

4.1 How well do all pupils learn and achieve in history in comparison to their relative starting points?

A Level results 2025 – part of analysis shared with department in September Inset

A Level results analysis

History

Overall results:

5 As, 5 Bs, 6 Cs, 1 D,

A*-A 29.41%, A*-B 58.82%, A*-C 94.12%, A*-E 100.00%

Overall Alps – 4 (3 in 2024, 5 in 2023, 3 in 2022, 2 in 2021, 2020, 2019, 3 in 2018)

Grades by unit:

C/WK – 7 A*s, 2 As, 1 B, 2 Cs, 3 Ds, 1 E, 1 U – average mark by LHS students 29.4 (last year 26.6), OCR average 27.1

Tudors – 5 A*s, 1 A, 5 Bs, 4 Cs, 1 D, 1 E – average mark by LHS students 28.6 (last year 28.1), OCR average 28.4

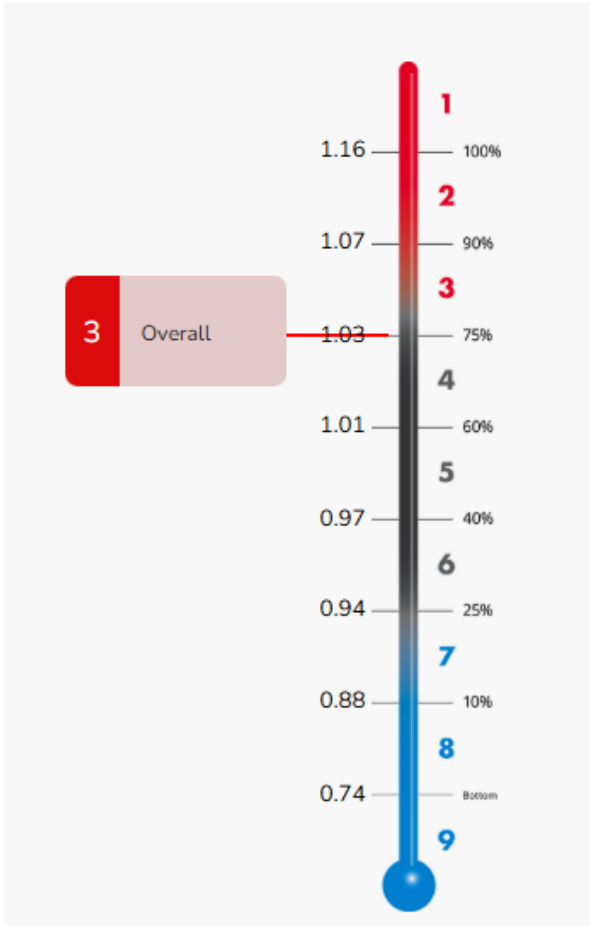
Cold War – 1 A*, 5 A, 2 Bs, 6 Cs, 1 D, 1E – average mark by LHS students 16.6 (last year 16.3), OCR average 16.6

Russia – 2 As, 9 Bs, 6 Cs, – average mark by LHS students 46.4 (last year 47.3), OCR average 46.8

Surname Forename	A/AS Minimum Target Grade	Cold War in Asia Grade	Elizabeth Grade	Russia Grade	Coursew ork Grade	Final Grade	Year 13 PPE Grade	Year 13 Predicted Grade
P	A	A	A*	B	A*	A3	A3	A2
	C	A	B	C	E	C2	D2	D2
	B	A*	A	C	A*	B1	B3	A3
	B	D	C	C	A	C1	C2	B3
	A	C	B	A	A*	A3	A*1	A*3
	CD	E	C	B	D	C2	E3	E3
	B	C	A*	A	A*	A2	B2	B2
	BC	A	C	B	C	B3	D2	C3
	A*/A	A	A*	B	A*	A2	A*2	A1
	B	C	B	B	B	B3	D2	C2

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A Level results 2025 ALPS 3
which is in line with usual
performance– part of analysis
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A Level results analysis

History

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Grades by unit:

C/WK – 7 A*s, 2 As, 1 B, 2 Cs, 3 Ds, 1 E, 1 U – average mark by LHS students 29.4 (last year 26.6), OCR average 27.1

Tudors – 5 A*s, 1 A, 5 Bs, 4 Cs, 1 D, 1 E – average mark by LHS students 28.6 (last year 28.1), OCR average 28.4

Cold War – 1 A*, 5 A, 2 Bs, 6 Cs, 1 D, 1E – average mark by LHS students 16.6 (last year 16.3), OCR average 16.6

