

Key Stage 4 Parent and Carer Information Evening Thursday 2nd October 2025



Information for parents, carers and students in Year 10 and Year 11.

5.45pm to 6.15pm: Welcome and talk in the Theatre

6:20pm to 7:30pm : 3 subject talks on a carousel

6.20 to 6.40

6.45 to 7.05

7.10 to 7.30

Year 10 on the first floor and Year 11 on the ground floor.

Please follow this schedule, for example if you have a green ticket please go to science, then English and then Maths.

	Talk 1	Talk 2	Talk 3
Maths			
English			
Science			

Year 10 talks take place on the Humanities corridor in rooms GH2, GH3 and GH7 and the Y11 talks on the English corridor, in rooms FE1, FE2 FE7.

To **aspire**, **endeavour** and **thrive** together.

Welcome to Key Stage 4

Who to contact

Year 11 Tutors Mr Jackson Mr Hankinson Mrs Skelding Mr Hartley Miss Osbaldiston Miss Eddlestone Mrs Hartley Mrs Smith Mr Paterson Mrs Shaw	Year 10 Tutors Mr Costelloe Mr Emery Mr Pearson Mr Hill Mrs Turner Mrs Youd Miss Hunt Mr Mailey Mrs Jobson Mrs Smith Langridge
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To contact a tutor please email either the year team via addresses below or send an email to info@glossopdaleschool.org.uk

Head of Year 11 Mr M McCrorie mmcchorie@glossopdaleschool.org.uk Year 11 Manager Mrs J Partington Mrs L Cockin	Head of Year 10 Miss S Jones sjones@glossopdaleschool.org.uk Year 11 Manager Mrs A Evans Mrs R Davies / Mrs L Rogan
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AAHT Progress and Attainment KS4 Miss L Geary lgeary@glossopdaleschool.org.uk AHT inclusion and KS4 Outcomes Ms A Bowden abowden@glossopdaleschool.org.uk

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Attendance and Punctuality

At Glossopdale School & Sixth Form, the road to success begins with excellent attendance. We define this as 100% attendance, with a minimum expectation of 97%.

The Importance of Excellent Attendance

Excellent attendance supports both academic and personal development. It helps students engage fully with lessons, benefit from extra-curricular opportunities, and build strong social skills. Absence disrupts not only a student's own learning but also that of their peers.

Understanding Attendance

Attendance figures can be misleading. For example, while 90% may sound strong in an exam, it actually means missing around 20 school days (100 hours of learning) a year. It is often more useful to think about days of learning lost rather than percentages.



The Impact of Absence

Students with excellent attendance consistently achieve more. Government research (DfE, March 2025) found that those with excellent attendance are 1.9 times more likely to secure a Grade 5 in English and Maths compared to those below 95%.

Each 5% drop below full attendance can mean a loss of half a grade at GCSE. For example:

- 90–95% attendance: Predicted grade 7 → likely outcome 6–6.5
- 85–90% attendance: Predicted grade 7 → likely outcome 5–5.5

Minor Ailments

Parents and carers should send their child to school every day. For minor ailments that can be managed with over the counter medication, such as paracetamol, students should still attend school. Absence for minor ailments will not be authorised.

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Punctuality Matters.

We expect excellent punctuality from all of our students. Punctuality is more than simply being about 'on time'. It's about arriving at school or lessons, ahead of time, which allows students to settle, prepare, and deal with unexpected issues before the school day or the beginning of a lesson.

Poor punctuality can have a significant impact on student learning. Frequent lateness can quickly add up to significant amount of lost learning time:

Minutes Late Daily	Minutes Lost per Week	Minutes Lost per Year	Days Lost Per Year
5 minutes	25 minutes	16 hours	3 days
10 minutes	50 minutes	32 hours	6 days
15 minutes	1 hr 15 mins	48 hours	10 days
20 minutes	1 hr 40 mins	64 hours	13 days

As we say: "If you're on time, you're late" — Students should always aim to arrive early!

