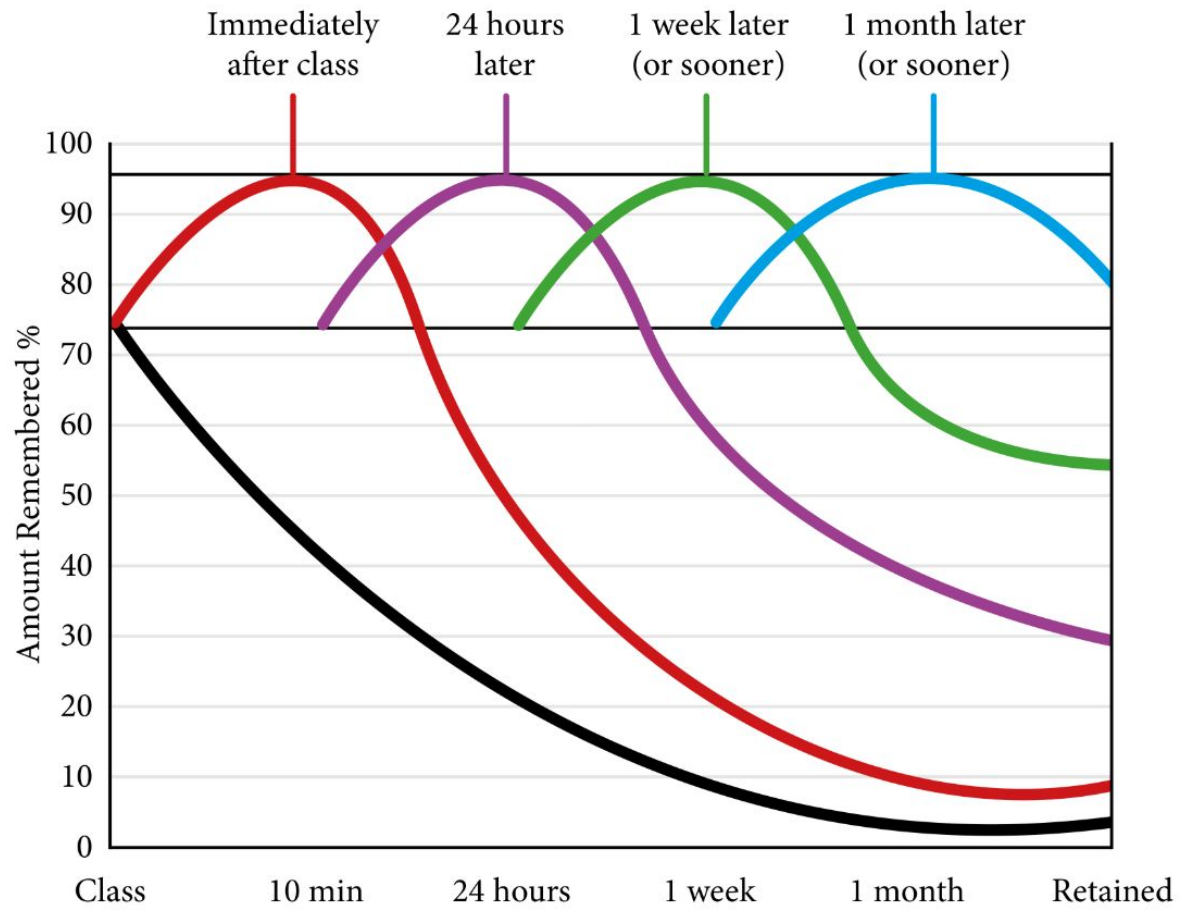
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Baseline Assessment	Number sense and calculations					Expressions and equations			Measures		Assessment & Revision	
Spring	2D Shapes	Perimeter and area			Coordinates	Factors, multiples and primes		Fractions			Brackets	Assessment & Revision	
Summer	Angles		Handling data and statistical diagrams			Proportion	End of Year Assessment	Fractions, decimals and percentages			Probability		Assessment & Revision

