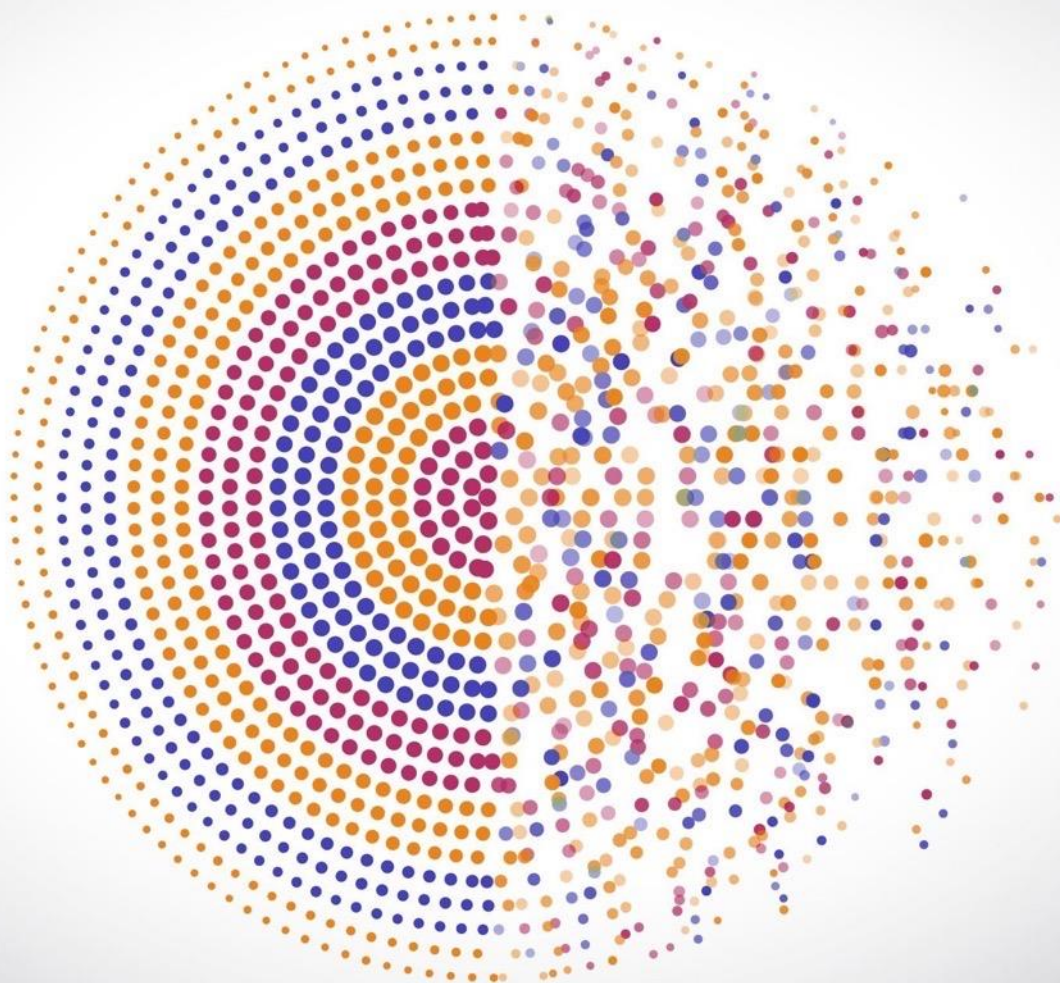




Year 10 Expectation Evening 2025

@ Wilmslow High School

What is the purpose of a Wilmslow High School Expectations Evening?

- To make the learning process visible
- To inform you of up-to-date developments in teaching and learning in the last year (for example, Artificial Intelligence)
- To maximise learning by doing this **together**

To all hear the same messages

- Our KS4 Exam Preparation Programme is research-informed and updated every year based on 'what works'
- Mr Broad, KS4 Achievement Lead will also go through his 'coach's tips'

All information shared this evening will be made available to you

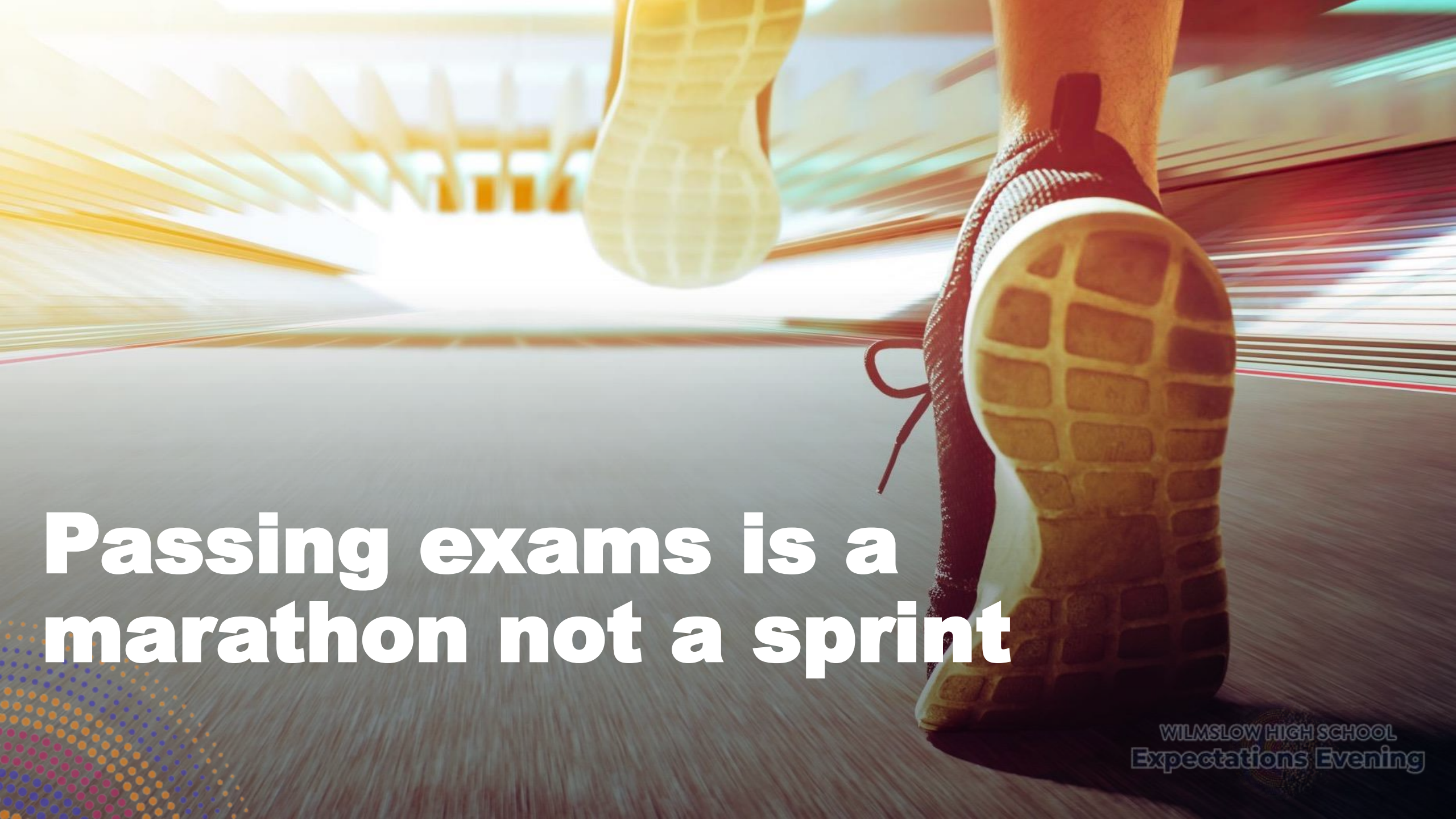
Will this work?

