

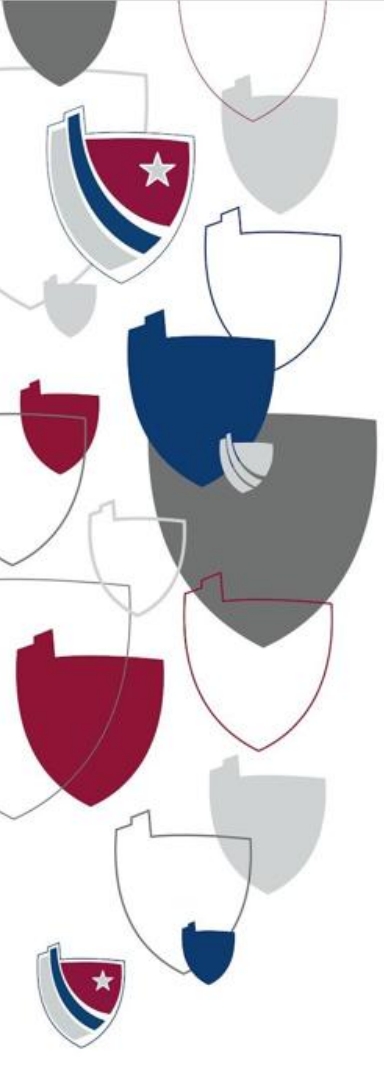


The
Costello School

ESTABLISHED SINCE 1908

Welcome to
Year 10





Senior Leadership Team

Headteacher

Mr Conway

Assistant Headteacher

Mrs Piper

Curriculum + Attainment

Assistant Headteacher

Ms Forsey

Culture

Assistant Headteacher

Mrs Peszkowski

Continual Professional Development

Assistant Headteacher

Mr Hulse

Safeguarding

Associate Assistant Headteacher

Ms Moseley

Digital Strategy +School Operations

Associate Assistant Headteacher/
SEND/CO

Mrs Lenferna

Inclusion

Head of Year

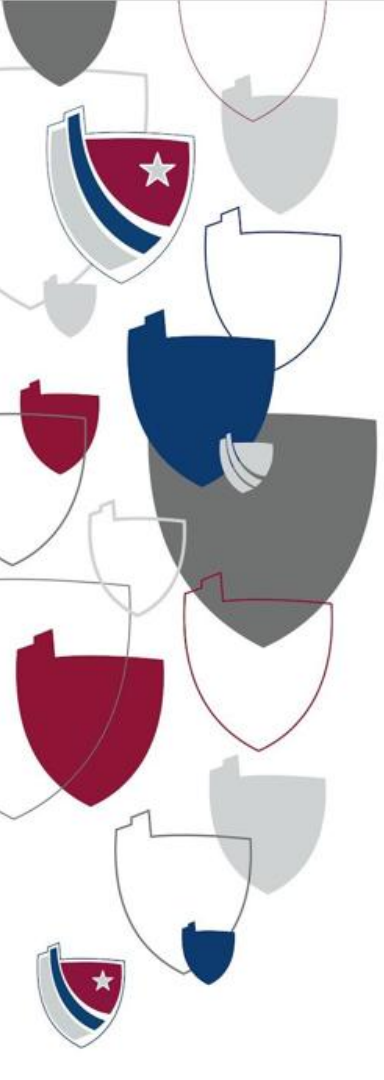
Miss Pepall

Head of Year 10

Assistant Head of Year

Mrs Jordan

Assistant Head of Year 10



Pastoral Team

- Mrs Cahalarn – Assistant Head of Year 11
 - Miss Adams – Assistant Head of Year 9
 - Mrs Wheeler – Assistant Head of Year 8
-
- Dr Bouchier – Family Liaison
 - Mrs Hanks – Harriet Wellbeing Centre Manager
 - Mrs Goolding – Welfare Officer



Attendance Matters

Why is attendance important?



Research consistently shows a link between high attendance and better exam results (e.g. see below).

Students can form positive peer relationships, which is essential for their mental health and overall well-being

Students who attend regularly find school routines, work, and friendships easier to manage.

365 days in a calendar year with over 180 days for appointments, holidays and other activities. Being in school at least 95% of the time is good attendance

0 days absence
100% Attendance



GOOD ATTENDANCE
WELL DONE

Best chances of success

10 days absence
95% Attendance



80% plus of you will get Basics 4 & over 60% will get Basics 5 in English and Maths

19 Days absence
90% Attendance



WE ARE WORRIED

Poor attendance – less chance of success

28 days absence
85% Attendance



Only half of you at best will get Basics 4 in English and Maths

37 days absence
80% Attendance



WE ARE SERIOUSLY CONCERNED

Very poor attendance – impact on education and life chances

>46 days absence
<75% Attendance



Less than 20% of you will get Basics 4 in English & Maths

Punctuality Matters

Why is punctuality important?



Academic Benefits:

1. Maximises Learning time
2. Improves Academic Performance
3. Enhances Concentration

Social & Emotional Benefits

1. Reduces Stress & Anxiety
2. Develops a sense of responsibility

Long Term Benefits

1. Prepares for the future
2. Builds Discipline
3. Shapes Character

Getting to school on time really matters. Did you know...

A total of 5 minutes late for each day equates to 3 days of lost learning or you would have missed approximately 17 lessons

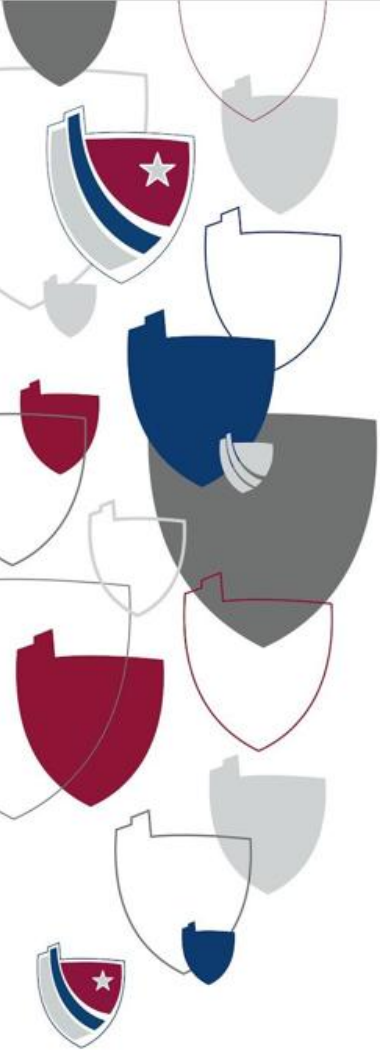
10 minutes late for each day equates to 6 days of lost learning or you would have missed approximately 34 lessons

