

Huish Episcopi Academy Parent Information Evening

Year 10

Thursday 11th September 2025



Huish Episcopi Academy

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Welcome from the Principal

Mrs Boyes



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Mission and values

- ‘To give our young people the knowledge, skills and outlook needed to **achieve great outcomes**, but also remain humble and **proud of our rural community**’
- ‘To ensure all members of Huish Episcopi feel they **really belong in our school, are valued and appreciate each other.**’

Respect Ambition Resilience



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KS4 outcomes (all subjects)

	National 4+	Huish 4+	National 7+	Huish 7+
2025	67.1%	72.6%	21.8%	26.6%
2024	67.4%	71.1%	21.7%	18.1%
2023	67.8%	70.8%	21.6%	20.4%



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KS4 outcomes (English & Maths)

	4+EM	5+EM	7+EM
<i>All students (2025)</i>	73%	57%	17%
<i>All students (2024)</i>	69%	55%	9%
<i>All students (2023)</i>	67%	47%	12%



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Priorities for 2025/2026

- Improvement in outcomes and engagement across all year groups
- Character education
- Development and growth of the Sixth Form



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Mr Davis

Vice Principal



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Y10 Curriculum Overview – 2 Week Timetable

English	Maths	Science	RE	OpA	OpB	OpC	PE
English	Maths	Science	RE	OpA	OpB	OpC	PE
English	Maths	Science	RE	OpA	OpB	OpC	
English	Maths	Science		OpA	OpB	OpC	
English	Maths	Science		OpA	OpB	OpC	
English	Maths	Science		OpA	OpB	OpC	
English	Maths	Science		OpA	OpB	OpC	
English	Maths	Science					
English	Maths	Science					
English	Maths	Science					



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Curriculum

Year 10 is the first year of a two-year KS4 course, culminating in public GCSE Examinations.

The curriculum diagram showcased the broad and balanced curriculum delivered at Huish, which we are proud to offer.



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Curriculum – Tiers of Entry

Maths
Combined Science
Biology
Chemistry
Physics
French
Spanish
German
Home Languages

Different tiers of entry:

Foundation: Grades 1-5

Higher: Grades 4-9

Risk: Students who do not achieve Grade 4 in the Higher paper will be awarded a U. *Y11 January mock exam results inform tier of entry.



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GCSE Grading

GCSEs are graded from 1-9, with 9 being the best. The only grade below this is a U, or Ungraded, meaning not enough marks were scored for the paper to receive a grade.

Most students at Huish will gain 9 GCSE grades, with triple scientists gaining 10. Some students might gain more if they are studying an additional language, complete Statistics, or fewer if they joined our school late.

This is what the grades mean when compared to the old grading system.

How the new grades compare with old ones

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	1
U	U

Source: Ofqual



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Feedback and Assessment

Feedback and Assessment comes in two distinct formats:

Summative Assessment

Formative Assessment

We use a mixture of both of these to ensure continued progress, as well as accurate data.



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Feedback and Assessment - Formative

In all subjects, Whole Class Feedback (WCF) will be issued 3 times per half-term.

One of these pieces of work will be a 'Mastery Quiz' testing the retained knowledge from homework.

All others will be on a piece of 'application work' within the class, set by the Head of Department.



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Assessments

- Regular subject assessments (at least once per term) - used to inform end of term reports
- Mid-year assessments (January): United Learning assessments in English, Maths, Science, History, Geography, MFL
- Summer Exams (June): end-of-year exams taken in all subjects. These exams will be sat in our Sports Hall / Gym to give students the 'GCSE' experience



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Feedback and Assessment - Reporting

Parents/Carers will receive 3 reports each academic year, at the end of each large term.

Staff will report on a student's Attainment, Progress, Attitude to Learning and Homework.

Mid-Year grades will be reported separately after the February half-term.

Reports will also include students' Minimum Expected Grades (MEGs)

There is one Parent Consultation Evening for each year group, alongside a 'Meet the Tutor' Evening in September.



