



**Jesmond Park
Academy**

Year 9 Parents Information evening

Mr Merrifield Head of School

Welcome, format and purpose of the evening

- **5:15pm – Welcome Presentation**

- **5:45pm – workshop 1 – parents/carers to attend one session**

- Supporting your child in English in year 9 E12 (main) E11 (overflow)
- Supporting your child in Maths in year 9 E1 (main) E2 (overflow)
- Supporting your child in Science in year 9 E10 (main) E9 (overflow)

- **6:00pm – workshop 2 – parents/carers to attend one session (repeats of the earlier workshops)**

- Supporting your child in English in year 9 E12 (main) E11 (overflow)
- Supporting your child in Maths in year 9 E1 (main) E2 (overflow)
- Supporting your child in Science in year 9 E10 (main) E9 (overflow)

- **6:15pm – workshop 3 – parents/carers to attend one session (repeats of the earlier workshops)**

- Supporting your child in English in year 9 E12 (main) E11 (overflow)
- Supporting your child in Maths in year 9 E1 (main) E2 (overflow)
- Supporting your child in Science in year 9 E10 (main) E9 (overflow)

- Refreshments are available in main reception

Examination results

GCSE Results

This year's results have been some of the best in Jesmond Park Academy's history, with 28% passes at Grade 8 and Grade 9.

We are particularly pleased to see impressive results in key subject areas with some of our best results ever:

- 86% of students obtained a pass in English (highest in the city)
- 79.4% of students obtained a pass in Maths (3rd highest in the city)
- 77.5% of students obtained a pass in both English and Maths (2nd highest in the city)
- 80.4% of students achieved a pass in 2 Sciences (2nd highest in the city)

Yr11 Headlines (2026)

KS4 GCSE Attainment						
	9	9-7	9-5	9-4	9-1	Entries
2024 Actual	6.6%	26.2%	59.0%	75.6%	99.1%	2546
2025 Actual	7.6%	29.3%	61.7%	76.1%	98%	2565
2026 Unvalidated	7.5%	32%	65%	80%	98%	2660
2026 Provisional National	5.2%	23.1%	55.5%	70.7%	98%	
2026 Provisional North East		17.7%		65.2%	98%	

Vocational	Entries	D*	D* – D	D*-M	D*-P	D*-L1P
		%	%	%	%	%
2024 Actual	201	0%	2.5%	10.4%	40.8%	100%
2025 Actual	299	0.3%	3.3%	16.4%	48.2%	98%
2026 Unvalidated	180	0%	5.6%	17%	41.7%	96%
2026 Target		0.0%	1.0%	42.9%	79.1%	100%

Student Progress Against Target

KS4 Total P8	
2017 Actual	-0.45
2018 Actual	-0.18
2019 Actual	-0.15
2020 CAG	0.08
2021 TAG	0.35
2022 Actual	0.22
2023 Actual	0.03
2024 Actual	0.29
2025 Actual	0.76
2026 @ 19/08	0.71

“Phone Free” School

Post half term you will have two choices

1. Don't allow your child to bring a phone to school

Or

2. Have your child's phone locked in a pouch for the duration of the school day

“Phone Free” School



Overview of Pastoral care and the year ahead

Mrs Dowling

HEAD OF KEY STAGE 3

Overview of support

	Year Group	HOY	Key Stage 3 Year Manager	Year Manager
HoKS3 Elspeth Dowling	Y8 Languages	James Smith	Mark Bolam	Mel Booth
	Y9 Science	Emma Clark Niamh Clark		Alaina Winship

CRL
Curriculum Leaders

Subject teachers, including Form Teachers

Timeline for year 9 parents



Date	Event
23 th September	Y9 Parent Information Evening
w/c 19 th October	Grade card 1 issued (underpinning performance grades only)
w/c 16 th November	Y9 Mock Exam Week
w/c 14 th December	Y9 mock results issued
w/c 11 th January	Grade card 2 issued
25 th January	Y9 Parents Evening (3 – 7pm) online and face to face appointments available
9 th February	Year 9 Options Evening (5 – 7:30pm)
19 th March	Careers Fair
w/c 3 rd May	Grade card 3 issued

Y9 Progress and UPD Assessment (GRADE CARD)

Underpinning Performance grades on grade cards

Your child will be assigned a numbered grade in each of the following key performance areas. Effort, Behaviour, Homework,

We expect every student to be aiming to achieve a grade 4 or 5 in each area. Grades lower than 4 in any of the areas could lead to underachievement unless it's promptly addressed by the student.

