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St Paul's Academy Welcome Evening

Tuesday 16 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	Mr Asihene
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
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"***

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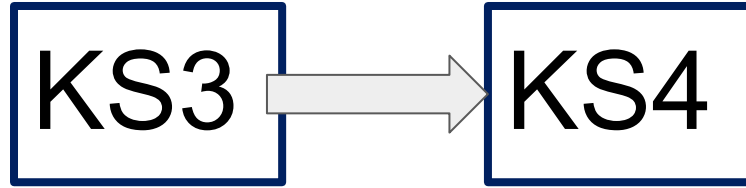
Head of Year

The year ahead



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The Journey Begins



This year is the foundation year for GCSEs.

This is the time to build:

- Consistent study habits
- Organisation
- Independence



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The Team

Head of Year: Mr B Asihene






Deputy Head of Year: Miss S Moodie

10A	Miss A Mufarinya
10B	Mr L McLean
10C	Miss L McGarry & Mr Oyewale
10D	Miss H Grafton
10E	Mr H Sharif
10F	Mr W Dussan-Padilla & Mr D Millan
10G	Mr K Le Matti
10H	Miss A Buckley



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Year 10: Weekly AM Tutor Time Schedule

Year 10 Weekly Form Time Routines				
Monday	Tuesday	Wednesday	Thursday	Friday
				
GCSE Maths	GCSE Science	Weekly Assembly (Hall)	GCSE English / Careers	Goal Setting & Reflections



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Big Moments: Key Dates for Y10

**Christmas
Enrichment Trip**

**Parents' Evening
18th March 2026**

**Academy Exams
22nd June 2026**

**Summer
Enrichment Trip
1st July 2026**

**Careers Assembly -
Shooter's Hill
Vocational Programmes
2nd Oct 2025**

**Careers Fair
7th Oct 2025**

**Careers Carousel
with Peabody
16th Oct 2025**

**Christ the King
6th Form Visit
19th March 2026**

**Work Experience
Parents' Meeting
18th Oct 2025**

**Work Experience
20th April 2026
(Deadline 3rd Nov 2025)**



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Supporting Students

How we support

- Quality teaching & curriculum focus
- **Pastoral care** (tutors, wellbeing, safeguarding)
- **Interventions:** study skills workshops, academic support, mentoring
- **Communication channels for parents**

How we challenge

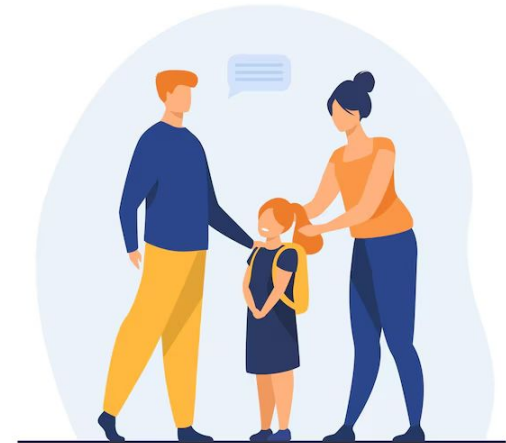
- Stretching students with **high expectations** (in and out of class)
- **Progress checks**, assessments and feedback
- **Opportunities:** leadership roles, enrichment, extracurricular activities
- Encouraging **independence & resilience**



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How you can help

- Creating good routines (study space, sleep, device management)
- Supporting organisation (homework, equipment, deadlines etc)
- Encouragement & motivation
- Open communication with school





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Rewards Culture

“Small progress is still progress - and worth celebrating.”

**Student of the
week**

Reward Trips

Rewards Assembly

Rewards shop

HOY Shout Outs

Fast Passes



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Thank you

School

Home

Success isn't built
alone - it's built
when we all work
together.