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Reports

- Year 10 Autumn Term Report

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Year group 10 (2024/2025)	Form 10 VC (2024/2025)	House MERCHANT HOUSE
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Attendance* 91.3%	Unauthorised Absences 6	Authorised Absences 6
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Behaviour Points -12	House Points 41	Report date 20 Dec 2024
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Course	Minimum Expected Grade	Attitude to Learning KS4	Homework KS4	Progress KS4	Attainment KS4
Business Studies: GCSE	5	B	B	B	B
English Language: GCSE	4	B	B	B	B
English Literature: GCSE	4	B	B	B	B
Geography: GCSE	4	B	B	B	C
Mathematics: GCSE	6	B	A	B	A
Music: BTEC	L2 Pass	A	B	B	B
Physical Education: Core		A	Not required	B	Not required
Religious Education: GCSE	4	C	C	C	C
Science Combined: GCSE	5-5	B	C	B	B



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Post-16



**Continue Full-time
Education**



**Employment
with training**



Apprenticeship



Volunteer



**Start Own
Business**



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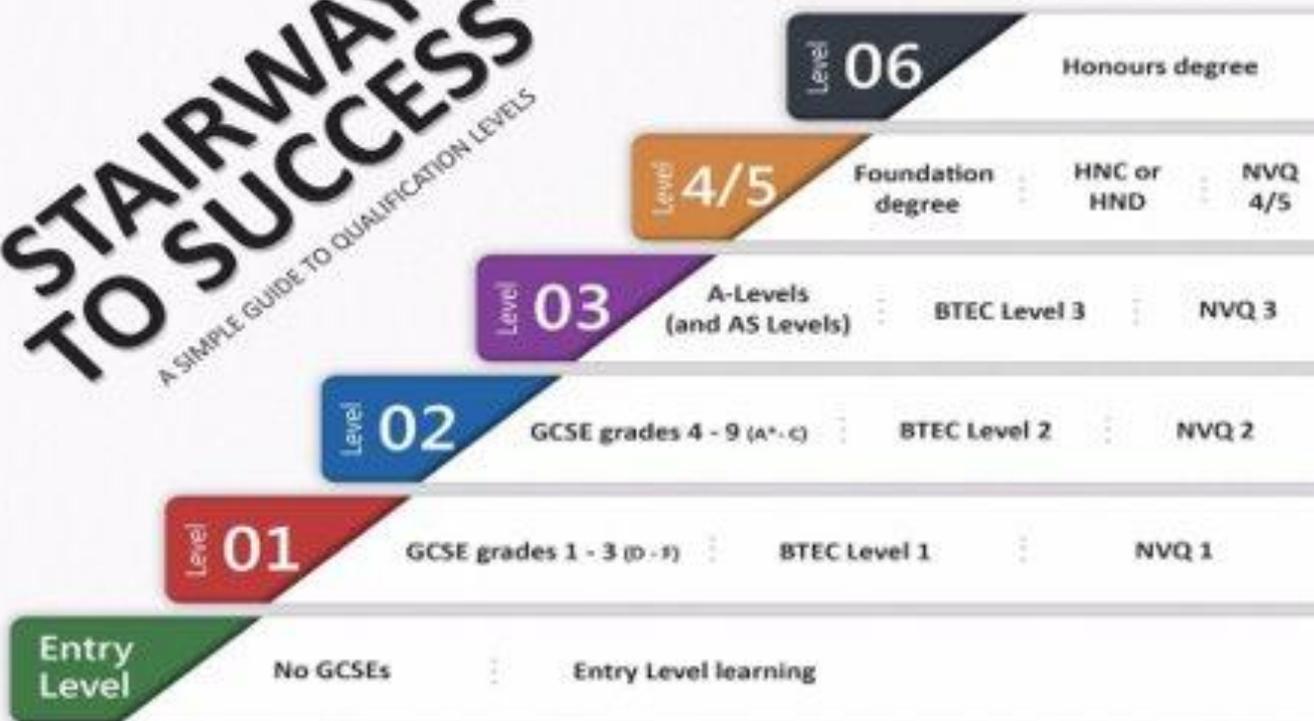
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Post-16

A Levels (Level 3) - Grade 5/6+ at GCSE
Level 3 BTEC courses - Grade 4/5 at GCSE
Level 2 BTEC courses - Grade 3/4 at GCSE
Level 1 BTEC courses - Grade 1/2 at GCSE
Entry Level course - no GCSE qualifications