If your child is achieving all 5s then the academic side will almost always take care of itself. This is the really important part to monitor.

Effort (This includes class tasks and presentation of work)

- 5. Excellent (Exceptional effort; Completing work above and beyond).
- 4. Good (Doing all that is expected and doing it well).
- 3. Requires improvement (Improvement needed; Rushed and unfinished work).
- 2. Poor (Bare minimum; Cause for concern).
- 1. Very poor (Not even the bare minimum; Significant cause for concern).
- 0. Unable to comment; the student has attended fewer than 3 lessons this half term.

Homework

Meeting Homework Deadlines (Including the quality of the work submitted or the quality of revision completed if appropriate)

5. Meets deadlines on time and the work is always of a very high quality.
4. Meets deadlines on time but the quality could occasionally be improved.
3. Occasionally meets deadlines late; has missed 1 or 2 homework deadlines and/or the quality of work often needs to be improved.
2. Frequently meets deadlines late; has missed 3 or more homework deadlines and/or the quality of the work is usually to an unsatisfactory standard.
1. Always meets deadlines late and/or work is always completed to an unsatisfactory standard
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

Behaviour

5. Excellent (Never requires a verbal warning).
4. Good (Rarely needs a verbal warning, generally focused, never receives a comment for behaviour).
3. Requires improvement (Occasionally requires a verbal warning, sometimes receives a comment for behaviour).
2. Poor (Frequent verbal warnings and/or often receives a comment for behaviour).
1. Very poor (Incurs repeated comments or has required removal from the classroom).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

Y9 Progress and UPD Assessment (GRADE CARD)

In addition to the underpinning performance grade given by subject teachers, there will also be key data relating to your child's target grade.

Furthermore, attendance data will be included.

The next slide is an example of a grade card.

AN EXAMPLE GRADE CARD

Where the teachers think your child will be if they keep working as they are.

Target based upon information such as KS2 SATS.

Subject	End of Year Target	End of Year Progress Assessment (EOY)	Effort	Homework	Behaviour
English	Exceeding	Exceeding	5	5	5
Maths	Excelling	Excelling	4	4	4
Science	Exceeding	Excelling	5	5	5
Art	Exceeding	Exceeding	4	4	4
Computing	Exceeding	Exceeding	4	5	4
Design Technology	Exceeding	N/A	N/A	N/A	N/A
Food Technology	Exceeding	N/A	N/A	N/A	N/A
French	Exceeding	Exceeding	3	4	3
Geography	Excelling	Excelling	4	3	5
History	Excelling	Exceeding	4	5	4
Music	Excelling	Developing	5	5	5
PE	Exceeding	Achieving	4		5
Performing Arts	Exceeding	Exceeding	4	N/A	4
RE	Exceeding	Achieving	4	4	5
Citizenship			4	0	4
Reading Programme			5		5

Performance grades. Grade 5 is the best. Grade 3 or below could risk affecting progress.

Year 9 Careers Information

Mrs Sarah Beeley is our Level 6 Guidance Trained Careers Leader.

Careers lessons take place in Citizenship lessons.

Careers Focus before and after the Options process.

All Year 9 students attend JPA Careers Fair 19.03.27

Parent/Carers can make appointments to see Mrs Beeley at the Year 9 Parent/carer evening (24.01.27) and she is also present at the Year 9 Options Evening (09.02.27) .