Year 8 →

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Percentages		Money	Indices		Equations		Sequences		Ratio			Assessment & Revision
Spring	Rounding	Coordinates	Area	Circles		Standard form		Venn diagrams		3D shapes	Surface area and volume		Assessment & Revision
Summer	Linear graphs	Transformations	Angles		Statistical diagrams		End of Year Assessment	Inequalities	Brackets	Algebraic fractions		Recurring decimals	Assessment & Revision

Year 9 →

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Fractions and percentages			Probability	Standard form	Inequalities	Quadratic equations	Formulae		Constructions	Circles		Assessment & Revision
Spring	Rounding	3D shapes	Pythagoras' theorem		Ratio and proportion		Linear graphs		Compound measures		Motion-time graphs		Assessment & Revision
Summer	Quadratic graphs	Angles and bearings		Transformations	Similarity and congruence		End of Year Assessment	Handling data and statistical diagrams			Vectors		Assessment & Revision



Support Outside the classroom

Sparx Maths

A personalised home learning platform that adapts to the level of each individual student and develops mathematically thinking, problem solving and numeracy skills in the form 1 hour weekly home learning tasks

Sparx	P8
0%	-1.29
1%-10%	-0.79
10%-30%	-0.14
30%-60%	0.05
60-75%	0.03
76-90%	1.03
90% +	1.37

Sparx Maths

Form time

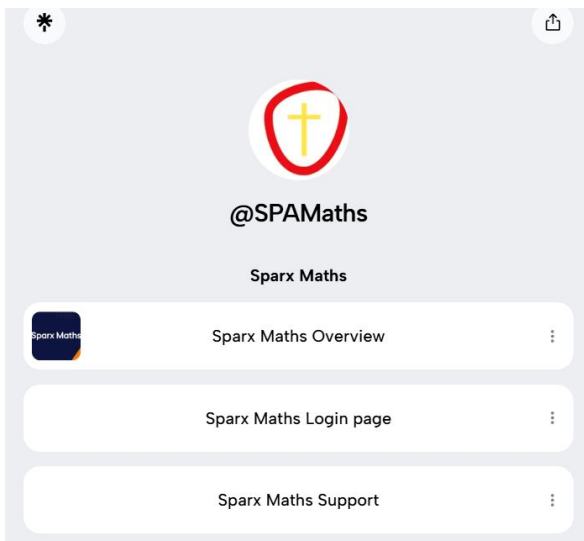
Numeracy Ninja (**New KS3**) - Develops students fluency in key mathematical skills that are prerequisites for success at Maths at 11-16

Mark Maximisers (**New KS4**) - Allows students to access targeted retrieval based one mark questions to strengthen their understand of pre taught content



Supportive Resources

<https://linktr.ee/SPAMaths>





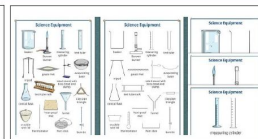
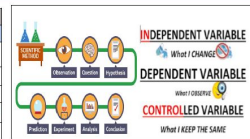
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KS3 Science

Curriculum Scope
Students will gain a deep and real understanding of science, learning how it helps us explain the world around us through expert knowledge. They will build strong knowledge in biology, chemistry, and physics, and explore how these subjects connect. Along the way, students will learn to think carefully, ask thoughtful questions, and make well-informed decisions through hands-on investigations and problem-solving.