“We believe that the Exam Preparation Programme was integral to our child unlocking their potential.

They attended the majority of the sessions available to them.

Thank you for adding them to the booster sessions in Maths, Science and English which we think made all the difference.

They exceeded their predicted grades in every single one of their subjects, which has meant the full range of options is available to them for their future choices.”



**Passing exams is a
marathon not a sprint**

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Attendance matters



The link between attendance and attainment in an assessment year

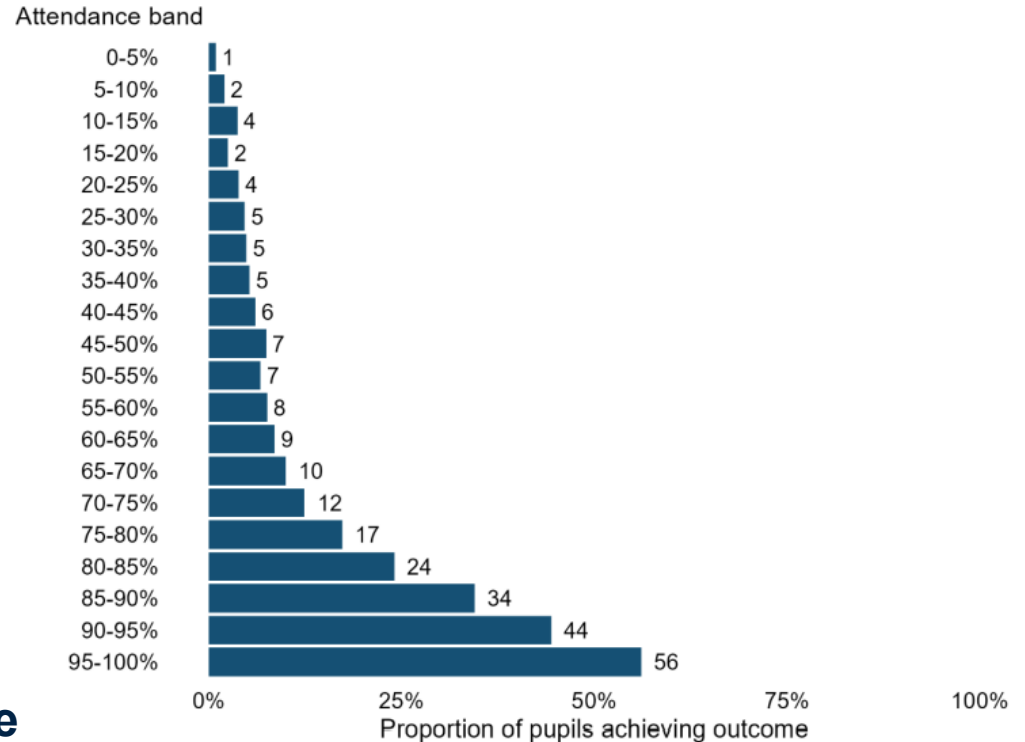
Research Report
March 2025

Attendance matters

- The higher the attendance band a student is in during the assessment year, the **more likely they are to achieve a successful outcome**
- Students in the 95-100% band were almost 2 x as likely to get a 5 or above in English and Maths as students in the 90-95% band

Please work with us to maximise attendance and to ensure that all work is caught up

Figure 6 Proportion of pupils in each 5% attendance band for Year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4



What role does homework play in learning?

**Focus on
independent
homework
completion
this year**



Without substantial amounts of YOU DO practice,
the learning process will not be completed
YOU DO – Must be the students OWN work

Use of Artificial Intelligence



How is your child using AI?

- Where does your child do their homework?
- Are you confident that they are producing their own work?
- At school we will be doing more spot-check assessment to ensure that we are not seeing inexplicable differences between class and homework
- Key assessments will also generally be done in school
- **We will contact you if we have concerns**

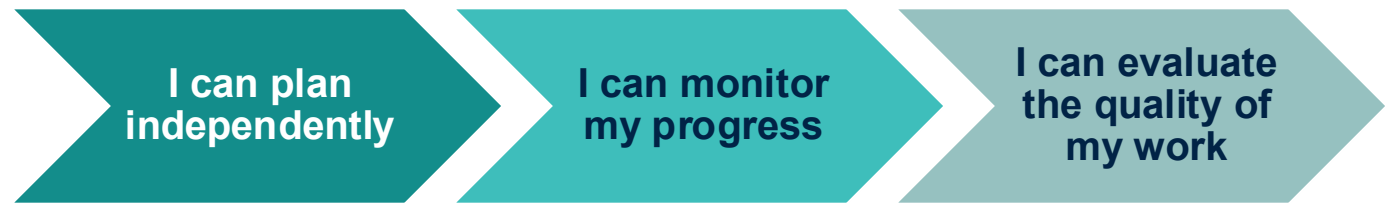
Focus on independent homework completion this year

**We set homework that
develops the YOU DO element
of the learning process**

- Independent practice
- Extended writing
- Retrieval and testing
- Vocabulary
- 20:20 reading
- Improving and correcting
- Additional tuition

**Focus on
independent
homework
completion
this year**

**We set 'you do' homework
that develops
metacognition**



Focus on independent homework completion this year

Homework does not have to be done at home

- Where a student is not completing homework, it is the equivalent of 80% attendance
- **Highly effective homework is not done on a mobile phone**
- A range of homework activities which we monitor half termly
- School-based study spaces are available
- School-based IT resources are available

Focus on independent homework completion this year

Homework next steps

- We do expect all key stage 4 students to do the homework set to a high standard
- We will be sharing the **homework plan** for this half term next week
- We will contact you if we have concerns about homework
- We will be asking students about their IT access
- Next half term's **homework plan** for Year 10 will combine homework and revision



4 key resources for students to support learning and homework

A full range of equipment

Resources, including revision resources

Access to good IT

Access to school intervention programmes

If any of these present any issues
it is important that you talk to us

Parent Pay Shop





Willmslow High School

Contact school

Parent Partners 6th Form Appeal

KS4 Expectations Evening

PrintWorks Products



Scientific Calculator

Casio fx-83GT CW Scientific Calculator – the trusted, exam-ready choice for GCSE students.

