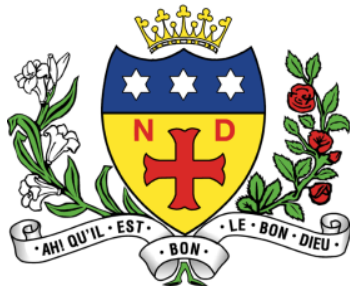


Year 11 Information Evening



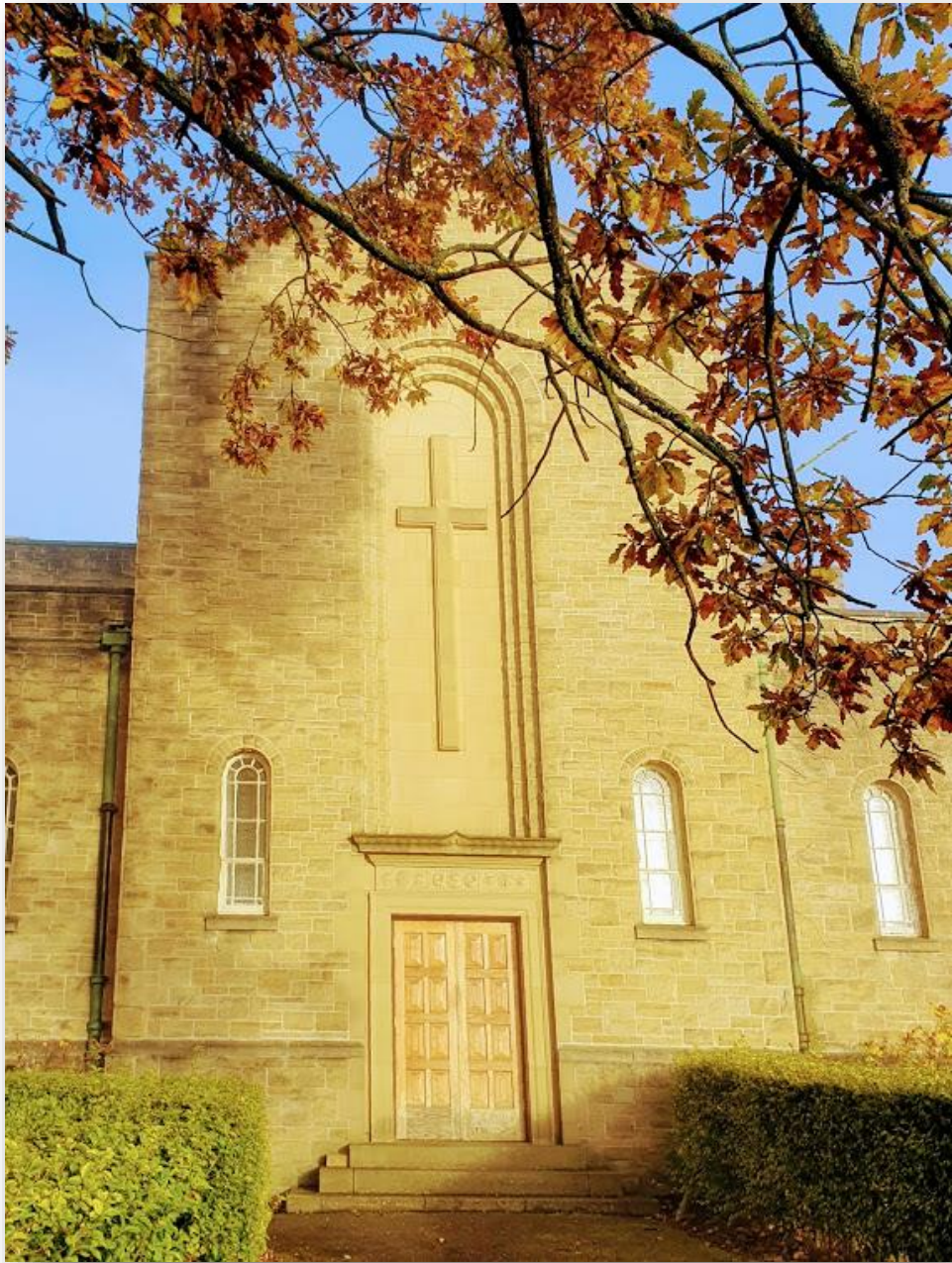
2023

“If you have love for
one another,
everyone will know
that you are my
disciples”



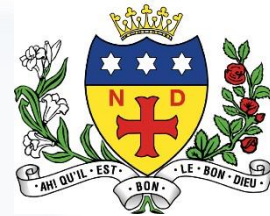


W E L C O M E



ST JULIE
PRAY FOR US,
PROTECT US,
AND BLESS US.
AMEN.





THIS EVENING



THE YEAR AHEAD

Y11 Information Evening – SALLE

1. Key information (Mrs Brookes)
2. Strategies to support your child's revision (Miss Eddy)
3. Strategies to support your child's wellbeing (Mrs Cavazza)
4. Y11 and beyond (Mr Birch)

Y11 Key Dates

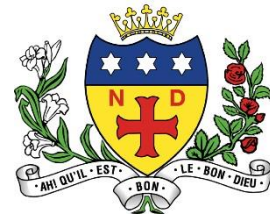
- 11/10/23 – Y11 Information Evening
- 11/11/23 – Notre Dame 6th Form Open Morning
- 24/11/23 – Flu Vaccinations
- 27/11/23 – Y11 MFL Speaking Tests
- 27/11/23 – Sheffield Progress – applications open
- 11/12/23 – 18/12/23 – **Y11 Assessment Week 1**
- 22/12/23 – Sheffield Progress – deadline for applications
- 25/01/24 – Y11 Parents' Evening
- 31/01/24 – Sheffield Progress – hard deadline for applications
- 19/02/24 – 23/02/24 - **Y11 Assessment Week 2**
- 12/03/2023 – Y11 School Photographs
- 09/5/23 – 19/6/23 – Y11 GCSEs
- 21/06/24 – Y11 Prom – Royal Victoria



THE YEAR AHEAD

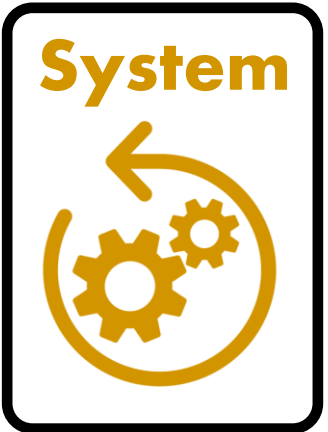
Before exams:

- Students' first priority between now and the exam period [including Assessment Week] should be to make the most of their regular timetabled lessons through **excellent attendance, punctuality and active engagement**.
- Data shows that last year's Assessment Week saw a spike in absenteeism, we want to be very clear and urge you to send your child in to school. There is a link between missed lessons and progress, therefore we will follow this up rigorously where students are not in school prior to exams.
- First GCSE exam date – **Thursday 9 May 2024**.
- Full attendance is expected until **Friday 24 May 2024** [we will consider requests for leave of absence for students to study at home during the exam period at times between exams after this date].
- **The best place for students to be is in school revising with their teachers .**
- Students will have to wear their full school uniform during the exam period.



MONITORING

Monitoring - Cycles



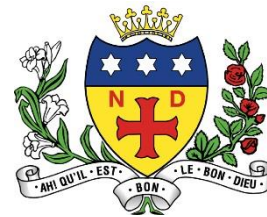


Monitoring

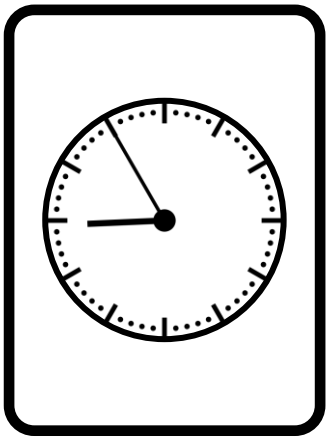
Each year we will review and report your Approach to Learning and academic progress as part of our monitoring cycles

	Approach to Learning	Progress
Sept	All year groups	
Dec		Y8-13
Mar		Y7-13
July		Y7-10 and Y12





ATTENDANCE



In school

School attendance is really important. Missing time in school has an impact on your academic progress and friendships.

