

Parent Bulletin

22nd May 2026

It is hard to believe we are already halfway through the summer term, marking the end of a busy, productive and successful first half. We would like to thank all families for their continued support in helping students remain focused, positive and engaged in their learning.

Our Year 11 students have continued to demonstrate resilience, determination and maturity throughout the GCSE examination period. Their commitment to revision, excellent attendance at intervention sessions and positive attitudes have been a pleasure to see. We are incredibly proud of the way they are approaching this important time and encourage them to keep pushing forward - every exam is another opportunity to succeed.

We would also like to congratulate our Year 10 students, who have now completed their work experience placements. We have received a great deal of positive feedback from employers, praising students for their professionalism, enthusiasm and willingness to learn. They have represented the school exceptionally well, and we look forward to hearing about their experiences and achievements when they return after half term.

This week also saw our Blue Skies students celebrate their graduation - a fantastic milestone and a testament to their hard work and commitment. We are very proud of everything they have achieved.

Inside this week's bulletin, you will find details about our Blue Skies graduates, advice from The National College on effective revision and study skills, and an update from our library team about the "overdue book hunt." Students who return overdue books will be entered into a raffle with the chance to win gift cards, as well as receive praise points - and perhaps even a sweet treat.

We hope you enjoy reading this week's updates and celebrations. We wish all of our families a restful and enjoyable half-term break, and we look forward to welcoming students back to school on Monday 1st June.

Until next half term,
Team Trafalgar



Key Dates

Monday 25th - Friday 29th May - Half Term

Monday 1st June - Students back in school

Wednesday 17th June - Art Gallery Event 17:30-18:30

Thursday 18th June - Year 10 Parents Evening (virtual)

Uniform & Equipment

Please ensure your children have the correct uniform & equipment with them each day. If you require any support, contact your child's form tutor. Please ensure students have a bag. You can find full details of what they need [here](#).



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Blue Skies Project Celebrates Year 8 and 9 Student Success at University of Portsmouth Graduation



This week, Trafalgar School proudly celebrated the achievements of its Year 8 and Year 9 students who successfully completed the Blue Skies Project, with a special graduation ceremony held at the University of Portsmouth.

The Blue Skies Project, created and delivered by JETS, provides students with valuable opportunities to develop essential life skills, explore future career pathways, and gain real-world experience beyond the classroom. Trafalgar School has been proud to participate in the programme, supporting students as they grow in confidence, resilience, and ambition.

The graduation ceremony marked the culmination of a year of hard work, commitment, and personal development. It recognised not only the successful completion of the programme but also the journey each student has taken along the way.

The event reflected the message prepared by Miss Passmore, Head of Student Enrichment, who played a key role in coordinating Trafalgar's involvement in the project. Her words captured the pride felt across the school community.

In her message, Miss Passmore highlighted how students came together from different backgrounds and friendship groups, forming strong teams built on collaboration and mutual respect. Over time, they developed confidence in sharing ideas, strengthened their ability to listen to others, and built meaningful connections.

She also praised the resilience and maturity students demonstrated throughout the programme. By stepping outside of their comfort zones, engaging with new environments, and exploring a range of career opportunities, students approached each experience with curiosity, professionalism, and determination.

The graduation ceremony at the University of Portsmouth provided a fitting setting to celebrate these achievements, giving students a sense of occasion and recognising the significance of their success.

The school extends its sincere thanks to JETS and all partner organisations involved in creating and delivering the programme. Their ongoing support has been instrumental in providing inspiring opportunities that help students realise their potential and broaden their aspirations.

As students look ahead to the next stage of their education, they carry with them the confidence, skills, and curiosity developed through the Blue Skies Project. Trafalgar School is incredibly proud of everything they have achieved and looks forward to seeing where their journeys take them next.



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Year 11 Update: Strong Start & Half Term Booster Sessions

Our Year 11 students have made a fantastic start to their GCSE exams, demonstrating excellent focus, resilience and determination. We are incredibly proud of the positive way they have approached this important period and the maturity they have shown so far.

As we move into the half term break, this is a key opportunity for students to maintain their momentum and continue building on this strong start.

We will be running a range of Warm Up and Booster Sessions during half term to support students in their continued exam preparation. These sessions are carefully designed to help students revisit key content, refine exam technique and boost confidence ahead of upcoming papers.

Thank you, as always, for your continued support.