Option

Please select

- 1 +

Total price: £0.00

Add to basket



Stationery Pack

Items chosen specifically to aid revision.

Option

Please select

- 1 +

Total price: £0.00

Add to basket

Revision Guides



Maths (Higher)

CGP Revision Guide - Maths (Higher)

Option

Please select



Maths (Foundation)

CGP Revision Guide - Maths (Foundation)

Option

Please select



An Inspector Calls

CGP - An Inspector Calls (Text Guide)

Option

Please select

Subject Specific Resources and Advice

WILMSLOW HIGH SCHOOL
Expectations Evening

How can students become experts?

English

GCSE Literature

Wider reading - improves analysis, vocabulary, independent thinking

Reading list provided – list of articles and textbooks, encourage students to read around the set texts

Retrieval practice – recall information frequently through low stakes quizzing (quotes, dates, themes, techniques)

Writing practice - students must complete practice essays and analytical responses, refining this skills takes work, models and scaffolds help students to succeed at this

GCSE Language

Independent reading - improves ability to synthesise information, exposes learners to new ideas, builds cultural capital, and improves vocabulary

Exposure to non-fiction, news apps, writing for purpose

Writing practice - students must practice creative and opinion writing, particularly focusing on stamina (500-words in 45 minutes) focusing on accuracy of spelling, punctuation and grammar

Subject Advice

- All students must engage with English reading practice through weekly Sparx Reader homework – improves reading accuracy, comprehension and vocabulary
- We strongly recommend students to attend English revision sessions that take place before and after school (October start)
- Students invited to targeted revision support **must** attend
- Attendance is key – missed learning has a huge impact
- Reread texts (Romeo and Juliet and A Christmas Carol are available on Sparx)

English

AI

AI Advice

AI can help support creative writing practice by providing ideas and descriptions – students can use words and phrases from other sources, but must practice writing independently.
500 words in timed conditions (45 minutes)

Year 10 Set Texts Literature GCSE:

- An Inspector Calls
- Romeo and Juliet
- A Christmas Carol

What is success in Maths?

Maths

- Our aim is to make students feel successful in Maths, for some that's on higher and for others that's the foundation course. A grade 4 or 5 in foundation Maths is the same as a grade 4 or 5 in higher.
- On foundation you can achieve a grade 1 to 5 and higher a 3 – 9

Old grades	New Grades
A*	9
	8
A	7
B	6
C	5 Strong Pass 4 Standard Pass
D	3 2 1
E	
F	
G	
U	U

What we need from you

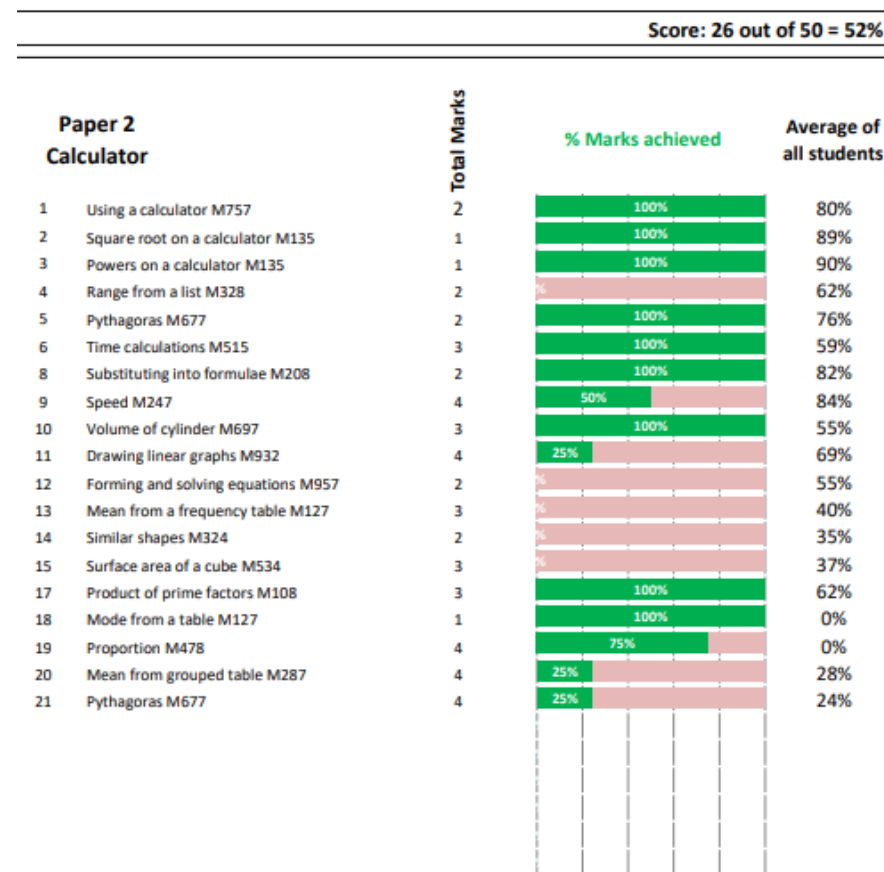
Maths

- Two thirds of the Maths GCSE is calculator, Students need to know their calculator – that's not forgetting it and leaving it at home each lesson and borrowing one that's knowing and using your calculator. £12 from printworks for you to be successful in two thirds of the course.
- Attendance - Our curriculum model builds on previous knowledge, if you miss a lesson that may cause you to not understand the next 5/6 lessons. I'm not saying you can't be ill but use OneNote, email your teacher and catch up. We have an open department where staff want to help.
- Be present, being there isn't enough – be on time and be present - engagement in the lesson is vital for you to succeed.
- Homework – consolidate your learning by doing at least an hour of Maths a week, not 70%, 75%, an hour of work informs our planning – it tells your Childs teacher what they do and don't know and helps us to close the gaps. Students also need to start using past papers to get used to the exam layout and style of questions.

What gaps do you have?

Maths

- Use your gap analysis document to fix last year's gaps.
- Study base runs every Tuesday in room 124 where students can receive help from Maths teachers on previous questions, homework, classwork and exam questions.