JPA celebrates National Green Careers Week (02.11.26 – 06.11.26) & National Careers Week (01.3.27 – 05.3.27)

Mrs Beeley can answer any queries regarding Year 9 Careers information

(sbeeley@jesmondparkacademy.org.uk)

Successful students

- Have a high level of attendance
- Have a good subject knowledge
- Read regularly
- Have worked hard over an extended period of time
- Follow their teachers' and parents' advice
- Are well prepared
- Are well organised
- Are well rested
- Are confident and relaxed
- Take the process seriously
- Try hard, never give up
- Show perseverance after tough papers
- Use their time productively
- Have interests and hobbies outside of traditional lessons

Please be looking out for these traits and encourage them in your children

Our busiest children are often our most successful.

Less Successful students

- Have lower levels of attendance
- Know little about the subject they are studying
- Do their own thing
- Don't appear to "care"
- Do not prepare or revise
- Are disorganised with their timetable and preparation
- Are burned out
- Do not participate in hobbies or activities beyond lessons
- Have wound themselves up and "stressed out"
- Think that schoolwork and homework are unimportant (they will wait for the "real thing")
- Give up after one tough lesson or bit of work
- They waste time

Please look out for these traits in your children and if you are worried about them, please contact the school

Information that we will provide you with over the course of the year

- Examples of revision techniques that may work for your child – together you will know which are the most effective (Year 9 mocks).
- Your child's mock examination timetable.
- Your child's grade cards.

Where do you go if you're worried?



The importance of reading in year 9 Daisy Dawson

Year 9 - Reading

In year 8, most students had a Reading Programme lesson every week where they read independently, quizzed on their books and read aloud to their teachers.

This year there are some changes:

- Not everyone will have Reading Programme on their timetable
- The Reading Programme lessons will be structured slightly differently
- The expectation is for every student in year 8 to read and use the reading records, even if they don't have Reading Programme on their timetable.

Year 9 - Reading

Thursday morning - Read
Aloud during form time

Friday morning – Active
Reading



ACTIVE READING



RECAP: What do you already know? What **predictions** can you make based on your prior knowledge?

EXAMINE **words** you are unsure of and need to **clarify**. Look at the whole sentence to find clues about the meaning. Highlight/List/Underline

ASK **questions** as you read: Who, what, where, when, why?

DRAW what you **visualise** using an image/graph/symbol.

SUMMARISE the **main points** and ideas from the text.

Fill in the title of the book they are reading.

Keep track of the page they are on. You can find the ZPD on [arbookfind.com](https://www.arbookfind.com)

Week	Book	ZPD	Pages	Parent Signature and Comment
Example	Little Women	7.5	1-27	I.Readalot – read fluently with expression. Learnt the following words fluctuate, chaise longue, pinafore
2/9/24				
9/9/24				
16/9/24				

Get this signed as usual

Form tutors will check this when checking stamps and comments.

There will be extra rewards for students completing this.

Year 9 - Reading

This year there are some changes:

- The Reading Programme lessons will be structured slightly differently

In the Reading lessons, half of the lesson will be guided reading with the teacher.

This will involve listening to the teacher read aloud while the students carefully and closely follow along, and they will be expected to read parts of the story aloud.



RECAP: What do you already know? What **predictions** can you make based on your prior knowledge?

EXAMINE words you are unsure of and need to **clarify**. Look at the whole sentence to find clues about the meaning. Highlight/List/Underline

ASK questions as you read: Who, what, where, when, why?