Year 11 Booster Sessions 2026

HALF TERM

	Monday 25th	Tuesday 26th	Wednesday 27th	Thursday 28th	Friday 29th
AM	BANK HOLIDAY	Further Maths 9:30-12pm CPA Ma6	Higher Statistics 9:30-12pm CPA Ma6	Maths 9:30-12pm CPA Ma6 SBR Ma1 SMA Ma8	Triple Science 9:30-12pm OAD Sci1
PM		History – Crime and USA 12-2:30pm LHU, AAR Hu2, Hu3 Further Maths 12:30-3:00pm CPA Ma6	GCSE PE 12-2:30pm CFU Hu5 Higher Statistics 12:30-3:00pm CPA Ma6	Maths 12:30-3:00pm CPA Ma6	English Language 12-2:30pm KWA, JLE En5, En6

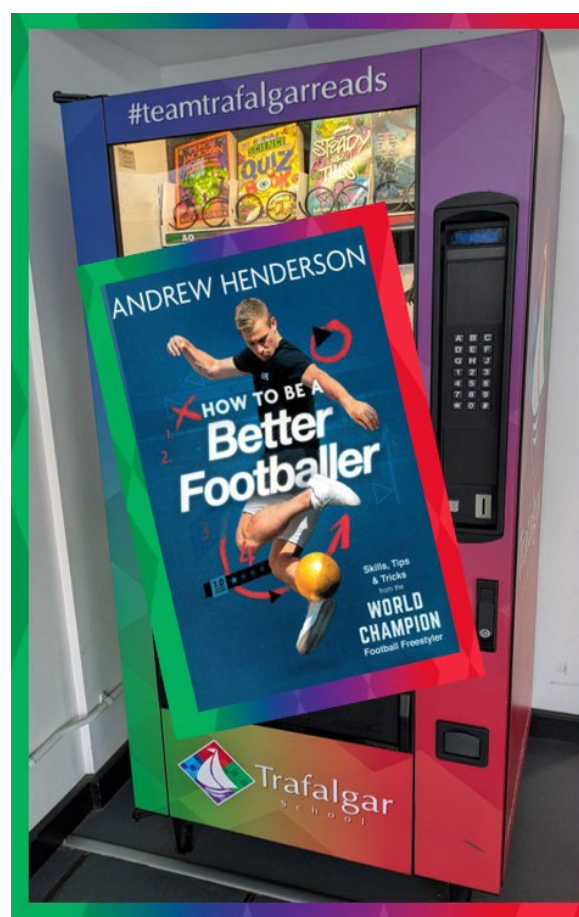
Reading Plus Winner

Congratulations to Jay in Year 9, our Reading Plus winner of the week! Jay enjoys playing football and reading about sports so chose "How to be a Better Footballer" by Andrew Henderson. Happy reading and learning new tricks Jay.

By keeping up with your Reading Plus, you stand the chance to win one of our new books from the book vending machine! Which book would you choose?

Also, well done 7G3 for topping our reading leaderboard! Don't forget to help your class climb the table by keeping up with your English home learning.

Leaderboard	
Top Classes - Total Avg. Reading Lessons (SR)	
1. 7G3/En 25/26	89.2
2. 8R1 25/26	67.7
3. 7G1/En 25/26	65.2
4. 7R2/En 25/26	62.4
5. 7R3/En 25/26	55.5



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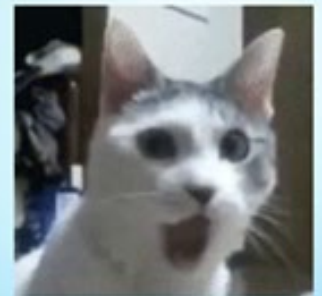
OVERDUE BOOK HUNT

Thank you for returning your books!

YOU'RE A LIBRARY HERO!

THERE ARE CURRENTLY OVER **700** OVERDUE BOOKS!

Our longest overdue library book is over **FIVE** years old!



Please **DON'T WORRY!** There will be no fines or penalties!
WE JUST WANT THE BOOKS BACK!

When books stay overdue or go missing, other people are missing out!



INCENTIVE



Every book overdue by 7+ days returned to the library will result in your name being entered into a weekly raffle for a chance to win a £5 Amazon gift card!

HOWEVER for slightly overdue books, you will receive praise points and a sweet!

THE OVERDUE BOOK HUNT WILL RUN FROM 20/05 TO 19/06!



