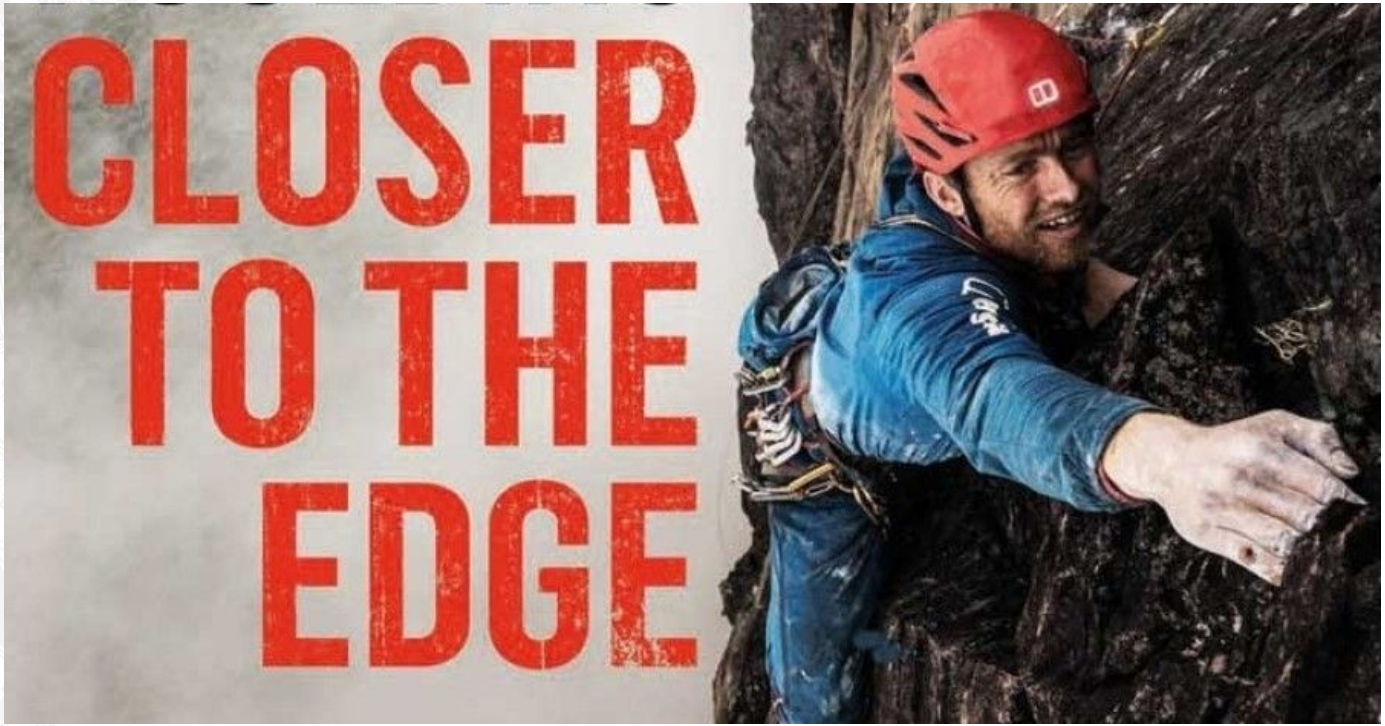
Year 9 Information Evening

Welcome & Close	Mr Goodall, Headteacher
Curriculum, Teaching and Learning	Mrs Norris, Deputy Headteacher
SEND	Mrs Ashby, Director of SEND and inclusion
Pastoral Support & Personal Development	Miss Rayner, Head of Years 8 & 9
Behaviour, Attendance and Safeguarding	Miss Holmes, Assistant Headteacher