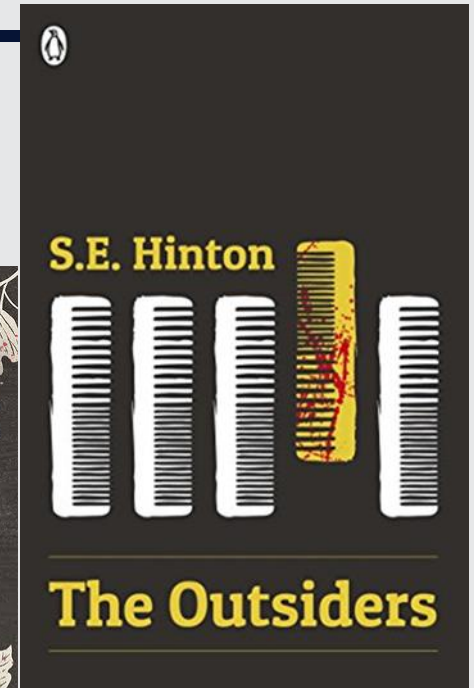
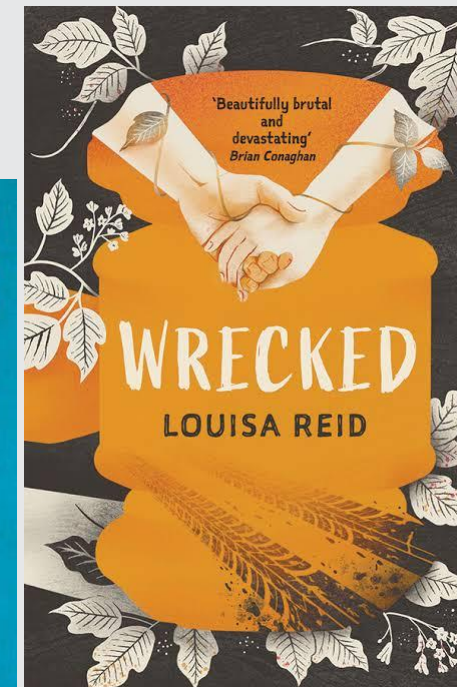
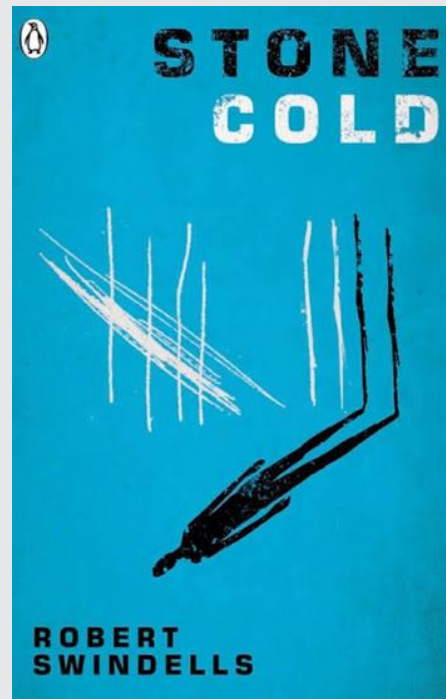
DRAW what you **visualise** using an image/graph/symbol.

SUMMARISE the **main points** and ideas from the text.

Year 9 - Reading

The books that will be used in the lessons are The Outsiders, Stone Cold and Wrecked.

The aim is to develop comprehension and fluency skills and be introduced to a really engaging, exciting story!



Year 9 - Reading

The second part of the lesson will follow the usual Reading Programme structure where students will read independently, in silence, and quiz on the books they are reading.



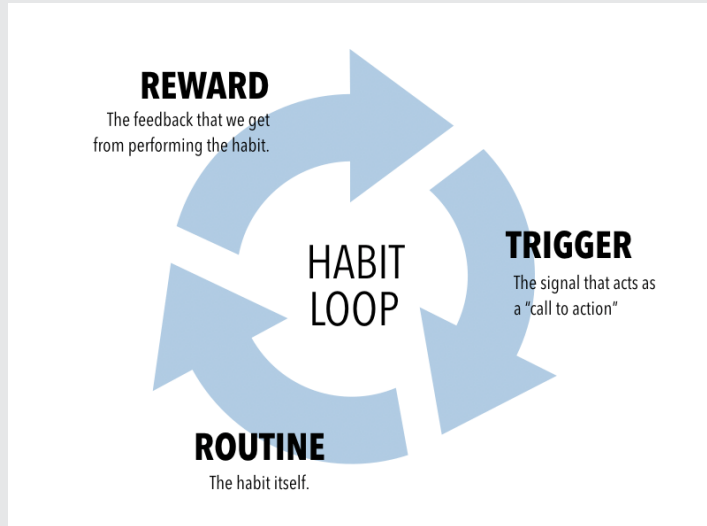
Year 9 - Reading

At JPA we know the value of reading, and we want every student to read well.

Please support your child by encouraging them to find appropriate books, listening to them read aloud and tracking their reading by using their planners.