Student



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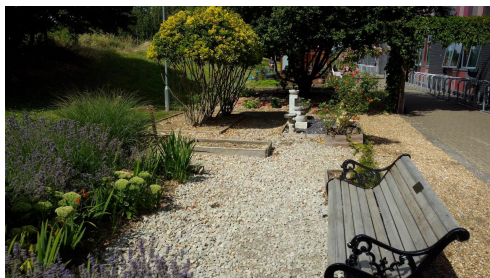
Catholic Life of the School



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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 Carlos Akutis

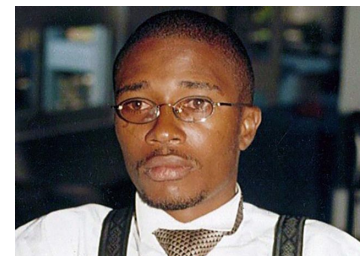


Blessed Chiara Badano



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**



-£20k



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

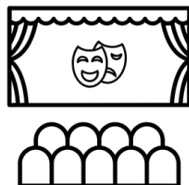


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St Paul's Academy Rewards



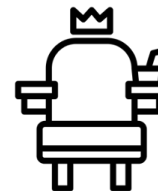
Year 7
Silent Disco



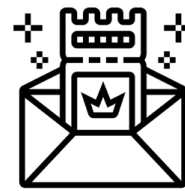
Year 8
Theatre trip



Year 9
Day trip to France

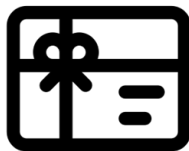


Year 10
Private Cinema Viewing (x2)



Year 11
Prom

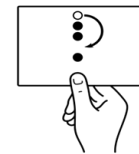
- Verbal praise
- Reward points (via Edulink)
- Emails home
- Postcards home
- Positive phone call
- Hot chocolate & cookie
- Fast-track lunch passes
- Lapel badges
- Public display of high quality work
- Acknowledgement through assemblies
- Principal's Commendation Award



£10 voucher



Free hot chocolate & cookie



Jump the queue card



Awarded by staff
visiting lessons
across the day



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Homework

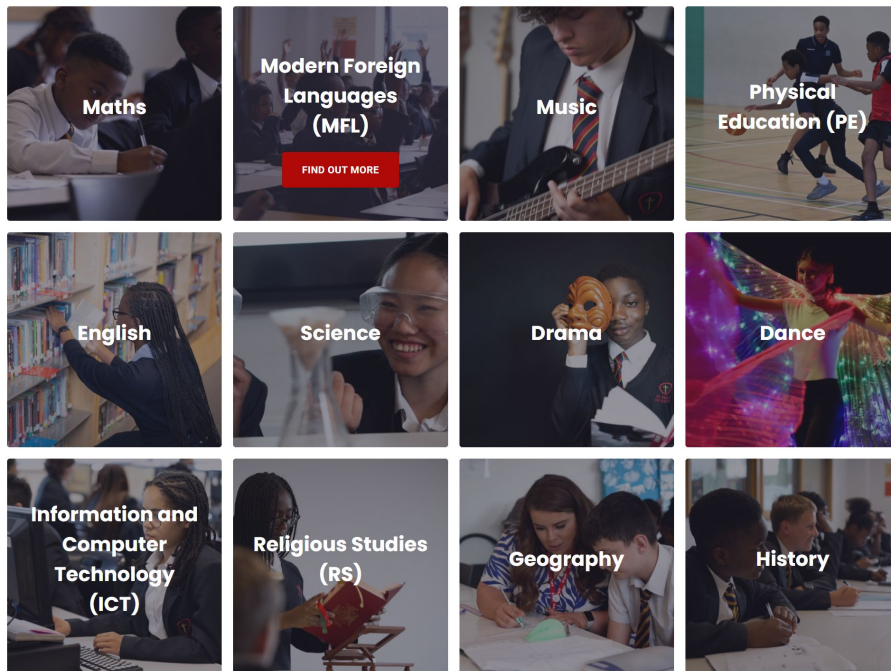
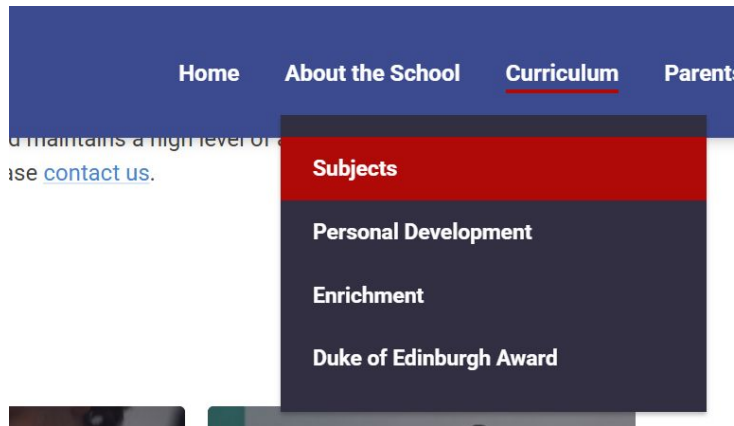
Knowledge