Take aways

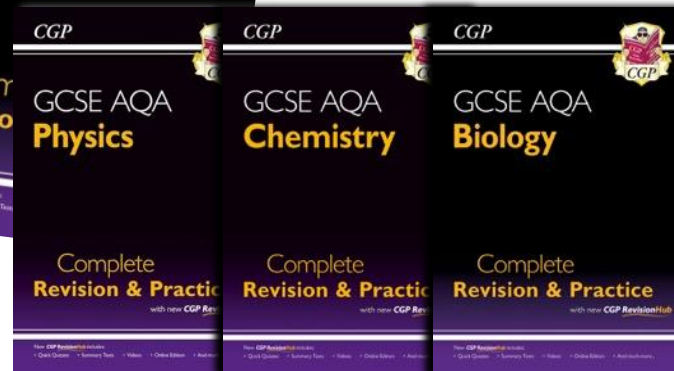
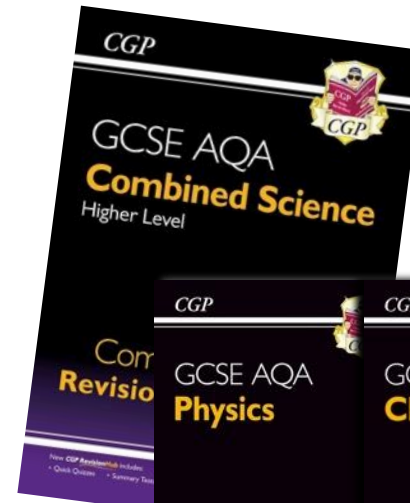
Maths

- Our Course is Edexcel
- There are 3 papers, 1 non calculator and 2 calculator
- Have your **own** calculator
- Buy past papers from printworks £7 for 30 papers
- Mathsgenie and First Class Maths are the BEST websites
 - Mathsgenie has all past papers and revision topics
 - First Class Maths tells you how likely a topic is to come up
- Study base every Tuesday in 124 till 4pm
- We are a team who want to help your child succeed, get them to come and ask us questions when they need it!

What does Science revision look like?

Science

- Knowledge Organisers
- Physics & Maths Tutor
- SENECA
- Revision Guides
- Isaac Science
- Past Paper Packs



Y11 Energy

Energy store	Description	Examples
1 Magnetic	Energy stored when repelling poles have been pushed closer together or when attracting poles have been pulled further apart.	Fridge magnets, compasses, maglev trains which use magnetic levitation.
2 Internal (thermal)	The total kinetic and potential energy of the particles in an object.	Human bodies, hot coffees, stoves or hobs, ice particles vibrate slower, but still have energy.
3 Chemical	The energy stored in chemical bonds.	Food, muscles, batteries, fossil fuels.
4 Kinetic	The energy of a moving object.	Moving car, buses, comets.
5 Electrostatic	The energy stored when repelling charges have been moved closer together or when attracting charges have been pulled further apart.	Thunderclouds, Van De Graaff generators.
6 Elastic potential	The energy stored when an object is stretched or squashed.	Drawn catapults, compressed springs, inflated balloons.
7 Gravitational potential	The energy of an object at height.	Aeroplanes, kites, mugs on a table.
8 Nuclear	The energy stored in the nucleus of an atom.	Uranium nuclear power, nuclear reactors.

9 Energy can be transferred by:
• Heating
• Electrical
• Radiation
• Mechanical

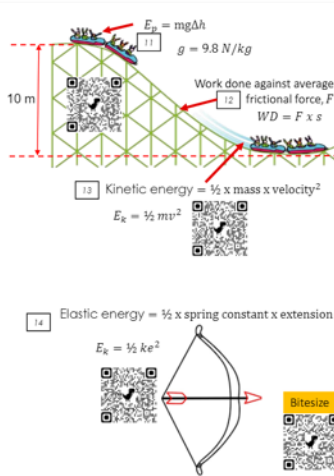
10 The law of conservation of energy: Energy cannot be created or destroyed but it can be transferred, dissipated or stored in different ways.

11 $E_p = mg\Delta h$
 $g = 9.8 \text{ N/kg}$

12 Work done against average frictional force, F
 $WD = F \times s$

13 Kinetic energy = $\frac{1}{2} \times \text{mass} \times \text{velocity}^2$
 $E_k = \frac{1}{2} mv^2$

14 Elastic energy = $\frac{1}{2} \times \text{spring constant} \times \text{extension}^2$
 $E_e = \frac{1}{2} ke^2$



WILMSLOW HIGH SCHOOL
Expectations Evening

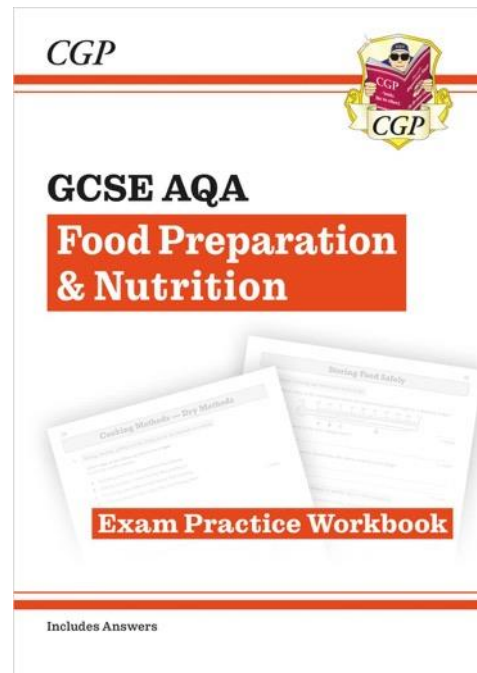
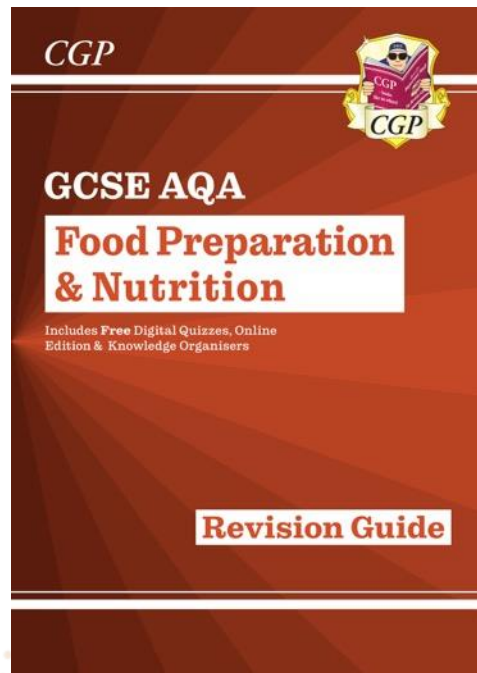
Year 10 Notices

Food Preparation & Nutrition

- All students are advised to purchase the two CGP guides
- Bring ingredients to all practical lessons. Tasks will be set on firefly.
- All ingredients must be weighed out **before** the lesson. Time is limited.
- Container and apron with names on. We do not provide containers!
- Complete homework to a high standard and meet all homework deadlines
- Complete any unfinished work at home.