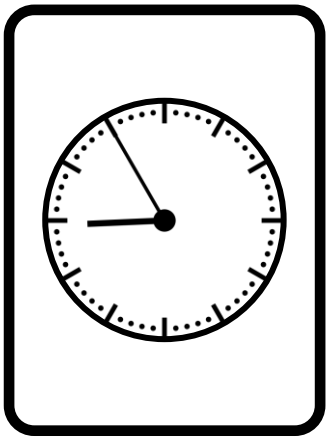


We are very proud of our students' excellent attendance and punctuality, our attendance is always amongst the highest of all secondary schools in Sheffield.



Ready

A number of recent studies have shown that there is a clear and direct relationship between pupil attendance and achievement.

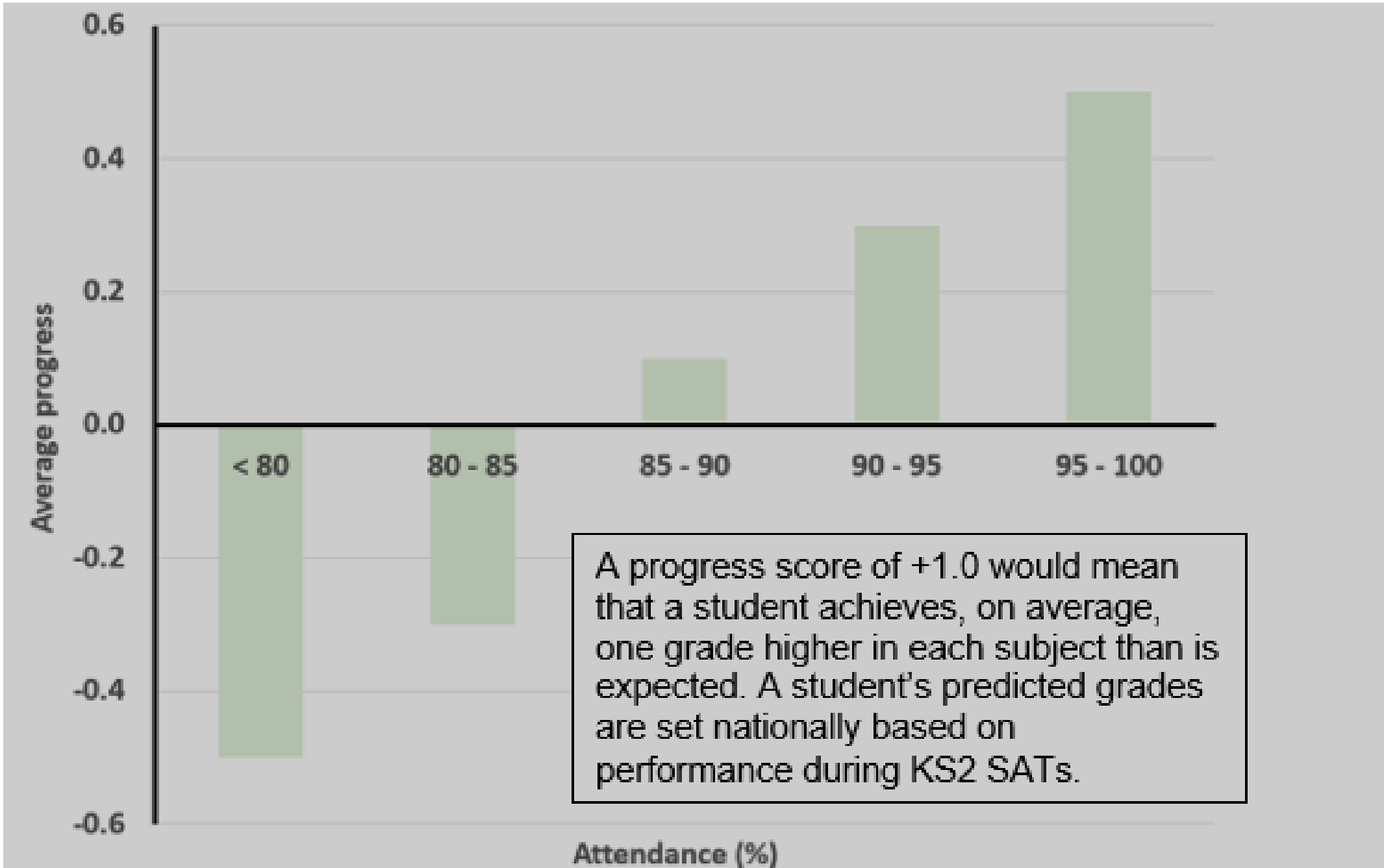
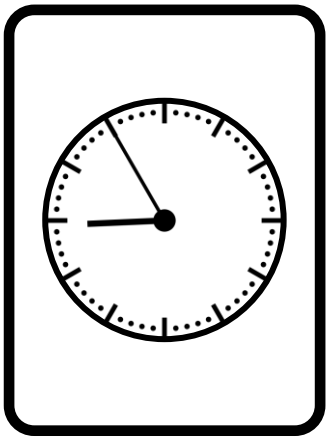


In school

What do attendance figures actually mean?

Attendance Level (<i>end of year</i>)	Missed Education
95%	47 Lessons missed 9 and half days missed
90%	95 Lessons missed 19 Days missed
85%	143 Lessons missed 28 and half days missed
80%	255 Lessons missed 38 Days missed
Below 80%	Significant impact on long term education





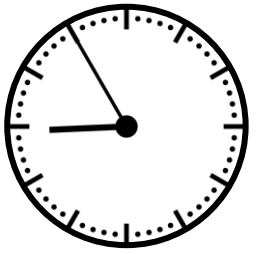
On Time

School attendance is really important. Missing time in school has an impact on your academic progress and friendships

So what?
I am only
5 mins late
to lesson!

7 WEEKS

3 days and 2 hours of lessons will have been missed in your school life by missing only 5 minutes of learning



Ready





STAYING INFORMED

How will we keep in touch with you?



Pupil specific

- MCAS App (My Child at School)
- Satchel One App (previously SMHW)
- Monitoring reports via MCAS
- Parents' Evening
- FTs/ subject teachers/ Pastoral managers via MCAS/phone/email

Keep in touch with us:



- Regular checking of **MCAS** and **Satchel One**
- Through the **journal, email and phone calls**
- Make an appointment to speak to relevant staff
- Attend **Parents' Evenings**
- Join us in community worship and school Masses
- Support the drama, dance and music Productions

Strategies to support your child's revision

Getting Revision Right

'Goals are good for setting a direction but systems are best for making progress'

(James Clear, Atomic Habits)

The secret to getting ahead is getting started

**START
EARLY**

Why?
To give your
brain time to
absorb
information.

**TAKE
BREAKS**

Why?
Your body and
brain need rest
in order to get
stronger.

PRACTISE

Why?
Actively
practising will
help reinforce
knowledge.