KS3 – Year 7 – Enquiry Process

Key Vocabulary	
Tier 1	
Question	A testable scientific enquiry that can be investigated through observation or experimentation.
Idea	A scientific concept or explanation that can be explored or tested.
Guess	An untested suggestion about what might happen, made without supporting evidence.
Test	A procedure carried out to investigate a question or phenomenon.
Change	To alter a factor (variable) in an investigation in order to observe its effect.
Tier 2	
Prediction	A statement suggesting what will happen in an investigation based on prior knowledge.
Hypothesis	A testable scientific explanation or idea that can be supported or refuted by evidence.
Evidence	Data and observations that are used to support or challenge a conclusion.
Pattern	A trend or relationship observed in data.
Outcome	The result or effect observed in response to changing variables in an investigation.
Tier 3	
Variables	Factors in an investigation that can change, measured or be controlled.
Tier test	An investigation in which only the independent variable is changed.
Accuracy	The closeness of a measurement to the true expected value.
Reliability	The extent to which results are consistent and can be repeated or reproduced.
Precision	The level of detail in a measurement, usually determined by the instrument used.
Classroom Links	
Engineer, Pharmaceutical scientist, Forensic scientist, Climate scientist, Motor researcher, Quality control engineer, Medical researcher, Science journalist, Epidemiologist, Surveyor, Lab technician, Meteorologist, Pilot, Safety inspector.	
Resources	
Insert sparks codes for the unit.	



E1 - Enquiry Processes 1

Lesson	Know	Apply	Extend
Asking scientific questions	I can state some questions that can be investigated <input type="checkbox"/>	I can describe how scientists develop an idea into a question that can be investigated <input type="checkbox"/>	I can explain how and why some questions can be investigated and why some cannot <input type="checkbox"/>
Planning investigations	I can state what is meant by a risk assessment <input type="checkbox"/>	I can describe a risk assessment <input type="checkbox"/>	I can identify risks in an experiment and write an appropriate risk assessment for an investigation and explain why the experiment can, or cannot, be conducted in a science laboratory <input type="checkbox"/>
Recording data	I can state an example of how data can be recorded <input type="checkbox"/>	I can describe how to make and record observations and measurements <input type="checkbox"/>	I can explain how to collect and record accurate and precise data <input type="checkbox"/>
Analysing patterns	I can state what is meant by a line of best fit <input type="checkbox"/>	I can interpret data to draw conclusions using scientific explanations <input type="checkbox"/>	I can analyse data from an investigation to draw up a detailed conclusion, describe relationships, and suggest alternative explanations where appropriate <input type="checkbox"/>
Evaluating data	I can state how to evaluate data <input type="checkbox"/>	I can describe the stages in evaluating the data <input type="checkbox"/>	I can compare and contrast data, suggesting reasons why the data may be different <input type="checkbox"/>



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KS3 Science

Revision Tips

Use Active Recall

Use Past Papers and Practice Questions

Create Visual Aids

Teach Someone Else

Use Revision Videos

Create a Study Schedule

Focus on Keywords

Use Mnemonics and Memory Trick



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KS3 Science

How are they assessed at KS3

At the end of each topic, students will complete a short test to check their understanding and highlight any areas that need more practice. At the end of each term, they will take a larger assessment that covers everything they've learned so far, helping us track their progress over time.

Recommended Resource for KS3



Homework will be set each week and shared with students on Google Classroom.



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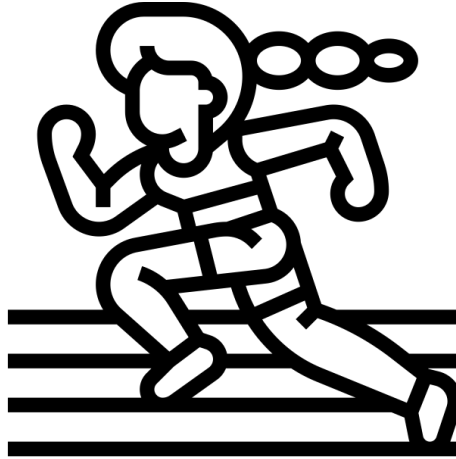
Assessment