Revision Guides

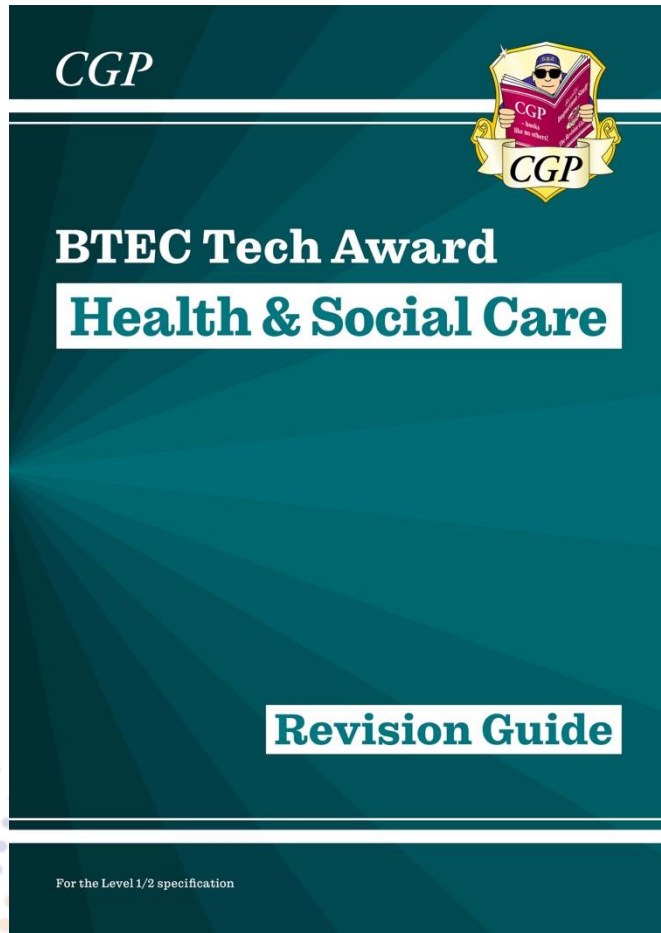


Food Preparation & Nutrition

- Available from PrintWorks
- **Essential to support learning around each topic**
- Revise as you go using the white book to practice short exam topics

Information for Year 10

Health & Social Care



- Purchase the revision guide as soon as possible
- Students complete 3 components, 2 of which are coursework based and a final examination in Year 11; Component 1: Life Stages, Component 2: Health Care Services and Component 3: Health and Wellbeing.
- Coursework deadlines TBC and will be shared with parents.

NEA Non – Examined Assessments

WILMSLOW HIGH SCHOOL
Expectations Evening

What is a Non-Examined Assessment?

NEA

- A formal controlled assessment completed by students in lessons over several months
- There are strict regulations set out by the Joint Council for Qualifications (JCQ) on how the NEA can be approached and how it is supervised
- All NEA components are marked by the teacher then standardised internally
- Then a sample of work is moderated externally by the exam board
- The external moderator is assigned numerous schools across a region

Subjects with an NEA element

NEA

GCSE COURSE	% OF COURSE
Design & Technology: product design	50% - An explorative design portfolio and final prototype
Design & Technology: graphic products (3D)	50% - An explorative design portfolio and final prototype
Art: fashion & textiles	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Art: fine art	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Art: photography	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Art: graphics	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Food, preparation & nutrition	50% - Task 1: science investigation 15% Task 2: practical and written portfolio 35%
Drama	60% - Component 2: devising log and performance 40% Component 3: texts in practice performance 20%
Music	60% - Component 2: performing music 30% Component 3: composing music 30%
Media Studies	30% - Creating a media product
PE	40% - Practical performance in physical activity and sport

Important to note...

NEA

- Students are free to revise, re-draft and refine their work
- But teachers can only give generic written or verbal feedback
- Teachers can't correct a student's piece of work with specific guidance
- Teachers can't provide templates or writing frames
- Any additional teacher input must be recorded and taken into account when marking work

Classroom Strategies

NEA

- Clear time plans shared with students highlighting interim deadlines
- Exemplar work available for students to view
- Mock NEA tasks
- Building knowledge and skills through Year 10
- Assessment points where work may be completed under formal conditions
- Preparation tasks are set for homework (research, development, flipped learning tasks, drafting/redrafting of work, generating ideas)

How do teachers give feedback?

NEA

- Teachers will support students with routine 1-2-1 coaching conversations where they review work and prompt students to think about next steps
- Teachers can give whole class feedback, keeping it general
- Teachers can recommend further resources for students to engage with or source
- Teachers can help students plan time, organise their work and model how to critique
- Teachers can breakdown assessment criteria vocabulary to help students understand what is expected
- Students can self-assess against exam board criteria and can also assess each other
- Students can take inspiration and guidance from past work and display pieces

How do teachers give feedback?

NEA

- **Meet deadlines;** your teacher will have spaced out the chunks of work needed accordingly.
- **Do homework;** this will ensure you meet deadlines.
- **Listen** carefully to your teaching when getting feedback. They know how to maximise marks and what is of benefit/no benefit to your overall performance.
- **Make notes** when the teacher is explaining/modelling/planning/feeding back to you on a certain part of the task.
- **Be organised** with equipment.
- **Plan** each section of the task; layout, content, evidence, etc.
- **Identify** where you may need to do further reading, research or fact finding.
- **Engage** with the marking criteria; ask if there are words or terms you do not understand.
- **Respond** to feedback (don't delay)
- **Talk to your teacher** and ask for help.

Parents, carers, family members

NEA

- **Encourage** your son/daughter to share their work
- **Have a conversation** about their work; ask them to explain their thinking, planning, next steps
- **Offer your feedback**, help them to order their work, expand on their thoughts, generate ideas and motivate
- **Support** with time management
- **Check** they have the necessary equipment
- **View homework** tasks on Firefly
- **Contact the teacher** if you have concerns



Routines & Habits

- Good strong habits shape our identity. Consistent routines build discipline, resilience and focus.
- Simple habits lead to small wins.
- “Consistency beats intensity” – Success is very rarely achieved with one big effort, rather instead, developing skills & knowledge over a period of time.
- **THE MARATHON**
- **Hard work beats talent every time**

Coach's Tips



**Three key
learning
areas we are
coaching
you on this
year**

ONE: Student SELF-Expectations

TWO: Self-regulation including attention span

THREE: Explicitly teaching students how to organise and effectively manage their learning independently

Self Expectations

- Optimistic; realistic
- Set targets
- Know the exams
- Maintain high standards
- Explore revision strategies
- Plan accordingly
- Mind over matter

ONE 4 key student SELF-expectations

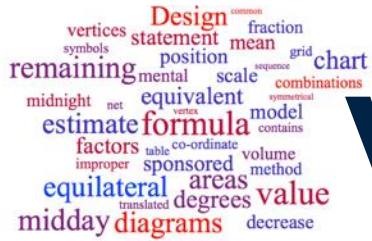
Number 1: Equipment and quality of work including improving work (with the green pen)

Number 2: Amount of practice (including homework)

Number 3: Engaging in structured talk, including answering questions

Number 4: 20:20 Reading





Vocabulary matters

- For a child to read a text independently they need to read with around **95%** word-reading accuracy
- Approximately **90%** of the technical vocabulary used in secondary schools is derived from Latin and/ or Greek origins
- A word haul of **50-60,000 words** should allow students to thrive academically and beyond school

In an **ionic** bond, the **atoms** first transfer **electrons** between each other, change into **ions** that then are bound **together** by the **attraction** between the oppositely-charged **ions**. For example, sodium and **chlorine** form an **ionic** bond, to make NaCl, or table salt. Chlorine (Cl) has **seven** **electrons** in its outer orbit, but to be in a more **stable** **state** it needs eight **electrons** in its outer orbit. On the other hand, Sodium has one **electron** and it would need eight **electrons** to fill up its outer electron level.

