



# Welcome to the Year 11 Information Evening

A version of this evening's presentation will be available on the school website tomorrow:

Parents/Parents' Information Evenings

Introduction – Andrew Nockton



From then to now – 6<sup>th</sup> Form Head Team

Exam preparation and revision – Danny Hilditch

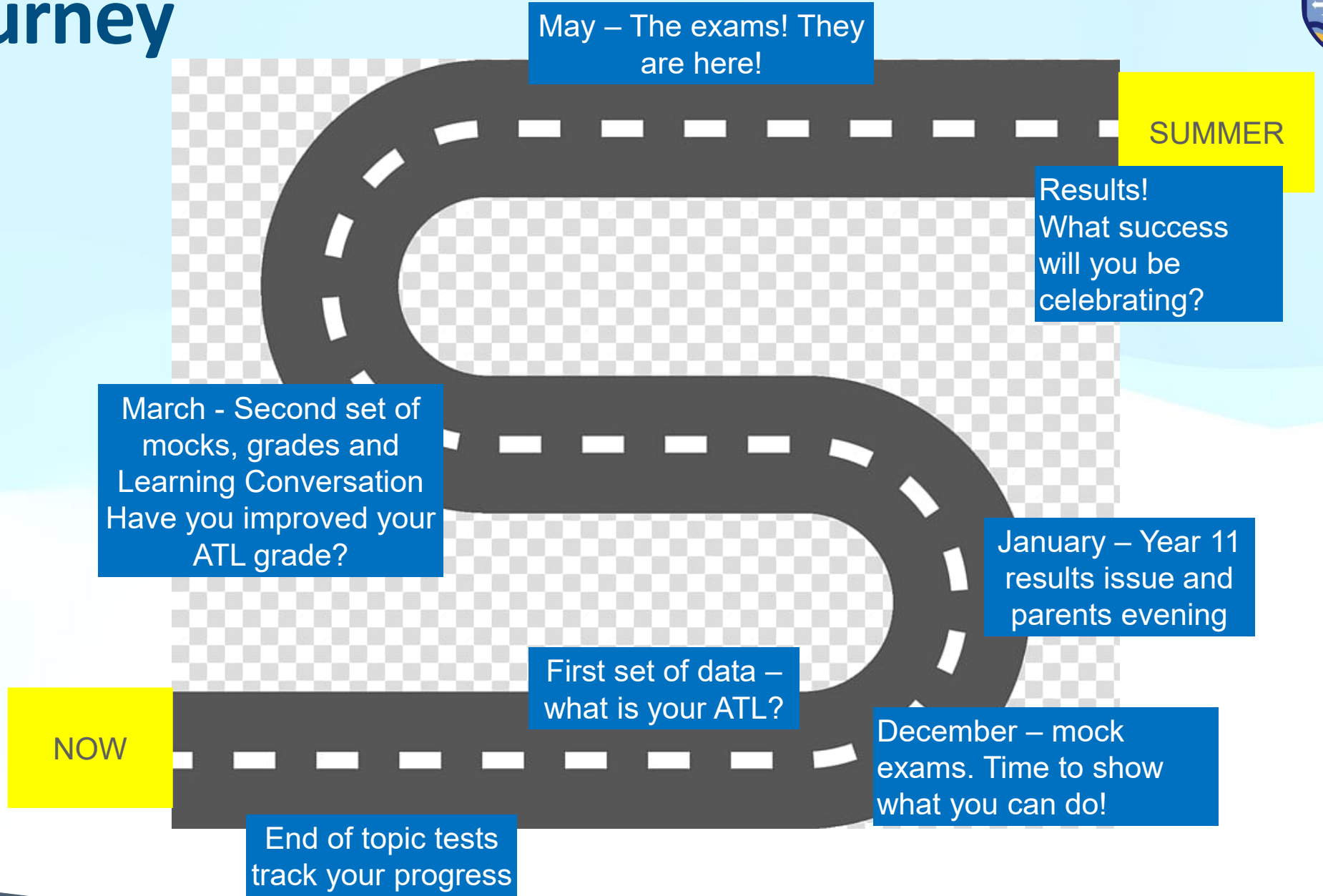
English – Alex Hodson

Maths – Debbie Morgan

Science – Chris Bond

Post 16 Planning – Andrew Nockton

# Year 11 Journey





# **Perschore** High School

**We help each other to  
work hard and be kind**



# From then to now....

Perschore High School 6<sup>th</sup> Form – Head team

Ellis and Millika – Head students

Aimee and Jack – Deputy Head students



# 238 days

Danny Hilditch – Deputy Head Teacher



- The feeling of achieving
- Advice from students who succeeded
- How best to revise
- Motivation / Attitude Discipline

# June - Last day of school (mid exams)



**August 2025 – results day**



Do what you can

If you are prepared you will feel confident

Go through the pain of determination

Don't put too much pressure on yourself

Easier going in prepared than hoping you get what you want

Believe in yourself

Didn't expect to do so well

I'll take that, very much so

It was worth it

I'm so happy

Feels so good when it pays off



“I don’t know how to revise”



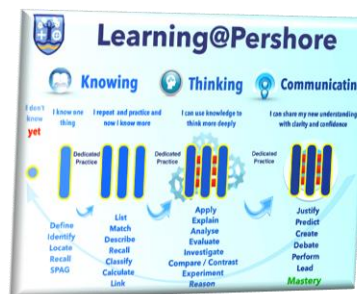
# Most things work...

## What works best?

# DO

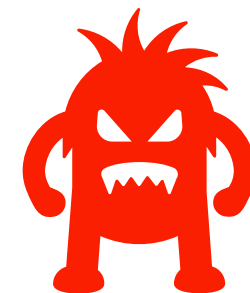


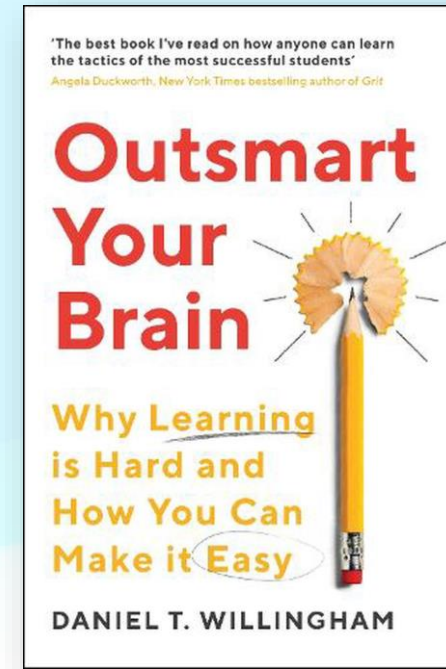
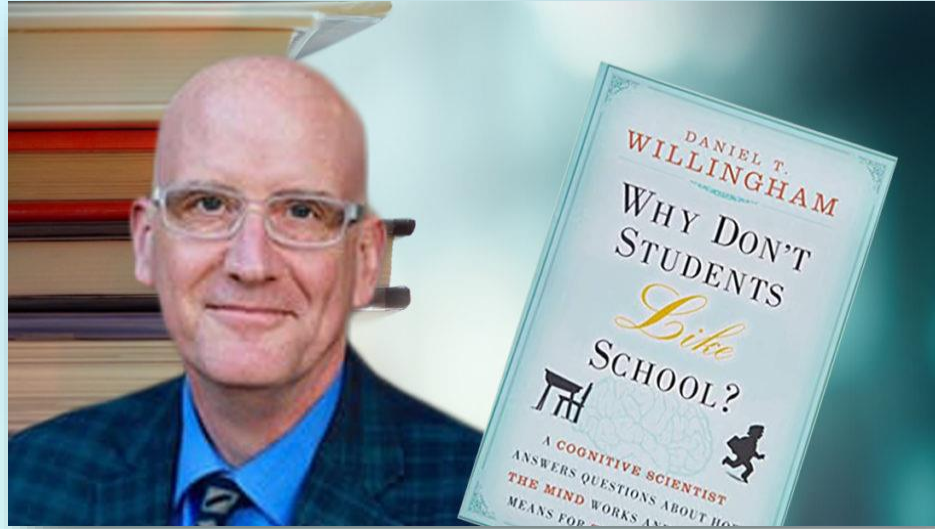
- Focus in lessons (breaking news !)
- Test yourself – educake, sparx, seneca
- Past papers / lots of practice questions
- Try different methods to see what works
- Little by little, work throughout the year
- Specification and ‘command’ words (what is the question asking?)
- Work on speedy location of knowledge
- Flash Cards
- Organise your knowledge
- Start early
- Invest effort
- Enjoy the feeling of success !!
- Be demanding of yourself
- Begin with the end in mind



# DON'T

- Just read over 'stuff'
- Get overwhelmed with workload
- Waste time **MAKING** it *pretty*
- Leave it too late
- Regret a lack of effort later
- Get eaten by the procrastination monster
- Avoid thinking hard
- Fear the failure



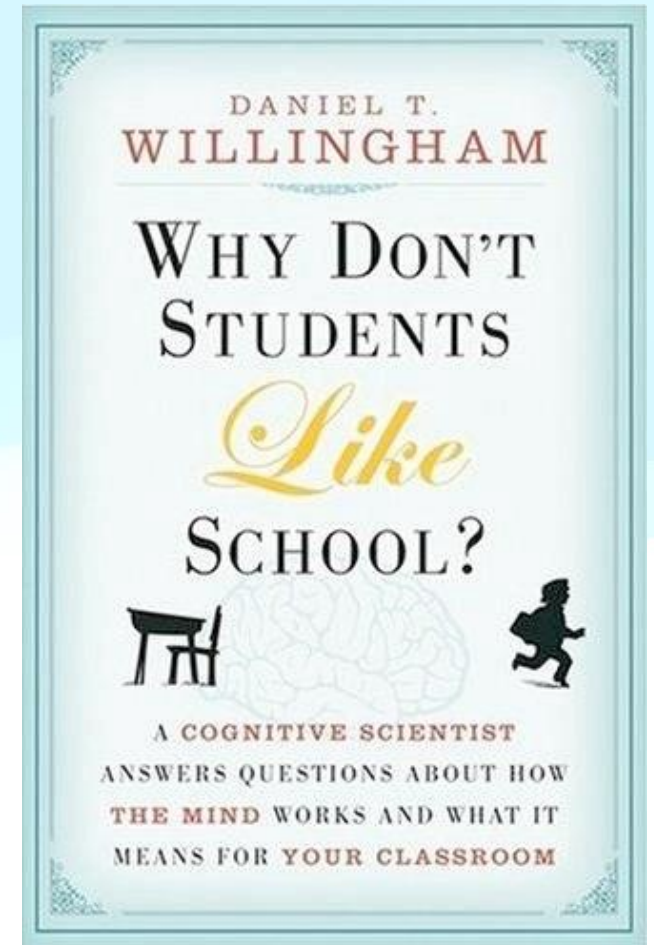


1. Organise the knowledge
2. Think about meaning
3. Retrieve / Test

# MEMORY IS THE RESIDUE OF THOUGHT

“Memory is not a product of what you **want** to remember but what you **try** to remember - if you **think about it carefully**, you'll probably have to think about it again so it should be stored.”