How students are assessed to support progress and address underachievement



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Assessment in KS3

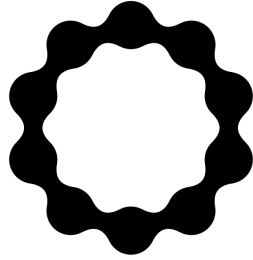


Students' performance is compared to the standard they are personally expected to achieve **compared to their Y6 attainment**



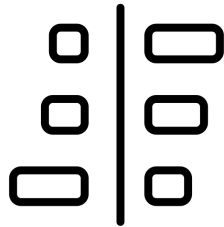
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Assessment in KS3: How it Works

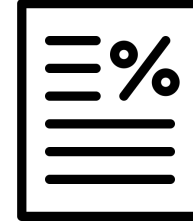


Students in each year group are placed into a **group** from 1-10 based upon their KS2 data

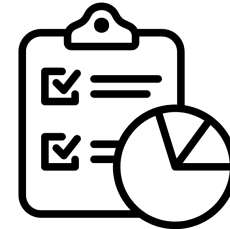
- Group 10 would be the students in the top 10%
- Group 1 would be the students in the bottom 10%



Our system compares the students' percentages to their decile.
This comparison shows whether students are above, at or below the standard expected of them



Students sit tests in each subject; staff mark and give a **percentage** - this is entered into our system.



Teachers and departments have **clear visuals showing where each student is** and whether they are meeting standards of work expected



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Assessment in KS3: report

Name	XXX XXX		
Reading age	11:07	Number of negative points	...
Punctuality to school	98%%	Punctuality to lesson	100%
Attendance percentage (year to date):	98%	Number of positive points	...

Subject	Teacher		
English	Mr Matthew		
Maths	Mrs Mark		
Science	Mr Luke		
Art & Design	Mrs John		
Geography	Mr Acts		



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When will we receive reports?

		Autumn	Spring	Summer
Year 8	Reports sent home	8 th December	10 th March	6 th July



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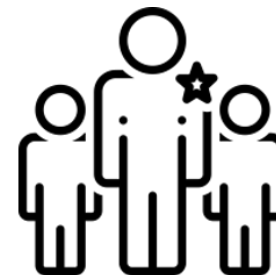
KS3 Assessment: intended impact



An accurate **assessment** of where students are compared to where they should be individually



An accurate **overview of the steps / gaps** preventing each child from being successful



A system which enables **stakeholders** to guide students to success at GCSE



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SEND

How we are supporting students with
SEND



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SEND at St Paul's - How do we support your child?

- Three qualified SENCOs who all teach within the school.
- Dedicated suite of rooms at the heart of the school - 'The Evergreen Hub'
- In class support, where appropriate.
- High quality interventions covering a range of subject areas: Literacy, Maths, Emotional Regulation, Support with homework.
- Work in partnership with pastoral team across the school.
- Very strong links with outside agencies - regular visits from Speech and Language Therapists, Educational Psychologists, ASC Outreach Service, Mentors and Counselling.
- The Lily Pad group.
- Regular Coffee Morning drop ins for Parents and Carers.





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Enrichment, Careers, Trips & Clubs

How we are developing students
culturally



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Events throughout the year

Debate Mate



Speak Out Challenge





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Events throughout the year

Duke of Edinburgh Bronze Award



"The Duke of Edinburgh Award has given me the opportunity to learn new skills and develop them. Also, the expedition/camping experience was fun and helpful towards my chosen future career." Hayden (Year 10)



Duke of Edinburgh Silver Award





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Events throughout the year

World Book Day Q&A Event



An online session with author Bolu Babalola - *Love in Colour* and *Honey & Spice*