Russia – 2 As, 9 Bs, 6 Cs, – average mark by LHS students 46.4 (last year 47.3), OCR average 46.8

4.1 How well do all pupils learn and achieve in history in comparison to their relative starting points?

Headline measures (End of Year 10 Predictions – July 2025)

%7+ overall	%5+ overall	%5+ DA	%5+ boys	%5+ girls
23.3%	56%	50%	52%	59.5%

Headlines measures (Year 11 Summer Results – August 2025):

Alps Grade	Residual	%7+ overall	%5+ overall	%5+ DA	%5+ boys	%5+ girls
ALPS 3	0.13	30%	58%	26.3%	58.3%	56.7%

GCSE results 2025 ALPS 3
which is in line with usual
performance– part of analysis
shared with department in
September Inset

How did this compare to historic results?

Highest proportion of Grade 9s
Grade 9-7 – This was higher than 2024, but still below the levels of 2023 and 2019
Grades 9-5 – This was higher than 2024 and 2023 but all fairly consistent.
Grades 9-4 – This was slightly lower than 2024 but higher than 2023.

How did this compare to national results?

	LHS 2025	Edexcel National Ave
Grade 9	10%	6%
9-7	30%	26%
9-5	58%	53%
9-4	70%	64%

Above national Edexcel History results in every measure.

4.1 How well do all pupils learn and achieve in history in comparison to their relative starting points?

GCSE Results trend

	LHS 2025	Edexcel National Ave	LHS 2024	LHS 2023	LHS 2019
Grade 9	10%	6%	4%	5%	6.3%
9-7	30%	26%	25%	35%	34%
9-5	58%	53%	57%	56%	69%
9-4	70%	64%	72%	67%	81%

Year 12 PPE results 2025-6

4.2 Mechanisms for tracking and Intervention: How effectively does the history department monitor progress to ensure that all pupils achieve their potential?

Average GCSE Score (VA)	KS5 ALPS A Level Grade Band	KS5 A/AS Minimum Target Grade	Tudors 20 mark	Tudors grade	Cold War 10 mark	Cold War 20 mark	Cold War grade	Overall total	Overall Percentage	Overall grade			
4	Band 9	C/D	9	D	4	5	E	18	36%	E			
6.3	Band 4	B	10	C	1	13	C	24	48%	C			
6.8	Band 3	B	14	A	1	15	C	30	60%	B			
7.8	Band 1	A*/A	16	A*	5	15	A	36	72%	A			
6.33	Band 4	B	14	A	6	15	A	35	70%	A			
3.67	Band 10	C/D	3	U	0	0	U	3	6%	U			
8.56	Band 1	A*/A	17	A*	7	15	A*	39	78%	A*			
5.33	Band 6	B/C	7	E	0	10	E	17	34%	E			
6.3	Band 4	B	13	B	1	14	C	28	56%	C			
6.11	Band 4	B	12	B	3	12	C	27	54%	C			
5.6	Band 6	B/C	7	E	1	13	D	21	42%	D			
4.14	Band 9	C/D	8	D	1	10	D	19	38%	D			
5.4	Band 6	B/C	5	U	0	12	D	17	34%	E			
6.6	Band 3	B	11	C	5	7	D	23	46%	D			
6.4	Band 4	B	17	A*	2	16	B	35	70%	A			
3.89	Band 9	C/D	9	D	5	4	E	18	36%	E			
4.88	Band 7	C	11	C	1	10	D	22	44%	D			
6	Band 5	B/C	16	A*	6	11	B	33	66%	B			
											Tudors grade boundaries		
												Marks out of 20	Overall Percentage
											A*	16	80%
											A	14	70%
											B	12	60%
											C	10	50%
											D	8	40%
											E	6	30%
											Cold War grade boundaries		
												Overall mark	Overall Percentage
											A*	22	73
											A	20	67
											B	17	57
											C	14	47
											D	11	37
											E	8	27
											Overall grade boundaries		

4.2 Mechanisms for tracking and Intervention: How effectively does the history department monitor progress to ensure that all pupils achieve their potential?