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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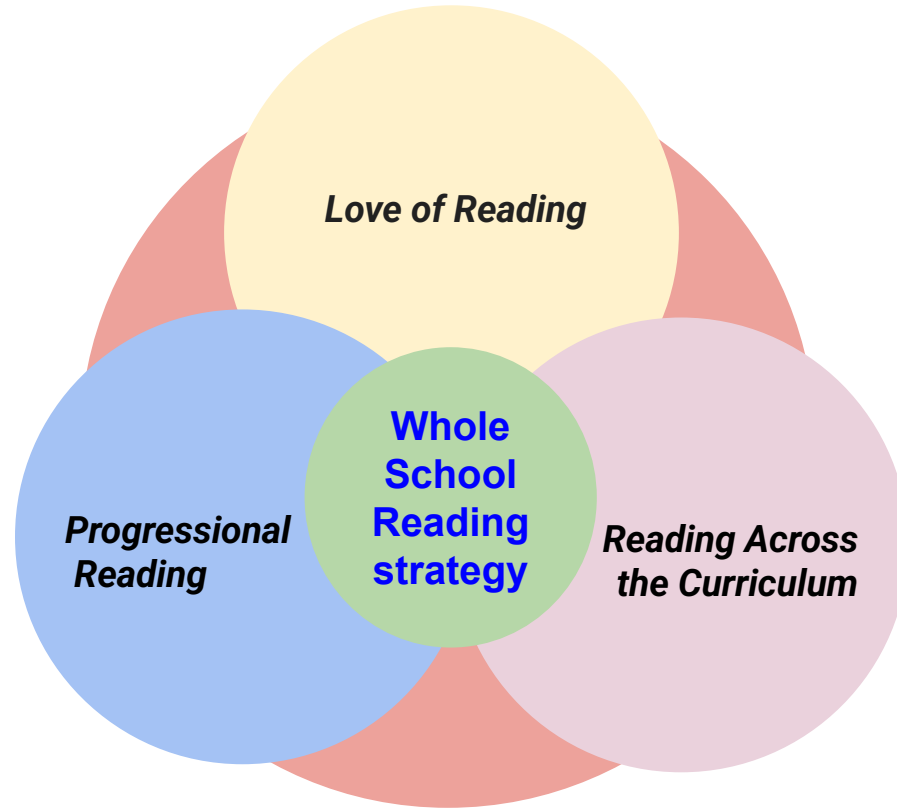
Literacy

How we are supporting and challenging
students



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Whole School Reading Strategy





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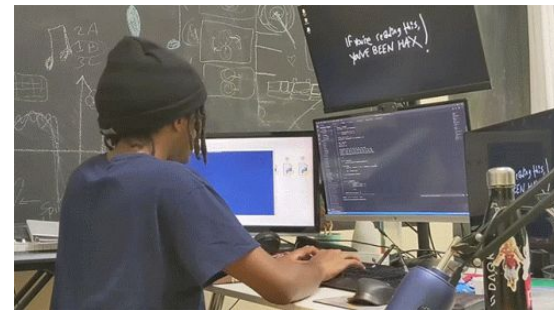
Key Features of our new Library



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.