Teaching and Learning and parent portal Richard Faraday

Supporting Learning at home



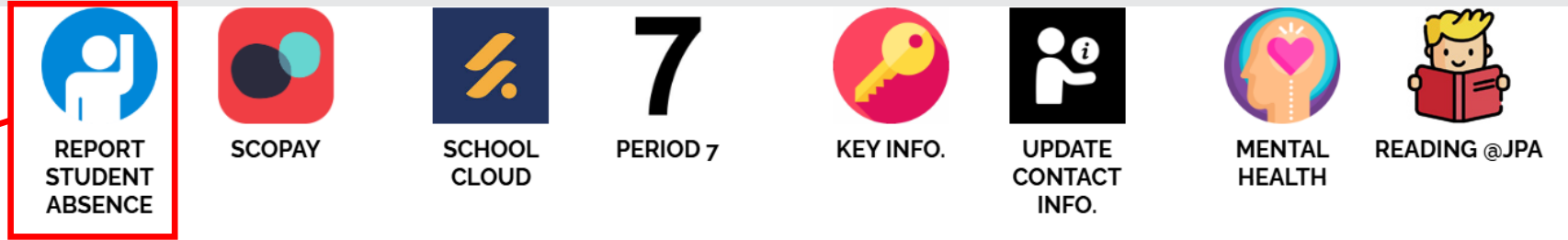
-Help to build good habits. Be aware willpower is finite so change one habit at a time e.g. independent routines of self study

Mind wandering is inevitable, so we need to lower the risk

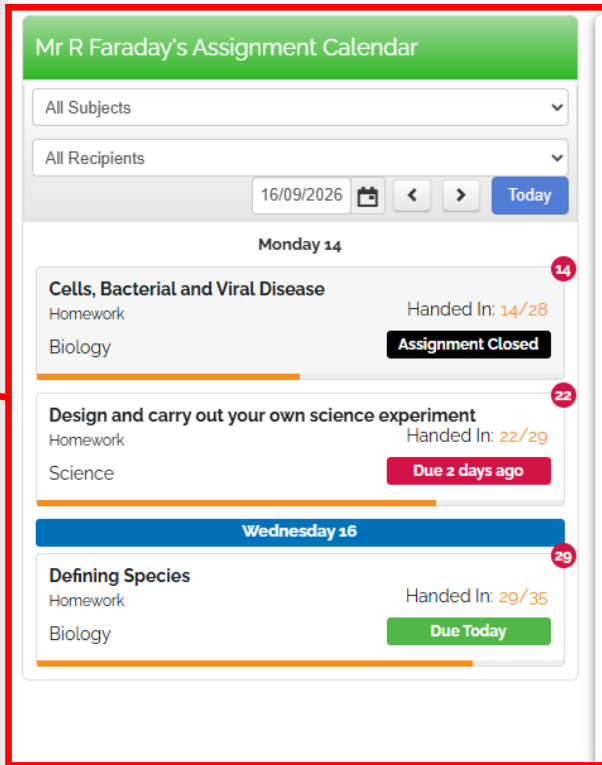
- Create a **quiet, distraction free place to work.**
- No phones** anywhere near a study area
- Beware the use of AI.** Homework scores will go up but test scores will go down!!-