PPE results spreadsheet used to plan feedback to classes and track progress

Target Grade	Predicted	November PPE	November Predicted	consequenc e of the Bay of Pigs Incident /4	Q1b One consequenc e of the Olympic boycotts /4	Account collapse of soviet control 1985-91 /8	of Mrshall Plan for relations/8	development of Cold War /8	of Soviet relations with Cuba for tension /8	Total	Percentage	PPE GRADE	PPE GRADE FINE GRADE
7		4+	6	2	2	4		2	4	14	44%	4	+
3		U	1-	1	1	1		0	0	3	9%	1	-
7		6+	8	3	4	5		8	5	25	78%	8	
6		8-	8+	2	3	4		5	4	18	56%	5	+
6		1-	4	0	3	2		3	0	8	25%	3	-
7		8-	9-	3	4	7		6	7	27	84%	9	
6		2	6-	0	3	4	5	5		17	53%	5	
4		U	2-	1	1	0	2		2	6	19%	2	-
6		2+	5-	0	2	3		4	3	12	38%	4	-
7		3+	5	2	3	3		3	4	15	47%	5	
6		2-	4-	1	2	1	1		3	8	25%	3	-
5		U	1-	0	0	0	0	0	0	0	0%	U	
4		2	4+	2	1	3		3	3	12	38%	4	-
5		2	3	1	1	1		1	0	4	13%	1	+
5		5-	6	2	3	2		1	4	12	38%	4	-
7		5-	5+	2	1	2		3	4	12	38%	4	-
7		6	7+	3	3	5	5	3		19	59%	6	-
6		1-	3	1	3	1	0		2	7	22%	2	+
				4	4	8	8	8	8	32			

4.2 Mechanisms for tracking and Intervention: How effectively does the history department monitor progress to ensure that all pupils achieve their potential?

Year 10 End of Year Recording 2025

Feedback on analysis of year 10 recording for all teachers – shared for individual classes and used to plan intervention

Title	All	Group
Entries	159	29
Residual	0.2	0.44
Variance	0.66	0.9
% 9 to 7	23.27	37.93
% 9 to 5	55.97	62.07
APS	4.93	5.48

Title	All	Group
Entries	159	27
Residual	0.2	0.34
Variance	0.66	0.69
% 9 to 7	23.27	25.93
% 9 to 5	55.97	66.67
APS	4.93	5.33

Title	All	Group
Entries	159	28
Residual	0.2	0.17
Variance	0.66	0.54
% 9 to 7	23.27	14.29
% 9 to 5	55.97	42.86
APS	4.93	4.29

Positive residual or very close to 0 for all classes.

Title	All	Group
Entries	159	21
Residual	0.2	0.28
Variance	0.66	0.82
% 9 to 7	23.27	19.05
% 9 to 5	55.97	42.86
APS	4.93	4.62

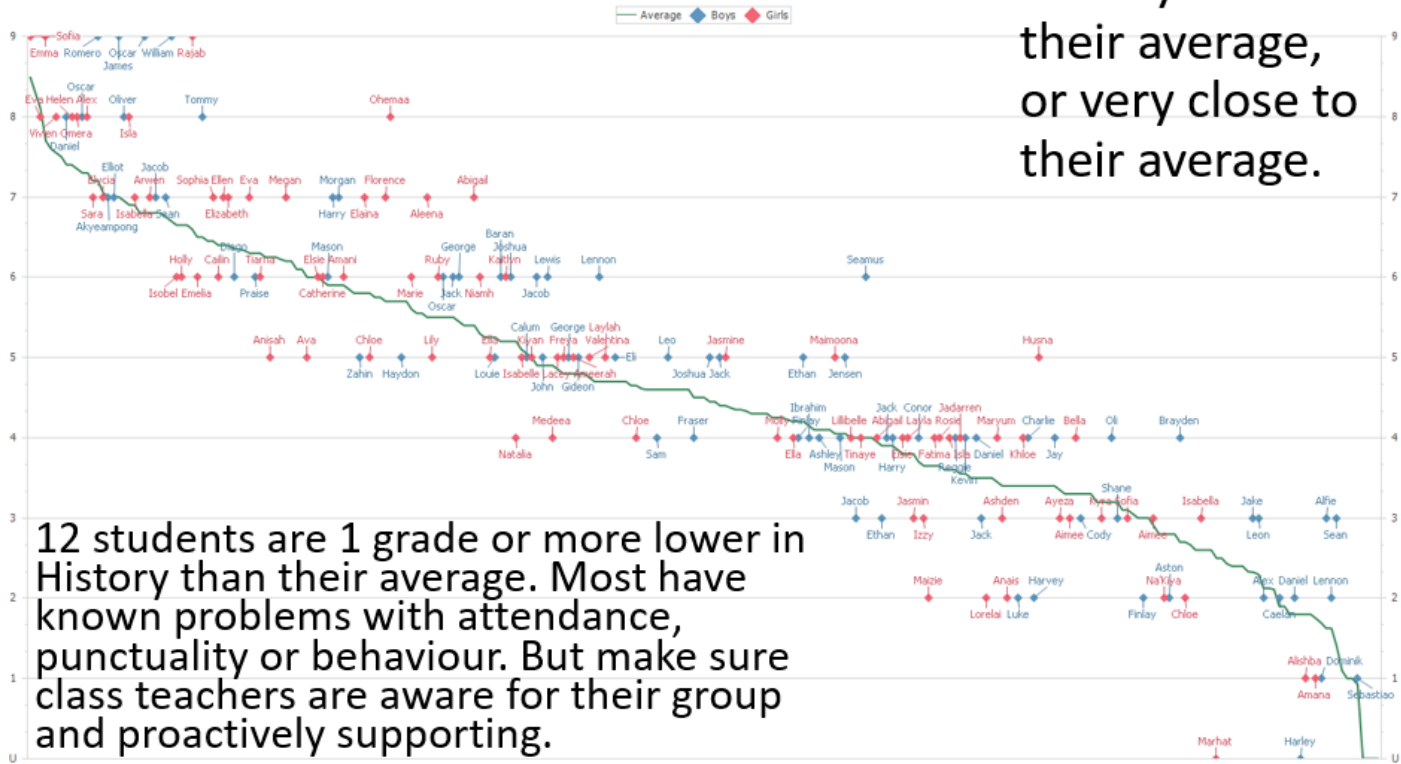
Title	All	Group
Entries	159	24
Residual	0.2	-0.01
Variance	0.66	0.44
% 9 to 7	23.27	12.5
% 9 to 5	55.97	45.83
APS	4.93	4.54