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Events throughout the year

Feast of St Paul & Culture Day





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Trips throughout the year

Geography Physical Fieldwork



Employer Encounters- Ford





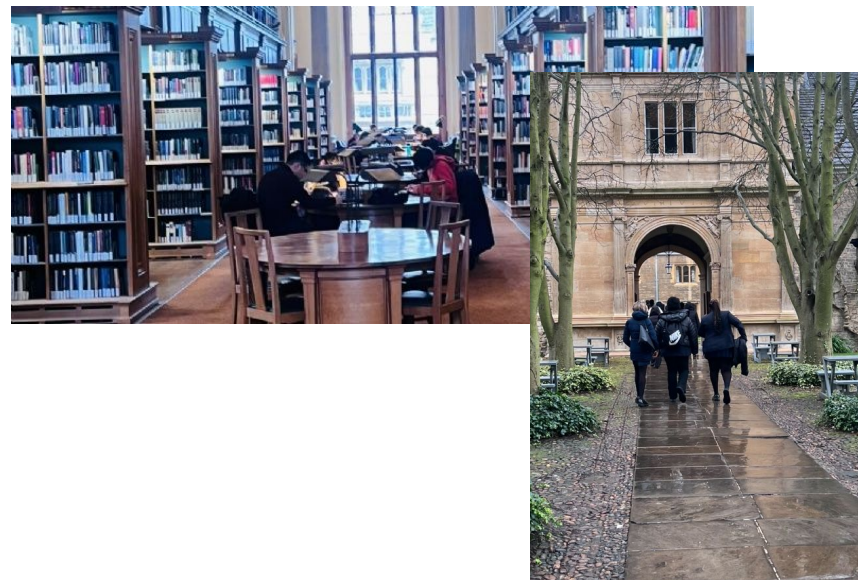
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Trips throughout the year

Visit to St Catherine's College, Oxford University



Visit to Gonville and Caius College, Cambridge University





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Enrichment Clubs



St Paul's Acader @STPGreenwich **Promote**

The Year 7 Gardening Club have been busy planing pansies this week 🌸 to sell next week with all money raised going to @CAFOD @CAFODSchools Plants will be available Monday lunch time in the garden or after school in the Chapel.

8:23 PM · Mar 20, 2023 · 1,378 Views

View post engagements

1 1 9 1 1

Post your reply **Reply**

CAFOD @CA · Mar 21, 2023 This is wonderful, the pansies are looking great! Thank you to your year 7 pupils 🌱

1 1 679 1



Artsmark Silver Award
Awarded by Arts Council England

Monday	Tuesday	Wednesday	Thursday	Friday
Year 8 Athletics lunchtime Sports Hall	Year 7 Boys Football 15:10 - 17:00 4G	Morning Basketball Sports Hall	Year 7-11 Girls football 15:10 - 17:00	Year 7 Athletics Sports Hall 15:10 - 17:00
Year 8 Boys Football 15:10 - 17:00 Grass Pitch	Year 9 Boys Football 15:10 - 17:00 4G	Year 7 - 11 Percussion Club 14:20 - 15:10	Fitness Suite 15:10 - 16:20	Year 8 Boys Football Training 15:10 - 17:00
Year 10 & 11 Football 15:10 - 17:00 4G	Year 8 & 11 Netball 15:10-16:30 Sports H/Muga		Recreational Football 15:10 - 16:20	Year 7 - 11 Dance Free Style 15:10 - 16:00
Year 7, 8, & 10 Netball 15:10 - 16:30 Sports Hall / Muga	Year 7-11 Fusion Dance 15:10 - 16:00 Dance Studio		Year 7 - 11 Afro Dance 15:01 - 16:00	Cultural Diversity Club 15:20 - 15:50 starting Spring Term 1
Year 11 Duke of Edinburgh Bronze Award 15:15 - 16:15	Careers Keynote Speakers 15:15 - 16:15 Main Hall		Be Wild Club 12:40 - 13:30	Year 7 - 11 Band 15:10 - 16:00
Year 9 Homework Club 15:20 - 16:00 Maths Cluster	Year 8 Homework Club 15:20 - 16:00 Maths Cluster		Year 10 Homework Club 15:20 - 16:00 Maths Cluster	Year 7 Homework Club 15:20 - 16:00 Maths Cluster
Year 11 BTEC & CS Catch-up & Exam Prep 15:20 - 16:00	Year 11 Hospitality & Catering - Boost My Skills Club 15:10 - 16:20		Year 7 - 11 Choir 15:10 - 16:00	
Year 9 & 10 Drama National Theatre News 15:20 - 16:00	KS3 Art Exploring Different Media 15:20 - 16:00		Year 7, 9 & 11 Keyboard Club Lunchtime	
KS3 Spanish Conversation Club 15:20 - 16:00 E4			KS4 Spanish Conversation Club 15:20 - 16:00 E4	
			KS3 Media Film Club 15:20 - 16:00	
			Year 7 Science Club 16:15 - 16:00 <i>S10 starts 03.10.25</i>	