STAIRWAY TO SUCCESS

A SIMPLE GUIDE TO QUALIFICATION LEVELS



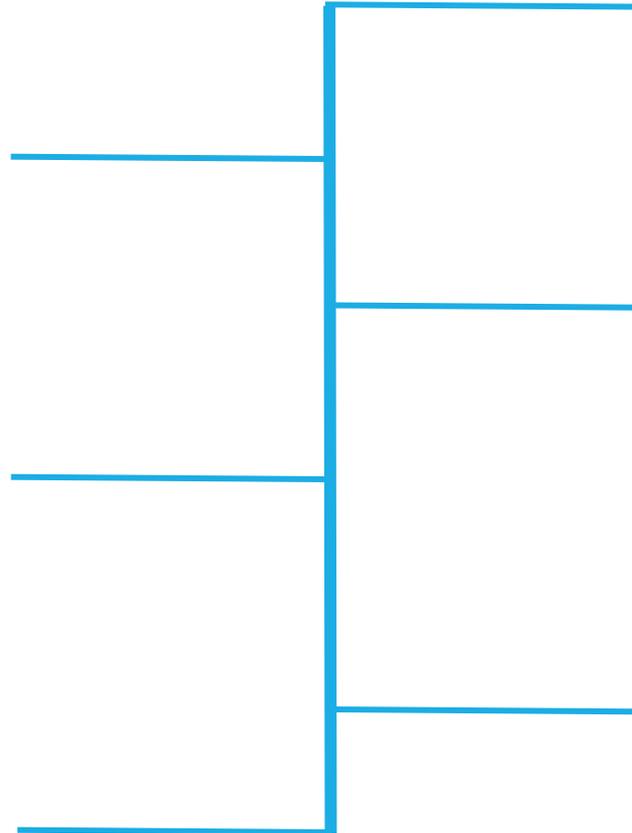


Y10 TIMELINE

October-December – Begin to measure your progress in class with assessments, quizzes and Do Nows. Begin Work Experience applications.

February – Reflect on assessments and begin to plug any gaps in your progress. Review the work from the year, as well as new content.

June/July – Final reflection on the year and begin to plan for Y11. Complete Work Experience.



September – Settle into new courses and get to know the examining boards and the course overview.

January – Finalise WEX applications. Sit mid-year assessments.

March-May – Formalise revision plans for the first official set of mocks. Ensure you understand how you learn, and how the exam is structured.



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Homework

- **5+ months** additional progress (Education Endowment Foundation)
- Specific tasks to consolidate and practice essential knowledge:
 - Knowledge organisers
 - Practice and application tasks
- Supportive homework detention for non-completion
- Homework club after-school every day in the Library



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Knowledge Organiser Example: Science

Concise and simple definitions, so they are easier to learn from memory

Organised into tables, so that self-quizzing (look/cover/write/check) is easier

Huish Episcopi Academy Year 11 BIOLOGY Knowledge Organiser Unit B7 ECOLOGY

Unit 1. Ecosystems

1	Habitat	The area in which an organism lives
2	Individual	Single organism
3	Population	Collection of organisms of the same species in a habitat
4	Community	Collection of populations in a habitat
5	Ecosystem	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of the environment
6	Competition	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory
7	Interdependence	Within a community each species depends on other species for food, shelter, pollination etc
8	Adaptations	A feature an organism has that allows it to survive in its ecosystem
9	Biotic factors	Availability of food, new predators, new pathogens, other species outcompeting each other
10	Abiotic factors	Light intensity, temperature, moisture levels, oxygen levels, wind intensity, carbon dioxide levels, soil pH

Unit 2.

1	Biodiversity	The variety of all the different species of organisms in an ecosystem
2	Factors that reduce biodiversity	Destruction of peat bogs, destroying habitats, releasing carbon dioxide into atmosphere (global warming), pollution, deforestation
3	Maintaining biodiversity	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill

Unit 3. Sampling technique

	Random quadrat sampling	Transect line
Use	<ul style="list-style-type: none"> Used to count total number of organisms in an area 	<ul style="list-style-type: none"> Used to see pattern of organisms e.g. through a forest/across a river
Method	<ul style="list-style-type: none"> Randomly place quadrat (to avoid bias) and count number of organisms. Repeat 10 times and calculate a mean. Work out area of field and area of quadrat. Calculate total organisms by multiplying mean by number of quadrats that could fit in field 	<ul style="list-style-type: none"> Place a transect line using a 30m tape measure Place the quadrat at 0m and count organisms. Record distance and organism number in table Move quadrat to 5m and repeat, moving 5m each time Plot a graph to see pattern of results

Images only used if essential and helpful for learning, such as a diagram

The diagram illustrates the carbon cycle. A factory on the left releases CO2 into the atmosphere through combustion. In the center, animals (cows) respire and give off CO2. On the right, green plants absorb CO2 from the atmosphere. Below the ground, decomposing matter gives off CO2. A note at the bottom left states 'Animals eat plants, which contain carbon'.