Title	All	Group
Entries	159	30
Residual	0.2	-0.02
Variance	0.66	0.58
% 9 to 7	23.27	26.67
% 9 to 5	55.97	70
APS	4.93	5.17

Huge variation in 7+ and 5+ BUT this is clearly linked to ability of the students in these classes/options blocks (see APS).

Whole Cohort

Vast majority are performing better in History than their average, or very close to their average.



4.2 Mechanisms for tracking and Intervention: How effectively does the history department monitor progress to ensure that all pupils achieve their potential?

Feedback on analysis of year 10 recording for all teachers – shared and used to plan intervention – email sent to all year 10 teachers in History

Hi all,

I've just completed the History data analysis for year 9 based on their recent predictions. I thought it would be helpful to share some of the highlights as this might feed into conversations you have at parents evening.

The three areas to focus on are students who are currently predicted lower than the following targets:

- Disadvantaged students targeting a grade 4
- Boys targeting a grade 4
- Boys targeting a grade 7

Please look at your class PPE results and predictions and focus on the students who fit these categories and are currently predicted lower. There is a lot we are already doing to support these groups (e.g. clearly planned revision tasks, feedback and upgrading) but it may be that this forms part of discussion at parent's evening. For example, some of the boys in my class targeted a grade 4 have met or exceeded this target with their upgrading - I will feedback this positive if I haven't already. Whereas some of my boys who are targeted a grade 7 have only made slight improvements in upgrading and are still not meeting their target, so I want to discuss this with parents where the work was lacking effort.

I am also going to look again at the number of hours that the students said on their PPE reflection sheet that they completed, and where they are underperforming it will be something to help discuss why this might be. E.g. '1 hour is not enough', or 'did they **really** revise for 14 hours'?!

Finally, I have put the 4Matrix overview of each class onto a PowerPoint. This will show you how the students in your class are predicted in History compared with their average prediction across all their subjects. There are lots of good reasons why some might have a lower prediction in History, but it is worth having a look at to see if there is anything else you can do to support the students below the line in your class.  [Year 9 4Matrix Data - End of Year 2026.pptx](#)

Thanks and let me know if you have any questions.

Steve

4.2 Mechanisms for tracking and Intervention: How effectively does the history department monitor progress to ensure that all pupils achieve their potential?