Please note that term time holidays will not be authorised. If your child is in Year 11, please do not book any holidays in the summer term until after the last exam, which is currently scheduled for the 17th June 2026.

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Rewards

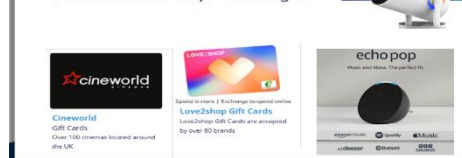
Students are rewarded for all aspects of their school journey and we use our THRIVE values to recognise important traits we foster in our young people. Students are recognised for their achievements in the following ways:

- All students are awarded 6 THRIVE points each day to recognised their full attendance/punctuality and engagement in lessons
- Students are rewarded THRIVE points in lessons, for homework, attainment and progress and for their wider school community engagement. Their points go towards earning their THRIVE badges and can also be redeemed for items in the Rewards Shop each week. Staff also award a THRIVE student of the week and students given this accolade are recognised in assembly and awarded a badge.
- Students earn THRIVE badges through their points but are also awarded additional badges in recognition for their wider school and community contributions e.g. leadership, Heads of Year badges, SLT badges, Sports badges and extra curricular club attendance badges. Some of these are brand new this year and designed to promote a much wider variety of school involvement.
- Golden Tickets are awarded in every lesson for going the extra mile and students have a chance to win a substantial prize each half-term by placing these in the raffle of their choice.
- Alongside these rewards runs our Student Leadership programme - where students have to complete a variety of leadership tasks to earn their Gold, Silver, Bronze leadership awards and badges.
- All students will start each term with an invitation to the end of term reward event. THRIVE data will be reviewed every 4 weeks by the Heads of Year and students at risk of losing their invitation, due to the number of behaviour/lates/attendance issues etc, will be given a verbal warning or set targets in order to avoid losing their invitation. Students will have 2 chances - a verbal warning and a more formal set of targets - to keep their invitation before it is withdrawn.



Rewards and Celebrations...

- Golden Tickets and THRIVE Points**
- £30 LOVE2SHOP vouchers
 - £30 Cineworld vouchers
 - Wireless portable mini projector
 - Amazon Echo Pop - latest gen



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Passport to prom 2025

Year 11 students begin the year with the assumption that they are all meeting our school expectations and therefore all students are currently eligible to purchase a ticket to join us at the prom. The Year 11 staff would like nothing more than for all students to celebrate their last 5 years in secondary education, before joining the Sixth Form or taking up an alternative pathway, on this occasion and so we always begin the year with all students being allocated their 'Passport to the Prom'.

The 'Passport to the Prom' criteria is based on a student's THRIVE achievement points and calculated towards the end of Year 11. Final eligibility to attend the prom will be allocated to students who have met our high expectations of behaviour and conduct around the school. As we start with the assumption that all Year 11 students are currently meeting our expectations the passport is theirs to keep or, equally, theirs to lose. Final decisions will be made when tickets go on sale during the summer term but we are clarifying the criteria at the start of Year 11 for transparency and to give all students a fair chance to retain their passport as the year progresses.



Passport to the Prom

You are invited to attend the Y11 Prom

To secure your place make sure you meet our passport to the prom criteria. We will Thrive, Attendance and progress reports to monitor your progress.

This invite will be revoked if your behavior and conduct deteriorate.

- Attendance in school needs to be Excellent – aim for 97%
- Punctuality to school and your lessons needs to be Excellent
- Exemplary behaviour in school – THRIVE
- Wear your uniform correctly, all of the time
- Excellent attitude to learning in every lesson
- Attend the interventions and study lessons that you are required to attend

Starts Monday 22nd September 2025




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Year 11 tutorial programme - carousel of intervention

What's changing and why?

From September, we are introducing a refreshed Year 11 tutor time model that combines expert-led academic support in English, Maths, and Science with the strong pastoral care we know is vital for student wellbeing.