Dan Willingham





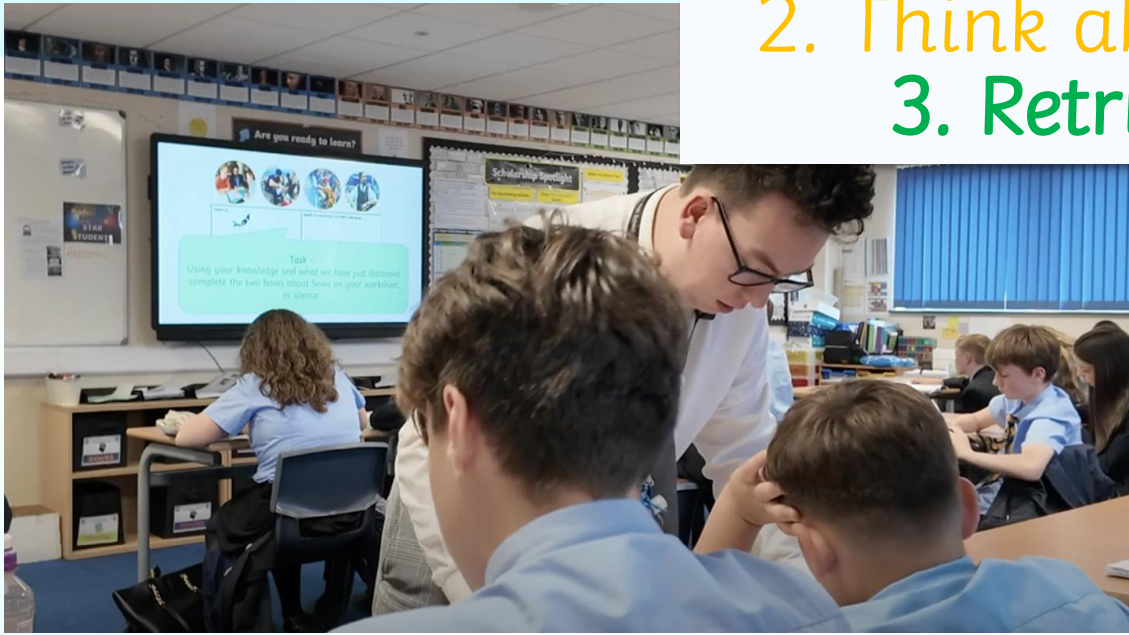
### Teaching @ Pershore

Teacher Standards

<b>Creates the 'weather'</b> Promote high expectations Warmth and empathy Build trust and respect Be what you want to see <b>Positive Climate</b>	<b>Know your learners</b> Needs, Barriers, Context Ascertain prior learning Teach accordingly	<b>Manage the room</b> Calm and consistent First attention to best conduct Establish routines: Scripted Interventions Restorative Conversations <b>TS 1.2, 4.5, 7</b>
<b>Review last time</b> Bring back learning Make connections Reminder of successes <b>Quality Instruction</b>	<b>Present the 'new'</b> Subject Expertise Multi sensory Link to what is already known Be aware of cognitive load	<b>Explain tasks</b> Step by step Clarity of Success Criteria Check understanding <b>TS 2.5</b>
<b>Modelling (I do)</b> Think out loud Show your steps Explore misconceptions <b>Literacy, Numeracy and Oracy</b> Plan for development Subject Specific	<b>Scaffolding (we do)</b> Aim High Break it down Build it up Gradually removes scaffold	<b>Independent (Practise you do)</b> Provide time, check progress, give pointers, Share barriers, successes and methods <b>TS 2.4, 5.6, 7</b>
<b>Create Memories</b> Look to learning What's / What's not / What's Thinking about meaning <b>Secure learning</b>	<b>Questioning</b> Support-Stretch-Challenge Provide thinking time Think-Pair-Share Praise, Praise, Praise, Praise	<b>Feedback</b> IMPROVE and CORRECT TIME Process improvements GREEN pen 'practise'
<b>Homework</b> Link HW to learning Accessible and purposeful	<b>Test learning</b> Low stakes Use findings PBL steps <b>TS 1.4</b>	



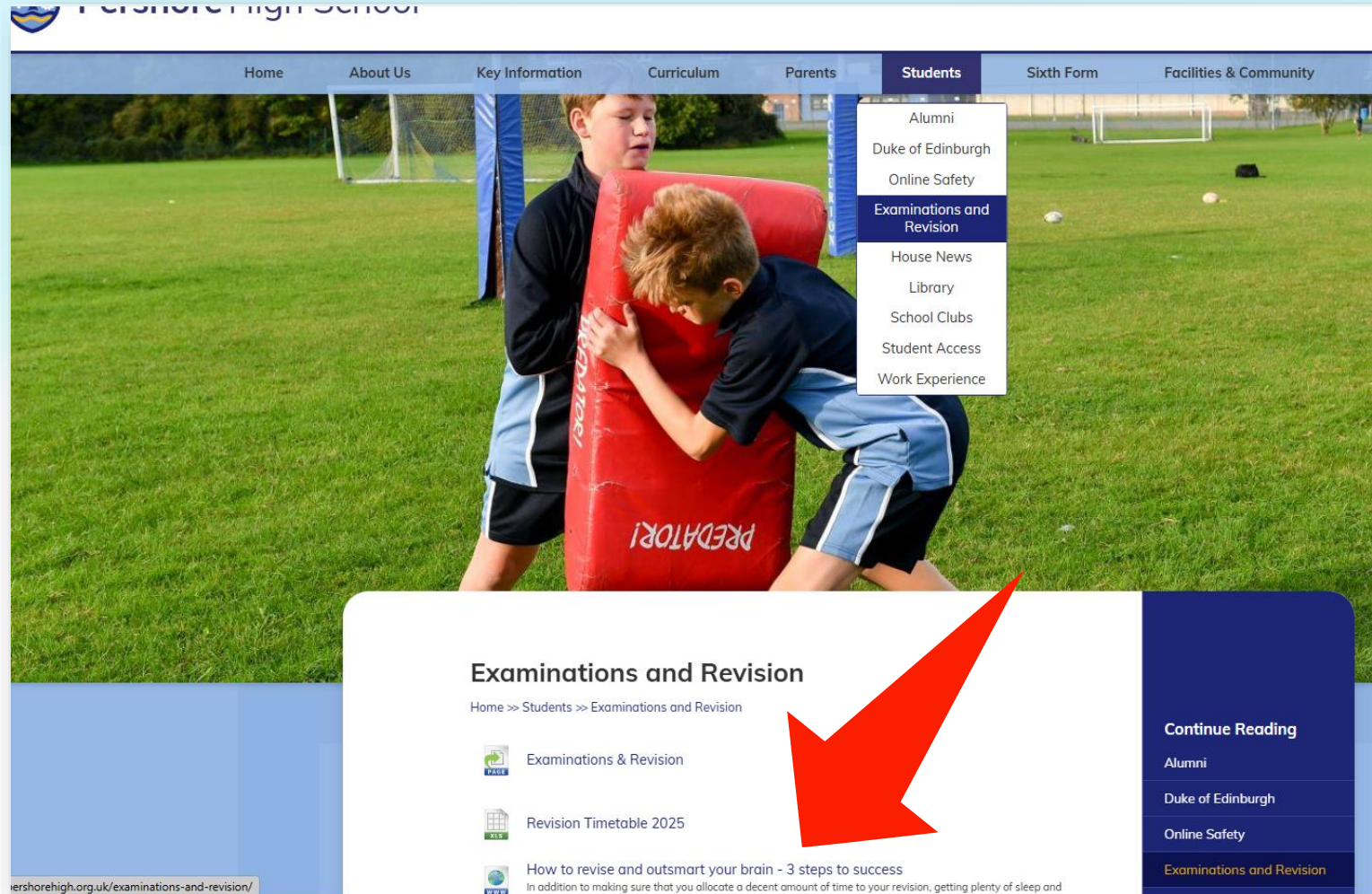
1. Organise the knowledge
2. Think about meaning
3. Retrieve / Test



1. Organise the knowledge

2. Think about meaning

3. Retrieve / Test



The screenshot shows the website for Pershore High School. The navigation menu includes Home, About Us, Key Information, Curriculum, Parents, Students, Sixth Form, and Facilities & Community. The 'Students' menu is open, showing options like Alumni, Duke of Edinburgh, Online Safety, Examinations and Revision (highlighted), House News, Library, School Clubs, Student Access, and Work Experience. The main content area is titled 'Examinations and Revision' and includes a breadcrumb trail: Home >> Students >> Examinations and Revision. Below this, there are three links: 'Examinations & Revision' (with a PDF icon), 'Revision Timetable 2025' (with a calendar icon), and 'How to revise and outsmart your brain - 3 steps to success' (with a WWW icon). A red arrow points to the first link. On the right side, there is a 'Continue Reading' sidebar with links to Alumni, Duke of Edinburgh, Online Safety, and Examinations and Revision (highlighted). The URL 'pershorehigh.org.uk/examinations-and-revision/' is visible at the bottom left.