What is 20:20 reading at Wilmslow

- 20 minutes a day of reading for improvement
- 20 minutes a day of reading for wellbeing



Can be done individually by a student or as a family challenge

We'll be contacting you this half term if we have concerns about whether your child is reading to age-related expectation

The Education Secretary is calling on parents to lead by example and make reading a daily habit to help reverse the decline in reading for pleasure, to help give kids the best start in life as part of the Plan for Change.

The call comes as the Department for Education and National Literacy Trust join forces to launch a National Year of Reading, starting in January 2026 to kick start a reading revolution. It will reverse the trend as just [one in three aged 8 to 18](#) said they enjoyed reading in their free time in 2025.

TWO: Attention matters

- Research indicates, unsurprisingly, that students who are rated highly for self-control also achieve higher grades, have fewer school absences, procrastinate less, spend more time studying, and spend less time watching television.
- Other research has found that ratings of self-control in childhood were just as predictive of a person's financial security, income, physical and mental health, substance use, and criminal convictions later in life as intelligence or socioeconomic status



Specific attention sapping habits

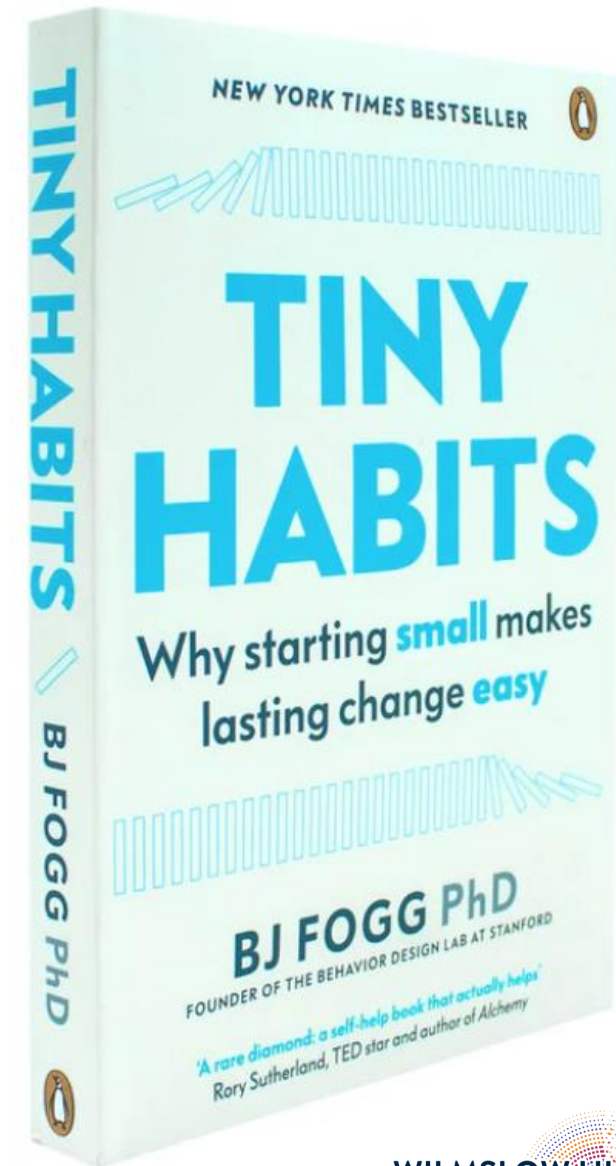
- Scrolling
- Social media notifications
- Multitasking (has a switch cost)
- Mind wandering
- Lack of sleep
- Poor diet
- Lack of water
- Lack of exercise

An important feature of attention is the ability to focus on just one thing at a time



3 strategies to improve self-regulation

- Self-control exists on the timescale of minutes
 - Tiny Habits
- More focus on situational modifications rather than will power
 - Distraction-proof study area
 - Attention-grabbing study area
- Explicit Strategy Instruction
 - Attentive listening



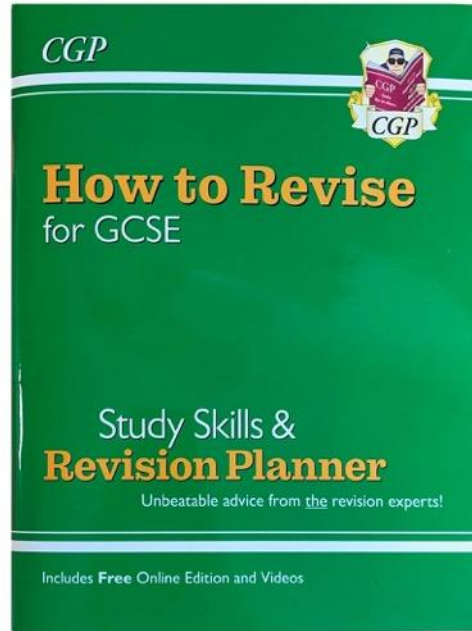
The Marathon Strategy

Coach's Tips

- M** – Mind Mapping
- A** – Active Recall
- R** – Retrieval Practice
- A** – Answer Practice
- T** – Take Breaks
- H** – Highlight Summaries
- O** – Organise Time
- N** – Note Condensing



'How to' Revision Guide



Contents	
How to Use this Book	1
Making a Start	2
Motivation and Prioritisation	3
Organisation and Planning	4
Setting Targets	5
Your Revision Environment	6
Looking After Yourself	9
Sleep and Diet	9
Get to Know the Exams	10
Know What You'll be Tested On	11
Command Words	12
Long-Answer Questions	14
Word Questions	14
Make the Most of Practice Papers	16
Revision Techniques	17
Learn, Revise, Test Yourself	17
Getting Your Notes in Order	18
Condensing Your Notes	20
Drawing Mind Maps	21
Making Flow Charts	22
Using Flash Cards	23
Memory Techniques	24
More Revision Tips	26
Test Yourself	28
Know Your Subject	30
Maths	30
Science	31
English Literature	31
English Language	31
History	31
Geography	31
Languages	31
Religious Studies	31
Business Studies	31
On The Day	32
Before the Exam	32
During the Exam	34
After the Exam	36
Your Revision Timetable	37
Make A Revision Timetable	37
Space It Out and Mix It Up	37
Checking Your Revision Timetable	37
Exam Timetable	37
Topic Planners	37
Revision Timetables	37
Top 10 Ultimate Revision Tips	37

Memory Techniques

Linking Splits Information Into Groups

Splitting information easier to recall if it's split into chunks — e.g. when you write numbers down, the numbers are split into smaller groups. You can apply a similar technique to your revision. **Chunking** takes a large piece of information and puts it into smaller groups so it's easier to remember. Here are some examples of how you can chunk information:

- Group people or events based on something they have in common — for example, you could group characters from a novel into their families or close relationships.
- Group words into categories, e.g. French words about sport, school, etc.