	Before School	Break	Lunch	After School
Monday	7:45 - 8:10	10:40 - 10:55	Year 7: 12:40 - 1:25	3:10 - 4:15 <i>(Year 9 Homework Club)</i> <i>(Year 11 Priority)</i>
Tuesday	7:45 - 8:10	10:40 - 10:55	Year 8: 11:50 - 12:35 Year 11: 12:40 - 1:25	3:10 - 4:15 <i>(Year 8 Homework Club)</i> <i>(Year 11 Priority)</i>
Wednesday	7:45 - 8:10	10:40 - 10:55	Year 9: 12:40 - 1:25	2:20 - 3:15 <i>(Year 11 Priority)</i>
Thursday	7:45 - 8:10	10:40 - 10:55	Year 10: 11:50 - 12:35 Year 11: 12:40 - 1:25	3:10 - 4:15 <i>(Year 10 Homework Club)</i> <i>(Year 11 Priority)</i>
Friday	7:45 - 8:10	10:40 - 10:55	Year 11: 12:40 - 1:25	3:10 - 4:15 <i>(Year 7 Homework Club)</i> <i>(Year 11 Priority)</i>



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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



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Curriculum outline for Year 10

Term	Texts / Focus
Autumn 1	A Christmas Carol + Creative Writing
Autumn 2	A Christmas Carol + Creative Writing
Spring 1	An Inspector Calls + Transactional Writing
Spring 2	An Inspector Calls + Spoken Language Endorsement
Summer 1	Macbeth + Spoken Language Endorsement
Summer 2	Macbeth + Poetry

NB: By the end of Y10 we would have completed **ALL GCSE** content *except* any outstanding poems of the cluster.

Week 1	2 doubles ACC	Paper 1 - Q5 (Creative writing)
Week 2	2 doubles ACC	Paper 1 - Q5 (Creative writing)
Week 3	2 doubles ACC	Paper 1 - Q5 (Creative writing)



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Year 10 English

English Language overview

Exam board – AQA

English Language

- **Paper 1 – 1hr 45 minutes** (comprehension, language analysis, structure, evaluation and creative writing).
- **Paper 2 – 1hr 45 minutes** (comprehension, evaluation, language analysis, structure, comparison, transactional writing).
- **Spoken language assessment** - separate grade (students will complete this academic term)



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Year 10 English

English Literature overview

Exam board – AQA

English Literature

- **Paper 1** – 1hr 45 minutes – extract based essay questions on '**Macbeth**' and '**A Christmas Carol**'.
- **Paper 2** – 2hrs 15 minutes – 'closed book' essay question on '**An Inspector Calls**', comparative poetry essay on '**Power & Conflict**' poetry, two Unseen Poetry questions.



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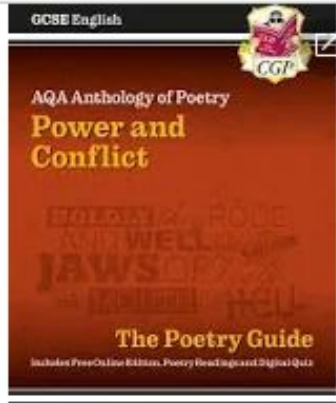
How can my child revise for English

- **Read** regularly and reread/ watch animations of core texts
- **Timed practice**
- **Attend boosters and interventions**
- Utilise **revision booklets**
- Listen to **masterclass recordings**
- Work through **revision guides - *small chunks***
- Week by week lesson revision structure
- **Weekly homework on Seneca via Google classroom** will be set every **Wednesday**
- **Weekly timed pieces** will be completed in class (***books taken home***)
- Familiarise yourself with ***checklists, knowledge organisers and learning journey***
- **Create flashcards**



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Recommended Resources



<https://linktr.ee/SPAEnglish>

An Inspector Calls | BBC Bitesize

An Inspector Calls | LitCharts

An Inspector Calls | SparkNotes

Macbeth | Mr Bruff Youtube

Macbeth | SparkNotes

Macbeth | No Fear Translation

Macbeth | BBC Bitesize

A Christmas Carol | Full Audiobook



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Curriculum - Maths (KS4)

FOUNDATION ROUTE

YEAR 10

GCSE (9-1) Foundation
Unit 1 Number
Unit 2 Algebra
Unit 3 Graphs, tables and charts
Unit 4 Fractions and percentages
Unit 5 Equations, inequalities and sequences
Unit 6 Angles
Unit 7 Averages and range
Unit 8 Perimeter, area and volume 1
Unit 9 Graphs
Unit 10 Transformations
Unit 11 Ratio and proportion
Unit 12 Right-angled triangles
Unit 13 Probability
Unit 14 Multiplicative reasoning
Unit 15 Constructions, loci and bearings