**PLAN
YOUR
TIME**

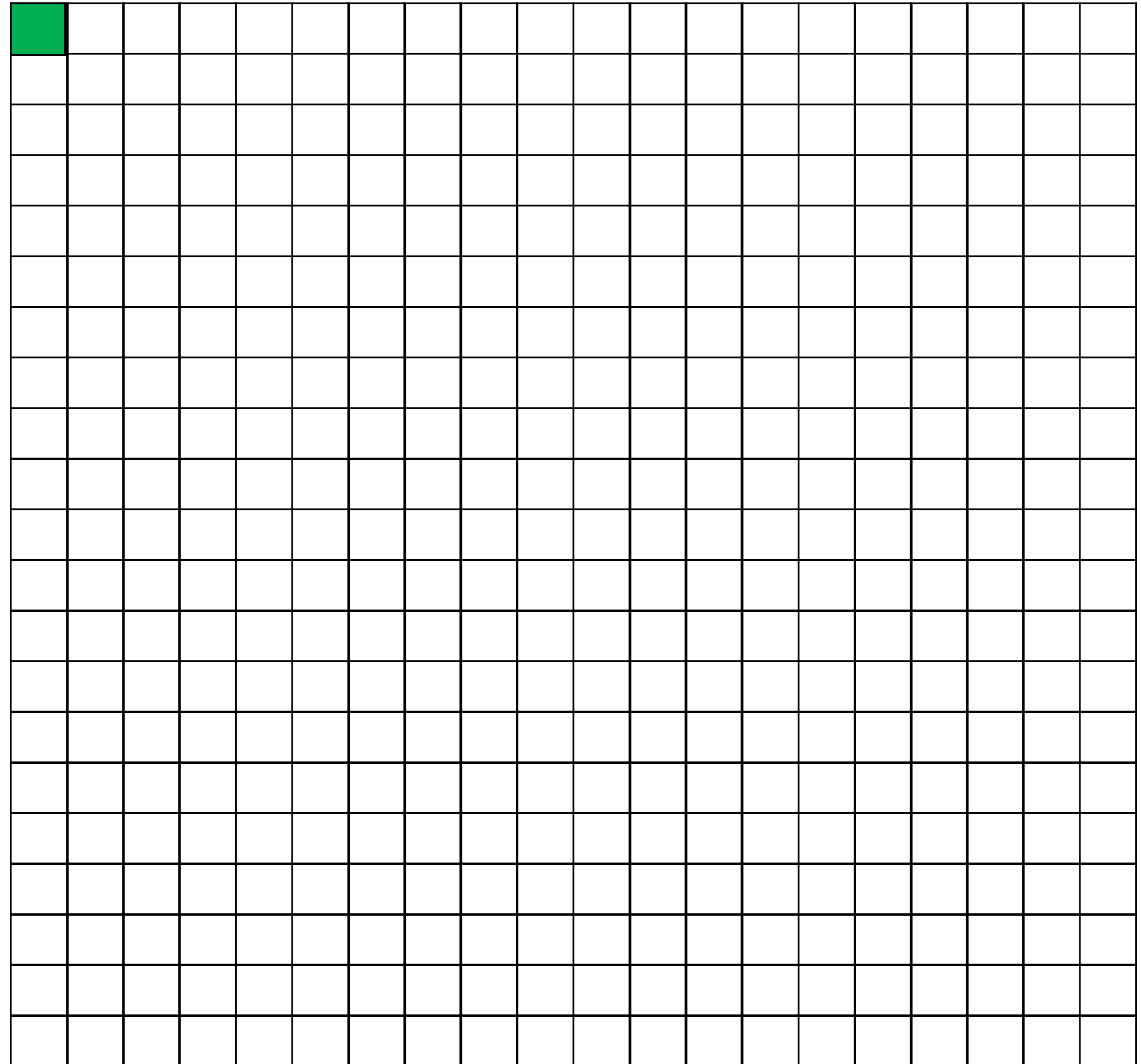
Why? Failing to
prepare is
preparing to fail.

**AVOID
YOUR
PHONE**

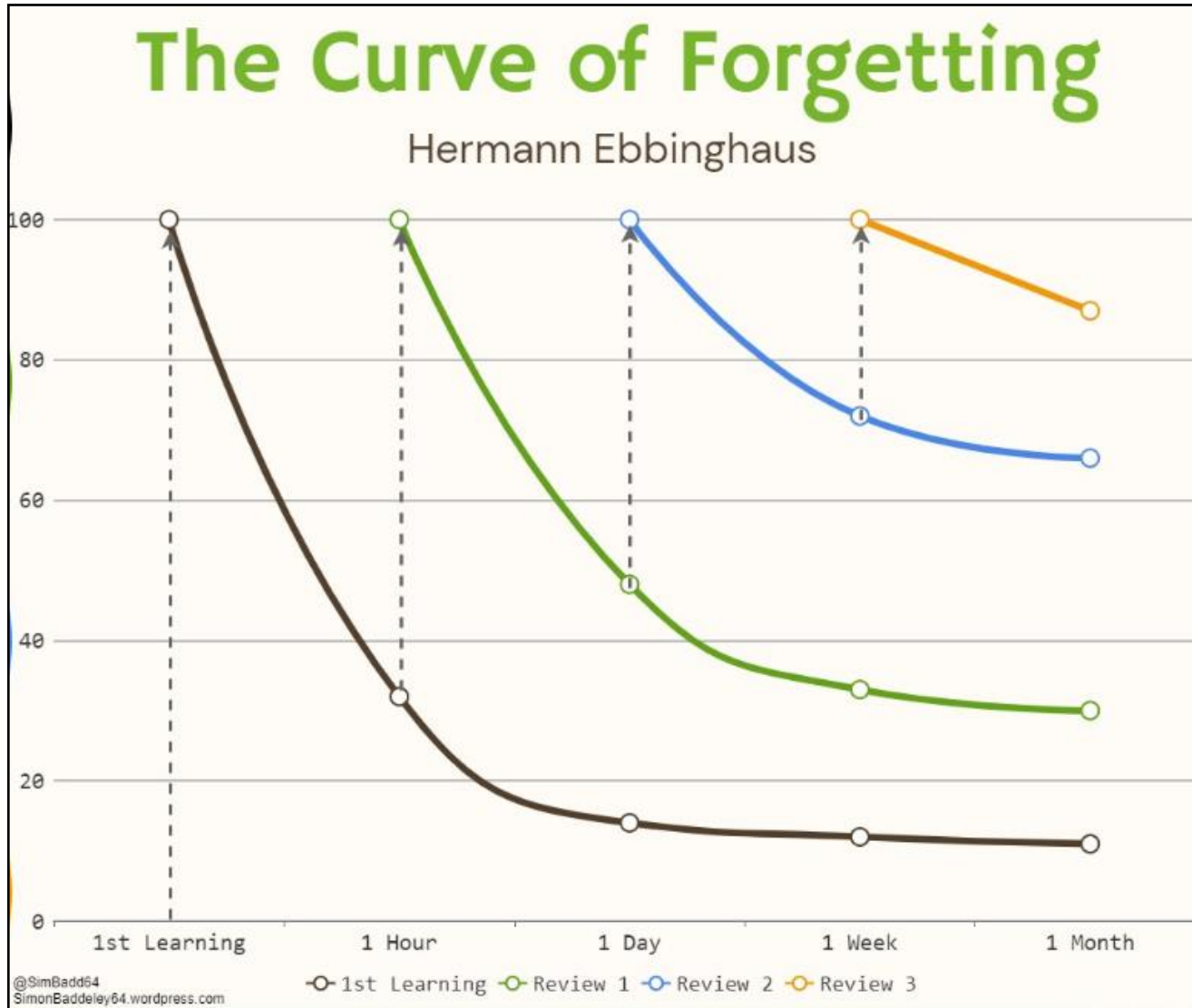
Why?
So you can
focus.

How long do they have left?

- ✓ Each square represents a school week
- ✓ The first square is the first week in reception
- ✓ The last square is the week Y11 sit their final GCSE examination



'Memory is the residue of thought'
(Daniel Willingham)



Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur.

PLAN YOUR TIME
Why? Failing to prepare is preparing to fail.

Most effective revision strategies

1. Flashcards

2. Mindmapping

3. Look Cover Write Check

PRACTISE

Why?

Actively practising
will help reinforce
knowledge.

1. Flashcards

Equipment needed - flashcards, pen

Good for - Practice testing, generating an explanation

Subjects - ALL!

PRACTISE

Why?

Actively practising
will help reinforce
knowledge.

6.3.2 Internal Energy and energy transfers

What is 'Specific
Latent Heat'?

