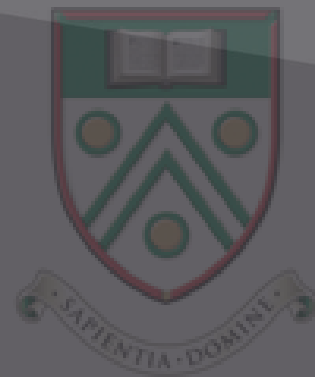


Year 13 Raising Achievement Evening





CONFIDENT

We develop articulate and self-assured young people



WELL-ROUNDED

We provide opportunities within and beyond the classroom



INDEPENDENT

We promote critical thinking and self-motivation



CREATIVE

We encourage originality and curiosity



RESPONSIBLE

We expect honesty and integrity at all times



CARING

We value kindness and compassion for others

Aiming to develop students who are ready to lead, contribute, and thrive.



CONFIDENT

We speak up, step forward, and embrace challenges.

We empower students to speak up, take initiative, and believe in their ability to succeed.



WELL-ROUNDED

We value balance and breadth in our development.

Beyond academics, we nurture diverse talents and interests — from arts to athletics, from volunteering to leadership.



INDEPENDENT

We think and act for ourselves.

Students take ownership of their learning and choices, developing strong self-discipline and initiative.



CREATIVE

We innovate, imagine, and inspire.

We encourage original thinking, innovation, and the freedom to express new ideas.



RESPONSIBLE

We do what's right, not what's easy.

With maturity and awareness, our students act with integrity and contribute positively to the community.



CARING

We look out for one another.

Kindness, empathy, and support are at the heart of how we interact and grow together.

The Sixth Form Ethos

AT OUR SIXTH FORM

We don't just prepare students for exams — we prepare them for life.