Welcome

Ed Goodall
Headteacher

Welcome



Personal Development

KS3 Participation

KS4 Responsibility

KS5 Service

Mrs Norris
Deputy Headteacher

GCSE Headlines 2026

28% of Grades were 9

54% of Grades were 8 and 9

78% of Grades were 7 and above

1 student achieved all Grade 9s

19 students achieved all 8s and 9s

47 students achieved all grade 7 and above

98% Students achieved Grade 5 or above in both English and Maths

KS4 Curriculum

Year 9 to 11

Core Curriculum

- GCSE English Language and GCSE English Literature
- GCSE Mathematics
- GCSE Separate Sciences
- RS, Philosophy, Ethics and Critical Thinking (Y9&10)
- PSHE
- Physical Education and Games
- A Modern Foreign Language (French, Spanish or German)

Three Options

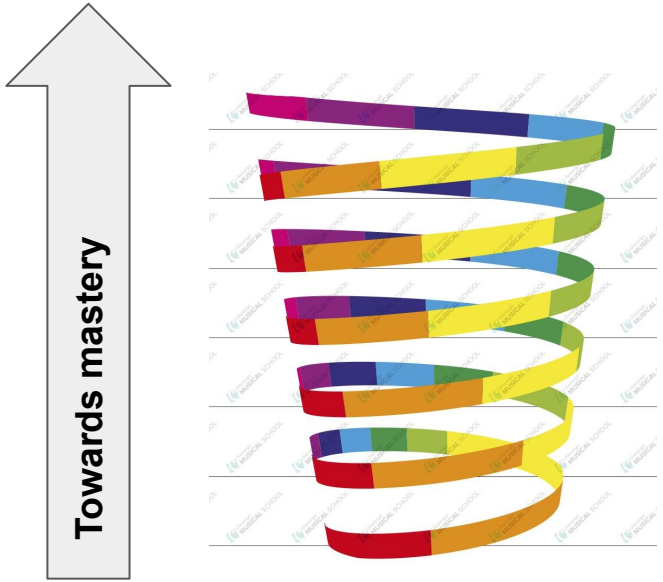
- GCSE Art and Design
- GCSE Computing
- GCSE Dance
- GCSE Drama
- GCSE Design Technology
- GCSE French (as a second MFL subject)
- GCSE German (as a second MFL subject)
- GCSE Spanish (as a second MFL subject)
- GCSE Geography
- GCSE History
- GCSE Music
- GCSE Physical Education

Learning in Year 9

Three things to expect in Year 9 learning

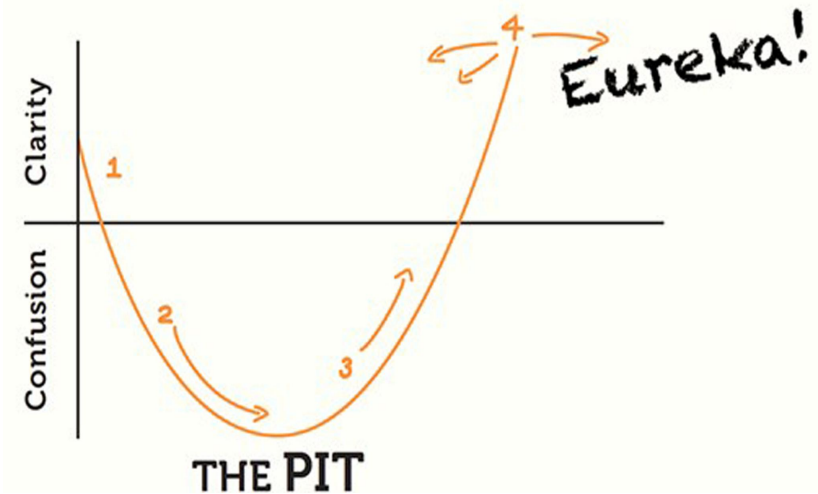
1) You will **build on previous learning**

- Make sure you understand the KS3 foundation knowledge, skills, and key vocabulary



2) Learning is exciting, and it gets **more challenging**

- Be prepared for challenge and getting it wrong - this is a really important part of the learning process
- **Act on teacher feedback**
- Take classroom and homework activities seriously - they are carefully designed to stretch *and* support.