*Energy needed to
change 1kg of a
substance's state*

Specific heat capacity

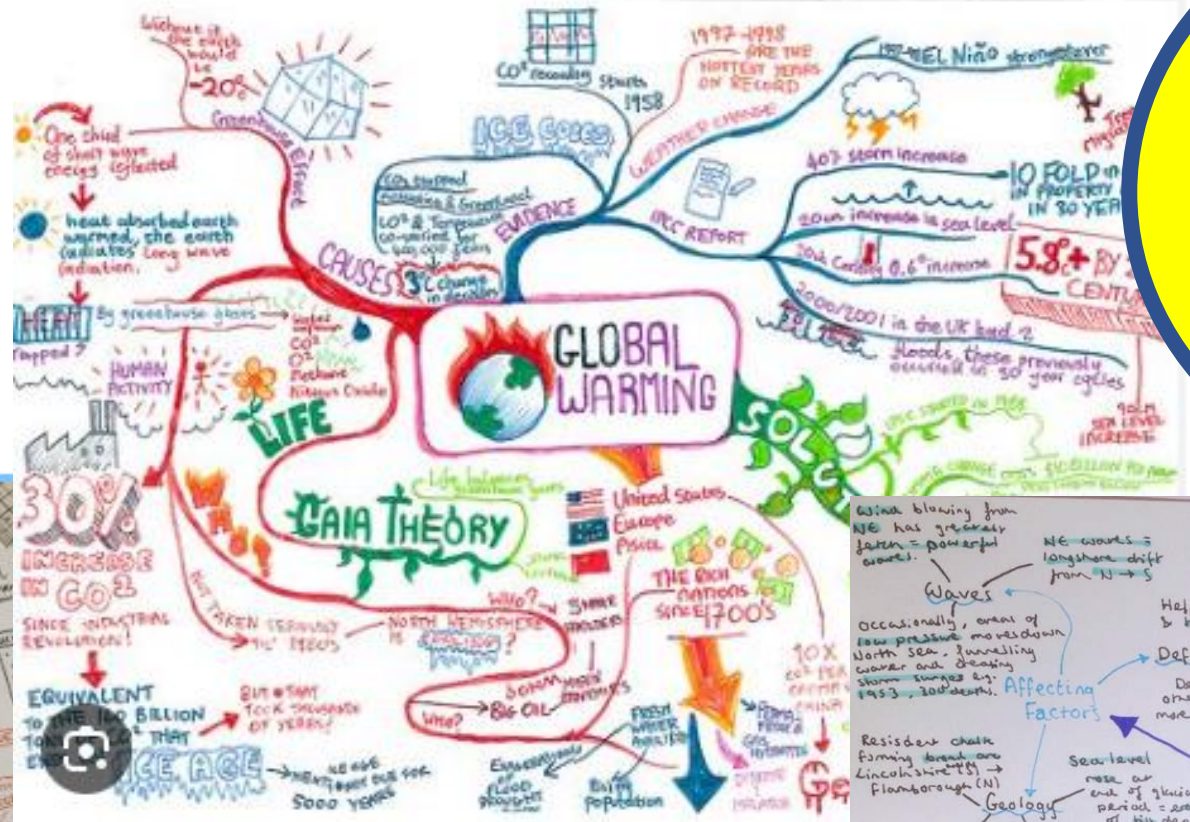
Energy needed to raise 1kg of substance by 1°C, depends on mass, material and energy put into material

2. Mindmapping

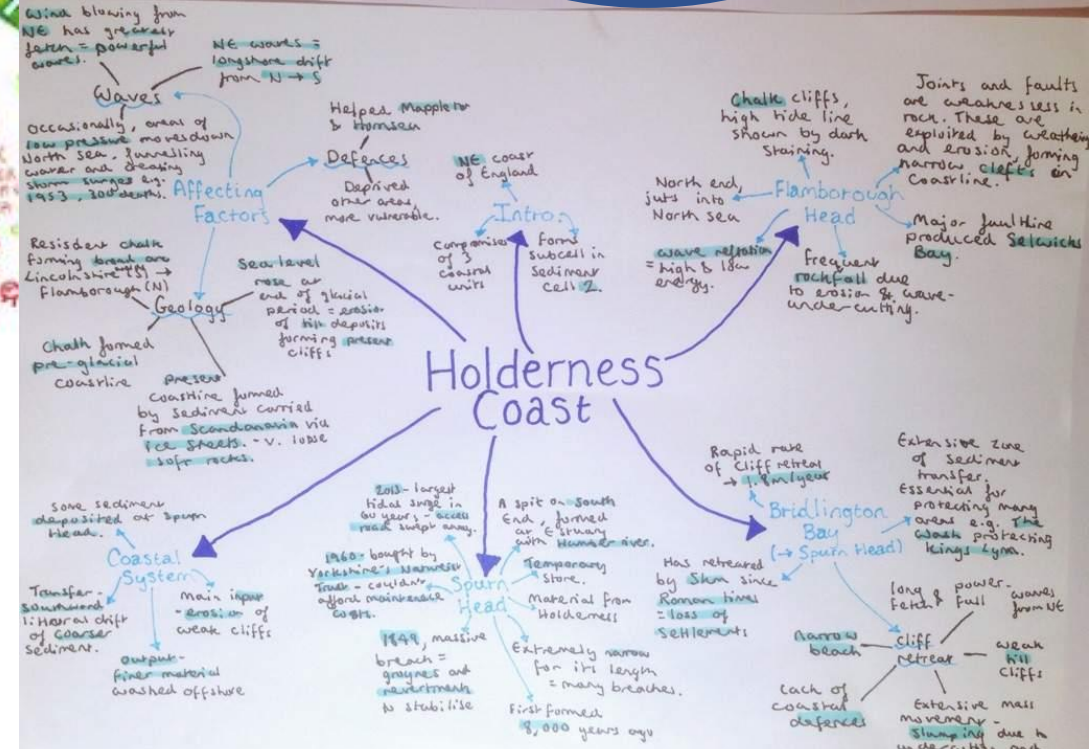
Equipment needed - blank paper, coloured pens

Good for - full themes/ topics / case-studies/ set texts to draw comparisons in extended answers

Subjects - Written subjects (MFL, Geography, History, English)



PRACTISE
Why?
Actively practising will help reinforce knowledge.



3. Look, Cover, Write, Check

Equipment needed - blank paper, pen, ruler

Good for - snappy quotes/ dates/ figures/ vocabulary/ formulas/ definitions

Subjects - Science, English, MFL, History, Geography

PRACTISE
Why?
Actively practising will help reinforce knowledge.

Applied Anatomy and Physiology – Look, Cover, Write, Check

Joints & Muscles		Functions of the Skeleton		Movements	
Agonist	The muscles that contracts	Support	Keeps the body uprights and provides a framework for muscle attachment	Flexion	Decrease of the angle at a joint
Antagonist	The muscles that relaxes	Posture	Gives the correct shape to our body	Extension	Increase of the angle at a joint
Antagonistic Pairs	Muscles work in pairs, one contracts while the other relaxes	Protection	Protect the internal organs	Adduction	Joint moving towards the midline of the body
Ligaments	Connect bone to bone and help to keep the joint together.	Blood Cell Production	Bones contain marrow which produces red blood cells and platelets	Abduction	Joint moving away from the midline of the body
Tendons	Connect muscle to bone and let muscles pull bones which causes movement	Mineral Storage	Bones store minerals such as calcium, iron and potassium	Rotation	The limb turns around its axis
Cartilage	Prevents friction and wear and tear	Movement	Bones form joints and act as levers	Circumduction	The limb moves in a circle
Hinge Joint	Allows only flexion and extension				
Ball & Socket Joint	Allows movement in almost any direction				
The Heart		Blood Vessels		Cardiac Output	
Atria	Where the blood collects when it enters the heart	Vena Cava	Carries deoxygenated bloody back to the heart	Heart Rate	Is measured in BPM and is the number of times the heart beats per minute
Ventricles	Pumps the blood out of the heart	Aorta	Carries oxygenated blood to the body	Stroke Volume	Is the amount of blood ejected from the heart in one beat, measured in ml
Septum	Separates the right hand and left hand of the heart	Pulmonary Vein	Carries oxygenated blood back to the heart	Cardiac Output	Is the amount of blood ejected from the heart in one minute, measured in l/min
Tricuspid Valve	Separates the right atrium and right ventricle	Pulmonary Artery	Carries deoxygenated blood to the lungs		
Bicuspid Valve	Separates the left atrium and left ventricle	Capillaries	One cell thick allows for gaseous exchange		
Planes		Axis		Levers	
Frontal Plane	Splits the body in to front to back	Frontal Axis	Goes through the body from front to back	First Class Levers	Has the fulcrum in the middle, an example is in the neck
Sagittal Plane	Splits the body in to left and right	Transverse Axis	Goes through the body from left to right	Second Class Levers	Has the load in the middle, an example is the ankle and extension at the elbow
Transverse Plane	Splits the body in to top and bottom	Longitudinal Axis	Goes through the body from top to bottom	Third Class Levers	Has the effort in the middle, an example is the knee and flexion at the elbow
				Fulcrum	A fixed point, usually the joint
				Load	The resistance usually the weight being moved
				Effort	The force acting upon a joint, usually the muscle
				Lever Arm	A rigid structure, usually the bone
Short-Term Effects of Exercise		Long-Term Effects of Exercise		Aerobic & Anaerobic Exercise	
Cardiovascular	Increase SV, increase HR, increase Q, increase blood pressure, redistribution of blood flow	Cardiovascular	Cardiac hypertrophy, increased SV at rest, lower resting HR, capillarisation at the lungs	Aerobic Exercise	Exercise with oxygen, moderate intensity, long duration
Respiratory	Increased breathing rate, increased tidal volume, increased minute ventilation	Respiratory	Increased tidal volume, increased functioning alveoli, increased strength of respiratory muscles	Anaerobic Exercise	Exercise without oxygen, high intensity, short duration
Muscular	Increase muscle temperature, increase muscle elasticity, increase muscle fatigue	Muscular	Muscular hypertrophy, increased muscular strength, increased speed, increased resistance to fatigue		

Vocab	Translation	1	2	3
To eat	comer	Come X	comer	Comer
To drink	beber	beber	beber	Beber
I eat	como	Como	Comer X	como

Revision strategies - How?