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Careers and the Gatsby Benchmarks

GATSBY BENCHMARKS

- 1** A stable career programme
- 2** Learning from labour market information
- 3** Addressing the needs of every pupil
- 4** Linking curriculum learning to careers
- 5** Encounters with employers and employees
- 6** Experience of workplaces
- 7** Encounters with FE and HE
- 8** Personal Guidance

Our Careers Promise at St Paul's Academy

- 1. Clear Plan** – A stable careers programme for every student.
- 2. Real-World Links** – Encounters with employers and professionals.
- 3. Hands-On Experience** – Workplace visits and work experience.
- 4. Personal Guidance** – Tailored advice for every pathway.
- 5. Learning with Purpose** – Connecting subjects to future careers.



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Careers and the Gatsby Benchmarks

Careers education learning journey (11 - 16)



Career Events in Year 11:

- Green Careers Week
- Year 11: CTK Emmanuel Vocational Pathways (Baker Clause)
- Year 10 and 11 Career Fair (STEM, Post-16, Industry and Alumni)
- National Apprenticeship Week
- Industry Encounters visits (subject-based)
- Keynote speaker series Year 9-11 Post-16 Providers and Industry (Wednesday Career Hub)
- Bank of England keynote speaker Year 9-11
- Year 11: North Kent College Vocational pathways (Baker's Clause)
- Colfe's HPA applications for the Leathersellers' Scholarship



National Careers Week



Benchmark 1: A Stable Careers Programme

At St Paul's Academy, we provide:

- **Structured Careers Programme** – lessons, workshops & events from Year 7–11.
- **Real Experiences** – careers fairs, workplace visits & alumni webinars.
- **Employer & Education Links** – talks from industry leaders, colleges & universities.
- **Personal Guidance** – 1:1 interviews & tailored support, including SEND.
- **Unifrog Platform** – integrated careers tool for decision-making & skills building.



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Careers and the Gatsby Benchmarks

Benchmark 2: Learning from Career & Labour Market Information

At St Paul's Academy, we provide:

- **High-quality guidance** – Unifrog, careers interviews & group sessions.
- **Clear pathways** – From apprenticeships to top universities.
- **Alumni inspiration** – e.g., Lola Olaore, founder of Bloss.M & Harvard student.
- **Parent support** – Website, coffee mornings & parents' evenings.
- **Real experiences** – Work placements, employer encounters & visits to Oxford & Cambridge.





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Careers and the Gatsby Benchmarks

Benchmark 3: Addressing the need of each pupil:

At St Paul's Academy, we provide:

- Personalised career guidance
- Specialist SEND support
- Parent & family engagement
- Work placements & experiences
- Targeted trips & programmes



I thoroughly enjoyed the Peabody apprenticeship assembly because it allowed us to understand the different routes available for us instead of the normal route of graduating from university and made me more aware of what we could do.

- Year 9 student

unifrog

CAREERS SPA SPOTLIGHT SESSIONS

Illuminating perspectives, sparking change.