Homework

- **30 minutes** per subject per week
- **60 minutes** in English, Maths
- Set in **Google Classroom**

- **It will be harder compared to Year 8**
- **Aims:** Engage, extend, consolidate, review, revise, prepare, - *important for building up independent learning skills for the future*

Best for Borlase Learners in year 9

- **Keep the conversation open** - routinely ask about the week ahead - highlights, challenges
- Ask lots of questions about what your child is learning or interested in:
  - Reflective questioning: ask **Why, How, What if,** and *not only* **What**
  - Questions which make your child plan, monitor, explain, and evaluate their actions and thinking
- Encourage your child to explain their learning that day in **small steps** by describing how they learnt it in class
- Share our **high standards of focus** in written work, and encourage a scholarly atmosphere when they do their homework

Changes from Year 8

Year 7/8	Year 9	Year 10/11	Nationally	SWBGS Year 11 Avge Outcomes
L1	9/8	9	Top 10%	23%
		8		47%
L2	7	7	Top 25%	71%
L3	6	6	Top 40%	88%
L4	5	5	Top 50/60%	100%

Grades are now reported as Projected Grades which means the grade a student is on track to achieve at the end of the key stage based upon their level of attainment now

SAMPLE YR 9 'ORDERS'

Statistical Target - based on KS2 SATs/CAT4, most likely GCSE grade achieved nationally by students with matching prior attainment

House points and Sims (behaviour)- also visible through Gateway app

Attendance and Lates (morning and afternoon registration)

Projected grade - level your child is likely to achieve by the end of year 11 if they continue to work as they are

Average Points Score (APS) will be displayed on summer orders

Comments may be added where action is needed

Borlase Learning Skills

SIR WILLIAM BORLASE'S GRAMMAR SCHOOL

House Points	Sims Points	Attendance	AM+PM Lates
10	2	100.0	0 of 14 possible sessions

2025-2026 Y9 Autumn Orders – Summary for Ann Xample Reg:R3

Key: **Target** – National statistical benchmark based on KS2 prior attainment/CAT4 test, reviewed by teachers in Y7
Projected Grade – Teacher's assessment of the grade likely to be achieved at the end of the key stage if your child continues to work as they are
Learning Skills – Summary of your child's overall approach to learning based on the five skills areas

	Statistical Target	Autumn Projected Grade	Autumn Learning Skills Summary	Learning skills					Comment
				Focus	Organisation	Homework	Classwork	Participation & Engagement	
Biology	7	7	Good	Good	Good	Good	Good	Good	
Chemistry	7	89	Very Good	Very Good	Good	Very Good	Outstanding	Good	
Dance	6	7	Good	Good	Good	Good	Good	Good	
Design and Technology	7	89-	Good	Very Good	Good	Good	Good	Good	
English Literature	7	5	Action	Good	Action	Action	Action	Good	Ensure homework is completed and classwork is done in your book. Remember to bring OMAM book to class.
English Language	7	7	Good	Good	Good	Good	Good	Good	
Geography	7	7	Good	Good	Good	Good	Good	Good	
Mathematics	89	89-	Good	Good	Good	Good	Good	Good	
Physics	89	7	Good	Good	Good	Action	Good	Good	Please submit your homework to the google classroom on time.
Spanish	7	7	Good	Good	Good	Good	Good	Good	
PE/Games			Good	Good	Good	Good	Good	Good	
PSHE			Good	Good	Good	Good	Good	Very Good	
RS			Goo						

Learning Skills

Behaviour: Focus, Organisation

Diligence: Homework, Classwork, Participation & Engagement

1. Concern
2. Action Required - student needs to change something
3. **Good - expected standard**
4. Very Good - above the expected standard
5. Outstanding - only given to a few exceptional students

Year 9 Key Reporting Dates

20 November 2026	Year 9 Autumn Orders: Projected grade, Learning Skills Detail, Followed by student self reflection
6 January 2027	**Year 9 Parents Evening (Online)**
25 March 2027	Year 9 Spring Orders: Projected Grade, Learning Skills Detail, Followed by student self reflection
W/C 14 June 2027	Year 9 Assessments (in lessons)
2 July 2027	Year 9 Summer Orders: Projected Grade, Learning Skills Detail, Followed by student self reflection
14 July	Tutor Comments