2025 A Level Outcomes

A*-A grades 58.9%

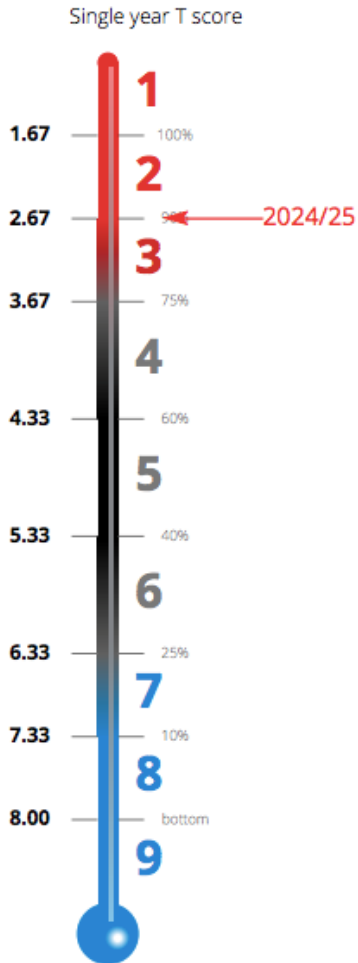
A*-B grades 85.2%

A*-E grades 99.8%

138 achieved their first choice

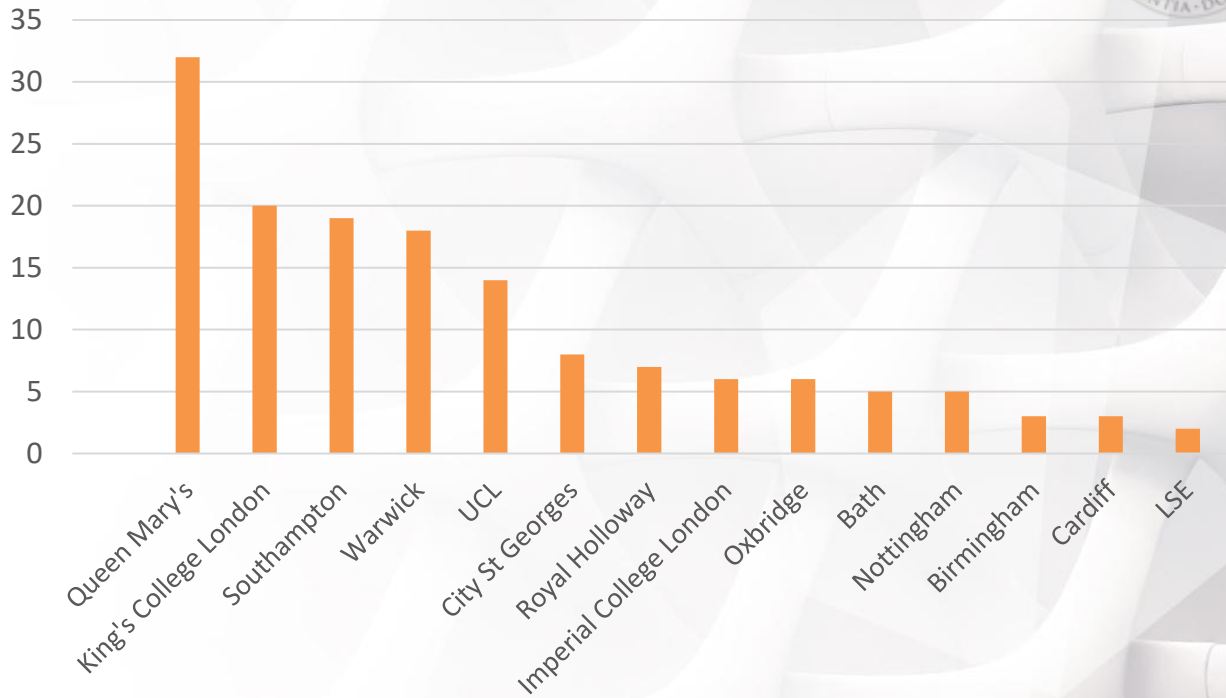
69% Russell Group Universities

ALPS Value Added 2025



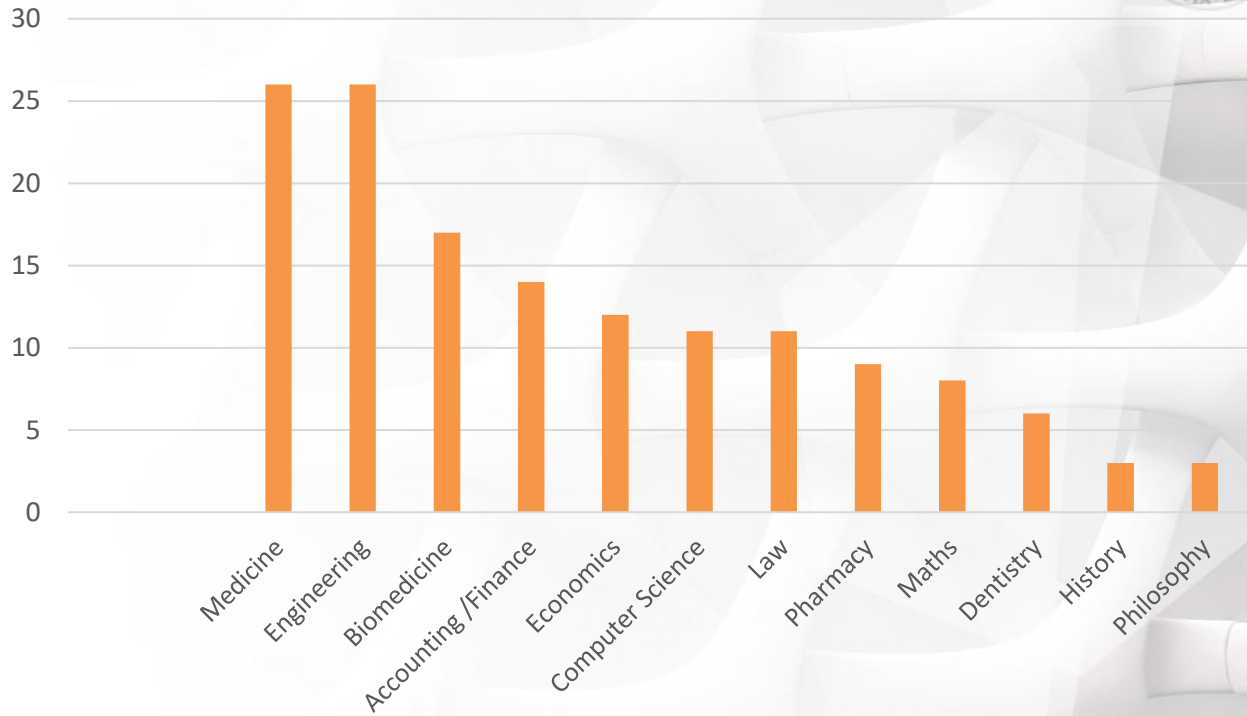


Where are they going?





What are they reading?



First Steps

Review

Review Year 1 results to identify strengths and weaknesses.

Choose

Choose 3 (or 4) subjects to continue to A Level which build on Year 1 successes

Review

Review approach last year- use of time, engagement with teachers outside lessons.