EVERY TUESDAY

🕒 3:15 PM - 4:15 PM

ST PAUL'S ACADEMY

Join us for weekly keynote speaker sessions featuring inspiring voices from industry and higher education.



Professionals



College Speakers



Fresh Ideas

Be there. Be inspired. Be the change.



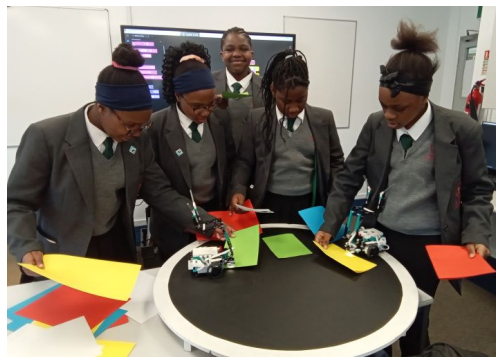
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Careers and the Gatsby Benchmarks

Benchmark 4: Linking Curriculum Learning to Careers

At St Paul's Academy, we provide:

- **Classroom to careers** – Subjects linked directly to future opportunities
- **Hands-on learning** – Year 7 Lego coding at Colfe's Independent School
- **Career-focused weeks** – NAW, NCW & GCW resources across all subjects
- **Alumni connections** – Year 9 Options Fair with subject-linked role models
- **Ongoing reinforcement** – Posters, tutor sessions & Enterprise Curriculum (Y7–9)



Lego coding for Computer Science at our wider partnership Colfe's Independent School



Bank of England SPA Spotlight Session



Bank of England



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Careers and the Gatsby Benchmarks

Benchmark 5: Encounters with Employers and Employees

At St Paul's Academy, we provide:

- **Alumni inspiration** – “*St Paul's Made Me*” assemblies
- **Career Hub speakers** – Weekly industry keynotes (Y9–11)
- **Careers fairs** – Woolwich Works & SPA Post-16 Fair
- **Workplace visits** – Sky Studios, Deutsche Bank *Girls into Finance*
- **Employer encounters** – Peabody Careers Carousel & Year 9 Options Fair



*YouthBuild
Employer
Encounter*

Green Careers Virtual webinars for Green Careers Week in 2025

DAY of the Week	Virtual Events
Monday	Simeon - Sustainability Manager 12-12.30pm (Hall)
Tuesday	11-12 midday - Get Ready for Green Careers (period 3) Live webinar with STEM Leading ambassadors (Hall) Belinder Bird - Farm Manager 12-12.30pm (Hall)
Wednesday	Tom, Natasha and Freddie- Forestry Managers 12-12.30pm (Hall)
Thursday	8.40am to 9.10am- Green Energy Saving the World. Join STEM Ambassador Rallou, a Chemical Engineer (MEng, MSc) specialising in Materials Science and Technology, for an engaging live talk - perfectly aligned with Green Careers Week! (Large Meeting Room) 11-12 midday Exploring Green Careers in Engineering and Technology - British Airways. (Hall) Dave Cliff and Rob Driver 12-12.30pm Volunteering Community (Hall)
Friday	Kevin Rose- Design Manager Green Recovery 12-12.30pm (Hall)





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Careers and the Gatsby Benchmarks

Please see the list of our 2024-2025 Work Experience Partners for Year 10 below.

Benchmark 6: Experience of work places At St Paul's Academy, we provide:

- **Real placements** – Lovell's Construction, British Race Course & Peabody Horse residential (Y10)
- **Face-to-face return** – First workplace placements since 2011 (Y10)
- **Virtual experience** – Springpod programme access (Y10)
- **Opportunities shared** – Google Classroom postings for students & parents (All Years)
- **In-house programme** – Trips to Shooters Hill & YouthBuild for unsuccessful applicants



“All the girls have been superb, supporting children in Plumstead and Slade Green extremely well. They got involved across the different sectors of the business, were punctual, and attended every day. We loved having them with us and would, of course, be delighted to host St. Paul's Academy students again.” (Homestart Greenwich)