Mrs Ashby
Director of SEND & Inclusion

SEND Briefing (KA)

The Team

Kirsty Ashby (Director of SEND and Inclusion)

Sarah-Jane Rigg (SEND support, EHCP, Young carers, ELSA)

Leanne Privey (SEND Lead Teacher/Specialist Teacher)

Isobel Richardson (Neurodiversity Lead)

Charlotte Morris (SEND Admin)

Carly Wootton (LSA - VI)

Ellice Sambrook (LSA - Year 7 EHCP Support)

Samantha Pilling (LSA - Year 8 EHCP Support)

All supported by the amazing Key stage teams.

SEND & Inclusion

Within this team we support;

- Students with a SEND Need
- Students who are eligible for the Pupil Premium
- Looked after and previously look after children
- Students who struggle with emotional based school and lesson avoidance
- Young carers

SEND & INCLUSION

Support varies from student to student and depends of the presentation of need ensuring that the approach is **person centred**.

Some students with a known SEND need have Individual **Support Plans** that are shared with teachers to ensure they are supported in the classroom.

Provision and strategies are **updated and reviewed** to ensure that they are effective and relevant

If you are seeking a private diagnostic assessment please be aware that we require three weeks to ensure that comprehensive feedback is given.

Staff are requested to flag any concerns or issues to the SEND and Inclusion team which will be followed up and parents contacted.

Exam access arrangements

- Applications for access arrangements for GCSEs can only be made from Year 9 onwards and so any access arrangements in place previous in KS2 or 3 will need to be re-assessed in year 9.
- We will organise this for you and we will be in touch with you individually regarding this.
- A diagnosis does **not** mean that you automatically get access arrangements. There is still a school process to go through and any diagnosis forms part of that

- All exam access arrangements have to be supported by strong classroom evidence and an application cannot be made without this.

CONTACT

The SEND and Inclusion team can be contacted via the email address below;

Sendco@swbgs.com

Miss Rayner
Head of Year 8/9

Year 9 Team

Meet the Form tutors



Mr Nadeem
Britons



Mr N Kay
Danes



Ms Grant/
Ms Watson
Normans



Mr H Manthorpe
Romans



Miss R Freeman
Saxons



Mr D
Hughes-D'Aeth
Vikings

Meet the Year 9 team



Miss Rayner
Head of Year 8 & 9



Clare Chambers
Learning Mentor



Sophie Henry
Learning Mentor



Shelley Mitchell
Attendance Officer

For the Year 9 team please use year9enquires@swbgs.com
For other members of staff please always use parents@swbgs.com
For attendance please use absence@swbgs.com

School phone number (01628) 816500

Meet the team



Mrs Norris,
Deputy Headteacher
Academic / Curriculum



Miss Holmes,
Assistant Headteacher
Pastoral /Behaviour/ Personal Development



Mrs Ashby
Director of SEND & Inclusion



Ms Harper
Safeguarding Lead



Mrs Wingrove
Careers Lead

For the Year 9 team please use year9enquires@swbgs.com
For other members of staff please always use the parents@swbgs.com
For attendance please use absence@swbgs.com