Revise what you don't know	RAG rate subjects, and then topics against specification to revise what is least well known.	Get comfortable with the uncomfortable. Make revision impactful.
Realistic timetable	Including planned regular breaks.	Support mental health and long term retrieval
Varying study topics	Mixing different kinds of problems, or different kinds of material, within a single study session.	Aid retention
Long-term revising	Implementing a schedule of practice that spreads out study activities over time.	Little and often with regular breaks to aid retention

PRACTISE
Why?
Actively practising will help reinforce knowledge.

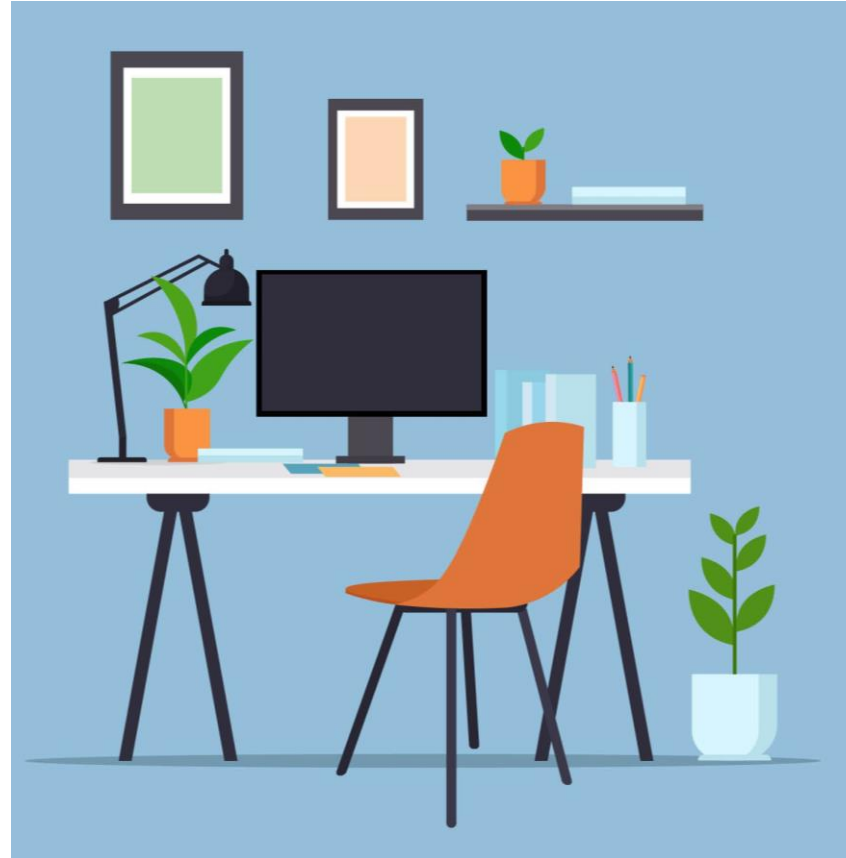
How to support at home

- Ensuring **regular opportunities** for revision are **created** throughout the week
- Ensuring your child has the **correct equipment** needed to complete revision.
- **Check your child's Satchel One** for homework deadlines
- **Encourage** your child to develop **good study habits**
- **Check the quality** and presentation of all **revision** /**homework** being returned to school
- **Liaise with school** should concerns arise

Revision Spaces

Find a quiet, tidy room.

Make the revision timetable and exam timetable visible.



Put your phone away in another room.

Loud music is a distraction.

Have revision materials and stationary on the desk ready to go.

Make sure you keep hydrated

TAKE BREAKS

Why?
Your body and brain need rest in order to get stronger.

AVOID YOUR PHONE

Why?
So you can focus.

Y11 information evening- Strategies to support your child's wellbeing

Part I: understanding anxiety

Part II: helping your children

Part III: questions?

Myths about anxiety-True or false?



Anxious children are just worriers and there's nothing you can do to change that.

Anxiety is a natural response to feared situation.

Effective treatment of anxiety must focus on early experiences .

It is good to be scared at times.

Children can pass out from panic.

It is important to avoid situations that cause children to feel 'stressed'.

Children should just distract themselves if they are anxious.

Myths about anxiety-True or false?



It is good to be scared at times. TRUE

Anxious children are just worriers and there's nothing you can do to change that. FALSE

Anxiety is a natural response to feared situation. TRUE

It is important to avoid situations that cause children to feel 'stressed'. FALSE

Children should just distract themselves if they are anxious. FALSE

Effective treatment of anxiety must focus on early experiences. FALSE

Children can pass out from panic. FALSE

Part I: understanding anxiety

Symptoms of Anxiety

When the Fight or Flight response kicks in and our heart rate and blood pressure increases, we might notice some of the following symptoms.

dizziness

shaking

panicky

angry

noticeably
fast heart
beat

headache

shortness of
breath

frustrated

worried

stomach
ache

upset

feeling sick

scared

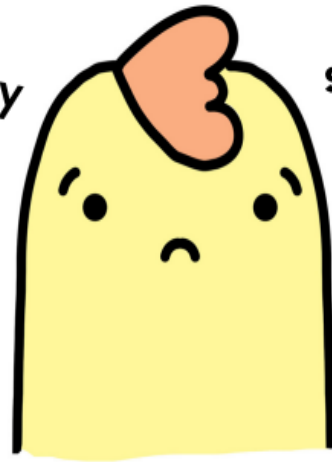
pins and
needles

tense
muscles

nervous

dry mouth

sweating



What is anxiety...?

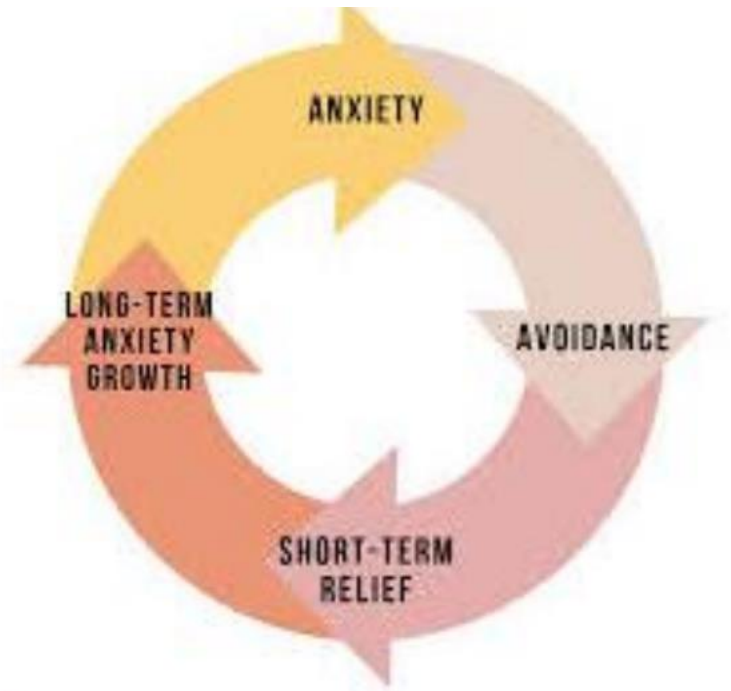
- Some anxiety is normal
- Anxiety helps us adapting to our environment
- Anxiety is crucial to our survival
- Anxiety is a normal part of growing up
- Anxiety is not an illness
- But... it is unpleasant to experience and can be distressing to see in our children anxious
- And... it becomes a concern when it gets in the way of children doing things they like or need to do.