YEAR 11

GCSE (9-1) Foundation
Unit 16 Quadratic equations and graphs
Unit 17 Perimeter, area and volume 2
Unit 18 Fractions, indices and standard form
Unit 19 Congruence, similarity and vectors
Unit 20 More algebra

HIGHER ROUTE

YEAR 10

GCSE (9-1) Higher
Unit 1 Number
Unit 2 Algebra
Unit 3 Interpreting and representing data
Unit 4 Fractions, ratio and proportion
Unit 5 Angles and trigonometry
Unit 6 Graphs
Unit 7 Area and volume
Unit 8 Transformation and constructions
Unit 9 Equations and inequalities
Unit 10 Probability
Unit 11 Multiplicative reasoning
Unit 12 Similarly and congruence
Unit 13 More trigonometry
Unit 14 Further statistics
Unit 15 Equations and graphs

YEAR 11

GCSE (9-1) Higher
Unit 16 Circle theorems
Unit 17 More algebra
Unit 18 Vectors and geometric proof
Unit 19 Proportion and graphs



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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

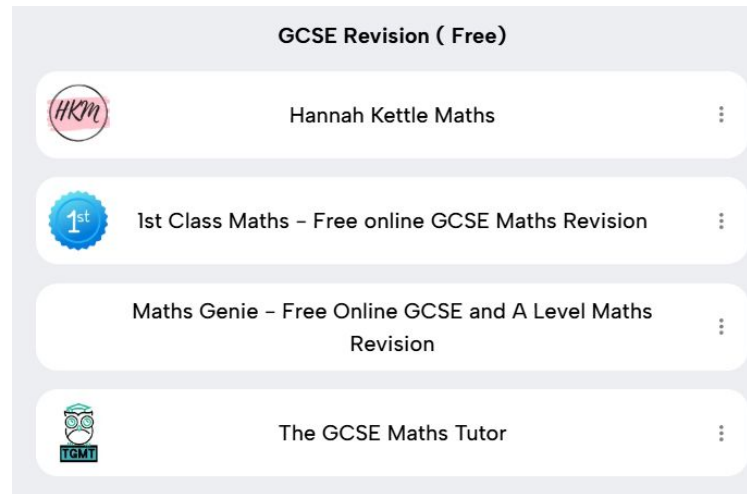
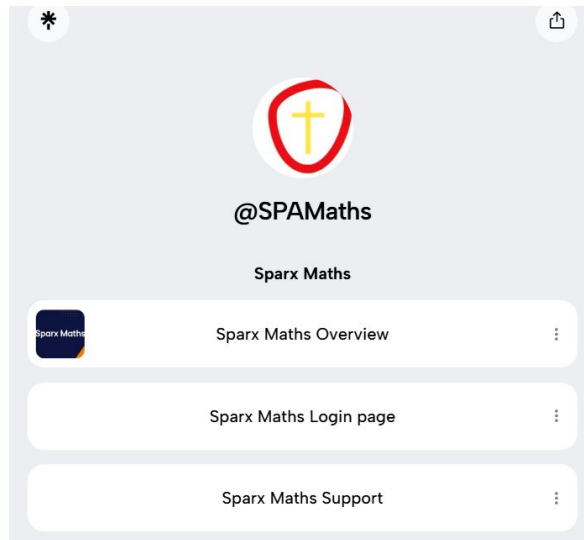




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Supportive resources

<https://linktr.ee/SPAMaths>





KS4 science

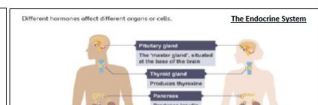
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Curriculum Scope
Students will develop a deep and secure understanding of key scientific concepts in biology, chemistry, and physics. They will explore how scientific knowledge is built through experimental evidence and how it applies to the world around them. The curriculum is designed to help students make meaningful links across the three sciences while building the skills needed to analyse data, evaluate evidence, and draw informed conclusions. Through regular practical work, students will develop their confidence in working scientifically.