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10 Top Tips for Parents and Educators

EFFECTIVE REVISION AND STUDY SKILLS

As exam season ramps up, revision often becomes louder, busier, and less effective. Many pupils still rely on comfort strategies like re-reading and highlighting. These can feel productive but rarely build long-term memory. This guide will help you create a low-effort, high-impact revision system that teaches pupils how to revise, rather than merely emphasising its importance.

1 DIAGNOSE BEFORE DOING

Before adding more sessions, identify why a pupil is underperforming: knowledge gaps, weak routines, poor choices, or low effort driven by a lack of confidence. Treating every issue as 'needs more revision' creates noise. Use a quick check: what do they know, what do they misunderstand, what can't they retrieve under pressure, and what do they avoid? Then match revision to the actual problem.

2 TEACH REVISION EXPLICITLY

Most pupils haven't been taught how to revise well, so they pick what feels easiest. Build short revision mini-lessons into curriculum time; demonstrate retrieval, spacing, and how to self-check. Model it live, do it together, then gradually hand over responsibility. The goal is independence, not dependency. When pupils understand why strategies work, they're more likely to use them when it matters.

3 PRIORITISE RETRIEVAL PRACTICE

Make recall the default. Use methods such as low-stakes quizzes, flashcards, free recall, blurting, and 'answer then check'. Effective testing helps to measure and strengthen learning. Keep it specific and frequent – small chunks, lots of repetition, and immediate feedback. For parents, the best question isn't 'Have you revised?' but 'What can you remember today, without notes?'

4 SPACE IT OUT

Cramming can boost short-term performance, but it's weaker for long-term retention. Help pupils spread practice across days and weeks, revisiting content after memory has faded. That 'slight struggle' is the point. Use a simple rhythm: new learning, next-day retrieval, a three-day revisit, a weekly revisit, and mixed practice before the exam. This turns revision into a routine, not a panic.

5 MIX, DON'T BLOCK

Practising one topic for a long stretch – known as 'blocked practice' – can feel easy, but it can hide fragile learning. Mixing topics, question types, or methods strengthens long-term learning and helps pupils apply knowledge later. For educators, design homework and revision packs so topics reappear in a planned cycle. For parents, encourage sessions that mix two topics rather than focusing on just one.

6 USE DESIRABLE DIFFICULTY

Revision should feel effortful, not effortless. Durable learning comes from challenging revision techniques: attempting answers before looking, explaining ideas aloud, writing from memory, or tackling unfamiliar question formats. The key is 'hard, but doable'. If a pupil always gets everything right, it's too easy. If they always fail, it's too hard. Aim for productive struggle with quick feedback loops.

7 CENTRALISE MATERIALS SIMPLY

Revision fails when pupils waste energy finding resources, navigating platforms, or guessing what matters. Reduce cognitive overload by centralising what they need: a single hub per subject, a clear list of priority knowledge, and a small set of standard task types such as quizzes, flash cards, exam questions, or corrections. Less admin clutter means more working memory for learning.

8 PLAN, MONITOR, EVALUATE

Strong revision is self-regulated. Pupils plan what they'll do, monitor if it's working, and evaluate what to change next time. Use a weekly revision routine that asks: 'What did I try?' 'What improved?' 'What didn't?' 'What's my next micro-goal?' Post-mock action plans are powerful here because they force honesty about time spent, strategy used, and impact achieved.

9 WRAP MOCKS PROPERLY

Mocks only help if pupils learn from them. Use an exam wrapper approach: before the mock, set strategy goals; afterwards, analyse errors such as knowledge gaps, misread questions, weak methods, and timing issues, then create a targeted reteach and retest plan. Parents can support by asking, 'What type of mistake was it, and what's your fix?' rather than 'What grade did you get?'

10 MAKE TIME VISIBLE

Revision becomes real when time is protected and predictable. Help pupils build a timetable that's short, repeatable, and realistic: 30–40 minute blocks, clear start and stop times, and specific tasks, not 'revise science'. Avoid perfectionist plans that look pretty and collapse by Tuesday. Consistency beats intensity. Build momentum with small wins, then build from there.

Meet Our Expert

Amjad Ali is the creator of Try This Teaching and the CPD and Inclusion Lead for the Chiltern Learning Trust. With over 19 years' experience in education, including leadership roles in diverse and high-need schools, he specialises in inclusive, evidence-informed practice. His work focuses on practical, low-effort, high-impact strategies that help students learn more and retain knowledge over time.



#WakeUpWednesday

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See full reference list on our website

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