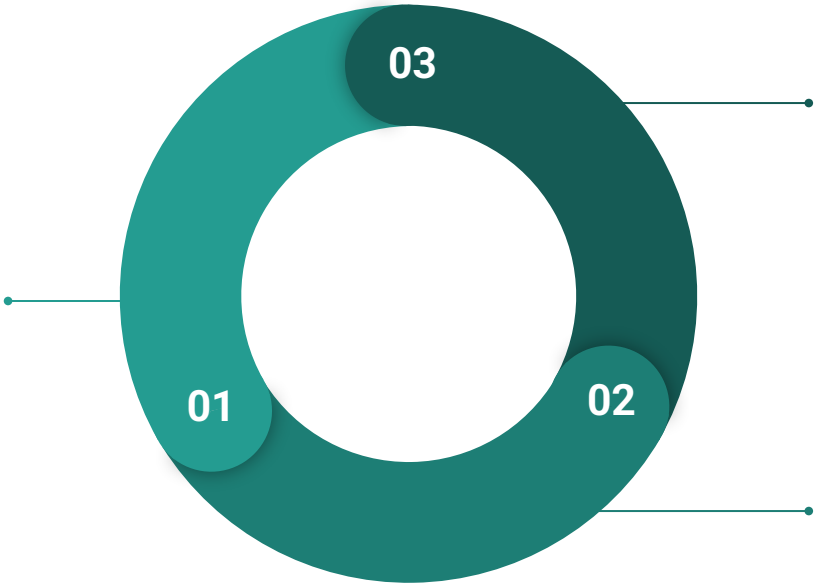
School phone number (01628) 816500

Inspire
Empower
Shape The Future

Goals for the year!

Participate

Be proactive about seeking out opportunities.



Be kind

To yourself and to others. Seek support when you need it and provide it when you can.

Be responsible

Take responsibility for yourself and your actions. This includes organisation, self-awareness and recognition of when things go wrong, how you can change it.

Year 9 **Participation** Opportunities











Something for everyone…

Co-Curriculum

- Our extensive co-curricular programme plays a key role in the culture and character of Borlase
- Huge number of clubs, societies, ensembles, activities & trips for students to be involved in every week, providing:
  - Opportunities for participation & success
  - Academic enrichment
  - Development of teamwork and leadership skills
  - Cross year-group collaboration
  - Enjoyment and pride in school life, including social opportunities
- Supports future pathways & careers
- Opportunity to shape school life e.g. as an ‘SVC’ Representative
- Some clubs take place before school, some at break/lunchtime, some after school
- Many clubs are led by students

Co-Curriculum

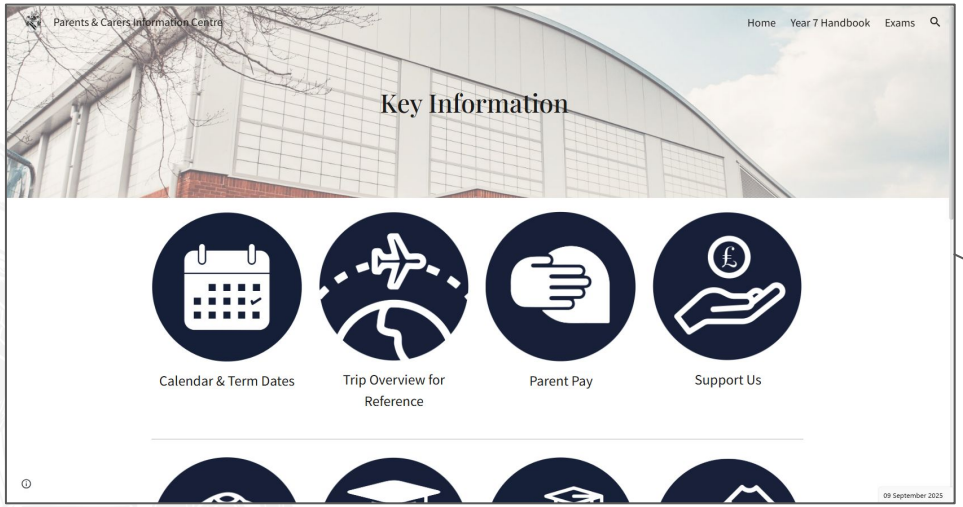
House System & Competitions
Opportunities for all students to compete for their house across a range of disciplines e.g. Quizzes, Bake-off, Cross-Country

Sports
Hockey, Football, Netball, Rugby, Athletics, Badminton, Volleyball, Basketball, Fitness; regular fixtures and outstanding facilities

Performing Arts
Music, Dance, Drama & Technical Theatre clubs & ensembles (over 30); regular performance opportunities both internal and external;
Junior Musical Production (launched in January)

Academic Societies
STEM e.g. Astrophysics Soc, Engineering Soc, F1 Soc, Architecture Soc
HELM e.g. Debating Soc, True Crime Soc, Film Soc, Ancient History Soc