KS4 – Year 11 – B5 – Homeostasis and Response

Key Vocabulary	
Tier 1	
Balance	A state where things are equal or stable.
Control	To manage or direct something so that it stays in a certain condition or state.
Temperature	A measure of how hot or cold something is.
Response	An action or reaction to a change or stimulus.
Change	A shift or alteration from one state or condition to another.

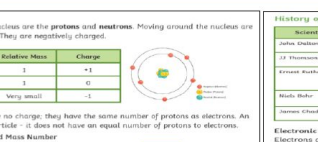
Receptors to effectors
Information from receptors passes along neurones, as electrical impulses to co-ordinators such as the central nervous system or CNS. The CNS is the brain and spinal cord. Muscles contracting or glands secreting hormones are the response or effectors controlled by the CNS.
Stimulus → receptor → coordinator → effector → response
The diagram summarises how information flows from receptors to effectors in the nervous system.



Key Vocabulary	
Tier 1	
Particle	A small portion of matter, such as an atom or molecule.
Metal	An element that typically conducts electricity and heat, is shiny, and is malleable and ductile.
Charge	A property of a particle that determines its electromagnetic interaction, usually described as positive or negative.
Change	To make or become different, such as in a chemical reaction.
Atom	The basic unit of matter, made up of protons, neutrons, and electrons.

Atoms
Contained in the nucleus are the **protons** and **neutrons**. Moving around the nucleus are the **electrons**. They are negatively charged.

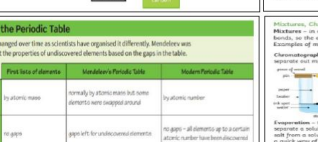
Atomic Number and Mass Number
Overall, atoms have no charge: they have the same number of protons as electrons. An ion is a charged particle - it does not have an equal number of protons to electrons.



Key Vocabulary	
Tier 2	
Nucleus	The central part of an atom, containing protons and neutrons.
Electron	A negatively charged subatomic particle found outside the nucleus of an atom.
Proton	A positively charged particle found in the nucleus of an atom.
Neutron	A neutral particle found in the nucleus of an atom that has no charge.
Periodic Table	A table of elements arranged by increasing atomic number, showing periodic patterns in their properties.

Development of the Periodic Table
The Periodic Table has changed over time as scientists have organised it differently. Mendeleev was able to accurately predict the properties of undiscovered elements based on the gaps in his table.

Periodic Table	First list of elements	Dobereiner's Periodic Table	Mendeleev's Periodic Table
How are elements ordered?	by atomic mass	initially by atomic mass but some elements were swapped around	by atomic number
Are there gaps?	no gaps	gaps left for undiscovered elements	no gaps - all elements up to a certain atomic number have been discovered
How are elements grouped?	not grouped	grouped by chemical properties	grouped by the number of electrons in the outer shells
Metals and non-metals	no clear distinction	no clear distinction	metals to the left, non-metals to the right
Problems	some elements grouped inappropriately	inconsistent, with no explanation for why some elements didn't fit	fit in the appropriate groups



Key Vocabulary	
Tier 3	
Electron Shell	A region around the nucleus of an atom where electrons are likely to be found, organized into energy levels.
Group	A vertical column in the periodic table.
Period	A horizontal row in the periodic table.
Noble Gases	Group 0 elements in the periodic table, known for being chemically inert due to their full outer electron shells.
Alkali Metals	Group 1 elements are highly reactive and form alkaline solutions when combined with water.
Halogens	Group 7 elements, including fluorine, chlorine, bromine, and iodine, which are highly reactive non-metals.

Homeostasis
A process in which the output of a system reduces or counteracts the original stimuli helping to maintain balance (e.g., regulate body temperature).

Insulin
A hormone produced by the pancreas that helps lower blood glucose levels by facilitating glucose uptake into cells.

Glucagon
A hormone produced by the pancreas that raises blood glucose levels by stimulating the liver to release stored glucose.

Hypothalamus
A region of the brain that controls many functions of homeostasis.