This new approach will:

- Maximise time spent on English, Maths and Science subject revision
- Provide targeted support based on mock exams and assessments
- Maintain the consistent tutor group relationships your child is familiar with

What will tutor time look like?

Each morning will begin with a short pastoral check-in (5-10 minutes) where tutors will:

- Support wellbeing and emotional needs
- Share key messages and celebrate achievements
- Help students set daily goals or reflect on attendance and behaviour

This will be followed by a focused 20-25 minute revision session led by a subject specialist in English, Maths, or Science. These sessions are designed to be fast-paced, engaging, and tailored to help students close knowledge gaps and build confidence.

How will the rotation work?

The full intervention cycle will begin in October 2025. Throughout September, tutor time will focus on:

- Pastoral support
- Explicitly teaching students how to revise and complete their homework effectively

This ensures students are well-prepared and confident before the academic intervention begins.

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The academic year will be divided into three 7-week subject cycles. Each tutor group will focus on one core subject at a time, then rotate:

Cycle	Tutor Groups 1-3	Tutor Groups 4-6	Tutor Groups 7-9
1	Maths	English	Science
2	English	Science	Maths
3	Science	Maths	English

ASPIRE Events

Throughout the year, a wide range of extra-curricular and supra-curricular events take place, designed to challenge and stretch our most able students while inspiring all students to believe in themselves and achieve their full potential.

Opportunities include the Duke of Edinburgh Award, Sports Leadership, STEM events, university talks, Choir, Sports, Student Council, Student Leadership, Young Musician of the Year, UKMT Intermediate Maths Challenge, writing competitions, the Discover US Sheffield University Programme, and English Masterclasses, among many others.

All Year 10 and Year 11 students are actively encouraged to engage with these enrichment activities. Participation not only develops a broad set of skills and personal qualities but also enhances applications for apprenticeships, university, and future careers, helping students stand out and reach their aspirations.

<https://ukmt.org.uk/intermediate-challenges>

<https://www.dofe.org/>

<https://www.stem.org.uk/>

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Supporting Your Child Through GCSE Exam Stress

As GCSE exams approach, it's natural for young people to feel pressure and stress. While a small amount of stress can motivate, too much can become overwhelming. As parents and carers, you play an important role in supporting your child's wellbeing during this busy time.

What you can do to help:

- **Encourage balance:** Make sure your child takes regular breaks from revision and gets enough sleep. A well-rested mind performs far better than an exhausted one.
- **Promote healthy habits:** Nutritious meals, daily exercise, and time away from screens all help to keep stress levels down.
- **Be positive and reassuring:** Remind your child that exams are just one part of their journey. Praise their effort rather than focusing solely on results.
- **Create calm spaces:** A quiet place to study, without distractions, can help your child feel more in control.

If your child needs extra support:

There are excellent resources available to help young people manage exam stress and protect their mental health.

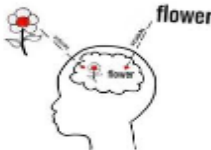
- [Kooth](#) – free online counselling and wellbeing support for young people.
- [CAMHS](#) – NHS mental health services for children and adolescents.
- [Compass](#) – support and advice for young people's emotional wellbeing.

If you are concerned about your child's mental health, please do not hesitate to contact the school for further guidance. Together, we can ensure that our young people feel supported, resilient, and ready to face their exams with confidence.