# Organise the knowledge

Population

Tectonic

Factors affecting  
risk

Weather

Human  
factors

Global Atmospheric  
Circulation

Natural  
Hazards

Tropical Storms

Natural  
factors

Extreme UK  
weather

Location

Wealth

Cyclones

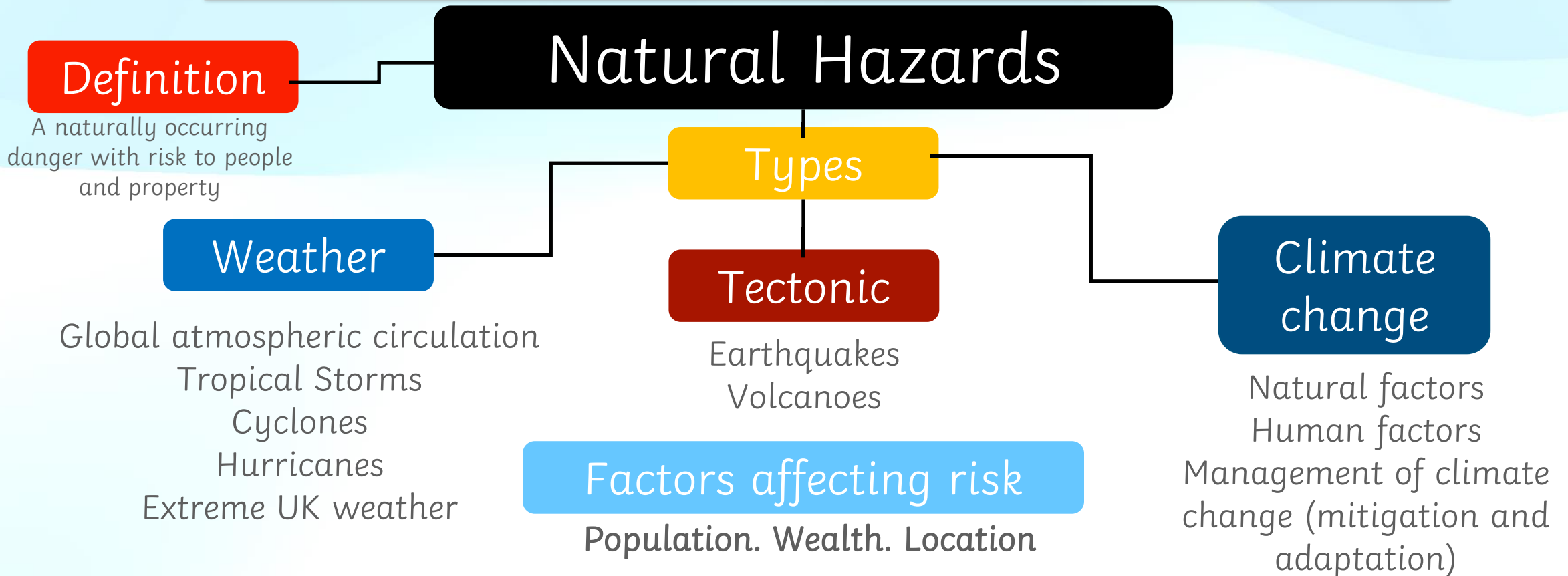
Hurricanes

Naturally occurring  
danger

Mitigation  
and  
Adaptation

### 3.1.1.1 Natural hazards

Key idea	Specification content
Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.





# Learning@Pershore



## Knowing



## Thinking



## Communicating

I don't know yet

I know one thing

I repeat and practice and now I know more

I can use knowledge to think more deeply

I can share my new understanding with clarity and confidence

Dedicated Practice

Dedicated Practice

Dedicated Practice

Define  
Identify  
Locate  
Recall  
SPAG

List  
Match  
Describe  
Recall  
Classify  
Calculate  
Link

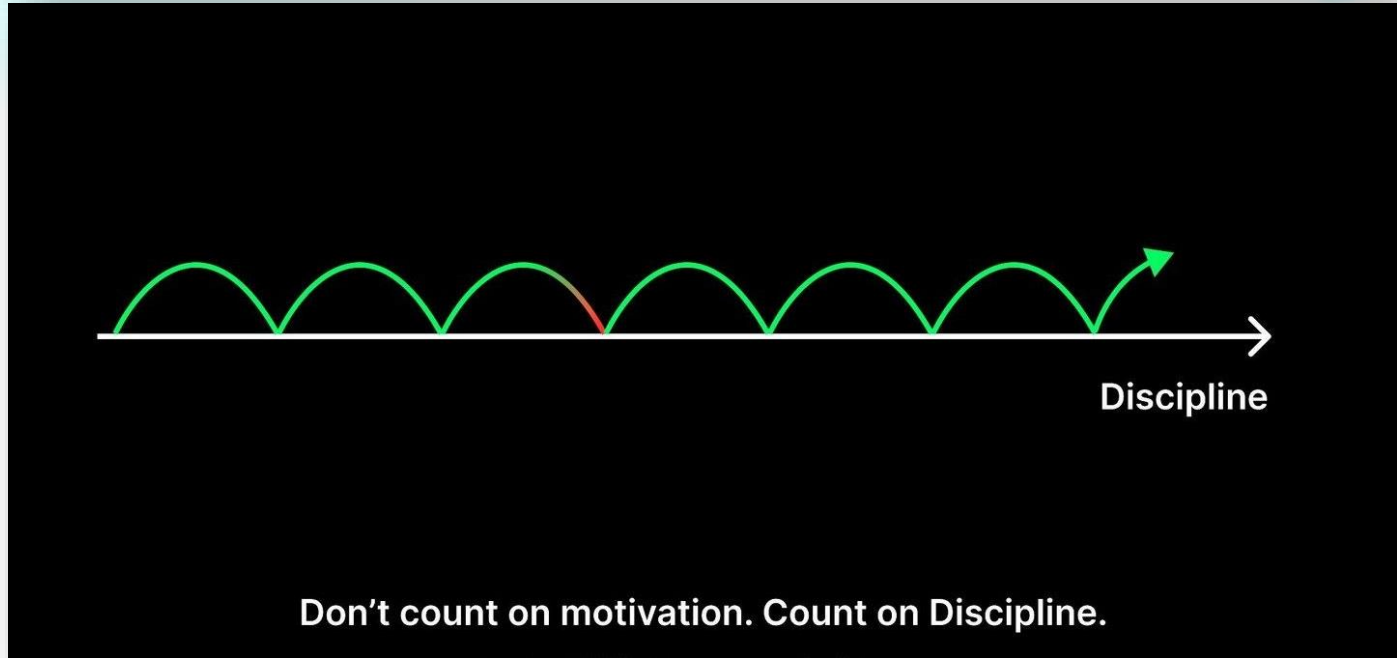
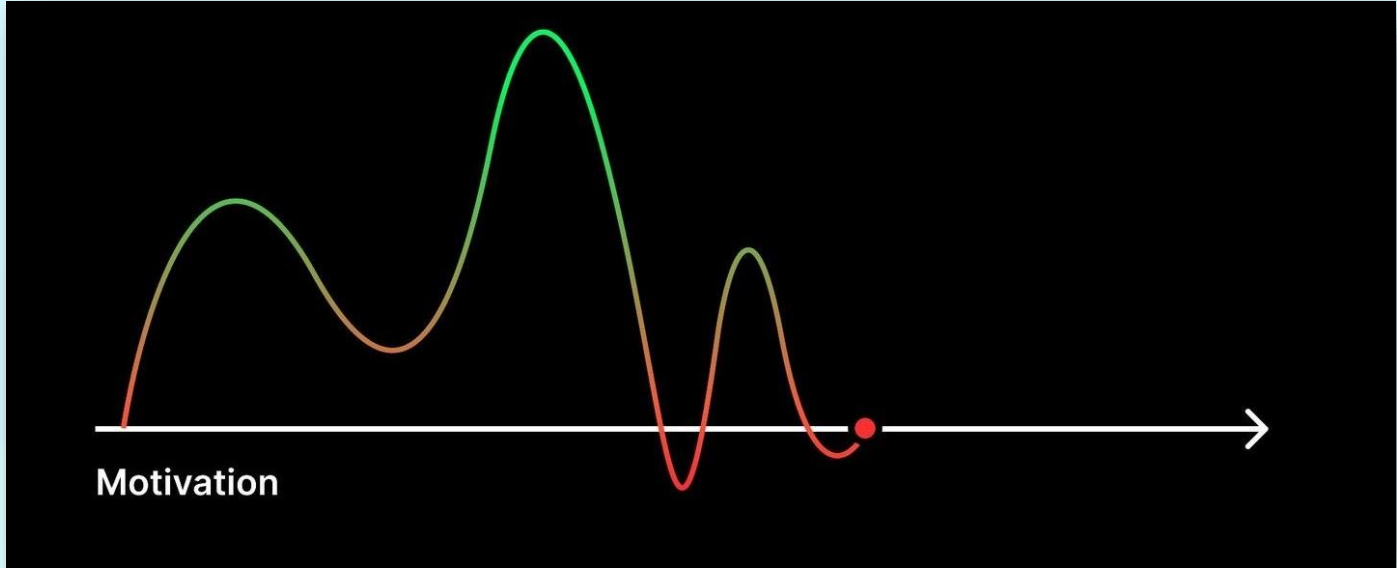
Apply  
Explain  
Analyse  
Evaluate  
Investigate  
Compare / Contrast  
Experiment  
Reason

Justify  
Predict  
Create  
Debate  
Perform  
Lead  
**Mastery**

# DISCIPLINE EATS



# FOR BREAKFAST



Don't count on motivation. Count on Discipline.

'We help each other to work hard and be kind'

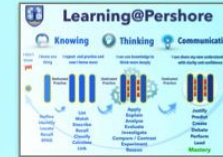


# Assessment@Pershore (KS4)

## Attitude to Learning



## Current grade in Key Stage 4

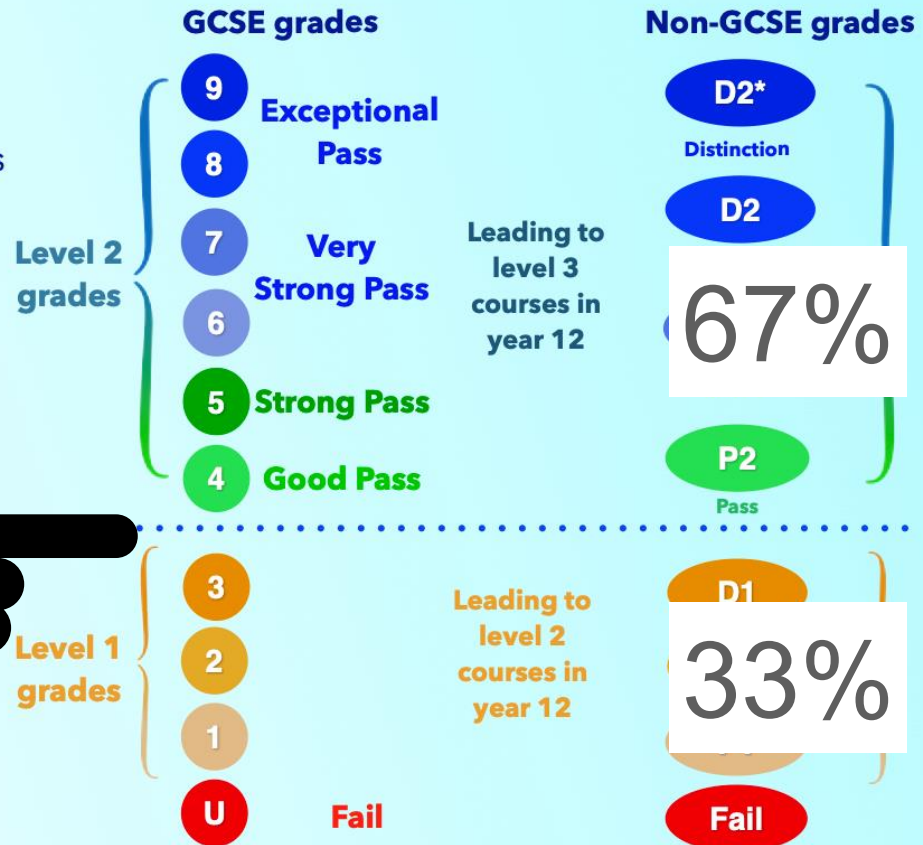
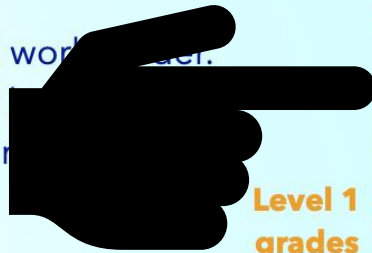


**4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.

**3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.

**2 Scope for development.** Could work harder. Improved effort would positively impact learning. Contributes to the climate for learning but a bit too easily.