Curriculum plan for Year 11 – one for each KS4 year group tracking lesson content, revision plans and assessments

Also 4.3

Also 2.4

2025-26 Year 11 Curriculum Plan

- In Year 9 (2023-24) they learnt Paper 2- Richard and John and Cold War completed a PPE on Richard and John.
- In year 10 (2024-25) they completed Cold War Unit 3 before learning Paper 1- Crime and Punishment Through time.
- Exercise books have hardly been used (due to booklets), so revision work will be in their exercise books.
- Fortnightly revision lesson throughout year 10 began with Cold War to help prepare for the January PPE. Then moved on to Richard and John revision. Each of these involved a knowledge revision lesson and an exam technique lesson for each unit.
- January (2025) PPE (20th – 31st January) was on the Cold War – a full paper over two lessons
- June (2025) – Whitechapel Assessment – formal assessment period (in-class for non-core subjects, and in the hall for core subjects.) It involved multiple choice questions and a full set of Whitechapel exam questions (16 marks). Students had specific revision tasks to complete in preparation for homework.
- Year 11 – Key dates
 - 6 - 17 Oct - Revision Fortnight
 - 20 Oct - 7 Nov - PPEs (half term in middle)
 - 17 - 21 Nov - PPE recording
 - Thursday 4 December - Parent's Evening
 - 26 Jan - 6 Feb - Revision Fortnight
 - 9 - 27 Feb - PPEs (half term in middle)
 - 9 - 13 March - PPE Recording
- Plan to do Richard and John exam technique lesson in class revision after PPE window in November.
- Set a R&J PPE (full) to do at home W/C 10th November
- Collect in W/C 24th November
- Feedback W/C 12th January
- Feb/March PPE on Cold War and Germany
- Prep for Feb/March PPE with revision homeworks – focus on cold war exam technique (use ideas from accessible history training – visualising consequence and importance)

Date (W/C)	Lesson Focus	Homework
FIRST LESSON	Check Revision work from summer holidays (Bingo Sheet – minimum of 4 activities) and give out loyalty reward cards and stickers. Satchel One Learning platform	
8 Sept	Germany Unit 1	HW1 – Set C&P Revision – Crimes Satchel One HW2 – Set C&P Revision – Punishments Satchel One
15 Sept	Germany Unit 1	Revision Lesson – Exam technique on Crime
22 Sept	Germany Unit 1	HW3 – Set C&P Revision - Policing Satchel One
29 Sept	Germany Unit 1	HW4 – Set C&P Revision – Whitechapel Satchel One Revision Lesson – Exam technique on Policing
6 Oct	Germany Unit 2	Revision Lesson – Exam technique on

		lesson. HW - Send home with R&J PPE. Satchel One
17 Nov	Germany Unit 2	
24 Nov	Germany Unit 2	R&J PPE due in by end of week.
1 Dec	Germany Unit 2	
8 Dec	Germany Unit 3	End of Unit 2 Quiz on Satchel One
15 Dec	Germany Unit 3	
22 Dec – 2 Jan	CHRISTMAS HOLIDAYS	
5 Jan	Germany Unit 3	Feedback on R&J PPE
12 Jan	Germany Unit 3	Give out CW Exam Revision Booklets. Set Unit 1 CW Revision Homework (due by 23 rd) Satchel One
19 Jan	Germany Unit 3	Set Unit 2 CW Revision Homework (due by 30 th) Satchel One
26 Jan	Germany Unit 4	Set Unit 3 CW Revision Homework (due by 6 th February). Satchel One
2 Feb	Germany Unit 4	Set End of Unit 3 Quiz on Satchel – Satchel AI Agent says...
9 Feb	Year 11 PPE #2	Germany PPE and Cold War PPE Cold War PPE Post - Satchel One Germany PPE Post - Satchel One
16 Feb	HALF TERM	
23 Feb	Year 11 PPE #2	Germany PPE and Cold War PPE
2 March	Germany Unit 4	Check completed Cold War revision tasks
9 March	Germany Unit 4	
16 March	Germany Unit 4	
23 March	Germany Unit 4	
30 March	EASTER HOLIDAYS	
6 April	EASTER HOLIDAYS	
13 April	Germany Unit 4	Set End of Unit 4 Quiz on Satchel - Satchel One Learning platform
20 April		
27 April		
4 May		BANK HOLIDAY MON 4 TH MAY
11 May	C&P EXAM 15 May (am)	
18 May		
25 May	HALF TERM	
1 June	R&J / CW EXAM 4 June (am)	
8 June	GERMANY EXAM 9 June (pm)	
15 June		

4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

OCR Russia and its Rulers 1855-1964

Revision Day Friday 22nd March 2024

Bulmershe, Little Heath and Kendrick Schools

Mrs Coombes, Mr Taylor, Mrs Canning, Mr Curran

Contents

- 1-7 Technique
- 8-16 Economy and society
- 17-28 Nature of government
- 29-33 Wars and revolutions
- 34-38 Alexander II Depth Study
- 39-44 Provisional Government Depth Study
- 45-50 Khrushchev Depth Study
- 51-59 Core knowledge organisers
- 60-62 Past questions bank
- 63-67 Examples of revision