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Weekly Timetable for Independent study Set time aside each week for studying, this includes homework and revision activities. Also plan time for relaxing and spending time with family and friends.  Aim to study little and often in blocks of 1 or 2 hours rather than leaving it all to the last minute on a Sunday afternoon.	Ebbinghaus Forgetting Curve Aim to study little and often in blocks of 1 or 2 hours rather than leaving it all to the last minute on a Sunday afternoon.  Revisiting topics a number of times is also important. Ebbinghaus Forgetting Curves shows us how learning memories decay over time.	Pomodoro Study Technique Use a timer to structure your study time and stay motivated..  1. Select a task such as a series of maths questions or extended writing task. 2. Set the timer for 25 minutes 3. Focus on the task without distraction 4. Take a well deserve 5 minute break Repeat 2 or 3 Pomodoro sessions in a study block
Metacognition Metacognition is the awareness of your own thinking and learning. This improves the effectiveness of your study sessions. Plan - what do you need to learn and how will you do it? Monitoring - reflect on your learning as you work through the session / topic / exam paper Evaluate - how effective was your studying? Did you achieve your aim? 	Desirable Difficulties A desirable difficulty is a learning task that is not particularly easy and requires a desirable amount of effort to complete or solve. This effort, it has been found, can improve long-term memory and performance (Bjork, 1994; Bjork & Bjork, 2011). Study time should be challenging and require effort to concentrate and process the information. Switch your phone off and leave it in another room while you revise.	Automaticity Automaticity is the ability to do things by habit. Automaticity is the result of learning, repetition and practice. Practice exam questions over and over to refine your technique and skill.

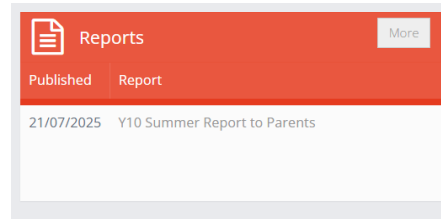
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Look, Cover, Say Write Check - Look at some information you need to revise - Say it in your head a few times over - Cover it - Write it down - Check you got it correct. Look  Say  Cover  Write  Check  Repeat this with key words, facts and important information. ** Make sure you also understand the information as you read through it.	Flashcards and Leitner Method Great for summarising key information from a particular topic or unit. Write key information on each card. Use bullet points, dual coding. Put questions on one side and answers on the other.  Use the Leitner Method when memorising flashcards. Review the ones you know less frequently, than the ones that you don't know.	Dual Coding This is the process of using words and images to take notes.  The visual images enable our working memory to process this information and make sense of it. Use colours, images, abbreviations and symbols to visualise the information you are revising.
Blurting aka Brain dumps A quick and effective revision activity, you just need 2 different colour pens, an A4 page of paper and a topic that you want to revise. - Spend 2 or 3 minutes skimming through the information, when ready cover it over - Write down everything you can remember about the topic on the page. - When finished, swap pen colours and use your notes to fill any gaps and add missing details.	Study Buddies 'Just a Minute' spend one minute telling your study buddy everything you know about a topic.  'Tell me 3' - tell your study buddy 3 facts about a particular topic, or 3 key words, or 3 things <u>from last lesson / week / unit</u>. Feynman Technique - revise a topic or area of study, Explain it in detail, but in simple language to your study buddy. Identify gaps in your knowledge and use notes to fill them.	Cornell Notes Divide an A4 page into 3 sections. Write the main body of notes in the centre.  When finished, go back through your notes and identify key words / points and write these in the margin. Summarise the information in 3 bullet points and place these at the bottom of the page.

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Progress and attendance reports

Parents / Carers and students can access past and current progress reports via the MCAS app and the student portal. You will receive a notification when a new report is published.



What do the grades mean?

The GCSE grading system in England runs on a scale of 9 to 1. The highest you can get is a grade 9, with 1 being the lowest. The system was introduced in 2017, replacing the old A* to G system.

In the current system a 9,8 and 7 are equivalent to A* and A. A grade 4 is equivalent to an old C, known as a standard pass. A grade 5 is a strong pass.

A*	9
A	8
	7
B	6
C	5 (strong pass)
	4 (standard pass)
D	3
E	2
F	1
G	
U	U

Our progress reports will enable you to track your child's progress against their MEG (minimum expected grades). Colour coded for ease, these provide you with details of where your child is currently making progress, their predicted grades and next step actions. The attitude to learning column is the one area your child can focus on as a good or excellent attitude correlates positively with progress and attainment in lessons.

Targets

These have been arrived at using the student's prior attainment information. Our targets are challenging, and we encourage all students to strive for the highest grade they can.