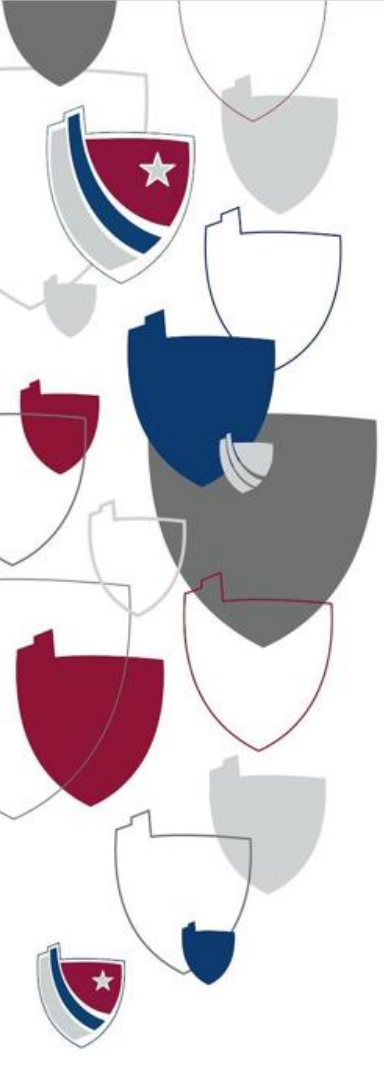
15 minutes late for each day equates to 9 days of lost learning or you would have missed approximately 51 lessons

20 minutes late for each day equates to 12 days of lost learning or you would have missed approximately 68 lessons

30 minutes late for each day equates to 18 days of lost learning or you would have missed approximately 102 lessons

Head Student Harrison & Deputy Head Student Isabelle



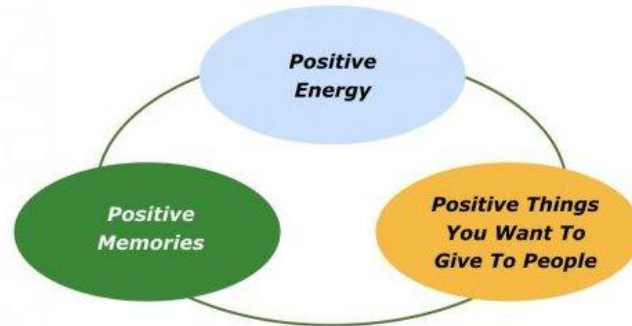


Miss R Pepall

Head of Year

Deputy DSL

Head of Psychology



The Vision for Year 10

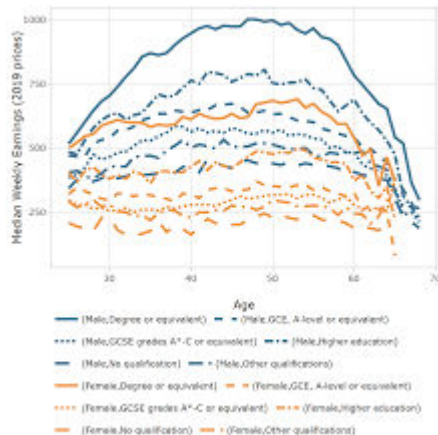
'On average, students who did not achieve Grade 9-4, missed 10 or more days compared to those who achieved Grade 9-5'

Department for Education

**Thriving not Surviving
Survive to Thrive**



Department
for Education



'Those who perform just one GCSE grade better than their counterparts across nine subjects have been shown to earn on average over £200,000 more throughout their lives.'

Department for Education

Vision for Year 10

Growth and Preparation

Success is rarely one big decision.
It is the result of hundreds of small choices made every day



- **Growth** - building on the **foundations built in year 9** – developing positive habits, strong attendance and a commitment to learning
- **Preparing** - students for **work experience** through careers advice and guidance
- **Preparation** - Aspiration building supported by guidance on post – 16 option routes
- **Preparation** – Success in assessments / GCSEs

Placement deadline: 26th March 2027

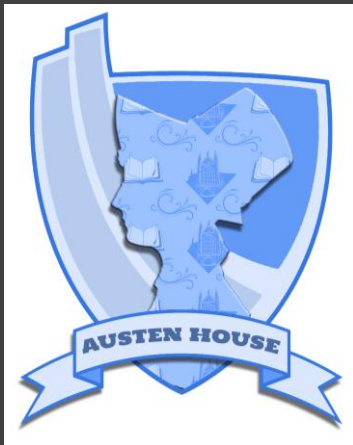


- Communication
- Confidence
- Organisation
- Problem-solving
- Professionalism
- Resilience