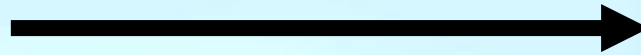
**1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.



# Direct link – attitude to achievement !

Top 30 students' average Attitude to Learning Score

3.79



Middle 30 students' average

2.93



Bottom 30 students' average

1.94



**Attitude**  
to Learning



- 4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.
- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.



**“I don’t need my GCSEs”**

**“They don’t define you”**

Press release

## Higher GCSE grades linked to lifetime earnings boost

New research shows the link between GCSE attainment and earnings over a person's lifetime.

## Value of a GCSE revealed: every higher grade is worth £23,000 more

Students who secure one grade above their peers in all nine subjects can expect to earn an extra £207,000 before they retire

Camilla Turner, EDUCATION EDITOR

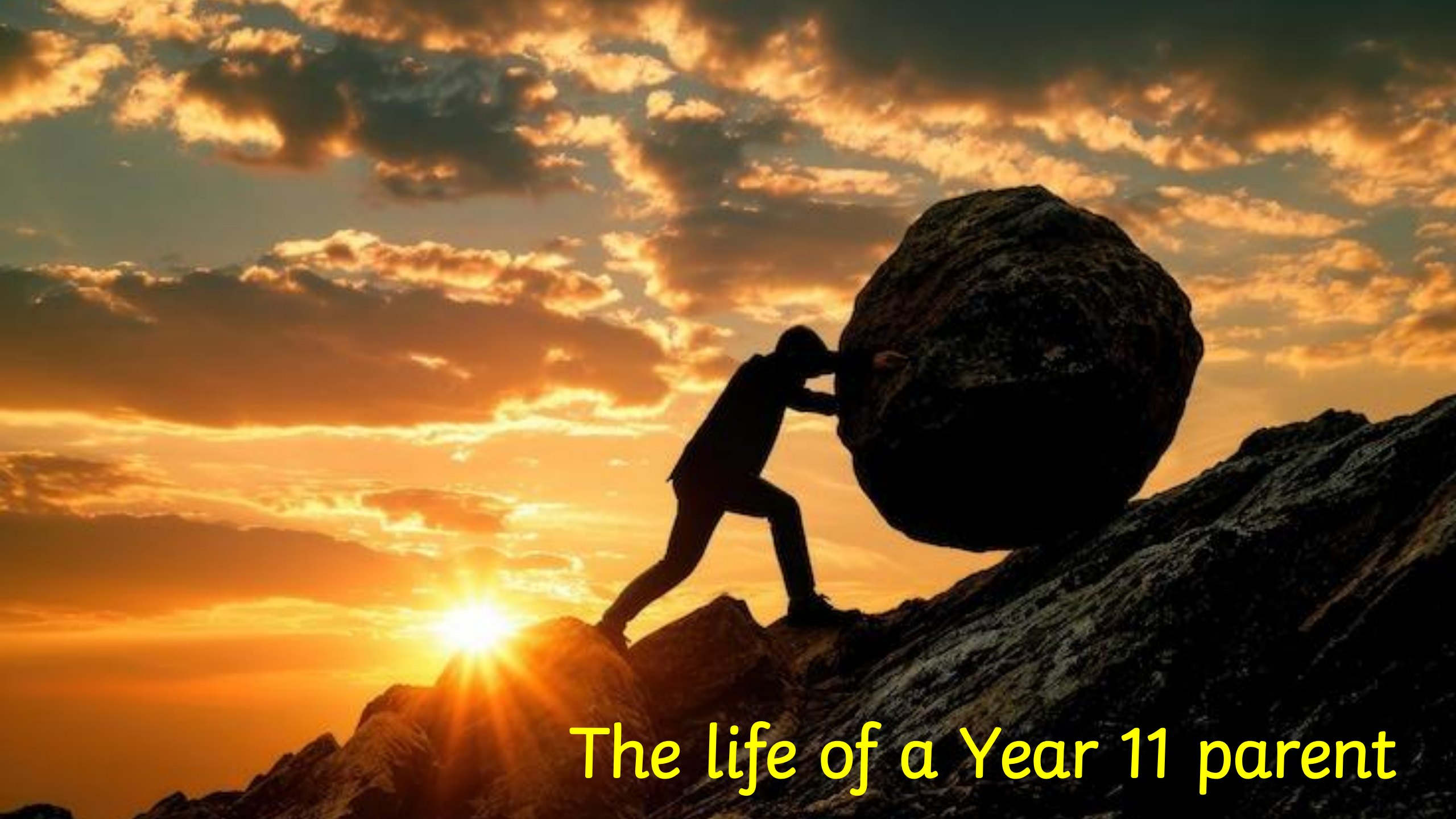
© July 2021. 6:00pm



# How would one go about improving attitude grades, and therefore achievement ?

1. Turn up every day, ready to learn, with the right equipment
2. Arrive on time to lessons and get going quickly
3. Ask when you are not sure
4. Know that Lesson time is learning time and nothing else
5. Focus more on your school work than your phone
6. DO NOT WAIT – Start Now !



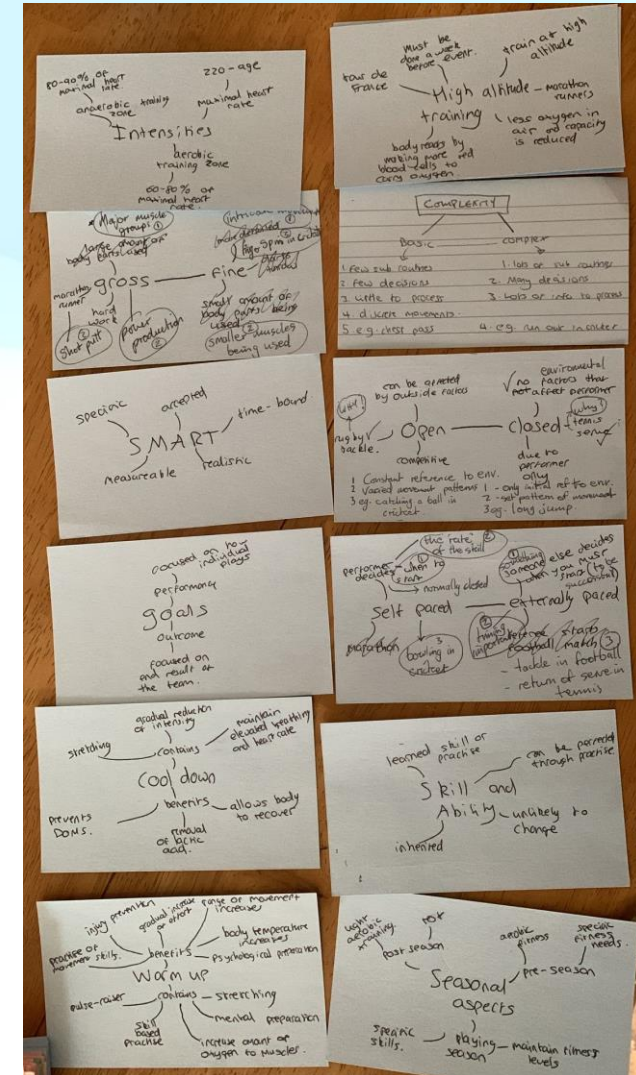


The life of a Year 11 parent

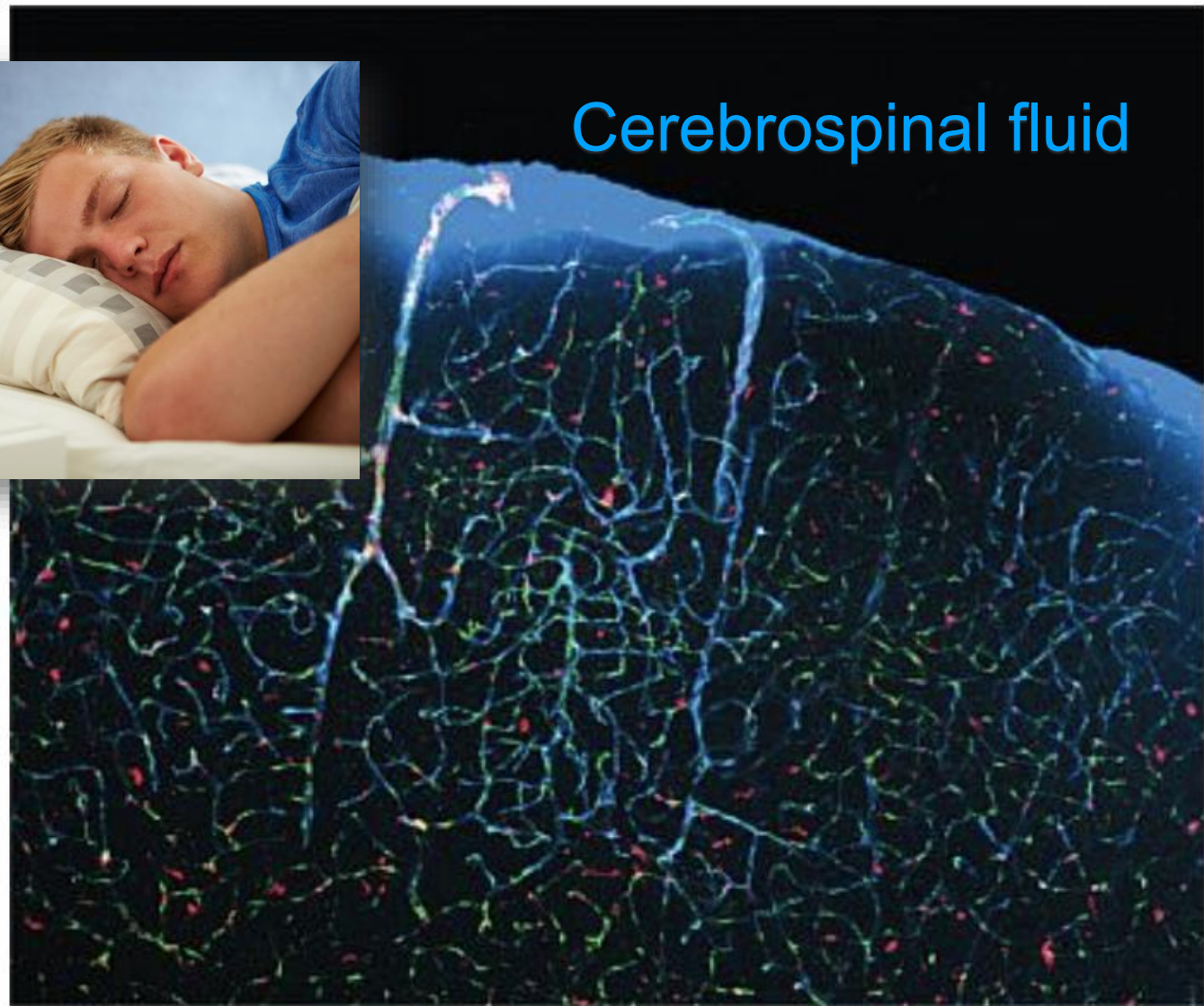
# Some of the best ways to help....