GCSE forecast

This shows how we would expect them to achieve in each subject at the end of the qualification if they continue to work as they are now. Each subject has been colour coded in relation to prior attainment.

Comparison to the previous tracking is represented by =, - or +.

Next Step Action

This shows students how they can specifically improve in each subject.

Attainment, Attitude to Learning and Pastoral

Attitude to Learning

This is a judgement from "Excellent" to "Good" to "Satisfactory" to "Below Expectation".

Subject	Targets		GCSE forecast		Next Step Action		Attitude to Learning
	Expected	Aspirational	GCSE forecast	Comparison	Next Step Action	Attitude to Learning	
English Language	5	6	5	=	When writing, try to use a non-linear narrative or a circular structure.	Excellent	
English Literature	5	6	4	=	When analysing, explore layers of meaning.	Excellent	
Maths	5	6	3	=	You need to work on your shape and space skills which include transformations and angles.	Good	
Science	5	6	5	=	To progress you should practice calculation questions and make sure you show your full working out to get maximum marks.	Good	
Art	5	6	6	=	Show a fluent use of specialist vocabulary in all sketchbook annotation.	Good	
History	5	6	5	=	Make links between the inferences you make from historical sources and your own knowledge.	Excellent	
PE Core	5	6	5	=	Develop the key attributes that make a successful leader in sport.	Good	
Psychology	5	6	6	=	Ensure you use key terminology when describing and evaluating the Von Frisch and Yuki named studies.	Excellent	
Religion & Values	5	6	6	=	Offer more detailed explanations in discussions.	Good	

Attendance (%)	Number of Authorised Absences	Number of Unauthorised Absences	Number of Possible Sessions	Number of Lates	THRIVE Points	Behaviour Points	Total Points (Year 11 Average)
100	10	0	87	1	31	5	34 (31)

THRIVE points are the positive points rewarded. Behaviour points are the negative points. The total average for the year is shown so you can see how your child compares to the year group. Further details can be found on ClassCharts.

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Key Dates for Students in Year 10 (2025–2026)

Important dates and information are shared weekly in our Friday newsletter. Students and parents are encouraged to refer to this, as well as the school website, for the most up-to-date information, as some dates may be subject to change. The full school calendar is also available on the website for reference.

<https://www.glossopdaleschool.org.uk/calendar/?calid=1,2,3&pid=6&viewid=1>

Year 10

Date	Event
29th September	Y10 NGRT - in Eng lessons
2nd October	Parent Information Evening (PIE) - KS4
14th October	Teachers will report on attitude to learning - internal data collection
9th December	Careers Fair
12th December	Y11 reports published
7th January	GCSE Theatre Company -English
2nd Feb - 27 Feb	In class assessment window - 3 weeks
12th February	Young Musician of the Year
13th April	Y10 Mock Exams start - see individual timetable
15th April	GCSE Theatre Company - English
23rd April	Parents Evening - Y10
18th May	Y10 THRIVE day - study skills
22nd May	Y10 Progress report published
8th June	Y10 end of year speaking tests start
15th June	Y10 THRIVE day RSE
7th July	Y10 Celebration Evening
8th - 9th July	DofE Silver Expedition
8th July	Sixth Form Taster days start

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Key Dates for Students in Year 11 (2025–2026)

Important dates and information are shared weekly in our Friday newsletter. Students and parents are encouraged to refer to this, as well as the school website, for the most up-to-date information, as some dates may be subject to change. The full school calendar is also available on the website for reference.

<https://www.glossopdaleschool.org.uk/calendar/?calid=1,2,3&pid=6&viewid=1>

Year 11

Date	Event
2nd October	Parent Information Evening (PIE) - KS4
3rd November	Y11 Mock Exams **see individual timetable
17th November	Y11 French Speaking mocks
20th November	Sixth Form Open Evening
9th December	Careers Fair
7th January	GCSE Theatre Company -English
29th January 2026	Parents Evening - Y11
4th February	Poetry Live - 100 spaces Y11
12th February	Young musician of the year
9th March onwards	French speaking mocks - Y11
25th February	Y11 Mock Exams start
17th March	GCSE Theatre Company -English
19th March	Y11 Parent Information Evening - exam information
15th April	GCSE Theatre Company - English
27th April	French speaking GCSE - Y11
4th May 2026	External Exams (GCSEs) Start
Friday 3rd July 2026	Year 11 Prom
August 2026	GCSE Results Day/Sixth Form Enrolment

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Year 11 Trial Exams - *provisional information*

Students must attend school as normal, exams start at either 9am or 1pm.