Houses



Growth through our House Opportunities



Road Map



Year 10 - Key Events 2026/27



**FOCUS FOR
THE YEAR
AHEAD...**

CAREERS



**WELCOME TO
YEAR 10
EVENING**

23 September
18:30-19:30



**SCHOOL
PHOTOGRAPHS**

29 September



**SEND
INFORMATION
EVENING
(INVITE ONLY)**

24 September



**OPEN EVENING -
LOOKING FOR
VOLUNTEERS
PLEASE**

**FLU
VACCINATIONS**



BET ASSESSMENTS

w/c 12 October
w/c 19 October



CAREERS FAYRE

1 December



**CHRISTMAS
JUMPER DAY**

16 December



**PARENTS'
EVENING (FACE
TO FACE)**

10 December
16:00-19:00

enjoy | respect | achieve

**NON-UNIFORM
DAY**

18 December



**CHRISTMAS
LUNCH YEAR 9-11**

16 December



WORLD BOOK DAY

4 March



**PARENTS'
EVENING
(VIRTUAL)**

27 May



BET ASSESSMENTS

w/c 12 April
w/c 19 April



**SCHOOL
PRODUCTION**

9-11 June



**WORK
EXPERIENCE**

21-25 June



**ERA
CELEBRATION
EVENT**

12 July



**TEENAGE
VACCINATIONS
CATCH-UPS**

7 July



ERA WEEK

15-19 July



SPORTS DAY

20 July P5/6



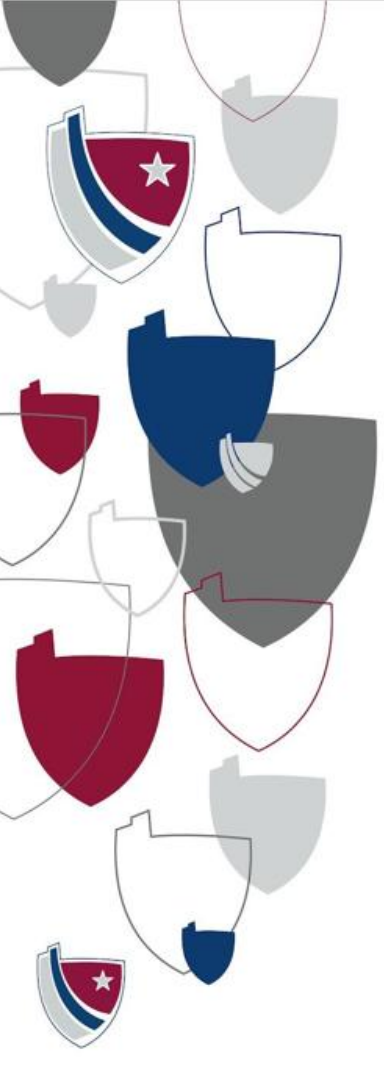
**LAST DAY
OF TERM**

21 July

enjoy | respect | achieve

Revision Tips

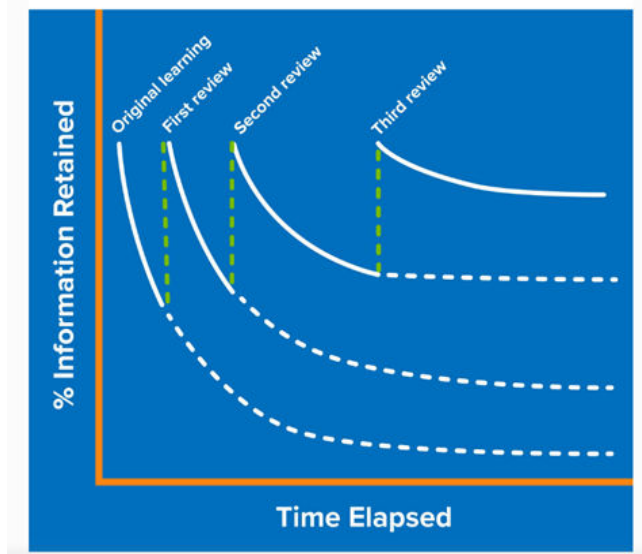




Retrieval Practice

- Retrieval practice is a learning strategy where we focus on bringing older information to the forefront. Through the act of retrieval, or recalling information to mind, our memory for that information is strengthened and forgetting is less likely to occur.
 - Use your class notes & textbooks to make a list of the important information & content that you need to know across different subjects
 - Retrieve as much information as you can then check your answers. It's important to know what you know and what you don't know ... yet!
 - Use your answers to inform the next stage of your revision, focus on the areas that you struggled to recall from memory.

Spaced Learning

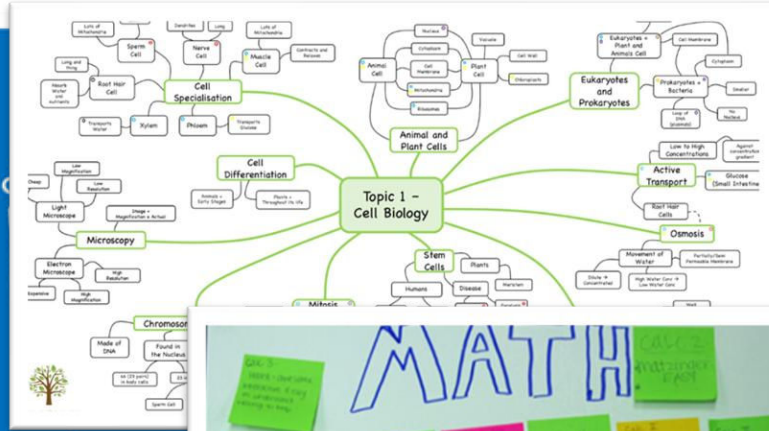


- Begin preparing for your exams well in advance and allocate a portion of your time every day.
- Spreading out five hours of study over two weeks is more effective than cramming those same five hours into a single session.
- This approach is known as **spaced practice** and is recognised as one of the most efficient revision strategies.

- Our memory tends to decline relatively quickly, scheduling review sessions can significantly enhance retention.
- These review sessions should be timed when your recall of the material has started to decline but hasn't deteriorated to the point where you essentially need to start over.

Mindmaps, Post Its, Flash cards

% Information Retained

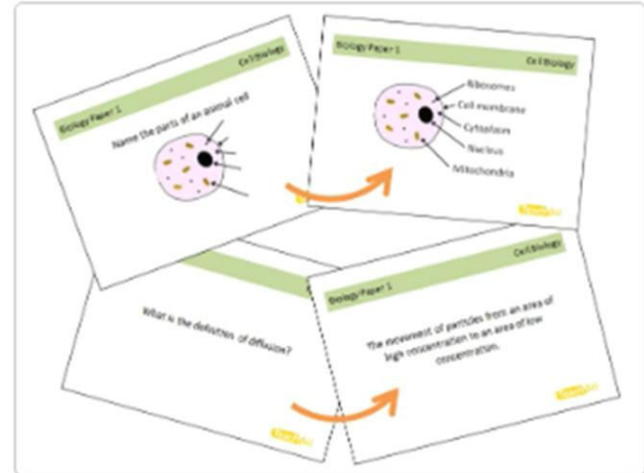


How tall is Mount Everest?

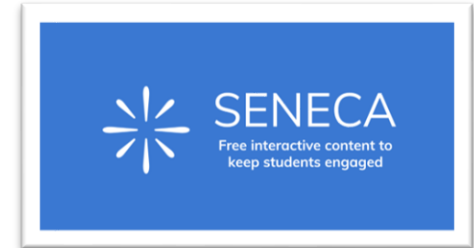
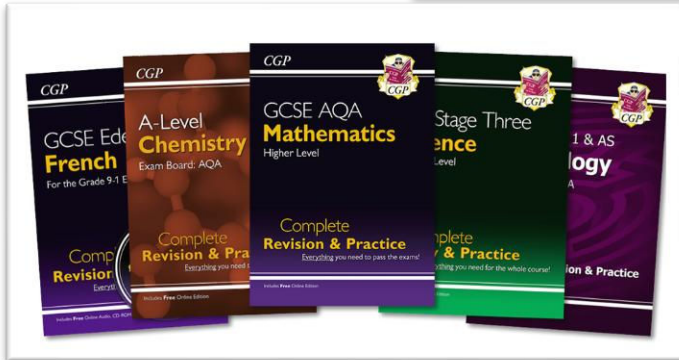
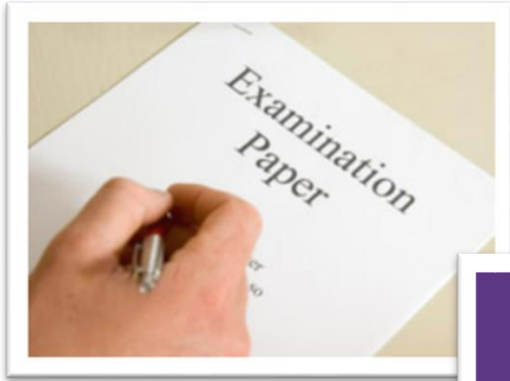
8,848 metres above
sea level