The Carbon Cycle

CO₂ removed by:	Photosynthesis (plants)
CO₂ released by:	Respiration (plants and animals), combustion (of fossil fuels), Decay and decomposition, destruction of peat bogs

Online Platforms

Over the summer, as stated in our final letter of the term, we have successfully migrated to MS Teams. Students should now log in to all platforms with an email address ending in @huishepiscopi.org

Arbor – Our management information system.

- Get the app to check timetables, attendance, house points, detentions etc.

MS Teams – Our main educational platform.

- Guardian summaries are automatically setup by classroom teachers.
- Receive weekly overviews of assignment completion each Sunday.

Sparx – Our online interactive platform for Maths/Science

- Guardian summaries are automatically setup by classroom teachers.
- Receive weekly overviews of assignment completion

For support, please email HuishICT@hea.ac.uk



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Mr Daniel

Vice Principal



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Rewards

- House points
- Best in Everyone half-termly awards
- Platinum, Gold, Silver, Bronze certificates and badges
- Principal's half-termly Afternoon Tea
- Reward trips at the end of each term: Christmas, Easter and Summer
- The Proud Table
- Golden Ticket trip prize draws
- Annual Prize Giving Ceremonies



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Behaviour System

- Disruption-free learning: Warn – Remove system
- Lunchtime detention system: lates, uniform corrections, hands on, homework.



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Attendance

- Here at Huish, we place the highest importance on excellent attendance and we respond to poor attendance with a graduated response.
- We expect all students to attend school every day they are well enough to do so, and we encourage them to develop resilience in meeting this expectation.
- Our minimum attendance target is 97% across the academic year. While this may sound demanding, it is important to understand what the percentages represent in real terms. Missing just over 5 school days equates to around 25 lessons lost. If a pupil's attendance were to drop to 90%, this would mean 19 days of learning missed (the equivalent of approximately 95 lessons).
- Every lesson matters. Each absence has a direct and measurable impact on progress, reducing a child's ability to achieve their very best. This is not just theoretical; our recent GCSE data clearly demonstrates the link between high attendance and strong outcomes.
- At Huish, we are committed to working with families to ensure that every student has the best possible chance to succeed, and excellent attendance is a key part of that success. If there are barriers to your child's attendance, please reach out to their tutor or Pastoral Support Worker.



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Attendance and Outcomes

	4+ (all)	5+ (all)	7+ (all)
<i>Below 90%</i>	50.6%	39.3%	12.3%
<i>90% - 97%</i>	74.4%	62.1%	24.9%
<i>Above 97%</i>	85.9%	75.4%	37.8%

As this data shows, the higher a student's attendance, the stronger their outcomes.

Students attending above 97% significantly outperform their peers with lower attendance. Even small drops in attendance can result in many lost lessons, and the impact on grades is clear.



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Uniform

- Blazers (compulsory)
- Shirts (tucked in)
- Trousers or skirts (worn correctly)
- Tie (House colour)
- Polishable black shoes (No branded trainer-style footwear)
- One pair of ear studs only
- No facial piercings



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Pastoral Support

- Safeguarding team



Mr C. Daniel
Vice Principal (DSL)



Ms A. Houghton-Barnes
Assistant Principal Safeguarding
& Attendance (DSL)



Ms E. Bowhill
Assistant Principal Sixth Form (DSL)



Mrs T. Smith
Designated Safeguarding Lead
(DSL)

- Pastoral Support Workers
- Pupil Health and Wellbeing Officer
- School Counsellors
- Medical Team
- School Nurse Team
- Mental Health Support Team (MHST)



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Message from the Head of Year 10

Ms Neale



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Year 10 Pastoral Support Structure

- Tutor contacts – ALL @hea.ac.uk
 - 10CR Catherine Robertson
 - 10DE Deborah Eele
 - 10EH Ella Horsington & Alison Skittrell
 - 10FLS Fiona Lavelle-Sullivan
 - 10HJD Harriet Davey
 - 10RCH Ray Heap
 - 10SO Shelby Overington
 - 10STS Stephen Sokol & Virginie Cadieu
- Pastoral Support Worker – Mrs Ana Rogers
 - anarogers@hea.ac.uk
- Head of Year - Ms Suzy Neale
 - suzyneale@hea.ac.uk

Contact **TUTOR** about:
First port of call/ lost
items / one-off
incidents

Contact **PSW** about:
bullying / mental health
or wellbeing issues

Contact **HoY** about:
academic concerns /
behaviour



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Key Dates

Key Dates

- Thursday 18th September 2025, 4-6pm
- Online Meet the Tutor Evening

- Thursday 12th March 2026
- Parents' Evening

- Monday 6th to Friday 10th July 2026
– Work Experience



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