Assemblies prior to exam week will share important information with the year group. Detailed exam timetable will be shared prior to these exams.

Subject	November 2025	March 2026
English	AQA Literature Paper 2**: Section A- An Inspector Calls by J.B. Priestley Section B- Power and Conflict poetry Section C- Unseen poetry	AQA Language Paper 2 1 hr 45
Maths	3 papers: all 1hr 30 each Paper 1 – non calculator – 80 marks Paper 2 – calculator – 80 marks Paper 3 – calculator – 80 marks	3 papers: - all 1hr30 each Paper 1 – non calculator – 80 marks Paper 2 – calculator – 80 marks Paper 3 – calculator – 80 marks
Science (separate)	Paper 1 - 1hr45 Separate Biology , Chemistry and Physics papers	Paper 2 - 1hr 45 Separate papers for Biology, Chemistry and Physics
Science Trilogy	Paper 1 - 1hr 15 Higher or Foundation - Ch / Bio / Ph	Paper 2 - 1hr 15 Higher or Foundation Bi / Ch / Ph
History	Paper 1 - Conflict and Tension 2hrs	Paper 2 - 2hrs
Geography	Combination of P1 and P2 - 1hr30	Combination of P1 and P2. - 1hr30
French	Writing, Speaking, Listening and Reading assessments	Writing, Speaking, Listening and Reading assessments
Psychology	Paper 1 - Cognition and behaviour 1hr 45	Paper 2 Social context and behaviour, 1hr45
DT	Paper 1 - 2hrs	Paper 1 2hrs
Catering	Paper 1 - 1hr 30	Paper 1 - 1hr 30
Music	Paper 1 1hr15	Paper 1 - 1hr15
Imedia	Paper 1 - 1hr30	Paper 1 - 1hr30
Art / Textiles	5hr all day assessment.	x
Computer Science	Paper 1 - 1hr 30	Paper - 1hr30

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Year 10 Trial Exams - DATE 2026 – *provisional information*

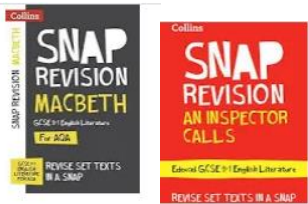
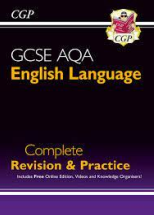
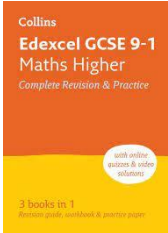
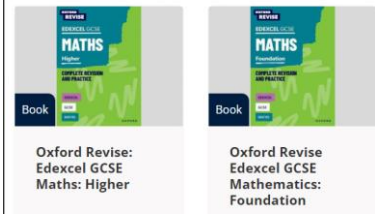
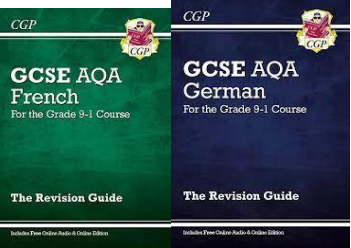
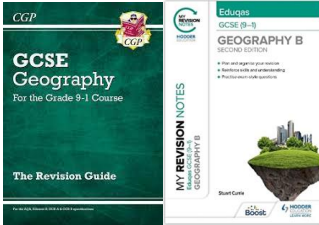
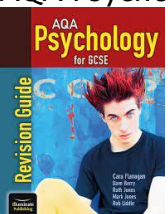
Students must attend school as normal, exams start at either 9am or 1pm.