What is anxiety..

- Anxiety is a response to perceived THREAT
 - Real or imagined / exaggerated
 - Physical or social
- Fight/Flight/Freeze
- Anxiety as a communication
- Anxiety can be telling us something needs to be done
- Anxiety can prompt us to prepare for something
- Bears, fire alarms, nerves and worries

What keeps the problem going ?

1. Avoidance- avoid feared factors.
2. Too much reassurance - when help your child avoiding feared factor.
3. Never discovering they can do it or cope with the discomfort!

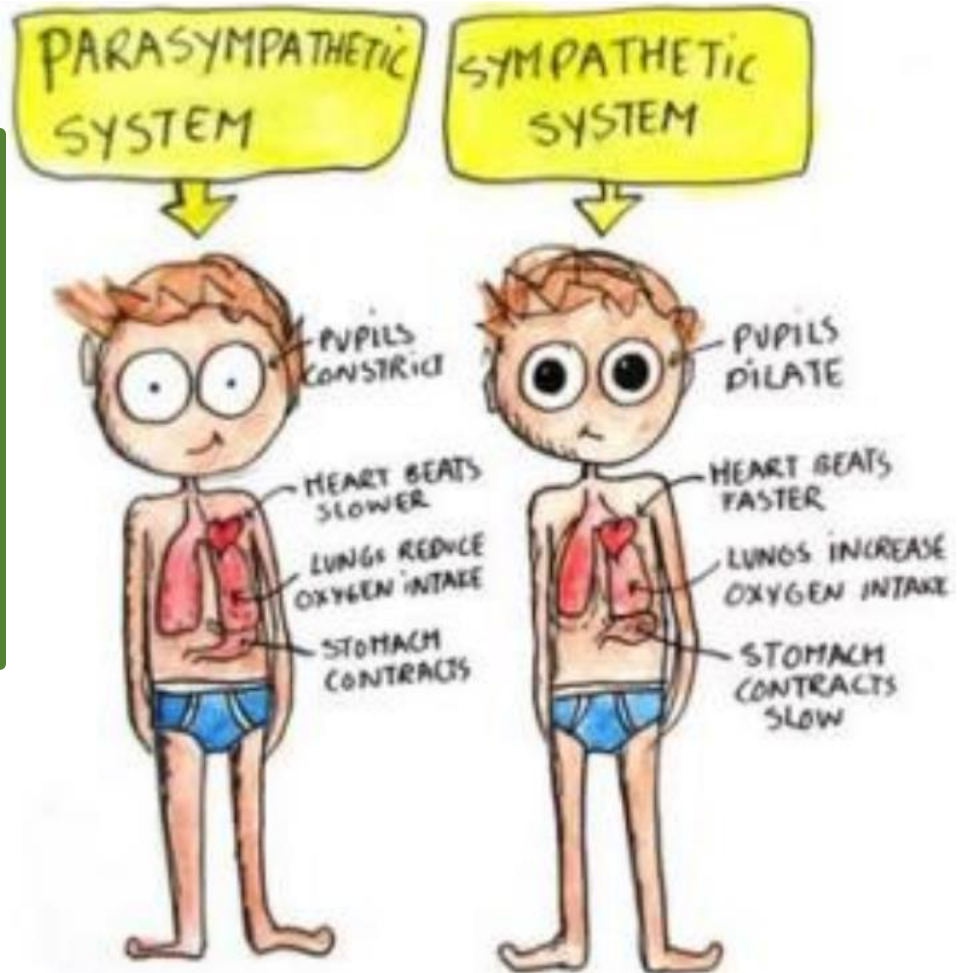


What do you already know..?

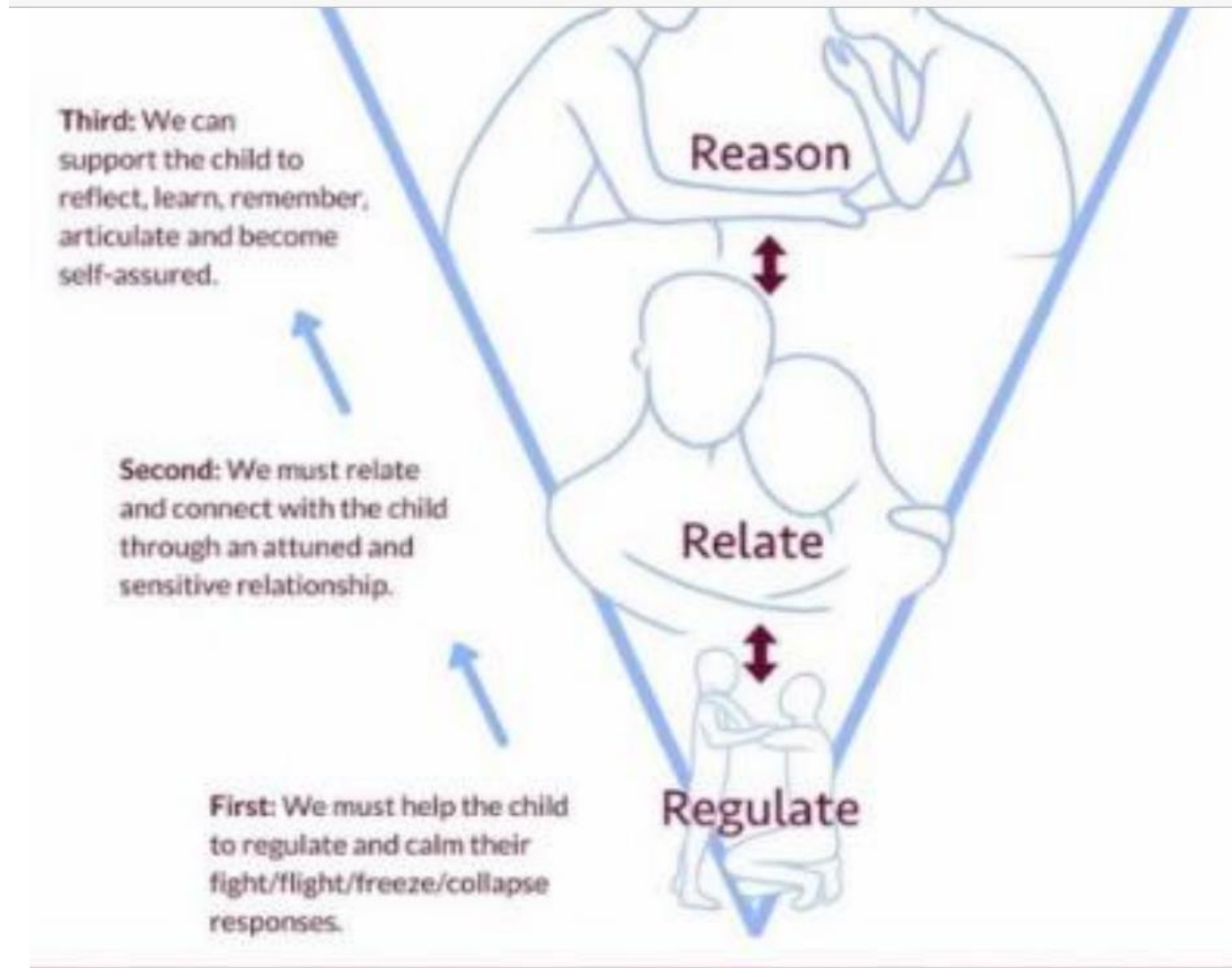
- What do you already do to help when your child is anxious?
- What have you tried?
- What doesn't work?
- What would you like to try differently?

Part II: helping your child

The brain and the body together
1. 'Sympathetic' - prepare for danger
2. 'Parasympathetic' - calm down,
rest and digest



Tip one- Regulate, Relate and Reason.



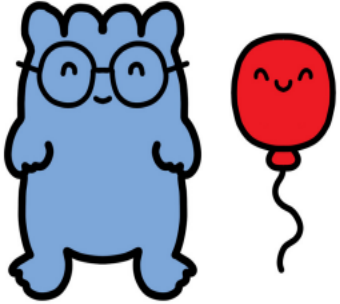
Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

(A helpful tip from Dr Bruce Perry)

Best not to use Reason straight away- meet your child where he is.