Look for **connections** between the bits of information in a group — this will help you remember them more easily. For example, if you have a group of years, you could look for patterns in the numbers or in the gaps between each year. You can also use a **mnemonic** to help you remember what's in each group. For example:

I is the er of Radio waves, Microwaves, Infrared, Visible light, Ultraviolet, X-rays, Gamma rays
if waves I need more... and this is a mnemonic sentence you could learn.

Remember Facts Through Storytelling

Linking stories about what you've learned can help you recall information more easily.

Fact
Oceanic and continental plates meet at destructive plate margins. The denser oceanic plate is forced down into the mantle.

Story
Brothers Oceanic and Continental were always wrestling — they were destructive whenever they met. One day, Continental pushed the heavier Oceanic right into the mantle piece.

more quickly and unusual your story is, the more memorable it'll be.

Luckily, you don't have to remember all of these techniques...

Have a go at all of the techniques to see which ones you like most. Remember that a lot of these techniques require repeating the same steps a few times before the information really sticks in.

Drawing Mind Maps

If you say 'mind maps' as fast as you can 40 times while looking at a topic, one will draw itself...

A Mind Map is a Type of Diagram

- Mind maps are a visual way to organise information.
- One mind map usually represents one topic.
- The name of the topic goes in the middle, with sub-topics and further detail added around it.
- Details are short and to the point.
- Branches or bubbles around some of the information can help it stand out.
- A good mind map uses colour and images.

Mind Maps Are Great For Revising Topics

- Organising material usually can make it easier to recall in an exam.
- Colour and images can help topics and information to stick in your memory.
- Mind maps can help you to identify the key ideas of a topic and find links between them, which can help you see the topic in different ways.

You Can Use Them Throughout Your Revision

Mind maps are really useful for subjects where there are lots of links between ideas (e.g. History or English) but less useful for learning a list of formulae or a vocab list.

At the start
Use your notes and other resources to draw a mind map of a topic — it's a great way of revising key information.

During revision
You could pin your completed mind maps up in your revision space so that you see them regularly.

To test yourself
Draw a mind map of a topic from memory, then refer to the original and fill in any gaps in a different colour — this shows you what you still need to revise.

They told me to mind my own business...

...so I minded my business, my history, my maths, my geography. Making and using mind maps will make your revision really effective and more fun, so pick a topic, and have a go at making one yourself.

Revision Timetable

Months	Time:	Weeks to go:
Date:		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		



75

Your Revision Timetable



Six Strategies for Effective Learning

LEARNINGSIENTISTS.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



Explain and describe ideas with many details



Practice bringing information to mind



ELABORATION

RETRIEVAL PRACTICE

Use specific examples to understand abstract ideas



CONCRETE EXAMPLES

Space out your studying over time



SPACED PRACTICE

INTERLEAVING

DUAL CODING



Switch between ideas while you study



Combine words and visuals

THREE: Explicitly teaching students how to manage their learning independently

1. Elaboration
2. Retrieval Practice
3. Spacing
4. Concrete Examples
5. Interleaving
6. Dual Coding

Revision Tools

Students should be taking initiative with their revision structures. It is recommended students are taking 5 hours a week additional study outside of their lesson time.

Knowing how to use technology, apps and websites effectively will be crucial to your success.

As well as the plethora of apps and revision resources available online, at Wilmslow we are offering a range of revision guides, flash-cards and exam practice papers all to buy in place. Follow the link provided to shop, build an order and collect in house, making life easier to all be in one place.

Collaborative 'how to' group workshops

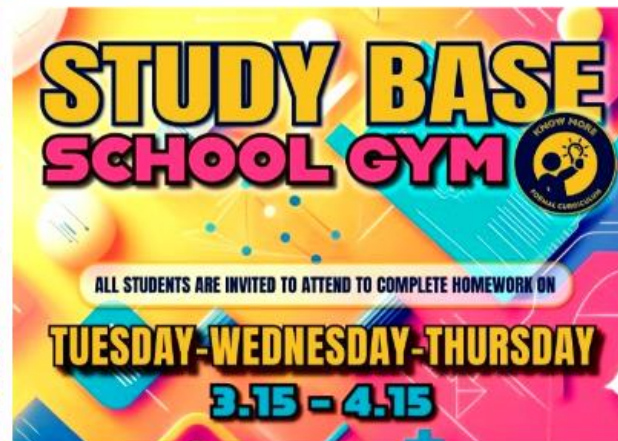
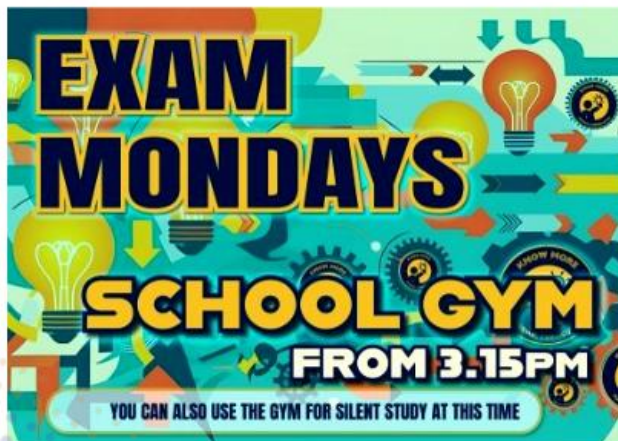
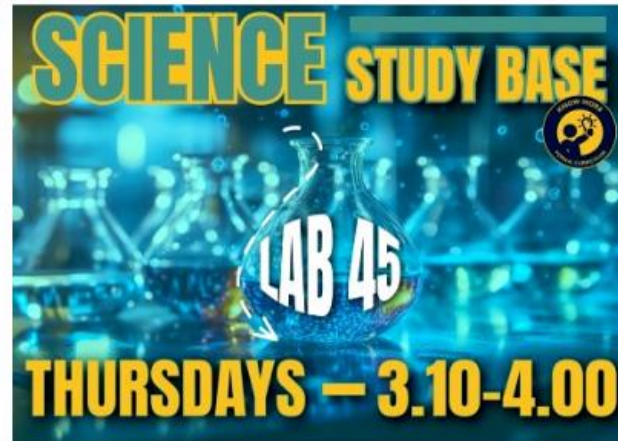
Revision demonstration videos