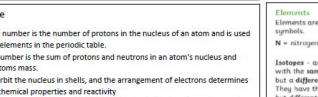
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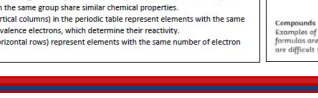
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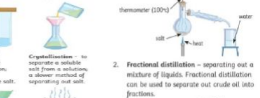
Key Vocabulary	
Tier 3	
Negative Feedback	A process in which the output of a system reduces or counteracts the original stimuli helping to maintain balance (e.g., regulate body temperature).
Thermoregulation	The maintenance of a stable internal body temperature despite external environment changes.
Insulin	A hormone produced by the pancreas that helps lower blood glucose levels by facilitating glucose uptake into cells.
Glucagon	A hormone produced by the pancreas that raises blood glucose levels by stimulating the liver to release stored glucose.
Hypothalamus	A region of the brain that controls many functions of homeostasis.

Homeostasis
A process in which the output of a system reduces or counteracts the original stimuli helping to maintain balance (e.g., regulate body temperature).

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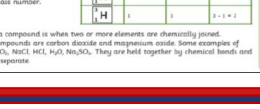
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Assessment and Exams

There are **6 exam papers** taken at the end of **Year 11**, whether a student is doing **Combined Science** or **Triple Science**.

Combined

6 papers total (2 Biology, 2 Chemistry, 2 Physics)
Each paper is: 1 hour 15 minutes
Worth 16.7% of the final grade (1/6)
All papers are equally weighted
Combined result gives 2 GCSE grades
(e.g., 6-6 or 5-4)

Triple

6 papers total (2 papers per subject)
Each paper is: 1 hour 45 minutes
Worth 50% of that subject's GCSE
Students receive 3 separate GCSEs in Biology, Chemistry, and Physics

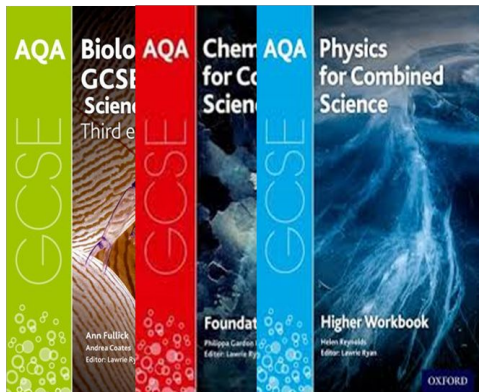
No coursework – but practical skills are assessed in the exams



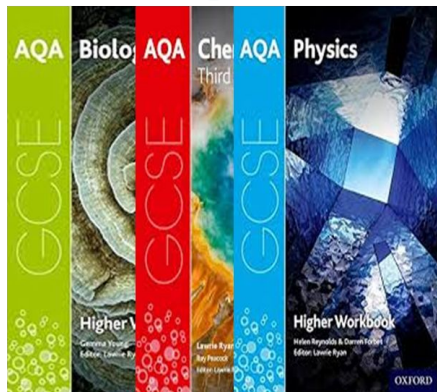
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KS4 Science - Recommended Resources

Combined Science



Triple



Exam Practice





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Assessment

How students are assessed to support progress and address underachievement



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Target Grades

Starting points

KS2 data SATs results dictate GCSE expectations

Students are grouped as either

- Low prior attainers (LPA)
- Middle prior attainers (MPA)
- High prior attainers (HPA)

Progress

A progress score of zero means the student achieved their target. Negative means they underachieved. Positive means they excelled.

- LPA students are expected to achieve a grade 3+*
- MPA students are expected to achieve a grade 5+
- HPA students are expected to achieve a grade 7+

Our Actions

Prior attainment now appears on your SIMS registers

Targets have been set to enable meeting national targets

Increased focus on checking understanding and the formative use of summative data



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When will we receive reports?

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



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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