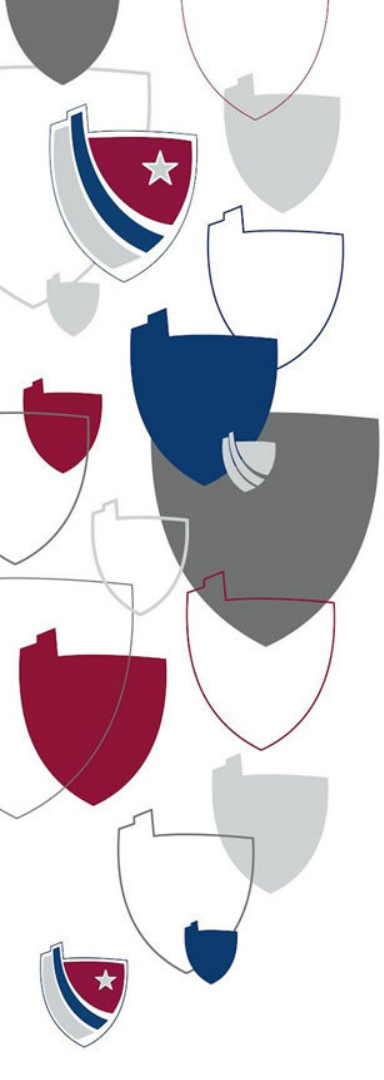
FRONT

BACK



Past Papers, Online systems





Well-being

- The exam period can be stressful that is why it's very important that you revise & prepare as this can help to reduce exam anxiety.
- In addition to revising there are other strategies you can do to look after your mental & physical health.
 - Plan – this will reduce unnecessary stress
 - Make time for hobbies
 - Eat properly
 - Get plenty of rest

Safeguarding



Key Theme: “Growing independence means making safer choices.”

Meet the Team



Our Designated Safeguarding Team

Dr Bourchier
Deputy DSL



Mr Hulse
DSL



Mr Conway
Deputy DSL



Mrs Lenferna



Mr Rees



Mr Randall-Bird



Mr Child



Ms Pepall



Mr Clarke



Mr Harte



Mrs Wheeler



Miss Adams



Mrs Jordan



Mrs Cahalarn



Who can I talk to if I am worried about something?

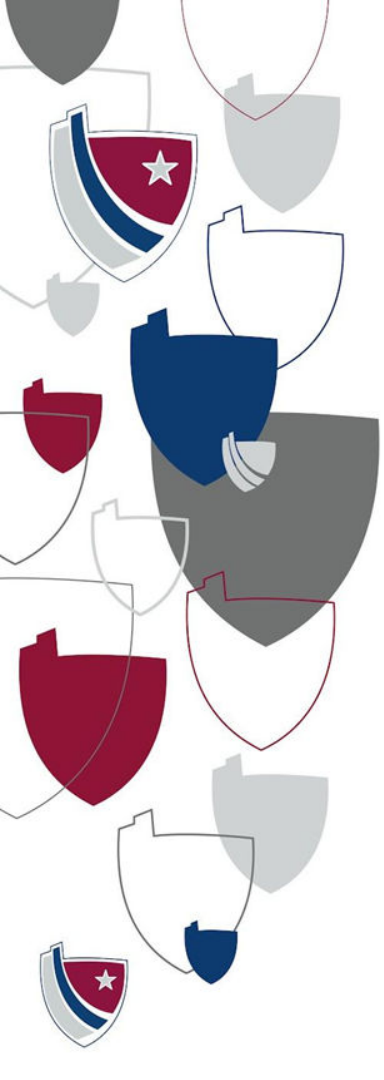
If you think you are being bullied or something is worrying you in or out of school, you can talk to:

- Your tutor
- Anyone in the Pastoral Team
- Your class teacher
- Any other adult in school
- Someone at home

Where else can I find help?



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Know who you can turn to

- Safeguarding should not feel like a list of things that *might happen to a anybody*.
- It is about building a student's understanding of **how to keep themselves and others safe, recognise when something isn't right, and know who to talk to.**

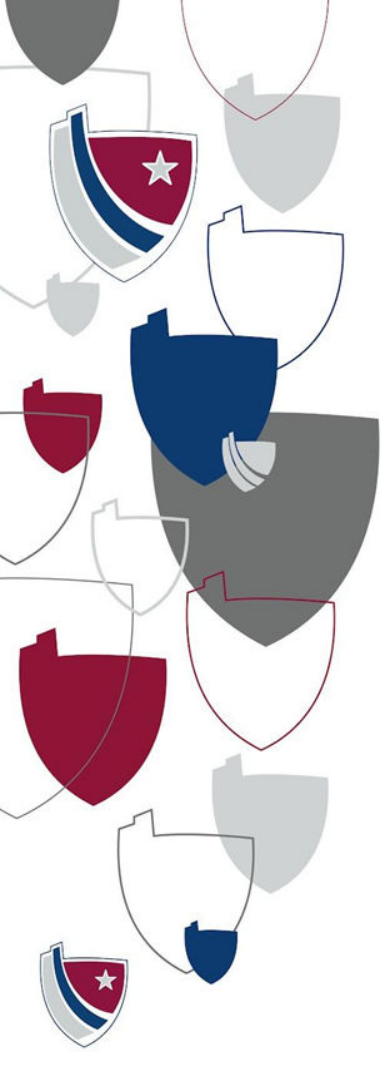
“Be safe. Be aware. Speak up.”

Every student should leave school understanding these five simple things:

- **I have a responsibility to keep myself safe.**
- **I have a responsibility to help keep other people safe.**
- **If something doesn't feel right, I should tell a trusted adult.**
- **I don't have to deal with something on my own.**
- **Speaking up early can prevent something becoming much worse.**

This is not just about serious incidents. It is about **everyday choices, relationships, behaviour, online activity, attendance, looking after each other and recognising risk.**

This way we can support everyone in our community.