Minimum target A level grades Based on average GCSE point score

Alps Band	GCSE score band	Min. Exp. Points	MEG aspiration
1	7.75-9.00	124.00	A*/A
2	7.00 – < 7.75	109.82	A
3	6.55 – < 7.00	101.33	B
4	6.10 – < 6.55	95.00	B
5	5.65 – < 6.10	89.52	B/C
6	5.21 – < 5.65	83.75	B/C
7	4.77 – < 5.21	79.00	C
8	4.37 – < 4.77	74.89	C
9	3.79 – < 4.37	70.00	C/D
10	3.05 – < 3.79	65.71	C/D
11	0.00 – < 3.05	70.77	D

Predicted Grades



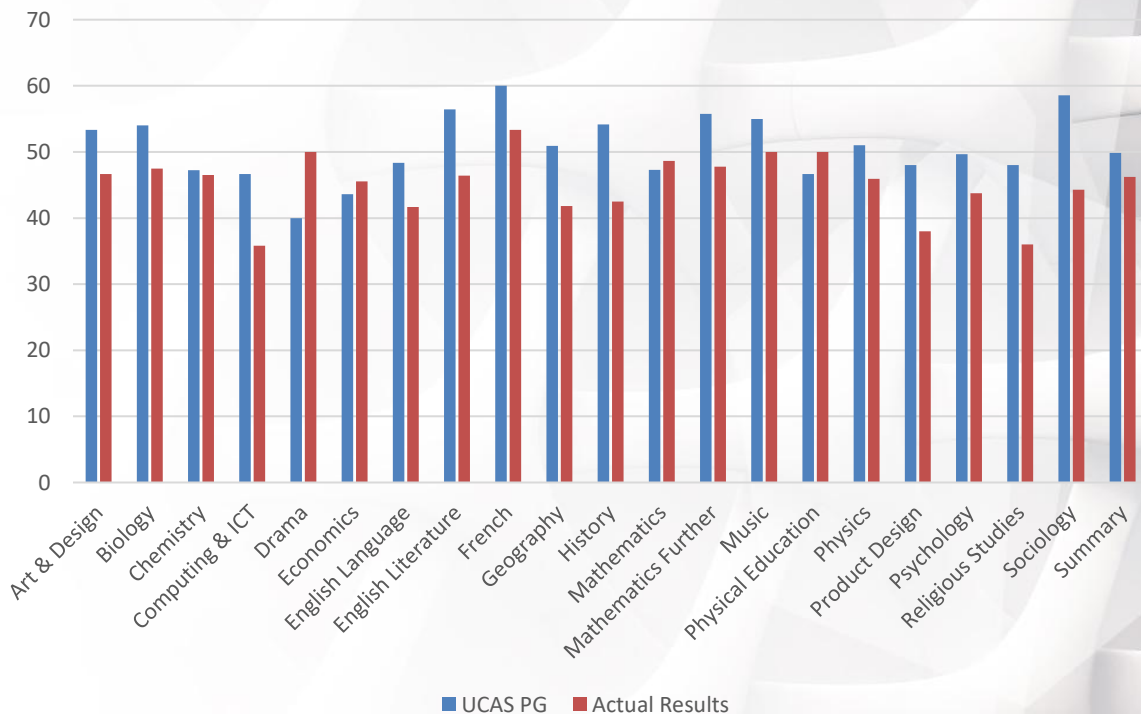
- ▶ *'Universities and colleges take much more than just grades into consideration when deciding whether to offer a place – things such as the personal statement, relevant experience, interview performance, your motivation, and commitment to study. They also consider the overall demand for places on the course, and the success of past students who achieved the same A level grades as you are predicted. Remember, this is an **estimate** based solely on past applications from other people studying the same A levels and with the same predicted grades.'* **Source: ucas.com**
- ▶ **Our predictions at Langley Grammar School are based on evidence and allow for progress in Y13 and in addition are 'optimistically realistic'**

Inflating Predicted Grades



- Universities have lists of schools who do
- Universities provide fewer offers to institutions that inflate their grades.
- Students receive higher offers that they are unable to achieve on results day.
- ALPS target grades as predictions- do not enable students who have not achieved well at GCSE to show progression in the Sixth Form.

Predicted Grades at Langley Grammar School



How realistically optimistic are we?

In summary in 2025.

We predicted an average point score across the subjects across the cohort of 49.86 points.

The actual average point score across the subjects across the cohort was 45.53 points

Our predictions were generous by 4.33 points,
10 points is a grade = by 0.43 of a grade.