- Keep a keen eye on attitude grades. They are reliable and DO predict outcomes based on where children 'should' get to
- Help to organise, think and test.
  - Buy some 'flash cards' and get your child going early
  - Use the 'flash card' to test your child. Fluency !!
    - Ask them to define what key words mean check understanding
      - Then ask if they can explain more
  - Low stakes tests – make high stakes tests feel much easier
- Encourage to try past papers and mark schemes – a lot. This allows application of the knowledge to real exam questions.



# SLEEP



Deep cleanse (8hrs sleep)  
Blue light (2hrs delay)

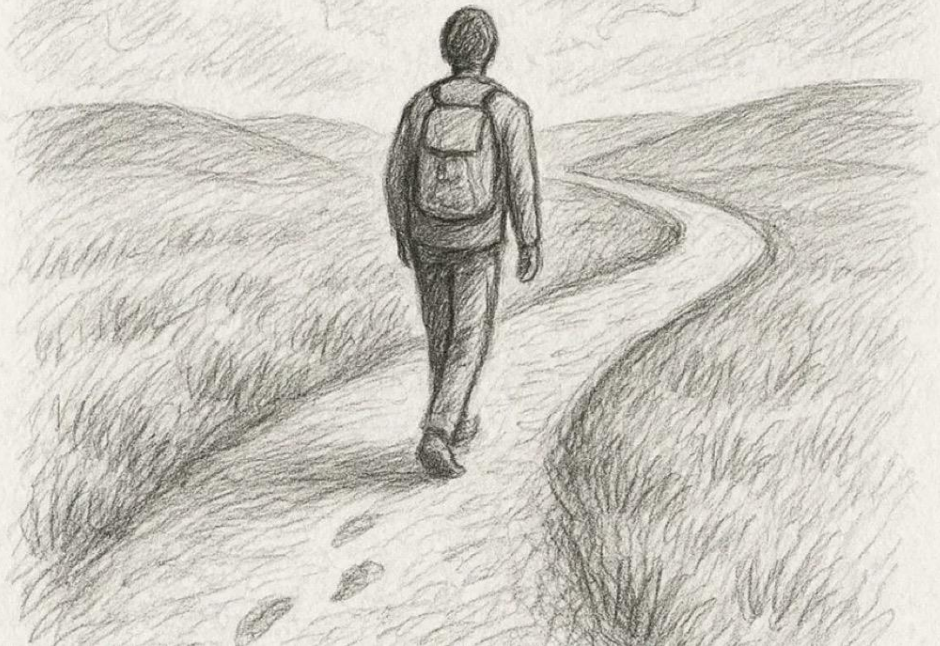






# RUMI SAID:

"AS YOU START TO WALK  
ON THE WAY, THE WAY  
APPEARS. CLARITY DOESN'T  
COME BEFORE ACTION.  
IT COMES FROM ACTION.



**START  
NOW**





Perschore  
High School

# SUCCESS IS AVAILABLE TO EVERYONE

ATTITUDE PLUS DISCIPLINE EQUALS HABITS



“Keep believing in yourself”

“Get where you want to get.  
You will feel so good after  
going through the pain of  
determination”

“It feels much easier going in  
prepared rather than hoping”

“I will take that...  
very much so”

“I am so happy”



# English

Alex Hodson  
Acting Head of English



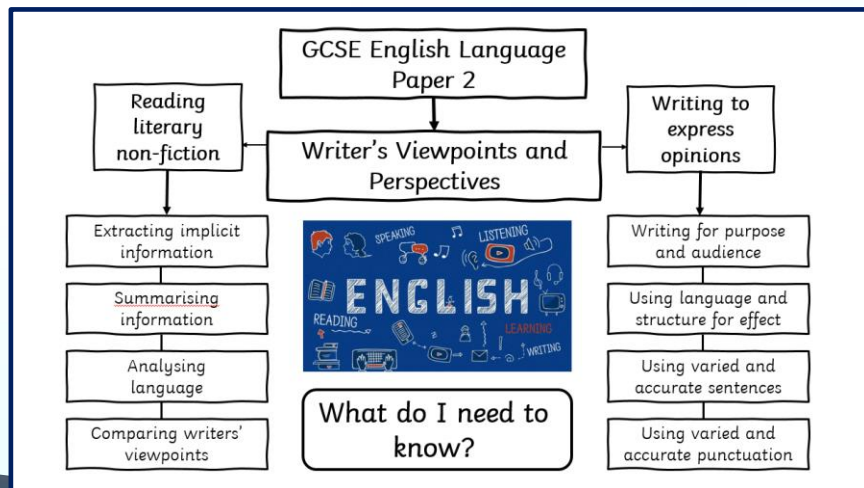
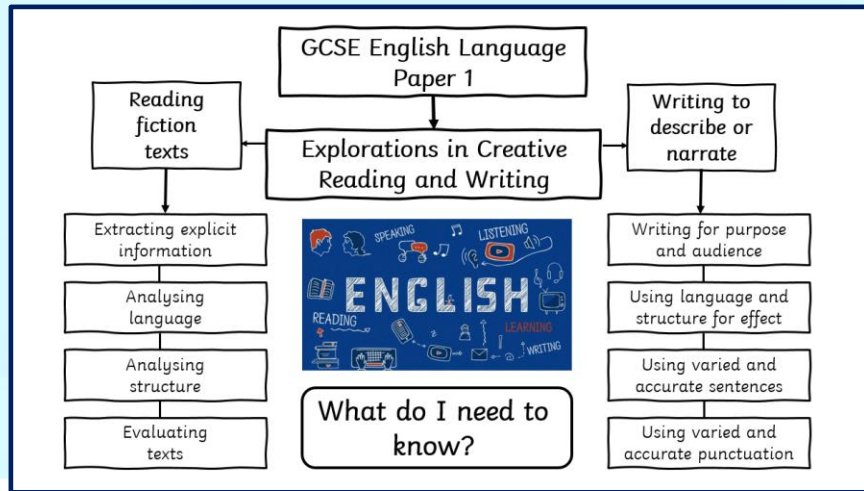


# GCSE English

- Two separate qualifications: AQA Language and Literature taught by different teachers with an equal split
- Examinations for both occur in Year 11 - two papers for each subject (four in total)
- Homework and independent practice will be essential for success. Those who don't do it won't get above a 2 for Attitude to Learning.



# English Language



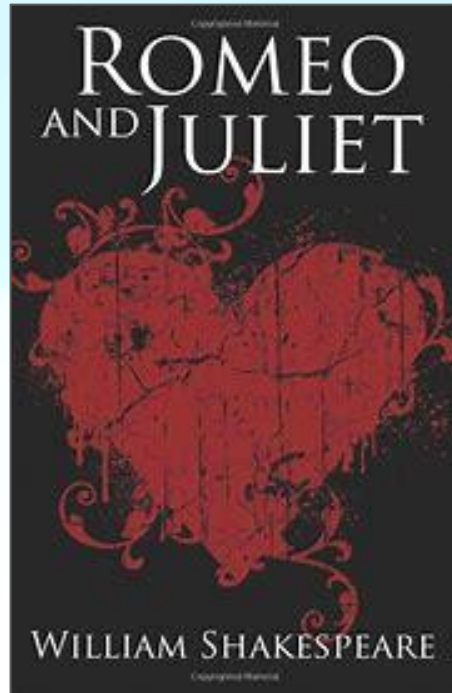
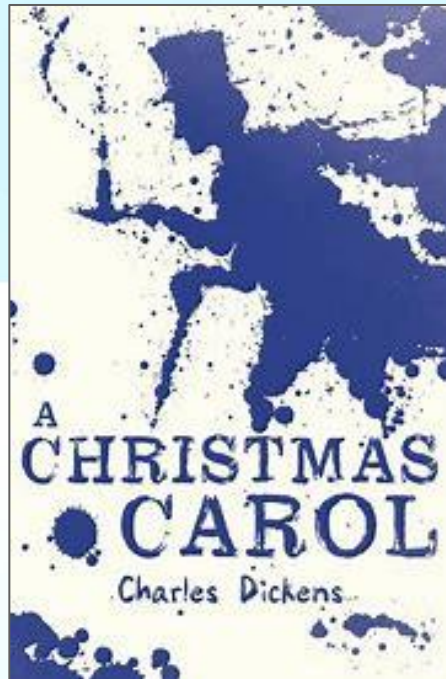
- Reading and writing given equal weighting
- Both fiction and literary non-fiction
- Unseen texts – focus on skills
- Taught through literary texts and extracts
- Knowledge hierarchies follow exam structure
- Regular reading is key! Homework will consist of terminology quizzes and reading activities set online.
- No one will get above a 2 for Attitude to Learning if they aren't completing homework.