Safeguarding is a partnership

What can parents do?

1. Talk regularly

Don't wait for a problem.

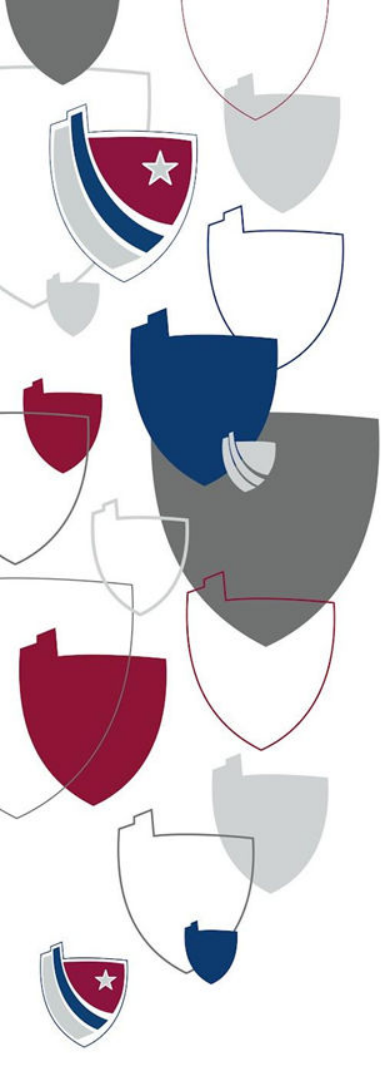
Ask:

- "How was your day?"
- "Who have you been talking to?"
- "What's happening in your group chats?"
- "Is anything worrying you?"
- "Is there anything you don't know how to deal with?"

2. Know their online world

Parents should know:

- what apps their child uses
- who they communicate with
- privacy settings
- gaming platforms
- group chats
- how to report/block people.



Safeguarding is a partnership

3. Look for changes

A change in:

- behaviour
- friendships
- attendance
- sleep
- mood
- money
- eating
- online activity
- clothing or possessions

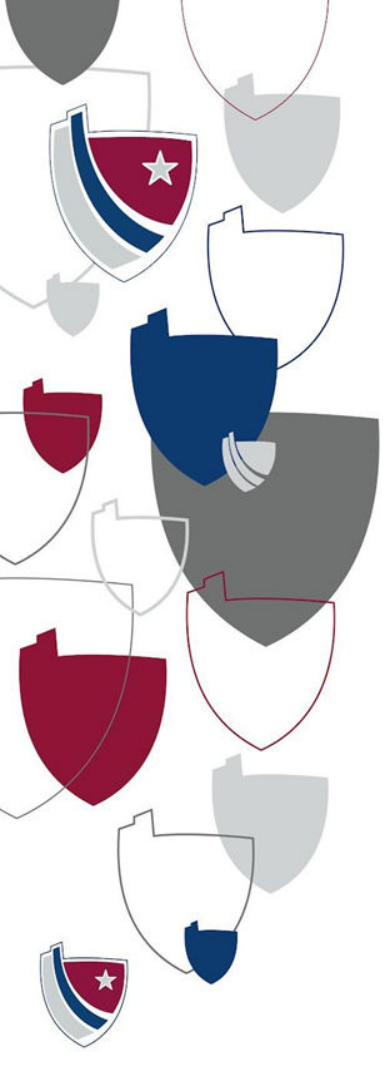
doesn't automatically mean something is wrong — but it may be a reason to **ask questions and remain curious.**

4. Don't be afraid to contact school

“You do not need to be certain that something is wrong before contacting us.”

Parents can contact the school if they have a concern about:

- their own child
- another student
- something they've seen online
- bullying
- exploitation
- attendance
- changes in behaviour
- something their child has disclosed.



Year 10 – “Independence comes with responsibility.”

- County lines and criminal exploitation.
- Vaping, drugs and alcohol.
- Peer pressure and coercion.
- Healthy and unhealthy relationships.
- Consent and boundaries.
- Sexual harassment and harmful sexual behaviour.
- Online relationships and intimate images.
- Parties and social situations.
- Travelling independently.
- Looking after friends.
- Recognising when a friend is at risk.
- Knowing when to involve an adult.

“Looking after your friends doesn't mean keeping dangerous secrets for them.”

Year 10 – “Independence comes with responsibility.”

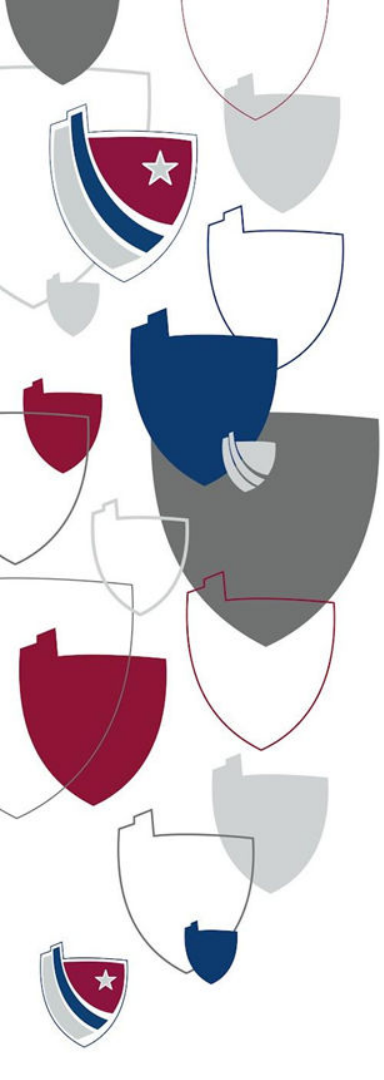
Vaping

- nicotine and dependence
- peer pressure
- unknown substances
- being given or selling vapes
- the risks of accepting something from someone when you don't know what's in it
- how vaping can become part of wider risky behaviour.

Student takeaway

“If someone is trying to control your choices, that's a safeguarding concern.”