UCAS References



Section 1- School Context
(compulsory)



Section 2- Extenuating
circumstances/ support
provided at school (optional)



Section 3-,Supportive
Academic Information
(optional)



Post 18 Pathways

- Applying to University- full degree, foundation degree
- Applying for Higher Apprenticeships
- Applying for Degree Apprenticeships
- Gap Year- structured
- Careers advice and support limited to non-existent when they leave school.



What is happening?

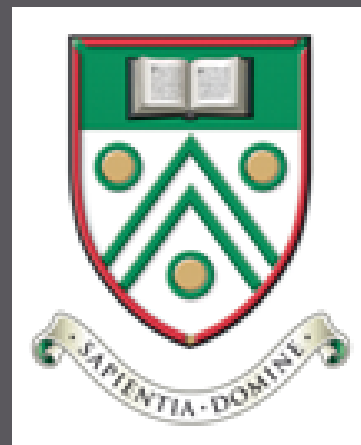


- Supervised Study Report
- Academic Mentoring
- Guidance/ support from subject teachers
- One to one personal statement support
- Careers Advice



Assessment Points

- WB 22 September- UCAS predicted grades issued
- Thursday 16 October- Parent Teacher Consultation 1
- WB 05 January- Y13 Practice Exams
- Tuesday 24 February – Parent Teacher Consultation 2
- WB 26 February- Tutor/Student Reviews
- June- Public Examinations begin
- Thursday 20 August 2026 Results Day



Good attendance is key

- As close to 100% as possible
- Evidence shows poor attendance correlates to poor outcomes. All 4 students who underachieved in all 3 of their subjects attendance was a factor in all cases.
- Routine appointments outside school hours
- Applicant days/ interviews.



Attitude is key

- Getting Post 18 pathway applications in early
- Unremitting approach
- **Proactive with teachers**
- Completing additional work to tasks set by the teacher, which is shown to the teacher.
- Spreadsheet of past papers and their scores



Making progress at A Level

Make it happen!



Remember
Year 2 is
HARDER
than Year 1

- Ask for advice from teachers in areas of uncertainty and about how to achieve the next grade up (within and outside lessons as you go through the course)
- Use the exam specification as a checklist, Checking their revision against these or PLCs
- Review lesson content afterwards, complete topic past paper questions and read ahead for the next
- Use distraction blocker apps -self control or cold turkey

Independent Learning



Take personal responsibility for progress



Universities want people who have a real interest in studying the subject and can show evidence of this.



Productive use of the different study spaces



Think about what achieves an A*

Support from home



Personal
Organisation

Places to study

Support good
working
practices

Remove
distractions

Are they talking
to teachers
outside lessons?

Start revision
early, this is their
independent
learning.

What is the
plan for UCAS
applications?

UCAS website

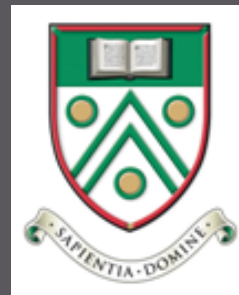
How should they organise their time?



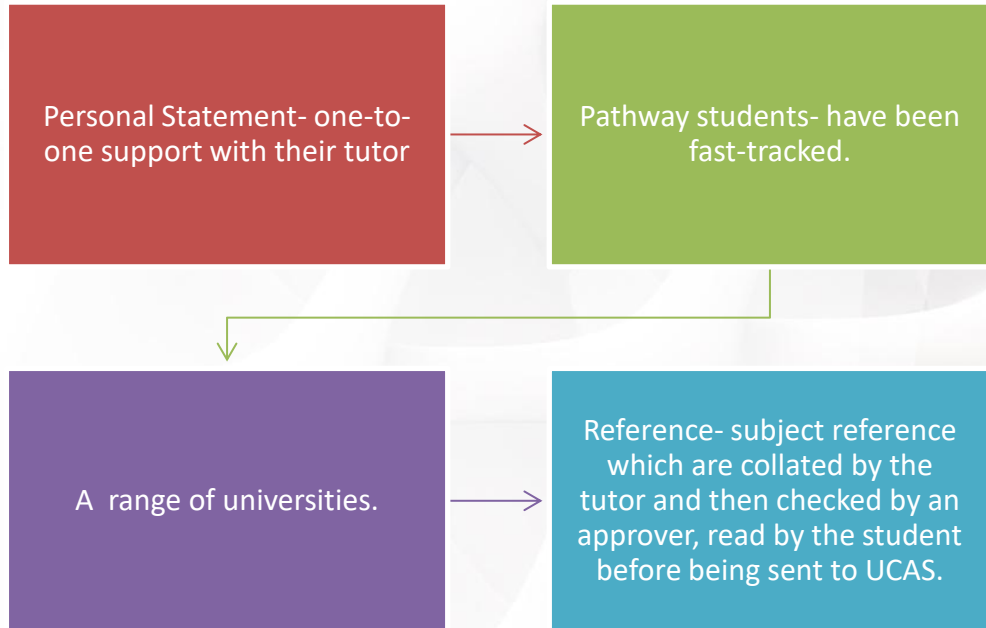
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1							
2				<u>Hwk</u>		10-12 Volunteering	10-12 Psychology
3	<u>Hwk</u>						
4			<u>Hwk</u>		<u>Hwk</u>	1-4 Chem	1-4 Maths
5							
3.15- 4.30	Transport home and relaxation time						
4.30- 5.30	Homework					6-8 Football	6-8 Chem
6.30- 7.30	Psychology	Maths	Chem	Bio	Psychology		
8.00- 9.00							