Outline of the day

Time	Activity
10:00 – 10:15	Welcome and basic technique (Mr Curran)
10:15 – 11:10	Economy and society (Mr Curran)
11:10 – 12:10	Nature of government (Mrs Coombes)
12:10 – 12:20	Break
12:20 – 1:15	War and revolution (Mr Taylor)
1:15 – 1:45	Lunch – chance for questions to teachers
1:45 – 2:30	Khrushchev depth study (Mr Taylor)
2:30 – 3:15	Provisional Government depth study (Mr Curran)



Dear Parents/Carers

I am writing to tell you about an exciting opportunity for all Year 13 Historians. On **Wednesday 15 April** we have arranged for students to be able to visit Kendrick School for a revision day focused on the Russia and its Rulers unit. Little Heath students will be collaborating with students from other schools who also learn the same Russia course. It will also be an excellent opportunity to learn and practice skills for the Russia exam which makes up 40% of students A-Level history grade.

Students will get taken by minibus directly to Kendrick school once they have had their year group photo and the day will finish at 3.15pm. Students will be expected to bring their own packed lunch as there is no facility to buy food on the Kendrick site. Students will be responsible for making their home from Kendrick school. Please note that the school do not allow students to park on site.

This website has directions to Kendrick school - <https://www.kendrick.reading.sch.uk/page/?title=Contact+Us&pid=27>

You will also need to complete the compulsory Medical and Consent form on ParentMail to enable your child to take part in this event. Failure to complete the form will mean that your child is unable to attend. **There will be a charge of £6 per student for this revision day** which covers the cost of insurance, travel to Kendrick as well as a revision booklet that students will be able to take home with them and use as part of their revision for the Russia course. Please pay this on parent mail.

We feel that this will be an excellent opportunity and is likely to ensure that students continue to make progress towards their Target Grades.

Yours sincerely

Russia Revision Conference –
co planned and delivered with
teachers at Bulmershe School
and Kendrick School every year.
Plan for day, letter and student
feedback

1. How useful did you find the day for your Russia revision?

8
Responses



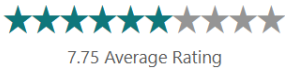
2. Please explain why you gave it this rating

7
Responses

Latest Responses
"It was really good working with other people and learning the best th..."
"It was a solid day in both quality and quantity "

3. How useful do you think the Russia revision booklet will be for your revision?

8
Responses



4. Please explain why you gave it this rating

7
Responses

Latest Responses
"It's has so much key knowledge in it and tips for Russia essays."
"It's got a large number of essays to plan, as well as examples for ever..."

4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

Letter to GCSE Students' parents about purchasing revision guides. The school funds copies for DA students through Pupil Premium funds

Dear Parent/Carer

I am writing to give you information about revision resources for your child's History GCSE course.

For GCSE History, your child will sit 3 history exams, with 4 units of knowledge being tested. We are putting together an order for revision guides for each of these units, and as an education provider we are able to secure significant discounts. We would therefore like to offer you the chance to order these through the school. We will then pass the revision guides on to your son/daughter.

The bundle of revision guides would contain:

- Pearson Revise Edexcel GCSE History Weimar and Nazi Germany Revision Guide and Workbook
- Pearson Revise Edexcel GCSE History Superpower relations and the Cold War Revision Guide and Workbook
- Pearson Revise Edexcel GCSE History Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900 Revision Guide and Workbook
- Pearson Revise Edexcel GCSE History King Richard I and King John, 1189-1216 Revision Guide and Workbook

The cost of these combined is **£14.50**, which is very good value and much cheaper than the RRP cost of £27.96 if purchased independently (not including delivery costs).

These resources are available to purchase on ParentMail and the deadline for orders is **Wednesday 1 July**. We will place the order after this date and, when received, the books will be handed out to pupils in their classes – if possible we will do this before the summer holidays. Please be advised that we cannot accept any orders after this date.

If your child qualifies for Pupil Premium, these books will automatically be ordered for you and given to your child in their class.

If you require any further information then please do not hesitate to contact us.

Kind regards

Mrs P Canning Mr S Bond

Head of History and Politics Key Stage 4 Leader of History

4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

Mail merge letter sent to parents after PPE in 2025

Dear Recipient(s) Salutation

This week Student(s) First Name will have received his/her/their results from the recent PPE mock exam window. Student(s) First Name's history grade from the PPE is significantly lower than we would like it to be and as a department we are putting intervention support in place to help Student(s) First Name to address his/her/their areas of weakness from the PPE and to help him/her/them to have more success in preparation for the summer exams.