Student recommended apps

- Adapt
- Flora
- SENECA
- SPARX
- Quizlet
- Exam Board Website (AQA, OCR, WJEC)
- My Past Papers
- Tutor2u
- Up-learn (Science only)
- Firefly Revision Resources Page
- NETsixthform (GCSE platform)



Revision Programmes



EVOLVEclubs

REVISION TIMETABLE						
MON	TUE	WED	THUR	FRI	SAT	SUN
Maths	English					
Biology	Spanish					
History						

WILMSLOW HIGH SCHOOL
Expectations Evening

Extra-curricular revision support

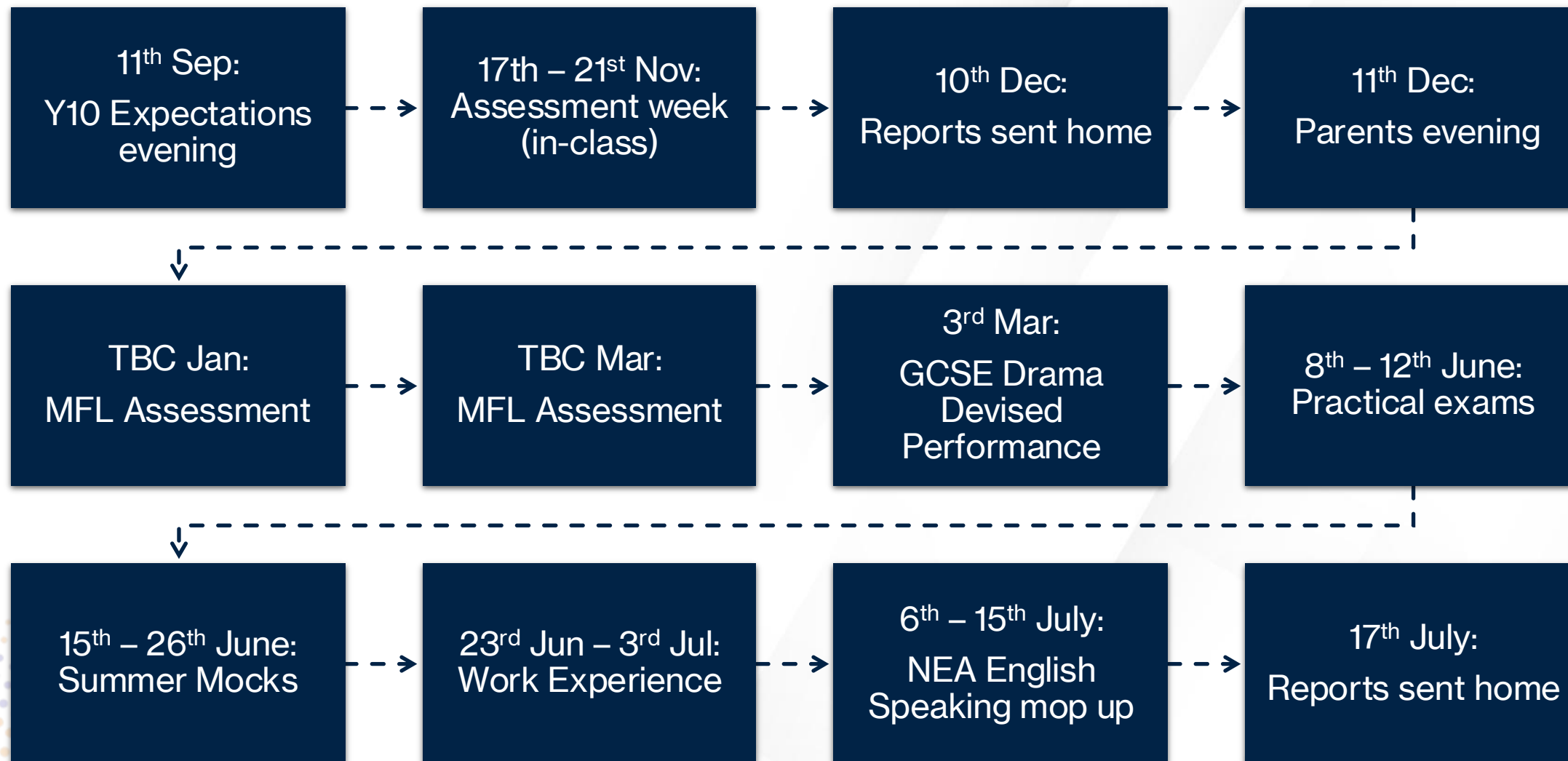
Subject	Room	Day
PE	TBC	Monday
Maths	124	Tuesday
Sociology	P103	Tuesday
Media	114	Thursday
Science	Lab 45	Thursday
Computer Science	4	Thursday
DT	7/5b	Thursday
MFL	TBC	TBC

Tier entries and grouping in Key Stage 4

- Tiers of entry are decided from assessments in Year 11 Term 1
- It is important that students **demonstrate their ability** in the Year 11 mock exams
- We need to be able to make informed choices
- We want to maximise opportunities for students to gain Grade 5s
- Grouping is planned tactically



Key Dates – Y10





WILMSLOW YOUTH

Wilmslow Youth is a charity working in close partnership with Wilmslow High School offering wellbeing support for 11-18's who live in and around Wilmslow.

Everything they offer is free-to-access, from their community Youth Café to their groups, workshops, and counselling services.



WHS WELLBEING HUB SUPPORT

COUNSELLING

One-to-one sessions with a BACP registered and qualified counsellor, for more complex emotional and mental health needs.

MENTORING

One-to-one solution-focussed work, designed to aid development of personal skills, coping strategies and resilience for students with emerging mental and emotional health issues.

GROUP SUPPORT

Supporting younger students with confidence, resilience, friendships and relationship issues, including some groups targeted at Year 7 students who are struggling with the adjustment to high school.

DROP-IN SESSIONS

Open access sessions to meet with a Wilmslow Youth counsellor or mentor during break or lunchtime.

OUT-OF SCHOOL SUPPORT

Wilmslow Youth provide a variety of free-to-access groups and services to young people and families outside of school hours, including:

Drop-In Youth Cafe – (Wednesdays, Thursdays & Fridays)

Wellbeing Groups – (Thursday Evenings)

Parents Counselling – (Friday Daytime)

Parental Support Groups & Courses – (Times Vary)



For more information visit:

WWW.WILMSLOWYOUTH.COM

hello@wilmslowyouth.com

**Any support
that you can
provide**

- Stationery
- Books
- Other
- Please use the Feedback Form to let us know





WILMSLOW
HIGH SCHOOL

WILMSLOW HIGH SCHOOL
Expectations Evening