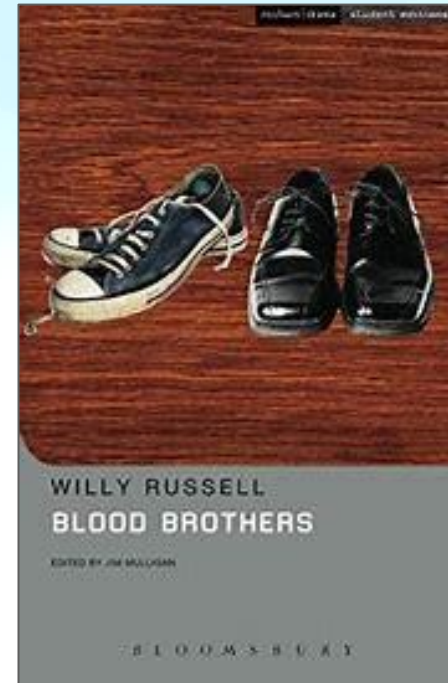
# English Literature

## What will we study?

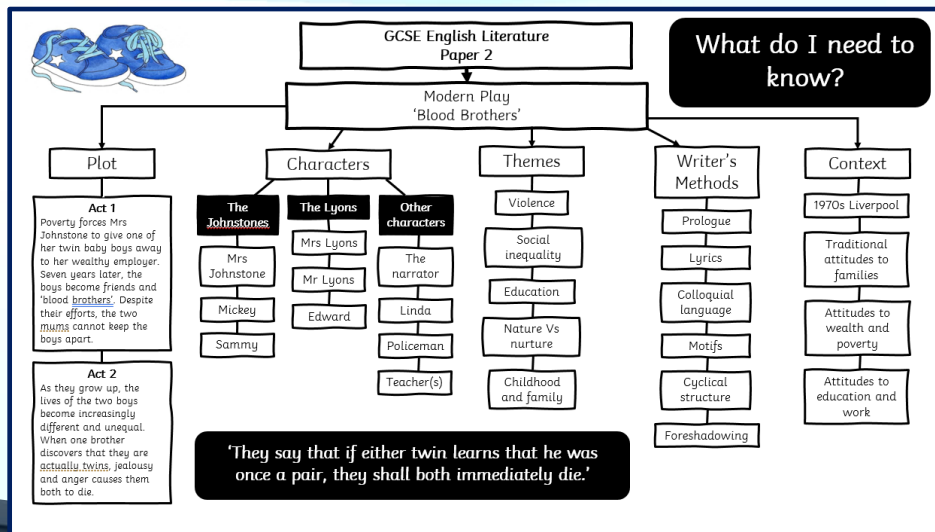
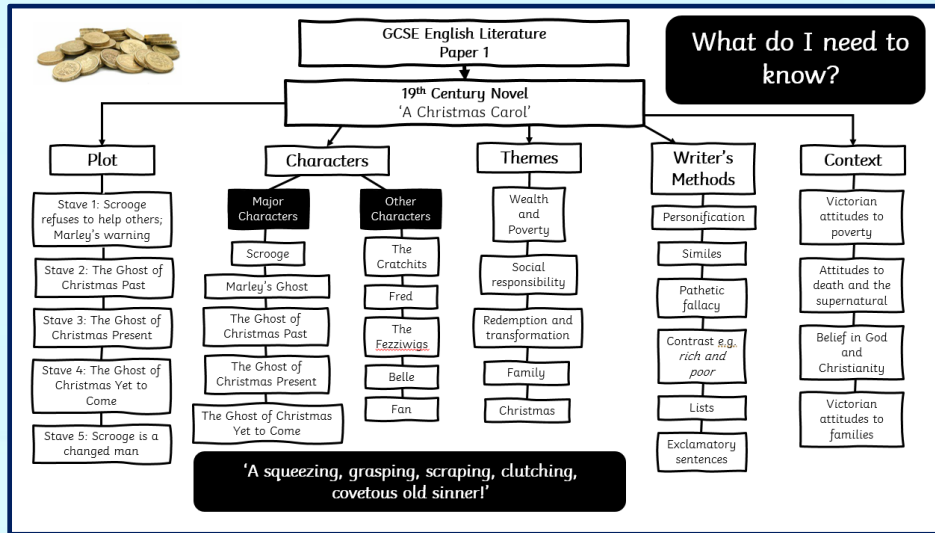
### Paper 1



### Paper 2



# English Literature



- Five strands of study for each text
- Knowledge hierarchies used for each unit and to support independent study
- Build on analytical writing skills taught in KS3 – WHAT/HOW/WHY to full essays
- Regular revision of completed texts
- BBC Bitesize/Seneca /Educake. No one will be getting above a 2 for Attitude to learning if homework isn't completed!



# Maths



Debbie Morgan  
Head of Maths



# GCSE Maths exams

Paper 1 (14 <sup>th</sup> May) (non-calculator)	Paper 2 (3 <sup>rd</sup> Jun) (calculator)	Paper 3 (10 <sup>th</sup> Jun) (calculator)	Overall
80 marks	80 marks	80 marks	240 marks
1 hr 30 min	1 hr 30 min	1 hr 30 min	4 hr 30 min

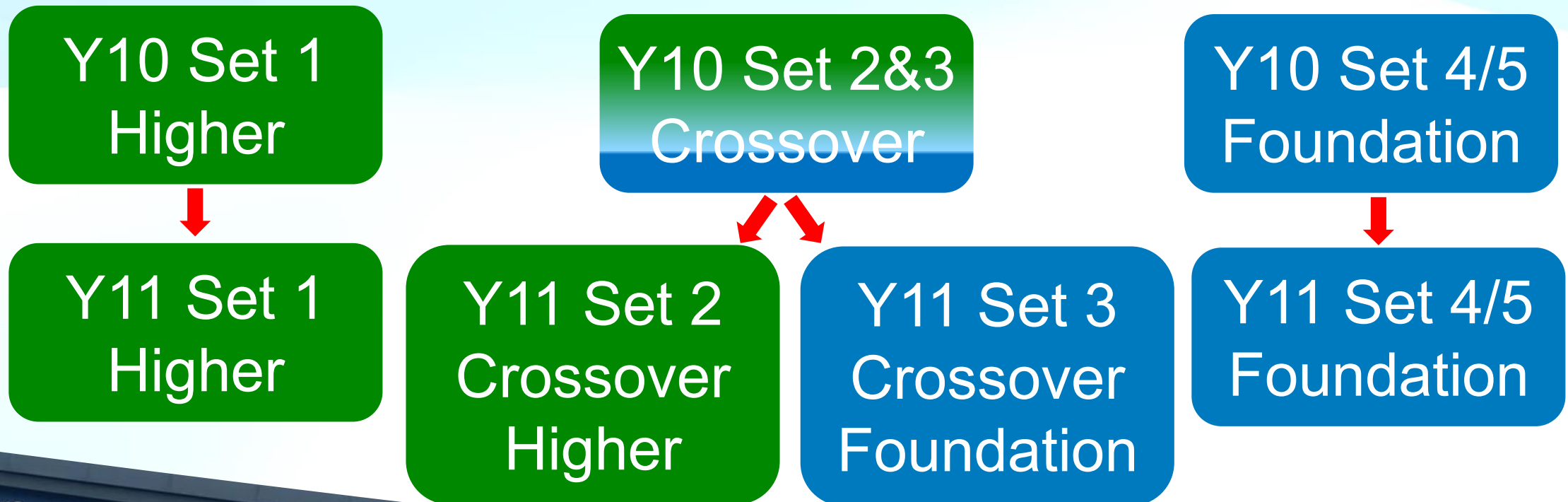
- Questions on all three papers can cover any part of the curriculum
- Students need to revise all content, for all three exams – start now
- Two thirds of the GCSE tests calculator skills
  - Students need to be confident and efficient at using their calculator
  - Bring it to every Maths lesson and learn how to use it properly

*(Casio calculators available for £9.85 on ParentPay – collect from Hub)*



# Year 11 Maths Curriculum

- Set 1 will sit the Higher tier
- Set 2 are studying for Higher but those aiming for Grade 4 or 5 may sit Foundation (this is discussed after the December mock exams)
- Set 3, 4 and 5 are studying the Foundation tier





# Higher and Foundation tier

Topic Area	Foundation Tier	Higher Tier
Number	25% (60 marks)	15% (36 marks)
Ratio	25% (60 marks)	20% (48 marks)
Algebra	20% (48 marks)	30% (72 marks)
Geometry	15% (36 marks)	20% (48 marks)
Statistics & Probability	15% (36 marks)	15% (36 marks)

Big difference between Higher and Foundation.

Higher has less number and more algebra and geometry

Higher has more of the harder AO2 & AO3 questions.

Assessment Objective	Foundation Tier	Higher Tier
AO1: Use and apply standard techniques	50% (120 marks)	40% (96 marks)
AO2: Reason, interpret and communicate mathematically	25% (60 marks)	30% (72 marks)
AO3: Solve problems in mathematics and other contexts	25% (60 marks)	30% (72 marks)

Students aiming for Grade 5 need careful thought about which tier is best for them



# Grade Boundaries – targets to aim for ...

Higher Tier		
Grade	%	Average per paper (80)
9	92%	74
8	82%	66
7	70%	56
6	55%	44
5	42%	34
4	28%	23

Foundation Tier		
Grade	%	Average per paper (80)
5	80%	64
4	70%	56
3	52%	42
2	35%	28
1	18%	15



# Exam Preparation & Revision

- Lesson on exam technique & revision – every Friday Week 2 (1 hour)
- Written homework on past exam questions every Week 1
- Sparx homework consolidating classwork every Week 2
- Students need to do lots of questions, regularly & address weaknesses
- Maths support – Tuesday lunchtime in M7 (open to all years)
- Year 11 revision support – Tuesday after school in M3
- Homework support – Wednesday lunchtimes in B1 (open to all years)
- Thursday 25<sup>th</sup> September – 50 mark mini-mock in lessons
- Full mock exams in December & March



# Personalised Learning Checklist and Learning Journey

- At the start of every unit, students get a PLC to stick in their book
- List of units, and which one they are currently studying (Learning Journey)
- Checklist of content in the unit
- Sparx codes to use in 'Independent Learning' when revising
- Section at the bottom to record quiz scores and any notes on things to prioritise
- They have the full set from Year 10
- Use them to help organise revision