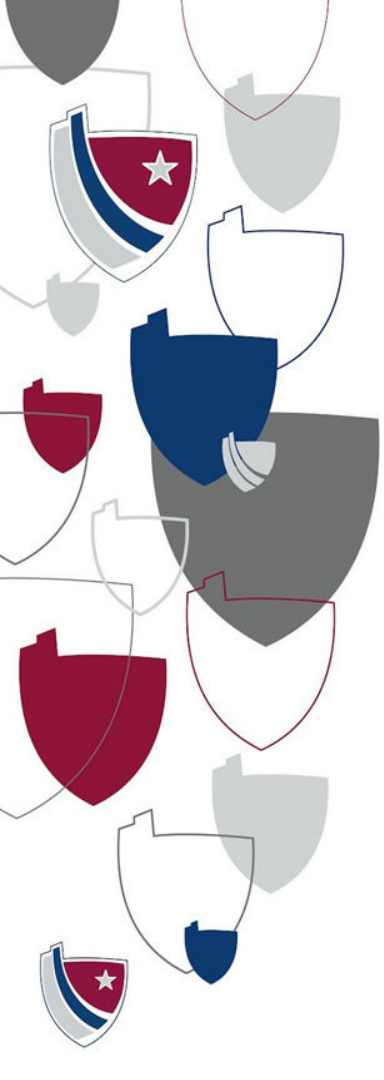


The communication message to parents

“Tell us early.”

And importantly:

- You don't need to know exactly what is happening. You don't need to investigate it yourself. Tell us what you've noticed, and we can work with you to understand what support may be needed.



Final message

Help your child to...

- **Recognise** – understand what safe and unsafe looks like.
- **Resist** – know that they can say no and walk away from pressure.
- **Report** – tell a trusted adult when something isn't right.
- **Reach out** – understand that asking for help is a strength.
- **Respect** – look after themselves and the people around them.

And for parents:

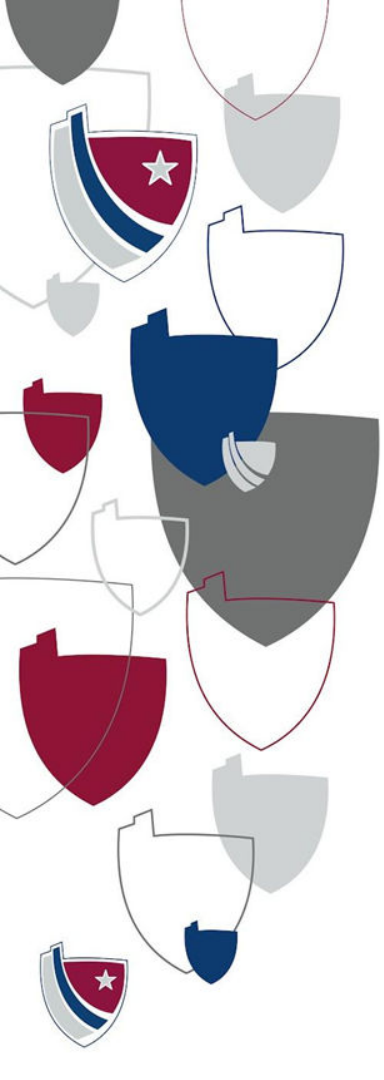
Talk. Listen. Notice. Share.

- If you're worried, talk to us. If we're worried, we'll talk to you.

The background is a faded photograph of a school courtyard. It features a large brick building with a modern section of horizontal slats, several trees, and a paved area with some outdoor furniture. A large, solid blue shield is centered over the image.

Literacy



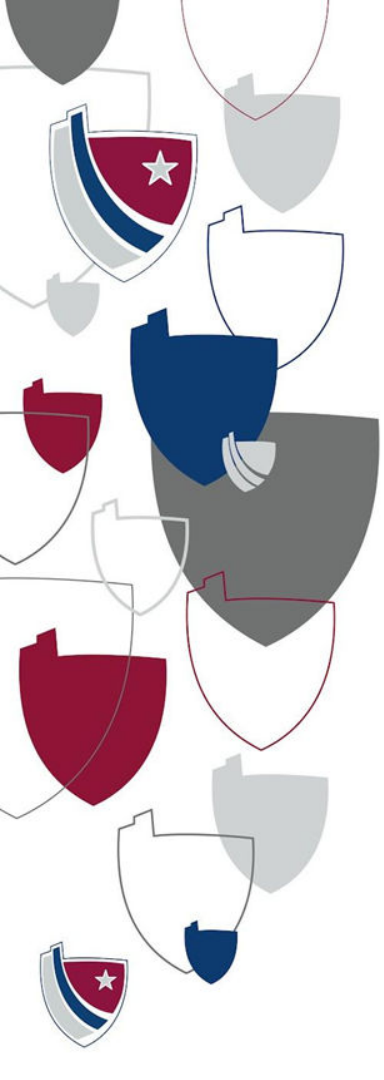


Reading and literacy at Costello

Helping every student to understand,
communicate and succeed.

Common myths:

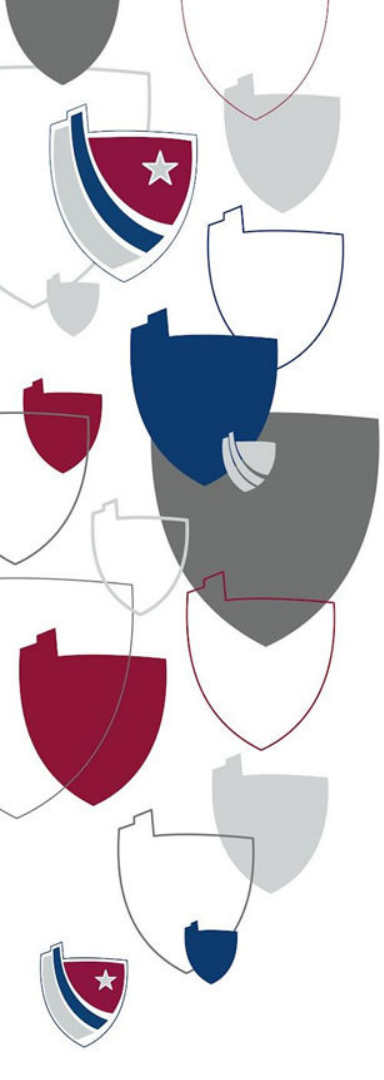
- Literacy is just in English
 - Literacy is just reading
- Literacy is schools responsibility
- Literacy improvement only happens at home



Why does literacy matter?