Use the Parent Portal for Ideas and support

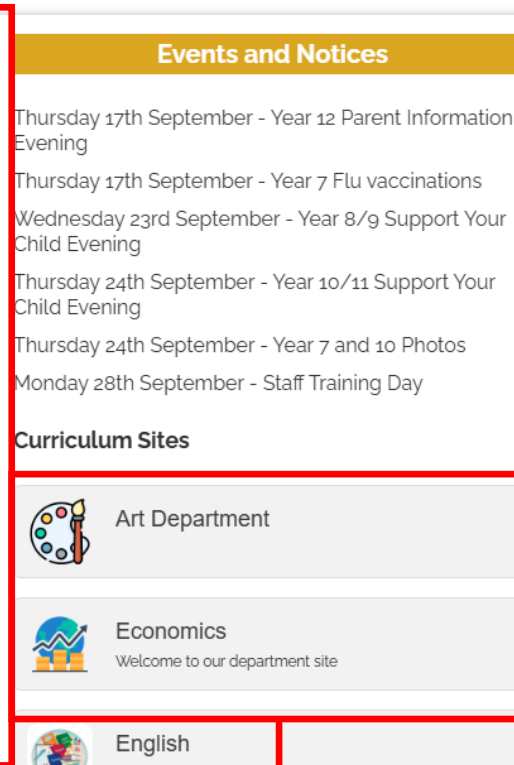
Report absence



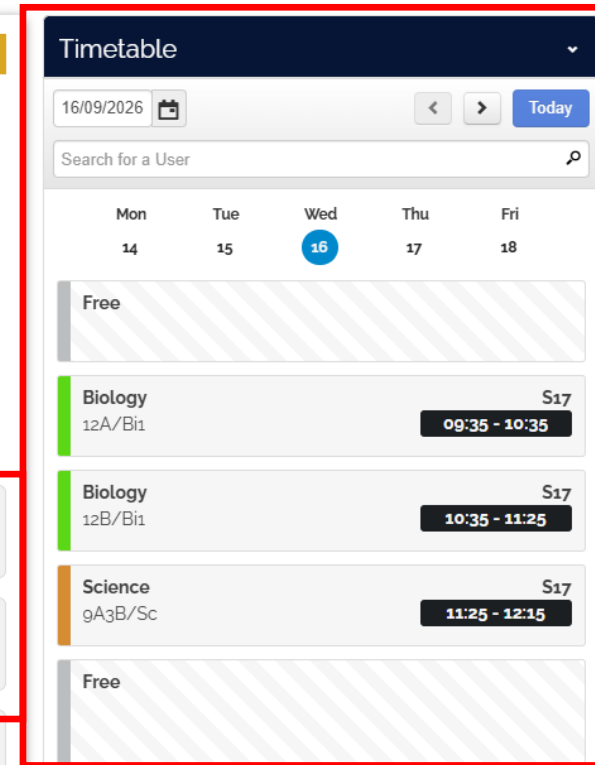
Check homework



Request login reminders via the school Admin email



Explore the classrooms



See timetables

Mrs Dowling

HEAD OF KS3



Student Wellbeing at JPA

WHAT DO WE MEAN BY WELLBEING?



Wellbeing includes our **social**, **emotional**, **mental** and **physical** health. It can affect how we think, feel and act

PHYSICAL



Healthy physiology allows our bodies to perform as they should.

MENTAL



Positive mental health allows us to develop resilience and cope with the stresses of life

EMOTIONAL

Common Worries....

My child has a
diagnosed
medical
condition.

My child is
worried.

My child has
poor mental
health.

How will JPA
promote my
child's wellbeing?

How can I
support my child?