Personalised Learning Checklist (PLC): Year 11 Crossover Higher

11.1: Probability	Unit 1 – Probability	Sparx Codes
11.2: Number	Language of probability, 0-1 probability scale, random, fair, equally likely, bias, unequally likely	U803
11.3: Statistics	Calculate probability and write as fractions, decimals or percentages	U408 U510
11.4: Quadratics	Sample space diagrams for combined events	U104
11.5: Simultaneous Equations	Mutually exclusive events & their probabilities	U683
11.6: Further Fractions	Experimental probability	U580
11.7: Transformation & Vectors	Expected results from repeated experiments	U166
11.8: Units & Real Life Graphs	Use a frequency tree to record outcomes of an event	U280
11.9: Proportion	Use listing strategies to identify all permutations or combinations & use the product rule for counting	U369
11.10: Inequalities	Represent outcomes using a Venn diagram	U476
11.11: Shape & Constructions	Find the union and intersection of sets	U748
11.12: Circle Theorems	Recognise the symbols { } for sets, $\cap$ for intersection and $\cup$ for union	U296
11.13: Proof	Know the addition law for mutually exclusive events: $P(A \text{ or } B) = P(A) + P(B)$	
11.14: Functions & Iteration	Know the multiplication law for independent events: $P(A \& B) = P(A) \times P(B)$	
11.15: Pythagoras & Trigonometry	Use a tree diagram to solve problems involving combined events that are independent and dependent	U558 U729
11.16: Graphs	Conditional probability using Venn diagrams, tables and tree diagrams	U699 U246 U806



Quiz score & learning notes



## Set 1 & Set 2

# Resources & Support

- Sparx (videos and practice questions)
- Revision book (*via ParentPay*)
- Written homework
- Past papers and mark schemes on AQA website
- Maths support – Tuesday lunchtime in M7
- Year 11 revision – Tuesday after school in M3
- Homework support – Wednesday lunchtime in B1
- Teachers always happy to help outside lessons

Collins  
**GCSE 9-1**  
Maths Higher  
*Complete Revision & Practice*

3 books in 1  
*Revision guide, workbook & practice paper*

Collins  
**GCSE 9-1**  
Maths  
Foundation  
*Complete Revision & Practice*

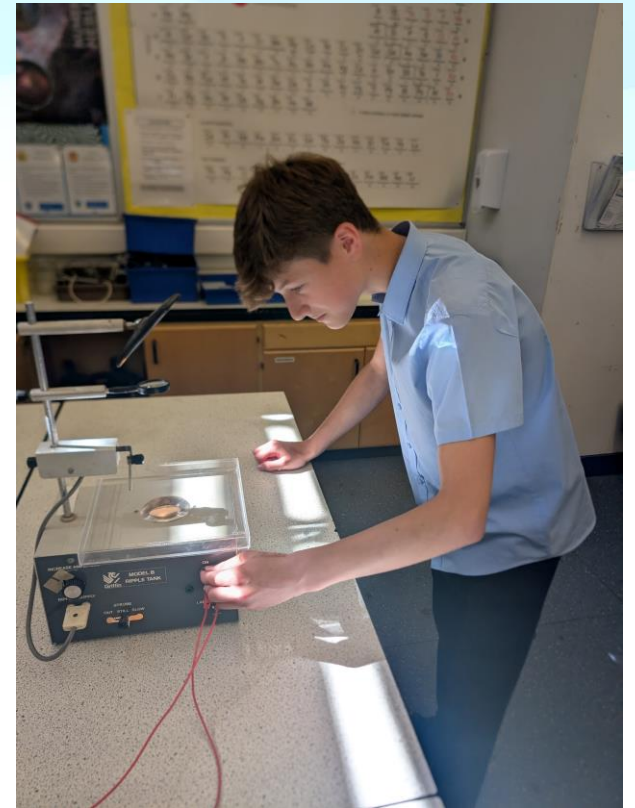
3 books in 1  
*Revision guide, workbook & practice paper*

## Set 3 & 4



# Science GCSE

- Pershore students study AQA GCSE courses.
- All of the assessment objectives for science are underpinned by having secure knowledge of processes, key terminology and numeracy skills.



# Science courses: Combined Science

GCSE  
COMBINED  
SCIENCE:  
TRILOGY



- Most student take the Combined Science: Trilogy course.
- Students take 6 exam papers.
- And obtain 2 Linked GCSEs
- E.G 43, 44, 55, 65, 66.
- Combined Science has two options for exam papers, either higher or foundation tier.
- Combined science students have 11 lessons a fortnight

GCSE paper name	Marks	Duration
Combined Science: Biology paper 1	70	75mins
Combined Science: Biology Paper 2	70	75mins
Combined Science: Chemistry paper 1	70	75mins
Combined Science: Chemistry Paper 2	70	75mins
Combined science: Physics Paper 1	70	75mins
Combined science: Physics Paper 2	70	75mins
Total	420	

# Science courses: Biology, Chemistry, Physics

- A proportion of students take Biology, Chemistry and Physics GCSE
- These are individual subjects with 2 exam papers each.
- Students will receive one for each subject area. Three in total.
- E.g 3, 4 , 5, 6, 7
- Sets of exam papers can be either higher or foundation tiers.
- Separate science students have 16 lessons a fortnight.



GCSE paper name	Marks	Duration
Biology Paper 1	100	105 mins
Biology Paper 2	100	105 mins
Total	200	

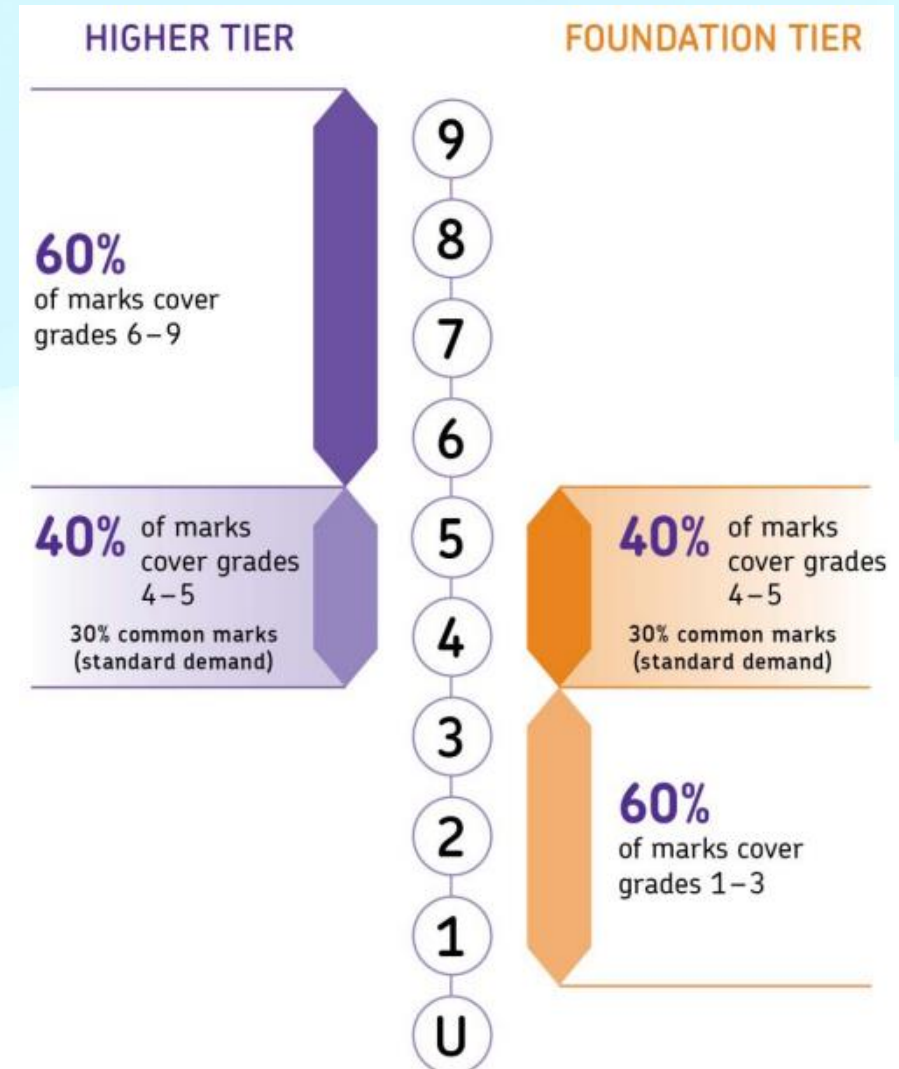
GCSE paper name	Marks	Duration
Chemistry Paper 1	100	105 mins
Chemistry Paper 2	100	105mins
Total	200	

GCSE paper name	Marks	Duration
Physics Paper 1	100	105 mins
Physics Paper 2	100	105 mins
Total	200	



# Tiers

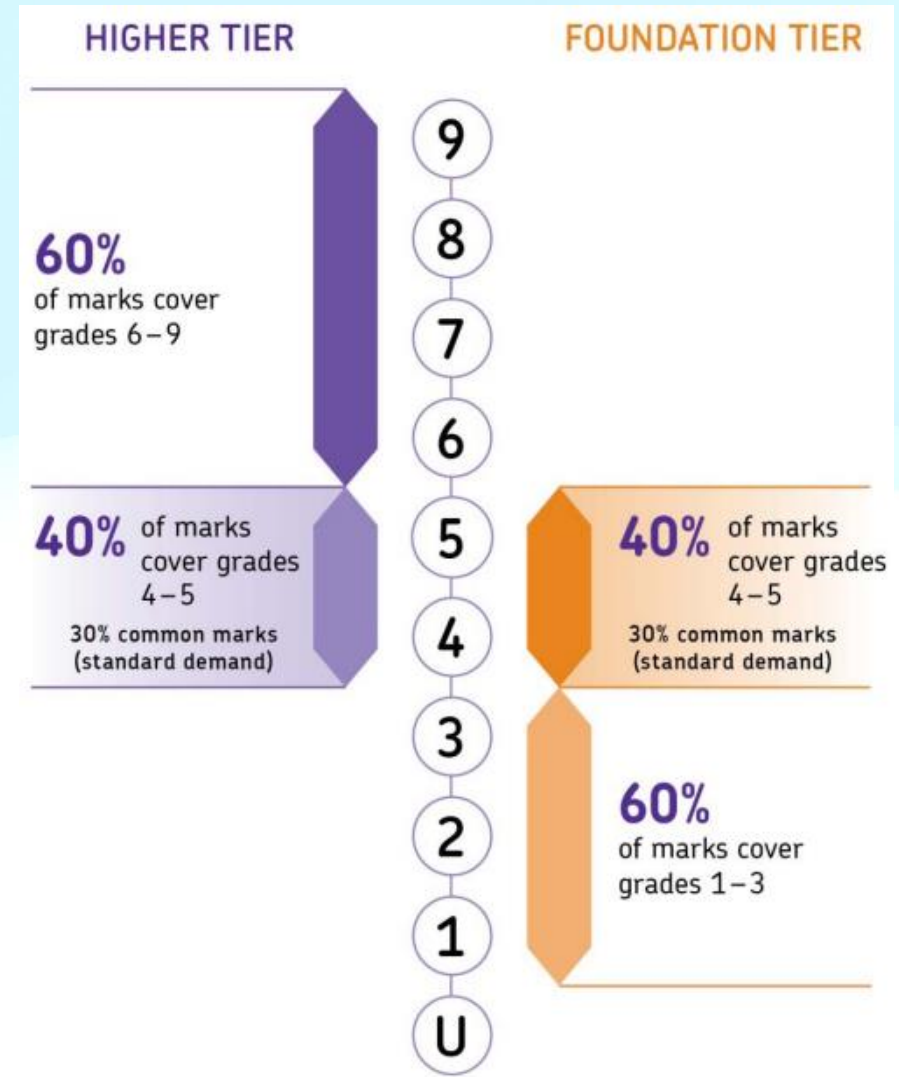
- Students are given suggested tiers for their exam based upon evidence shown for their aptitude for science examinations.
- It should be clear that there is a **very big** difference in demand and challenge between high and foundation tiers.
- **Higher papers start off with the most demanding questions on the foundation paper.**
- If students get below a 43 on combined science or a 3 on a separate science paper, then they achieve a 'U' grade
- It often works out that sets 1 and 2 mostly sit higher papers. Sets 3 and below generally sit foundation. However, this can vary, and there is mobility between groups