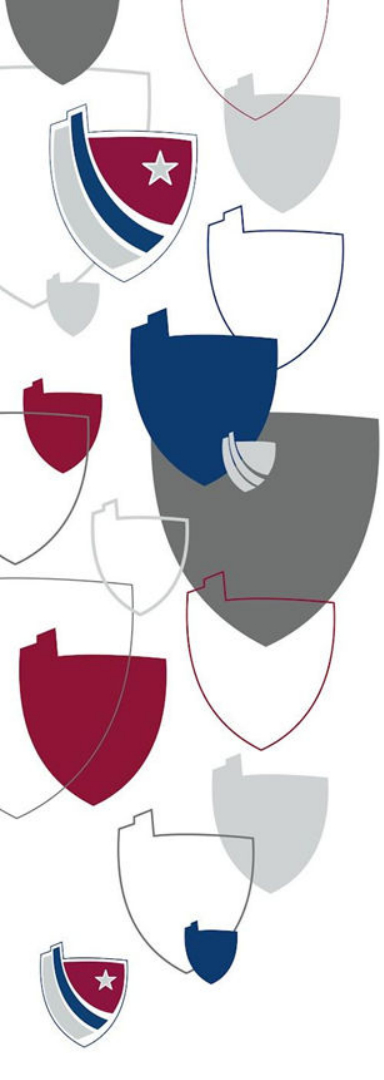
Academic and life opportunities:

- To understand increasingly complex texts, questions and instructions.
- A strong vocabulary helps express more sophisticated ideas.
- Reading supports knowledge, confidence and independence.
- Improves access to every subject and future opportunities.
- Regular reading develops concentration, imagination and empathy.



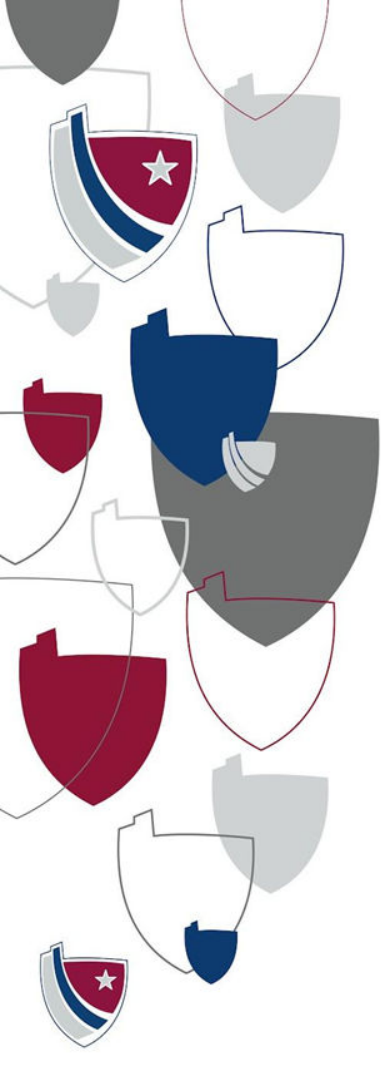
How we support students at Costello.

- ✓ Tutor reading twice each week
 - ✓ Access to the library
 - ✓ Targeted literacy provision
- ✓ Subject-specific vocabulary and literacy mats
- ✓ Explicit teaching of Tier 2 and Tier 3 vocabulary
- ✓ Reading, modelling and structured writing across the curriculum



What can families do at home?

- Encourage reading little and often
- Help your child find material they genuinely enjoy
- Ask them what they are reading or learning about.
- Discuss unfamiliar words and encourage them to use new vocabulary.
- Support regular routines
- Model and encourage



Year 10: Accessing the curriculum

- understanding command words and examination questions
- reading accurately before responding
 - learning vocabulary in context
 - using reading to support revision
- discussing ideas aloud before writing

Co-Curricular



Enjoy Respect Achieve

Beyond the classroom

CO-CURRICULAR



How many Costello Students went to a club last year?

85% of the whole school attended the co-curricular opportunities that were on offer last year.

88% of year 7 students

74% of year 8 students

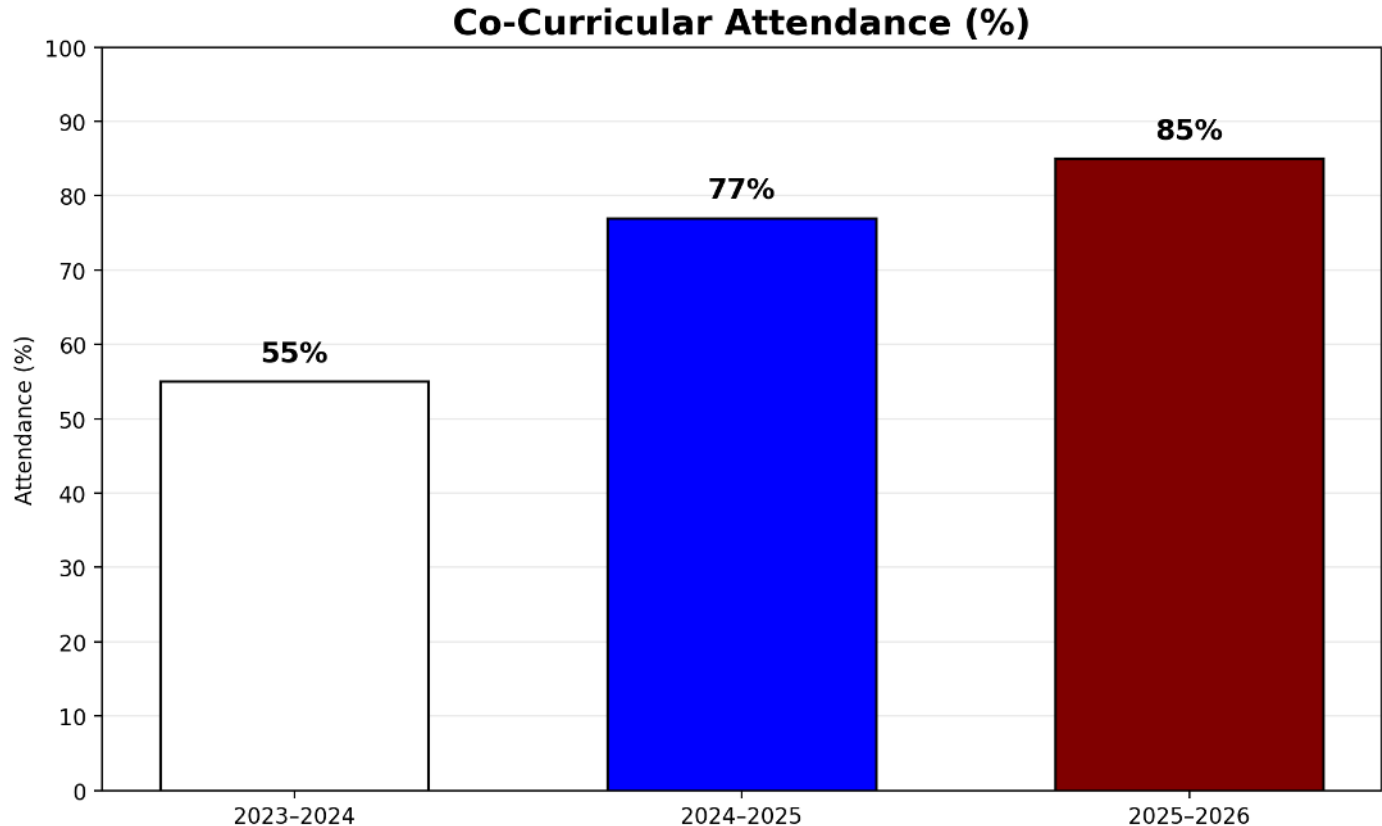
84% of year 9 students

81% of year 10 students

98% of year 11 students

That's almost 17,000 clubs attended!