What is the UCAS Process

- Predicted Grades out soon
- Students complete the UCAS form online and print a hard copy to submit to us. Date logged
- Process of writing the reference 3 weeks
- We show them the reference
- They wait to hear... offers, interviews...
- Select a firm and an insurance- June deadline
- Student finance applied for by May 31 2026
- Results day confirm their option



Key elements to the UCAS Application Form



Key UCAS Submission Dates 2025/26



School Deadlines

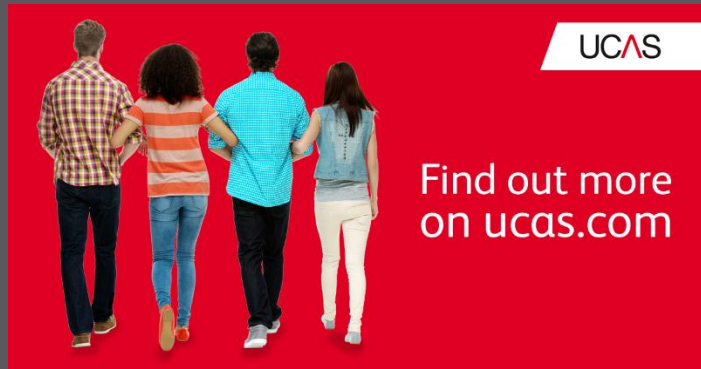
Oxbridge, Medicine, Dentistry, Veterinary
Science by **24 September**

- Other competitive courses (Russell Group universities) by **10 October**
- All other UCAS applications by **7 November**

UCAS Deadlines

Early Applicants: **18.00 15
October 2025**

All others: **18:00 14 January
2026**



Self-Release

If your son/ daughter has an offer in the UCAS cycle

Achieves better grades than this offer

Can phone around as many universities that have places available.

If students decide they no longer want to go to their insurance choice.

Opt to self release on results day and opt to go through clearing.



What if they do not achieve their offers?

Clearing

Track delivers the news early on results day.

Clearing number

UCAS website and university websites display vacancies.

Applying the following year

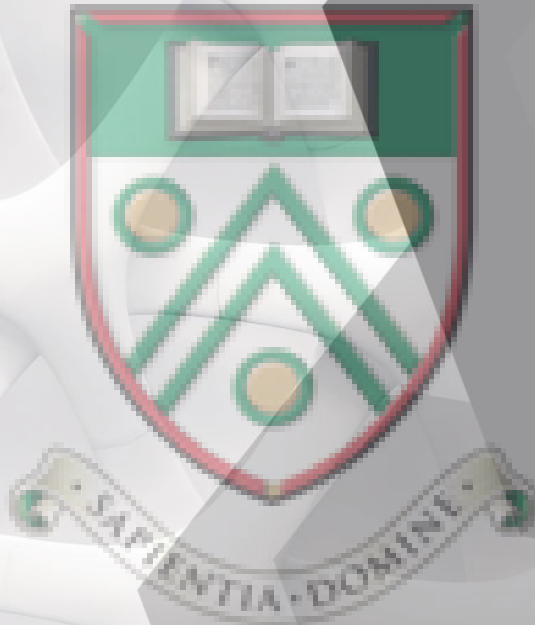
Is it worth it?

Resits and UCAS support we only have limited resources.

Making good use of their Gap Year.

Better to apply this year for something- opens doors.





Summary and Questions