Club Timetables







Co-Curricular

Inspire
Empower
Shape The Future



Trips & Visits



Trip Overview for Reference

	Trip Name	Date of Trip	Term	Year Group	Type	Curriculum/Purpose	
4	West Wittering	25/9/24	Autumn	11	Day	Geography	
5	Our Country	25/9/24	Autumn	12 13	Evening	Drama	
6	Goethe Institute Careers Roadshow	27/9/24	Autumn	9	Day	German	
7	Sky Up Academy Event	4/10/24	Autumn	11	Day	Careers	
8	Keats House	9/10/24	Autumn	13	Day	English	
9	French Exchange - Inbound	12-18/10/24	Autumn	10	Residential	French	
10	French Exchange - London	16/10/24	Autumn	10	Day	French	
11	Washington - New York trip	18-26/10/24	Autumn	13	Residential	History, Politics, Ecor	
12	Royal Albert Hall	5/11/24	Autumn	10 11 12 13	Evening	Music	
13	Coriolanus	7/11/24	Autumn	12 13	Evening	Drama / English	
14	BTEC Production Arts trip to Royal Opera House	11/11/24	Autumn	12 13	Day	Tech Theatre	
15	Parliament Trip	11/11/24	Autumn	12	Day	Politics	Free of charge
16	ESU Debating	11/11/24	Autumn	13	Evening	English	Free of charge
17	GB Rowing Trials	15-16/11/24	Autumn	11 12	Residential	Rowing	£125.00
18	Biology in Action	15/11/24	Autumn	12	Day	Science	£28.00
19	Spanish BFI Trip	15/11/24	Autumn	12 13	Day	Spanish	£14.50
20	STEM Fest	19/11/24	Autumn	7	Day	Science	Free of charge
21	Christmas Carol Trip	22/11/24	Autumn	11	Day	English	£40.00
22	French BFI Trip	22/11/24	Autumn	12 13	Day	French	£15.60
23	US Politics Conference	22/11/24	Autumn	12 13	Day	Politics	£25.00

Inspire
Empower
Shape The Future

Y9 WW1 Battlefields trip 8-10 June 2026

An opportunity to learn more about this momentous event and commemorate those who gave their lives including Old Borlasians

3-day residential trip visiting sites in France & Belgium - c. 6am Tuesday 8 June - c. 8pm Thursday 10 June

For all students; booking letter in Headteacher's Weekly Bulletin tomorrow. Cost c.£300













Duke of Edinburgh

Training Day - School - 6 February 2027

Practice - Chilterns, 19 March (Evening) - 20 March 2027

Assessment Weekend - Chilterns, 23-24 April 2027

Cost: £340-£360







Responsibility

Pastoral

Building Responsible Routines

- Uniform
- Planners
- Exercise books
- Homework
- Equipment
- Punctual Attendance

- SVC (Student Voice Committee) Representative
- Eco Council Representative



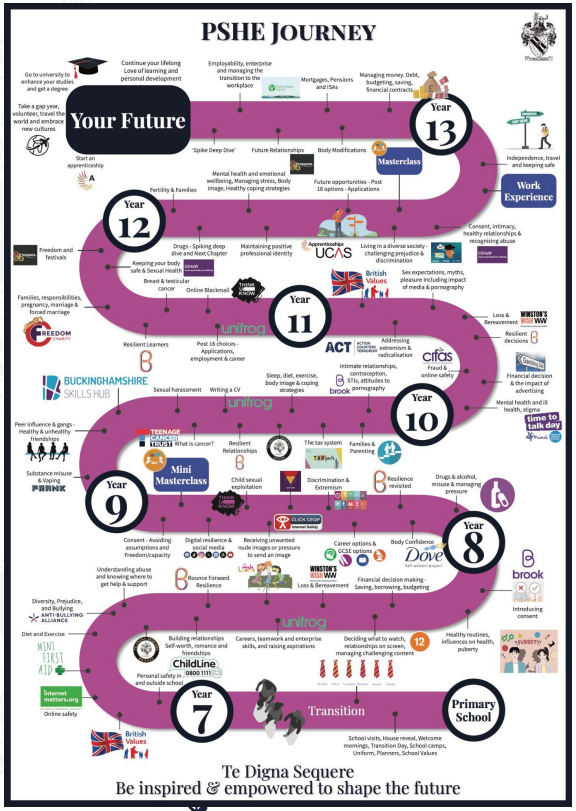
Te Digna Sequere Award



Students <u>do not</u> need to have gained the bronze award to apply for silver.