Assemblies prior to exam week will share important information with the year group. Detailed exam timetable will be shared prior to these exams.

English	AQA Literature Paper 1: Section A- Macbeth by William Shakespeare Section B- A Christmas Carol by Charles Dickens (1h 45)
Maths	Paper 1 – non calculator – 80 marks – 1 hour 30 minutes Paper 2 – calculator – 80 marks – 1 hour 30 minutes
Science	Paper 1 - 1hr45 separate science; biology, chemistry and physics
Science Trilogy	Paper 1 1hr15 - higher or foundation paper
History	Paper 1 - Conflict and Tension 2 hrs
Geography	Combination of P1 and P2 - 1hr30 Topics TBC with students
French	Papers on Writing, Reading, Listening and Speaking assessment
Sociology	Paper 1 - 1hr 45
Psychology	Paper 1 - 100 marks - 1hr 45
Business	Paper 1 1hr45 (theme 1)
Computer Sci	Paper 1 1hr30
Music	Paper 1 - 1hr15
Catering	Paper 1 - 1 hr 30
DT	Paper 1 - 2hrs

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GCSE exam boards and revision guides

AQA English - Literature  AQA English Language 	Edexcel Maths (H and F)  	AQA Science GCSE AQA SCIENCE  Science Trilogy H and F 
AQA French & German 	AQA Geography 	AQA History  978-1510418622 ISBN 978-1510418974 ISBN 9781782946045
AQA Psychology ** 	Other course exam boards WJEC Educas Hospitality & Catering Sport Music AQA DT Sport	Pearson Edexcel Business Health Applied Performing Arts Dance & Drama OCR Imedia Computer Science

The Snap revision and CPG guides can be purchased from the School. Please make the relevant payment via your Parent Pay account and ask your child to collect their guide(s) from the Year 11 office. All of these resources can also be purchased via various high street and online suppliers.

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Careers and Future Pathway Advice

Our careers adviser, Ms Joanne Green, is available on Mondays and Wednesdays to provide one-to-one guidance for students considering their future pathways. She has strong links with the Sixth Form, local colleges, and apprenticeship providers, ensuring students receive up-to-date and relevant advice. Year 10 students will be invited for their careers interviews in the latter half of Y10 and first part of year 11. This is to coincide with the sixth form and college application process. Students are welcome to request multiple meetings if needed and should ask their Head of Year to arrange an appointment. For enquiries or to request a meeting, Ms Green can be contacted at: jgreen@truelearning.org.uk

Glossopdale Sixth Form

Our Sixth Form offers students a wide range of A Levels and vocational qualifications. Our highly experienced staff combine strong subject knowledge with a genuine passion for their disciplines, supporting every student through the demands of post-16 study.

Ofsted described Glossopdale Sixth Form as a place where:

"Students make good progress, both in their academic and vocational studies, and achieve well. Teachers have high expectations of students... teachers create positive environments, sharing their strong subject knowledge and challenging students to develop their independence and confidence. Teachers offer students clear guidance which helps them to deepen their understanding and skills. Students have very positive relationships with their teachers and the sixth-form leadership team. Students are supported well in their studies, both academically and personally. There is a wide range of personal development activities to raise students' aspirations."

Choosing Glossopdale Sixth Form brings a number of advantages over larger colleges. Our smaller, close-knit community means every student is known as an individual, and support or intervention can be put in place quickly if needed. Smaller class sizes allow for more one-to-one teaching and personalised feedback, helping students achieve their full potential.

We have an excellent track record of guiding students successfully through UCAS applications and Higher and Degree Apprenticeship routes. Year after year, all students who wish to progress to university secure their places.

You can explore more about our courses, entry requirements, and Sixth Form life by visiting www.glossopdaleschool.org.uk/sixthform.

We warmly invite you to our **Sixth Form Open Evening on Thursday 20th November 2025**, where you can meet staff and learn more about what makes Glossopdale Sixth Form unique.

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