How have we been doing as a school?



Parents were asked to describe the positive impact that participation in co-curricular clubs and activities has had on their child's development.

Helped them understand more for their classes

It has grown my child's social skills, communication skills, independence and confidence.

Improved physical health

Feeling part of the school community
Sense of belonging, furthers interests
New interests, confidence boost, keeping active, better mental health

After school sports clubs enable him to socialise with different children and try activities that he may not have easy access to outside of school such as cricket.

Supported confidence and belonging to the school

It definitely helped him make friends as a near year 7 and built his confidence in interacting with students across different year groups.

Self esteem. Better relationship with teachers.

My son has loved being part of the school production. It has increased his confidence no end and has helped him make new friends in the school.

Confidence, friendship, commitment and fun

After school commitment, spending extra time in gaining knowledge and having fun.

Cadets has really helped with a wide experience for my son. Table tennis led to new friendships

Where you can find information about the clubs on offer

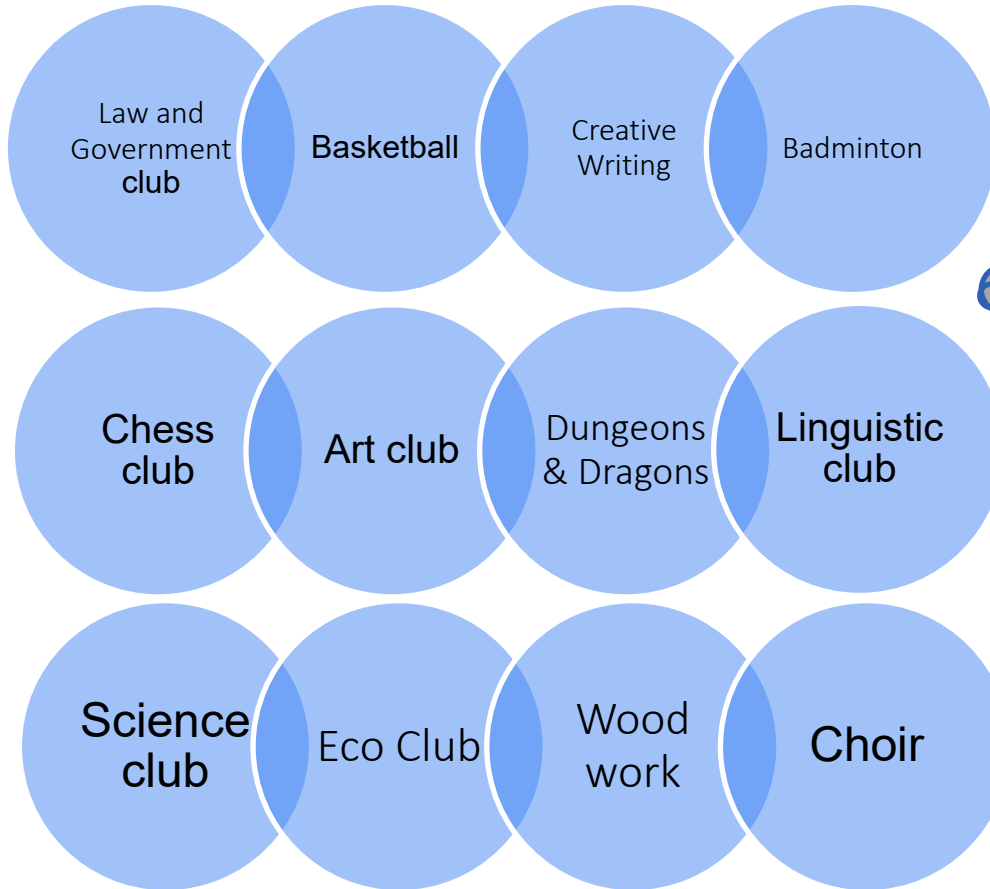
There are an abundance of opportunities for you at lunchtimes and after school.

The timetable of activities has been shared with you all via class charts announcements and can also be found on the school website.

Your tutor has a copy of the timetable so remember to ask them what clubs are on each day.



Some (not all) of the clubs on offer to you....



If there is a club that you would like to see on the timetable, please let Mrs Jones know

To see the full timetable please look at the school website and the Class Charts Announcement

WEDNESDAY				
ACTIVITY	YEAR GROUP	STAFF	LOCATION	TIME
TUTOR TIME				
LUNCHTIME				
Chess Club	7 – 11	Mr Thomas	H6	12:55
Multi gym	9-11	Mr Jennings	Multi gym	12:55
Mindfulness Pom Poms	7-11	Mrs McClure & Miss Cooper	H9	12:55
Languages and Culture club	7-11	Mrs Astardjian	Library	12:55
Craft & Puzzle Club	7-11	Ms Sadeghi	Library	12:55
AFTER SCHOOL				
Homework Club	7 - 11	Miss Arias and Mrs Cheung	Library	15:25 – 16:20
Badminton	10&11 BLUE WEEK 7-9 RED WEEK	Mrs Jones	Sports hall	15:20 – 16:20
CHOIR!	7-11 + Staff!	Ms Wagstaff	A8	15.25 - 16.20

Example of what is on offer on a Wednesday

Eco Club	7-10	Mr McCleod, Miss Philpott	S1	15:30 – 16:30
Football	7-11	Mr Jennings, Mr Child, Mr Heslin	PE	15:20 – 16:20
GCSE Art and Photography Invention	9-11	Mr Spacagna	A6	15:25-16:20
Art Club	7-9	Miss Turner - Clarke	A5	15:20 – 16:20
Woodworking Club	7-11	Mr Ham	T2	15:20 – 16:20
Law and Government Club	7- 11	Mr Phillips	H9	15:30 – 16:20
GCSE History Intervention Grades 7+	11	History Teachers	H3	15:20 – 16:20
GCSE English Intervention	11	English Team	English Rooms	15:20 – 16:15

Have your say...

Mrs Jones will be sending a student voice form via class charts announcements next week. Please take the time to fill this in.