Tip two- Breathing.

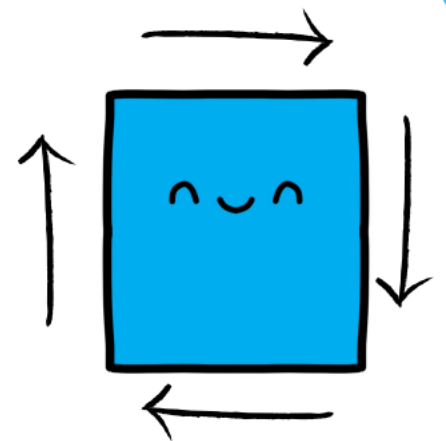
Belly Breathing



- Take a deep breath in and fill your belly like you're inflating a balloon.
- As you do this, count 1, 2, 3, 4 to breath in and fill the balloon in your belly.
- Pause and then let all of the air out of your belly like you're letting a balloon deflate.
- As you do this, count 1, 2, 3, 4 to breath out and let the balloon go down from your belly.

Square Breathing

- Imagine you're drawing a square with your finger in the air.
- Breath in while counting 1, 2, 3, 4 as you draw the top line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line down the side and then pause.
- Breath in while counting 1, 2, 3, 4 as you draw the bottom line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line up the side to make the square.



Tip three- Acknowledge.

You seem worried. I am wondering what you might be worried about.

It's understandable that you feel frightened. It can be really frightening when things like that happen.

It looks like you are feeling really scared right now.

I wonder if.....

Acknowledge
Acknowledge
Acknowledge

You feel really anxious when you do this.

Going to class is really tough for you at the moment.

You're really nervous about the test today.

It sounds like you are worried about something that is happening at school.

It seems like something is worrying you.

Tip four- classify your worries.

hypothetical worries

Hypothetical worries are worries that we don't currently have control over and can't do anything about. These can be overwhelming and tiring.

What if I get lost?

What if it rains?

What if the bus is late?

What if I feel tired in the morning?

What if I get worried?

What if the teacher asks me a question?

practical worries

Practical worries are usually worries about a current situation that we can do something about. It can be easy to put these worries off or try to ignore them all together. However, if we don't do something about practical worries, they can pile up and make us feel overwhelmed.

I don't have enough time to do my homework

I have lots of exams coming up

I have to do a presentation

I haven't seen my friends in age

I've been eating lots of unhealthy food

Tip five-start problem solving.

Step 1 Write down your problem in 1 or 2 sentences.

Step 2 Write down all the ideas you can think of to solve the problem (no matter what they are!).

Step 3 Make a table and write down ALL of the good things and ALL of the not so good things you can think of for each of your ideas.

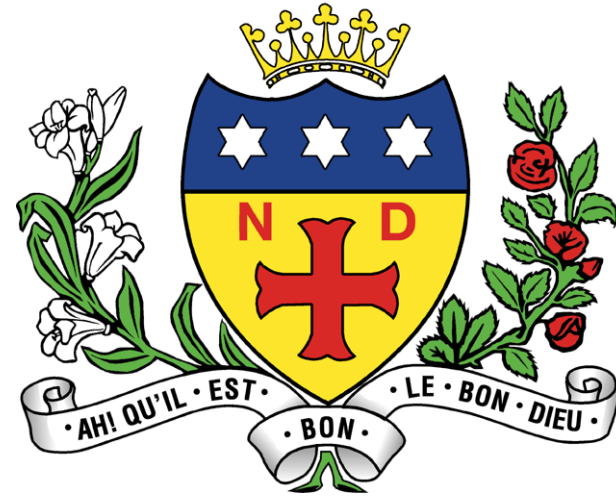
	Good things	Not so good things
Idea 1		
Idea 2		

What do we offer here at Notre Dame?

- As part of the pastoral support, we offer a **6 weeks CBT intervention**.
- What do we cover?
- We look at **negative thoughts, unhelpful thoughts** that maintains our **negative cycles**.
- We talk about **emotions** and how are they connected with our thoughts.
- We look at what we do, our **behaviour**, helpful or unhelpful.
- We find **tools** that we can use to help use, cope in better ways.

Relevant readings:

- **Helping your child with fears and worries:** A self help guide for parents by Cathy Creswell, Lucy Willetts, et al.
- **The Whole-Brain Child:** 12 Revolutionary Strategies to Nurture Your Child's Developing Mind by Dan Siegel & Tina Payne Bryson
- **Brainstorm:** The Power and Purpose of the Teenage Brain by Dan Siegel
- [managing worry 3 session guide all sessions .pdf \(wsimg.com\)](#)- We Heart CBT.
- [supporting with low mood 3 session guide all s.pdf \(wsimg.com\)](#)



NOTRE DAME

HIGH SCHOOL

SIXTH FORM



Y12 2023

219 students

110 Students from Notre Dame.

109 Students joined us from other schools.



Students other from schools in our Sixth Form

- All Saints Catholic High School
- Astrea Academy
- Bethany School
- Birkdale School
- Birley Academy
- Bradfield School
- Brookfield Community School
- Ecclesfield School
- Eckington school
- Firth Park Academy
- Forge Valley School
- Handsworth Grange School
- High Storrs School
- Hinde House School
- King Ecgbert
- Meadowhead School
- Mount St Mary's, Spinkhill
- Newfield
- Oasis Academy Don Valley
- Outwood Academy City
- Parkwood Academy
- Saint Bernard's Catholic High School
- Sheffield High School
- Sheffield Springs Academy
- Silverdale High School
- St Pius X
- Stocksbridge School
- Tipton School
- UTC Sheffield City Centre
- UTC Sheffield Olympic Legacy Park
- Westbourne School
- Yewlands Academy



Who comes here from Notre Dame?

- Everyone from those who just meet the minimum entry requirements which are...
- ...grade 4 in Maths AND grade 5 in English Language or English Literature **PLUS** 3 x grade 4 in other subjects...
- ...right up to our very highest achievers in Y11.



25 Subjects on offer + EPQ

- Art/Photography
- Biology
- Business Studies
- Chemistry
- Computer Science
- D&T
- Drama
- Economics
- English Language
- English Literature
- French
- Further Maths
- Geography
- Government & Politics
- Health & Social Care
- History
- Maths
- Music
- PE
- Physics
- Psychology
- Religious studies
- Sociology
- Spanish

Subject	Additional GCSE requirements
Art	4 in Art, Graphics, Textiles or Photography or a skills portfolio
Biology	6 in Biology or 6-6 in combined Science and 6 in Maths
Business Studies	4 if studied at GCSE
Chemistry	6 in Chemistry or 6-6 in combined Science and 6 in Maths
Computer Science	5 in Computer Science/Computing and 5 in Maths
D & T	4 in D & T
Drama	4 if studied at GCSE
Economics	5 in Maths
English Language	5 in English Language and English Literature
English Literature	5 in English Language and English Literature
French	6 in French
Further Maths	7 in Maths
Geography	5 if studied at GCSE
Government & Politics	MIN
Health & Social Care	MIN
History	5 if studied at GCSE
Maths	6 in Maths
Music	6 in Music or grade V on instrument
PE	5 in PE and proof of involvement in competitive sport in an activity on the syllabus
Physics	6 in Physics or 6-6 in combined Science and 6 in Maths
Psychology	MIN
Philosophy, Religion & Ethics	5 in RE if studied at GCSE
Photography	4 in Art, Graphics, Textiles or Photography or a skills portfolio
Sociology	MIN
Spanish	6 in Spanish



How many subjects?

Start on 3 → stay on 3

Start on 4 → drop to 3

Start on 4 → stay on 4



Exam outcomes 2023...