- An award that celebrates your **achievements** that are not purely academic
- An award that celebrates your participation and taking on more **responsibility**

Year 9 PSHE Curriculum



Substance abuse and vaping
Peer influence and gangs
Healthy and unhealthy friendships
Buckinghamshire Skills Hub
Sexual harassment
What is cancer?
Writing a CV
Resilient relationships
Sleep, diet, exercise, body image & coping strategies
The tax system
Families and parenting
Intimate relationships, contraception, STIs, attitudes to pornography

SAPs/AFTER SCHOOL

If attending an after school (3:30pm) activities parents should arrange safe transport home.

The school library is open and staffed until 5:15pm each day for students to self study.

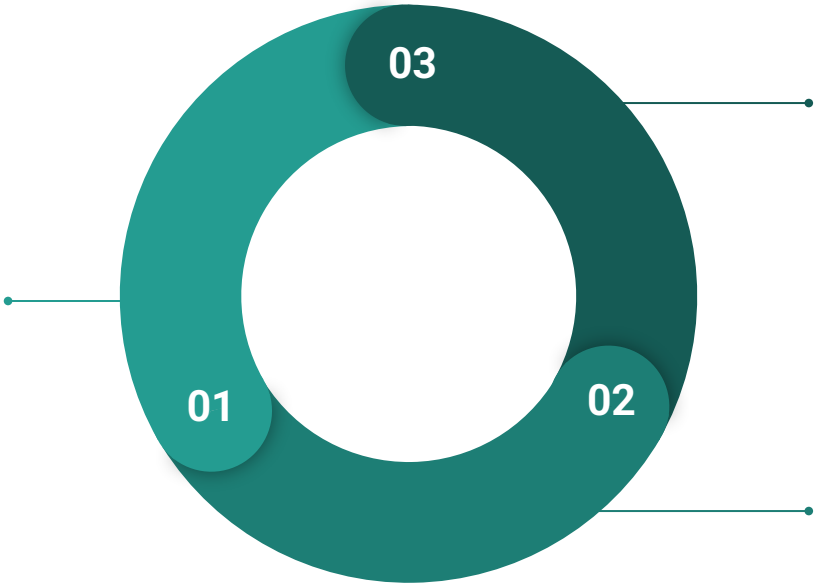
We will also offer support after school from 3:30pm to 4:30pm on Wednesdays where year 7-9 students can be supported by our learning mentors and older students. This is called SAPs (Supporting Aspiration and Progress).

Teachers can also refer students to SAPs to support their learning.

Goals for the year!

Participate

Be proactive about seeking out opportunities.



Be kind

To yourself and to others. Seek support when you need it and provide it when you can.

Be responsible

Take responsibility for yourself and your actions. This includes organisation, self-awareness and recognition of when things go wrong, how you can change it.

Miss Holmes,
Assistant Headteacher

safeguarding@swbgs.com

SJ Rigg

Rachael Holmes

Kirsty Ashby

Karen Harper DSL

Linda Fortnam

Ed Goodall



Safeguarding Newsletter



Please look out for the safeguarding newsletter every half term.

Our email is safeguarding@swbgs.com

Safeguarding top tips...

- **Mental Health** - notice changes and seek support early, it is likely we have experience with whatever difficulties arise
- **Unhealthy teenage relationships -** This often starts with friendships (controlling and coercive behaviours)
- **Sextortion -** Teenagers being exploited online, sending nudes and then being blackmailed. This has happened to students here and the parents said to me “I wish I checked more what they were doing online and had more conversations about it with them”
- **Change of language (problematic) -** Listen out for a change in language that your child uses (could be a shift into racist, homophobic or misogynistic language)
- **Pantsing -** A reminder that pantsing is an act of sexual assault and it is never "just banter" or "harmless fun." It can cause serious emotional distress and humiliation and can cause long term psychological harm.