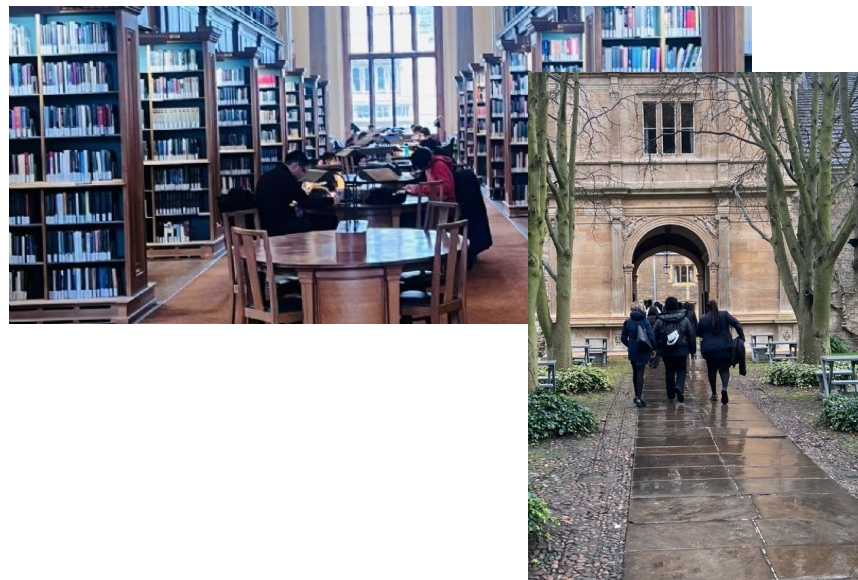
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Trips throughout the year

Visit to St Catherine's College, Oxford University



Visit to Gonville and Caius College, Cambridge University





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Beyond the classroom



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

Post your reply **Reply**

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

1 679



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.



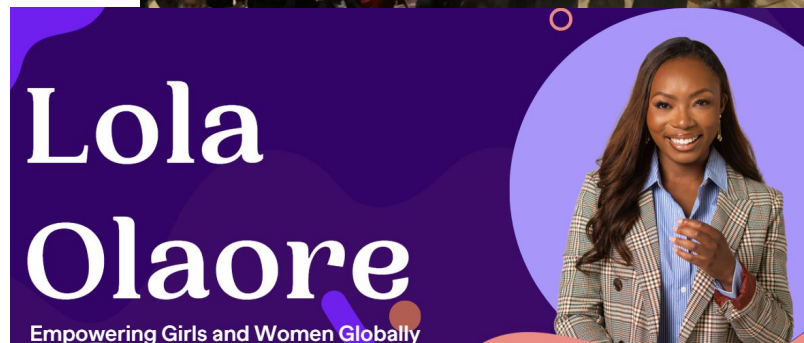
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Careers and the Gatsby Benchmarks

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



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.



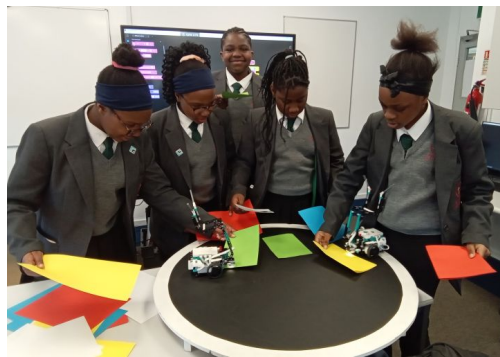
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Careers and the Gatsby Benchmarks

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?

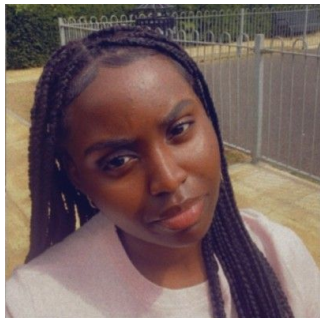
1. **Unifrog support** – Help your child set up login details
2. **Parent & Student Zone** – Careers advice on school website
3. **Engage with events** – Attend careers fairs, talks & workshops
4. **Research together** – Explore Post-16 & career pathways as a team
5. **Support decisions** – Encourage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



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Alumni - How St Paul's Made Me



Victoria Osadebe
Class of 2025



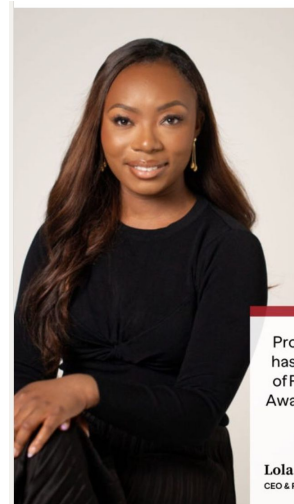
Clayton Wambu
Class of 2023



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

Please complete our parental survey