Therefore, we are running 3 compulsory afterschool intervention sessions on the following dates:

- Wednesday 3rd December, 3:30-4:30 – 12 mark 'explain why' question.
- Wednesday 10th December, 3:30-4:30 – 16 mark 'statement' question.
- Wednesday 17th December, 3:30-4:30 – 8 mark 'how useful' source question.

In each of these sessions we will be guiding students on how to plan and answer each question style. We will model what a successful answer / partial answer looks like, and provide an opportunity for Student(s) First Name to write his/her/their own answer. These answers will then be marked by their class teacher and fed back at the conclusion of the three intervention sessions. We will be looking at the impact of the improved answers on Student(s) First Name's PPE grade, to show the progress that he/she/they is capable of and we will communicate this to him/her/them.

These sessions are compulsory and intended to have a positive impact on Student(s) First Name's progress in history. Therefore non-attendance will result in an afterschool detention (SDS) being issued.

I would be grateful if you could support Student(s) First Name at home by encouraging him/her/them to attend each intervention session, and to continue revising independently at home.

If at all possible please also book to meet with me at the upcoming Parents' Evening on 4th December if you have not already, in order to discuss what he/she/they can do to ensure he/she/they is happy with his/her/their results next summer.

Please get in touch if you have any questions, and thank you in advance for your support.

Kind regards,

Mrs P Canning
Head of History and Politics

4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

Email by Steve Bond updating year 10 teachers about plans.

Hiya,

Once we have complete the R&J fortnightly revision lessons (I did before half term, but it is possible that some classes have their R&J Unit 3 exam technique revision lesson this week), we will teach C&P for all 5 lessons.

Then you just need to ensure you plan in one lesson before the PPE window to do a waking talking mock.

 [Paper 2 Walthrough - R&J - Year 10 PPE.pptx](#)

Also 2.4

I suggest this could be the end of next week, but I guess it could be on the Monday/Tuesday before the PPEs. Do look ahead to see whether any of your lessons are impacts. For example the 'D' run won't have a lesson on Thursday 18th June because they will all be in an English PPE. The timetable is on the bottom of our schedule here:  [2025-26 Curriculum Plan - Year 10.docx](#)

25 May	HALF TERM	VUE
1 June	C&P – Whitechapel (including end of unit assessment).	Richard and John Unit 3 – Exam technique
8 June	C&P – Modern	Walking Talking Mock before PPE – 1 lesson
15 June	C&P – Modern	CORE PPEs in Hall (Richard and John) Weds 17 th June 2pm option A Thurs 18 th June 9am Option B Thurs 18 th June 2pm Option C Friday 19 th June 9am Option D
22 June	C&P – Modern	
29 June	C&P – Modern	Recording due by Fri 4 th July
6 July	Germany – Unit 1	

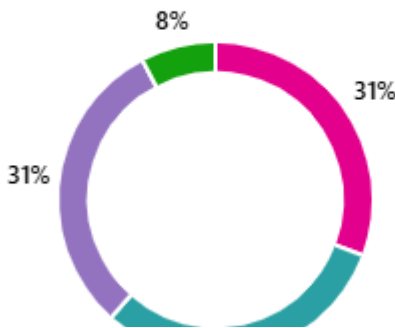
4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

Results of survey of year 13 students after PPE results. Used to inform planning and intervention.

6. Which of these revision methods did you use for History revision?

[More details](#)

- Revision Clocks 0
- Mind Maps 4
- Notes 4
- Planning essays 4
- Other 1



9. How do you intend to work on these targets?

6 Responses

ID ↑	Name	Responses
1		more practice essays until technique is as strong as possible
2		Knowledge mind maps Plan essays Write essays
3		More revision practice essays and ask teachers for help
4		Planning and writing questions in timed conditions
5		Writing down different knowledge (blurting) when going over different topics
6		Go through past paper questions mark schemes plan questions for all

4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

Email from parent regarding contact about students Year 13 PPE results and interventions in place

Hi Pam (& Carl),

Thank you so much for taking the time to send such a comprehensive personal email, following on from [REDACTED] PPE results. I have shared it with [REDACTED] as well and we really appreciate the time you have put into making contact with us and the effort you are going to, in order to support [REDACTED]. After discussing her results earlier, [REDACTED] was (again) disappointed with her history result and said she didn't really understand why she hadn't improved on last time as she felt she had done more revision. I encouraged her to talk to you guys about that and ask for feedback as to where she went wrong. So, after we received your email, we had a further chat with her and have shared what you have said in the email with her. We have talked about her increasing the amount of homework she is doing and allowing us to help her more. We are going to print some revision timetables with her and try and help her manage her time more effectively. We also talked about the Monday intervention as that clashes with philosophy intervention. I know she tends to come to history first and then go on to philosophy but I am wondering if she might be better to do alternate weeks? We are so grateful for all the extra support she has already been offered in history and all that you are continuing to offer. I'm happy to chat more at school too!