My child has a diagnosed medical condition

Rachael Earl
- Wellbeing
Manager

Kathryn Chun
– First Aid

Gillian
Begbie – NHS
School Nurse

Pastoral
Teams

Student
support base

My child is worried

Form Tutor

Pastoral
Teams

Teachers

Streetwise &
Wellbeing
drop ins

Student
support base

My child has poor mental health

Pastoral Teams

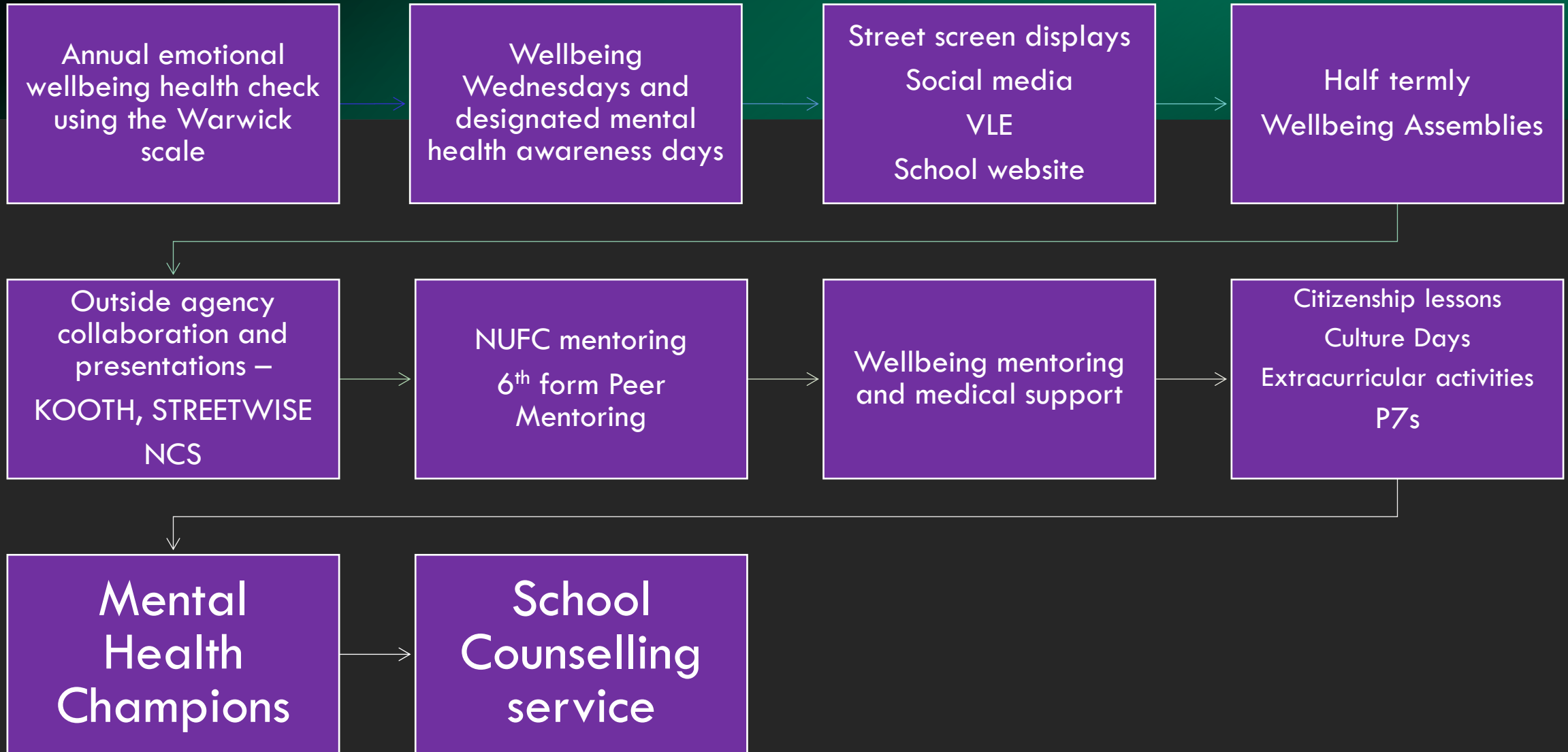
School Counsellors
Heather Hearons
Pete Hardaker

Streetwise

GP & School
Health

Student support
base

How does JPA promote and support wellbeing ?



HOW ARE YOU FEELING TODAY?

Come and talk to the Wellbeing Team.

DROP-IN SESSIONS

12.40-1.00pm , 2.45 - 3.15pm
Mon—Thursday in Wellbeing
Counselling Rooms 1 and 2

1:1 COUNSELLING APPOINTMENTS

By appointment - SEE YOUR YEAR
TEAM TO ARRANGE

SCHOOL HEALTH

Drop-In sessions
Wednesday Lunchtimes
in Wellbeing Office



WELLBEING STAFF:

COUNSELLORS
WELLBEING MANAGER
SCHOOL HEALTH
FIRST AID

HEATHER HEARONS / PETE HARDAKER / GUEST COUNSELLORS
RACHAEL EARLE
GILLIAN BEGBIE
KATHRYN CHUN

Curriculum Workshops in the English Department

Welcome, format and purpose of the evening

- **5:15pm – Welcome Presentation**

- **5:45pm – workshop 1 – parents/carers to attend one session**

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