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Careers and the Gatsby Benchmarks

Benchmark 7: Encounters with FE and HE (At St Paul's Academy, we provide:

- **Early exposure** – Year 7 maths & computer science visit to Colfe's
- **University programmes** – St Catherine's Catalyst & University Oxford residentials (Y8 & Y10)
- **T-Level & vocational insight** – Assemblies and experience days with CTK, Leigh Academy & North Kent College (Y9–10)
- **A-level tasters & college visits** – Colfe's Science, CTK St Mary's & Shooters Hill (Y10)
- **Post-16 guidance** – SPA Post-16 & Careers Fair (Y10–11)



T-Level taster day at Shooters Hill

“The campus was amazing, and hearing from actual Oxford students made it feel more real. I'm definitely feeling more motivated after this trip.”

Assemblies	North Kent College	London South East Colleges	CTK (all sites)	University of Greenwich	Shooters Hill
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Careers and the Gatsby Benchmarks

Benchmark 8: Personal Guidance

- **Expert guidance** – Level 6/7 qualified adviser with 35 years' experience
- **One-to-one support** – Careers interviews Y7–11 with action plans
- **Full coverage** – 100% of students offered IAG interviews by age 16
- **SEND provision** – Specialist adviser for EHCP students (Y9 & Y11)
- **Ongoing support** – Follow-ups, group sessions, presentations, parents' evenings & GCSE Results Day



Mrs. Banbrook: Our Career Advisor with 35 years of experience



Year 10 University Summer Residential at Oxford



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Careers and the Gatsby Benchmarks

What can you do?

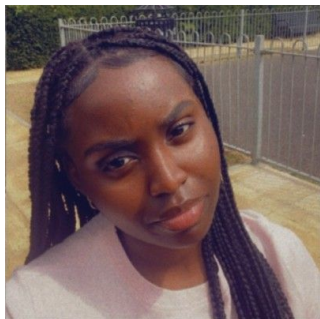
1. **Unifrog support** – Help your child set up login details
2. **Parent & Student Zone** – Careers advice on school website
3. **Engage with events** – Attend careers fairs, talks & workshops
4. **Research together** – Explore Post-16 & career pathways as a team
5. **Support decisions** – Encourage informed, confident next steps

The screenshot shows the St Paul's Academy website. The header includes the school logo, name, and navigation links: Home, About the School, Curriculum, Parents and Carers, Students (highlighted), Join Us, Contact, and Venue Hire. Below the header, a breadcrumb trail reads: HOME > STUDENTS > CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE. The main heading is "Careers Education, Information, Advice and Guidance". To the right, a red sidebar titled "In This Section" lists: Parent and Student Zone, Staff Zone, and Employer Zone. At the bottom, there is a section titled "Purpose of Study" with a small image of students in a classroom.



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Alumni - How St Paul's Made Me



Victoria Osadebe
Class of 2025



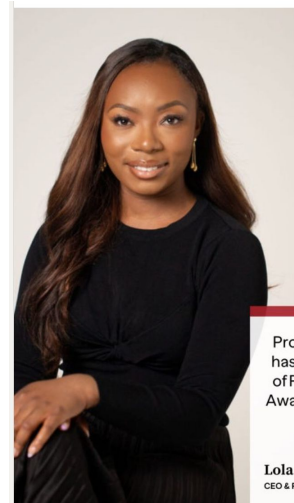
Clayton Wambu
Class of 2023



Karen Sarmiento
Class of 2015



Software Engineer in Zurich, Switzerland



Lola Olaore
Class of 2010



Proud that our Founder Lola has been shortlisted for Best of Royal Greenwich Business Awards, Entrepreneur - Under 30 category

Lola
CEO & Founder of blossom



Where will your St Paul's journey take you?



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Thank you for joining us this evening