Thanks again,

4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

Praise email and parents' reply
after year 11 PPEs

Good evening
Thankyou for your email it's much appreciated!

Yes I can honestly say he's putting so much effort into his revision. Its lovely to see,
I never have to say to him to revise he just gets on with it every night.
Let's hope his GCSE **results** show how much effort he has put in.

Best wishes

[Redacted]

On 18 Mar 2026, at 12:20, Pamela Canning <pcanning@littleheath.org.uk> wrote:

Dear [Redacted]

I hope you are well. I am writing to share some very positive news following the recent **PPE** examinations. [Redacted] has worked hard and has exceeded his target grade across the two **PPE**s, which is a fantastic accomplishment. The quality of [Redacted] writing was incredibly high and demonstrated really fantastic knowledge.

I have been really pleased that he has put so much effort into his revision and acting on feedback from previous answers, and it is excellent to see this being reflected in his exam performance. This result shows that his hard work and commitment is paying off.

Thank you for your continued support.

Mrs P Canning
Head of History

4.4 Achievement is celebrated: How well is achievement celebrated within the school?

Results of house competitions are shared on school's social media accounts



Little Heath School

26 January 2025 · 🌐

Recently, the History Department ran a House Competition to see which Year 7 student's could make the most innovative project about their House's Castle. They had to investigate the importance of their castle, how it has changed over time, famous events that may be connected to their castle and anything else that they may have wished to research! The Geography department would like to thank all students who entered!

The results are in:

1st Place - 100 Points to Warwick - Zhichen in 7KEL

2nd Place - 60 Points to Stirling - Mia in 7FSA

3rd Place - 40 Points to Arundel - Edward in 7ECR

4th Place - 20 Points to Conway - Sachita and Rasmeen 7VPR See less



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4.4 Achievement is celebrated: How well is achievement celebrated within the school?

Henry VIII Research Project with the Historical Association



The History Department has been working on an exciting teacher fellowship project in partnership with the Historical Association and Henry on Tour.



This research project is mapping the royal progresses of Henry VIII for the first time and has revealed that the king made multiple visits to Reading. As part of the project, students from Little Heath competed to conduct the research into these visits. This was an incredible opportunity, as nothing yet exists in any depth in published historical literature about the visits and so the students had the chance to undertake the work of historians and archaeologists themselves. They managed to locate documents over 500 years old, relating to the visits in the **Royal Berkshire Archive!** They also explored Reading Abbey

ruins and artefacts from the period in Reading Museum.



SJ Bee arranged for publication by HA of a students report on Henry VIII’s progresses to Reading. She also arranged for the student to meet Professor Anthony Musson who complemented the quality of her writing. This was shared on the school website too.

Following this incredible work, Isabella was personally congratulated by the Head of Research for Historic Royal Palaces, Professor Anthony Musson. Well done Isabella!



4.4 Achievement is celebrated: How well is achievement celebrated within the school?



Elizabeth was so pleased with your victory in the recent History PPE, that she has commissioned a new painting to commemorate it.



Not quite as impressive as her victory over the Spanish Armada, but still well worth celebrating! Well done!

Example of image sent via email to students/parents after PPEs

4.4 Achievement is celebrated: How well is achievement celebrated within the school?



Student awarded the Eggleton History Prize trophy for engagement and contribution to History as a student. Awarded at a celebration event in 6th form December 2025.

Also 5.3

4.4 Achievement is celebrated: How well is achievement celebrated within the school?

Email sent by Carl Taylor to thank Year 12 student – 6 students who took part in Lessons from Auschwitz went into year 8 lessons to tell them about what they'd learned

Dear Flossie,

I just wanted to say how impressed I was by your talk to year 8 during period 5 today. You were very engaging to the students, you spoke really movingly about your trip and your experiences at Auschwitz and you did it all with no notes!

I think the students got lots out of you coming in, so thanks for giving up your time to do it.

Clearly a career in public speaking would suit you.

Take care,
Mr Taylor