Pass Rate → 98.0%

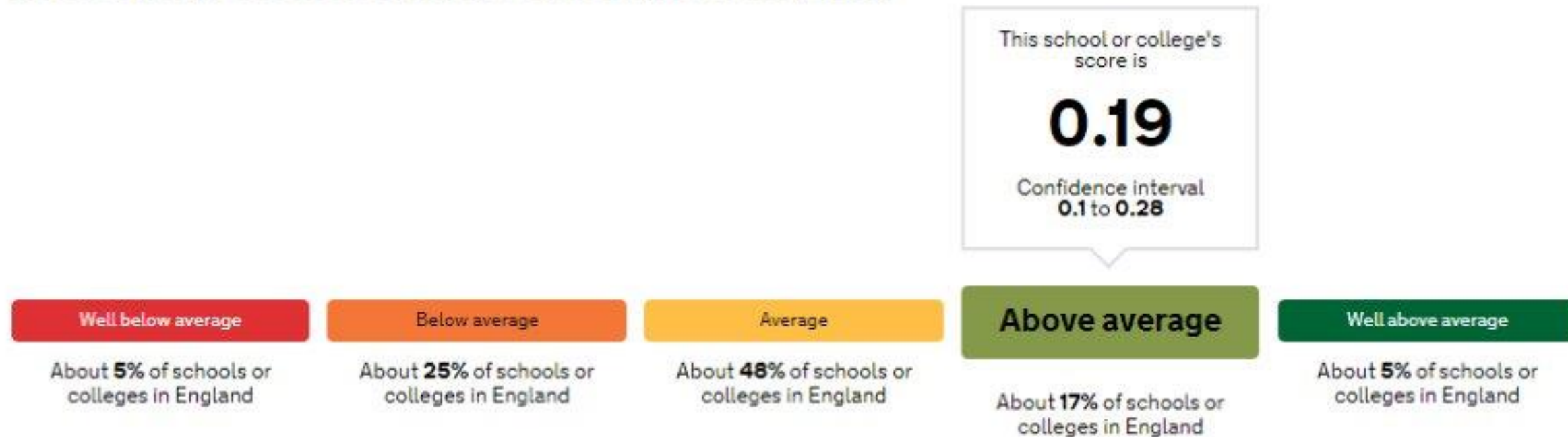
A* to B → 54%

APS → 34.7

L3VA-Value added progress → data not published since 2019, as both GCSE and A Level grades were based on CAGs in 2020 and TAGs 2021.



A levels progress score for Notre Dame High School (2019)



This score is considered **above average** because it is higher than 0 but lower than 0.38, and its lower confidence interval is higher than 0.



What grades can my son/daughter expect?

GCSE Average

- 4
- 5
- 6
- 7
- 8

A Level Average

- C/D
- C
- B/C
- B
- A/A*



Destinations 2023

100% purposeful progression

University 84%

Gap year/Year 14 11%

Other progression routes 5%



Destinations 2023

Russell Group top 24 Universities

National 12%

Notre Dame 45% (43%, 46%)



3yr Destinations

Oxbridge

- 2021 5
- 2022 3
- 2023 2

Med/Vet/Dent

- 2021 2
- 2022 5
- 2023 8



How do high achieving Notre Dame students do?

The following students all achieved between A* A A up to A* A* A* A*

Ignatius



→ Computer Science

→ University of Warwick

Pearce



→ Physics with Theoretical Physics

→ University of Manchester

Amelia



→ Dentistry

→ Newcastle University

Freddie



→ Medicine

→ University of Leeds

Paula



→ Dentistry

→ University of Liverpool



Seamus



→ Physics with Astrophysics

→ University of Manchester

Amy



→ Gap Year



James



→ Law

→ University of Oxford

Natalie



→ Geography

→ University of Durham

Oscar



→ Maths and Statistics

→ University of Warwick



Application time line

- Applications open from Monday 27th November 2023.
- Students apply on Sheffield Progress in school.
- All Notre Dame students are guaranteed an offer if they are predicted the minimum entry grades.
- **If they put us as 1st choice we guarantee their place and subjects.**
- **If they put us as 2nd choice we guarantee their place but not their subjects.**
- Closing date is Wednesday 31st January 2024.
- Students are notified of offers from Wednesday February 28th 2024.
- Offers need to be accepted by Friday 15th March 2024.

Finding out more



Enrichment day Friday 13th October

Open morning

Saturday 11th November

10am – 12noon



Parent Comments



Hello Mr Birch,

Hope you are well.

I just wanted to thank you for the support and advice you gave [REDACTED]
the results day...

...I really appreciate all the help she has had throughout her time at Notre Dame, and I know she wouldn't have had this kind of help at sixth form any where else, thank you very much.



Dear Mr Birch

We just wanted to write to say a hearty thank you for everything you and the sixth form staff have done for our daughter [REDACTED]. She is absolutely over the moon at the prospect of studying at Cambridge, and we are very grateful for the quality of teaching and support she has received during her time in your sixth form.

It has been lovely to see her grow in confidence and make new friends over the last two years. The transition from a very small school to a much larger institution was easy owing to the environment fostered by the staff at Notre Dame.

Please pass on our thanks to all of her teachers, form teacher and advisors.



Dear Mr. Birch,

After much deliberation, [REDACTED] has decided to commence BEng/MEng Architectural Engineering studies at Leeds University in October. However, we are extremely grateful for your support. Please would you thank Mrs. McCole and Mrs. Abbey.

I'm not sure if I told you before, but I have 16 years of school teaching experience, including being a deputy headteacher. I was even a [REDACTED] School governor. Notre Dame School leaves all Sheffield secondary schools standing, particularly its Sixth Form. It's outstanding.

Thank you for everything you've done for [REDACTED]



Dear Mr Dransfield

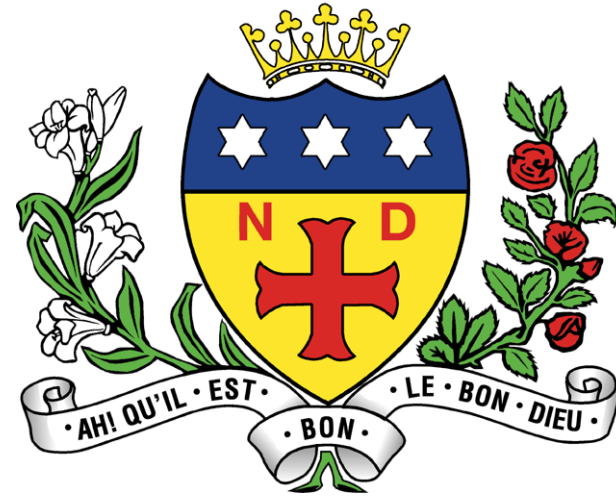
As [REDACTED] starts his studies at Sheffield Hallam University next week, it reminded us both of his journey to get there. You and lots of staff at Notre Dame were part of that process.

We just want to give you all our thanks for the support and care he received and for making his time at Notre Dame so much easier. We can't remember a single day when he came home from Notre Dame saying that he'd had a bad day, which speaks for itself. For a young man with his difficulties, this makes a massive difference.

Bearing in mind that he spent half of his time in his junior school days in the integrated resource at [REDACTED] with a number of children who had significant learning difficulties, we genuinely never contemplated when he began at Notre Dame that he would have any chance of going to University.

Credit must go to him for working hard, but it must also go to you, Mr Owczarek, Miss Gagen, Mrs Wilson and all of his other teachers and learning support assistants for believing in him and helping him to get there. We are delighted that he is getting a chance to have the university experience available to other young people of his age.

We know he liked and respected lots of the staff at Notre Dame and will echo our thanks to you.



NOTRE DAME

HIGH SCHOOL

SIXTH FORM



Head of Year general enquiries Room 207	Mrs Brookes (Head of Year 11) Mrs Townsley (Pastoral Manager)
SEND Inclusion advice Room 203	Mrs Rauf (SEND Inclusion Leader)
Strategies to support your child's revision Room 206	Mrs Woodward (Director of Quality of Education) Miss Eddy (Assistant Headteacher of Teaching & Learning)
Strategies to support your child's wellbeing Room 206	Mrs Cavazza (Cognitive Behavioural Therapist)
The post 16 process, apprenticeships & careers advice Room 201	Mr Day (Careers Lead) Dr Rawnsley [Specialist Doctor in Paediatrician Emergency Medicine – Career Pathway]
Notre Dame Sixth Form Room 202	Mr Birch (Head of Sixth Form) Mr Steve Dransfield (Sixth form Manager)
Pop up Uniform stall Covered Link	Student Volunteers
Strategies to support safeguarding your child particularly around vapes & alcohol. Room 208	Representatives from The Corner

Thank you for your ongoing support.
It is appreciated by all the staff at Notre Dame.