# Mock assessments

- In December, the mock assessments will be a hybrid form of assessment, which uses material from paper 1 and paper 2 for the sciences.
- In March, students will have completed the large majority or of their science course, so students generally sit a full paper 2.
- This means that students will have:
- Sat paper 1 assessments.
- A hybrid between paper 1 and paper 2 assessments
- And paper 2 assessments.
- The tiering of students enters its final phase around February. I will be having conversations with students around this period.



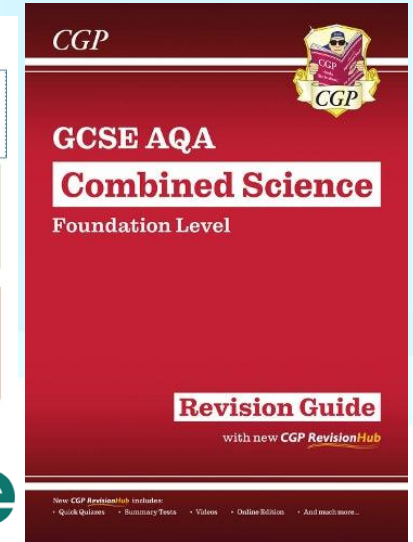
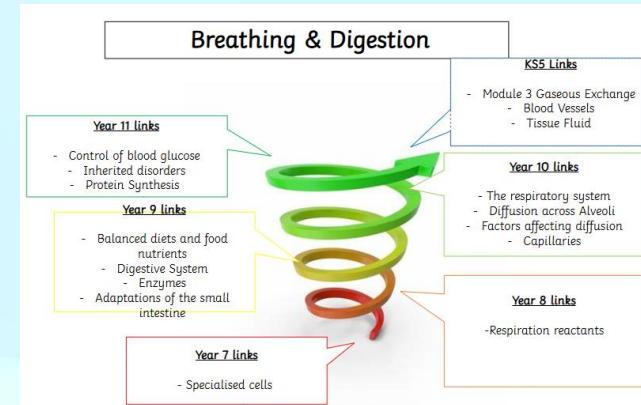
# Science GCSE success

- Science is a very knowledge heavy subject therefore:
- A great attitude to learning.
- Classroom mastery
- Clear responses to classroom feedback
- Completion of homework
- And good revision are essential for success
- Improving key term and process knowledge should be at the forefront of student's minds.

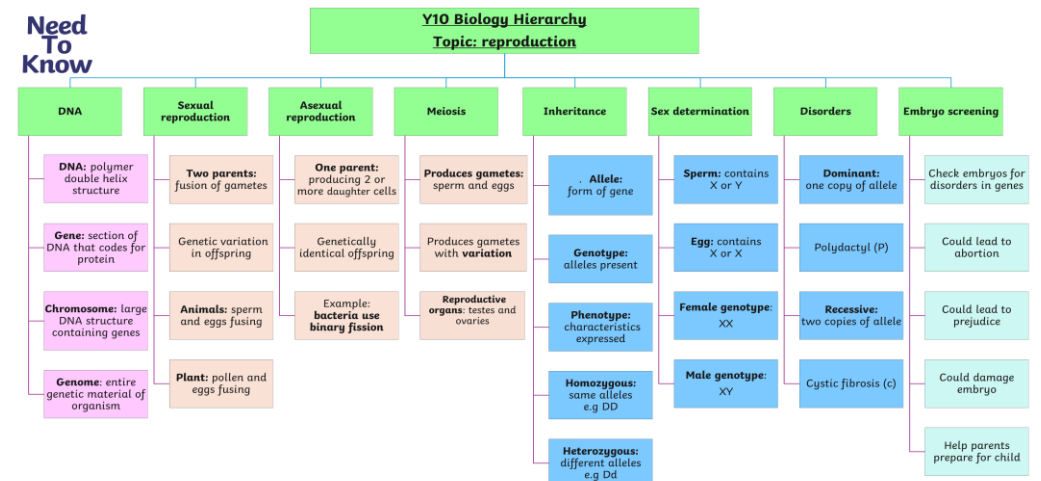


# Supporting our students

- We have a spiral curriculum in science, where common threads in topic areas are returned to between years.
- We have customised Hierarchies that contain key useful information.
- Students will be using Sparx Science for homework to support recall, test and give feedback on key knowledge
- Science after school revision is provided for students starting Autumn 2.
- Flash revision before terminal examinations
- Small group Intervention work is provided within the department.
- CGP revision guides available for purchase.



## Sparx Science





# Preparation for the future

Andrew Nockton  
Head of School

# Year 11 Assessment Cycle

End of November 2025

Progress Check (Attitude & Current grades) plus Tutor Comments

4<sup>th</sup> to 18<sup>th</sup> December 2025

Year 11 Mock Exams (in Exam Hall)

13<sup>th</sup> January 2026

Year 11 Parents' Evening & Mock Results issue

10<sup>th</sup> to 14<sup>th</sup> March 2026

Core Subject Mock Exams (in class)

Early April 2026

Final Progress Check (Attitude & Current grades) issued



**Attitude**  
to Learning



- 4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.
- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.

# YEAR 11 - Preparing for post 16 decisions

## September to October timeline

Refresh your **UNIFROG** profile – find out more about jobs that interest you. What qualifications will you need to complete?

Look at 6<sup>th</sup> form and college websites for **open events** – book your place to attend.

Find out **what grades you will need** to achieve in your GCSEs to complete the courses/subjects you want to continue onto.

Attend your **careers meeting** for personalised guidance.

Drop into the careers office **opposite H9 at lunchtime Mon-Weds** to book an appointment or if you have any questions about your options.

**Mrs Booton-Gwynne – Head of Careers IAG**

# Pershore High School 6<sup>th</sup> Form

## • Thursday 20<sup>th</sup> November 2025

### Hartpury College – book your place

#### [College open morning booking form](#)

- Saturday 20<sup>th</sup> September 2025
- Saturday 11<sup>th</sup> October 2025
- Saturday 15<sup>th</sup> November 2025
- Saturday 13<sup>th</sup> December 2025

### Heart of Worcestershire College – book your place

#### [Open Events | Heart of Worcestershire College \(howcollege.ac.uk\)](#)

- Wednesday 8<sup>th</sup> October 2025 5pm-8pm

### HWGTA (apprenticeship provider) - register your place

#### [Open Events, Apprenticeship Opportunities In Worcester & Hereford | HWGTA](#)

### **Worcester**

- Tuesday 21<sup>st</sup> October 2025 4pm-6.30pm
- Tuesday 17<sup>th</sup> February 2026 4pm-6.30pm

# College & 6<sup>th</sup> Form open events



### **Hereford**

- Thursday 23<sup>rd</sup> October 2025 4pm -6.30pm
- Thursday 19<sup>th</sup> February 2026 4pm-6.30pm

### Kidderminster College – book your place

- Monday 6<sup>th</sup> October 2025 5.30pm-7.30pm

#### [Kidderminster College October Open Event Tickets, Mon 6 Oct 2025 at 17:30 | Eventbrite](#)

- Monday 10<sup>th</sup> November 2025 5.30pm-7.30pm

#### [Kidderminster College November Open Event Tickets, Mon 10 Nov 2025 at 17:30 | Eventbrite](#)

### Stratford upon Avon College - book your place

- Saturday 15<sup>th</sup> November 2025 10am – 2pm

#### [School Leaver Open Event | Stratford-upon-Avon College](#)

### WCG Pershore College – book your place

#### [Open Days at WCG Colleges by WCG | Eventbrite](#)

- Saturday 4<sup>th</sup> October 2025 10am-2pm
- Saturday 29<sup>th</sup> November 2025 10am-2pm
- Saturday 24<sup>th</sup> January 2026 10am-2pm

# Post 16 decisions

## Guidance meetings

- explore options

### Your Careers meeting – what to expect

The aim of a careers meeting is to help you move forward with your plans and ideas. It is not about telling you what to do or doing it for you! You can have as many appointments as you need to help with your decisions.

### Your appointment can help you with:-

- Exploring the range of options available to you.
- Researching where to look for information to support your decision making.
- Planning out your career ideas and putting them into practice.
- Managing difficulties and setbacks with strategies such as back-up ideas.
- Deciding on an action plan for you and your careers advisor to work on.



### To make the most of your career's meeting: -

- Complete the tasks on your appointment sheet and bring with you to your appointment.
- Speak to your parents/carers or other family members to let them know you have a meeting.
- Write down anything that you would like to discuss on your appointment sheet.
- Make a list of things you are good at and things you like doing in school and outside of school.
- Use UNIFROG personality quiz results to help identify some job roles that might suit you.

I look forward to meeting you soon.

**Mrs Booton-Gwynne**

**Head of Careers Information, Advice & Guidance (IAG)**



Friends of Perschore High School

# **WE NEED YOUR HELP!**

**Can you spare a couple of hours  
a month to help run the PTA?**

**If so, please email:**



friends@perschore.worcs.sch.uk

Please support your PTA - Thank you



**Thank you for attending**