School and External Support



School Counsellor,
Mrs Bownass

Mental Health

Number 22 Counselling (Based at School)

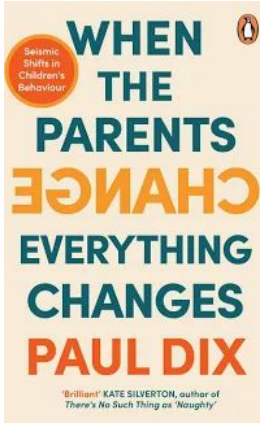
Based at School

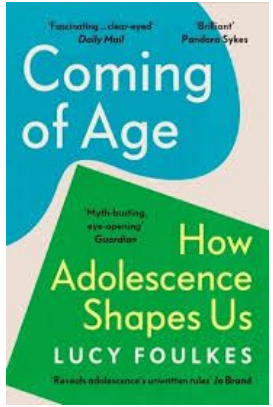
The School is able to signpost parents to a range of external support available in the community to support the needs of students. **Follow this link to our website which has more information.**

Screens and Health

- Social media is not a universal villain.
- Adolescence is and has always been difficult.
- The link between screen time and mental health is not straightforward.
- The focus should be on guidance, not demonization.
- Positive aspects of social media.







- Adolescence as a ‘first draft’
- The power of peer relationships
- Challenging the ‘fragile teen’ narrative
- Resilience and self-discovery

- Calm consistency and positive reframing
- Relentless routines
- Modelling behaviours

New legislation

[Mobile phones in schools 29 June 2026: Statutory Guidance]

"The Department for Education (DfE) expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime."

"There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts."

"Headteachers are backed by DfE to confiscate mobile phones and similar devices, if they consider it proportionate, for whatever length of time they deem proportionate."

Exceptions: Schools can make allowances for specific needs. Examples include students who require a phone to manage a medical condition or disability. Sixth-form students may also have limited access in designated areas like common rooms.

Parent fora

Our surveys- headlines

Year 7 -9 gate to gate policy does work well. Parents App can tell when phone is on. No phones on trips agreed. Parents can put timers on phones and parental controls. Parents need to be checking their child's phone

Harsher sanctions for confiscation

Brick phones for 7 and 8 delay until Year 9

PSHE very good and gives student information they need

Parent workshops about how to put controls on children's phones

Graduated approach through the year groups. Graduated responsibility and change.

Parents addicted to live 360!

Big consistent push from staff on sanctions - early morning detentions?

Parental controls guides

Get step-by-step guidance and instant help setting up parental controls for your family's devices. You can also **download our online safety guide**.

FIND A GUIDE

85 Likes Share

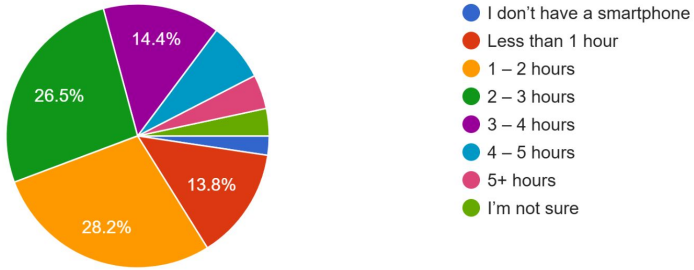


Internet matters resource here

Student (596 responses)

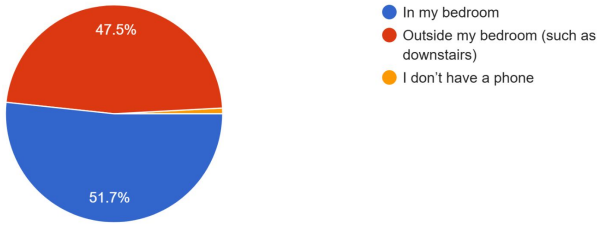
7. On a normal day, how much time do you spend on your smartphone?

596 responses



9. Where do you keep your phone at night?

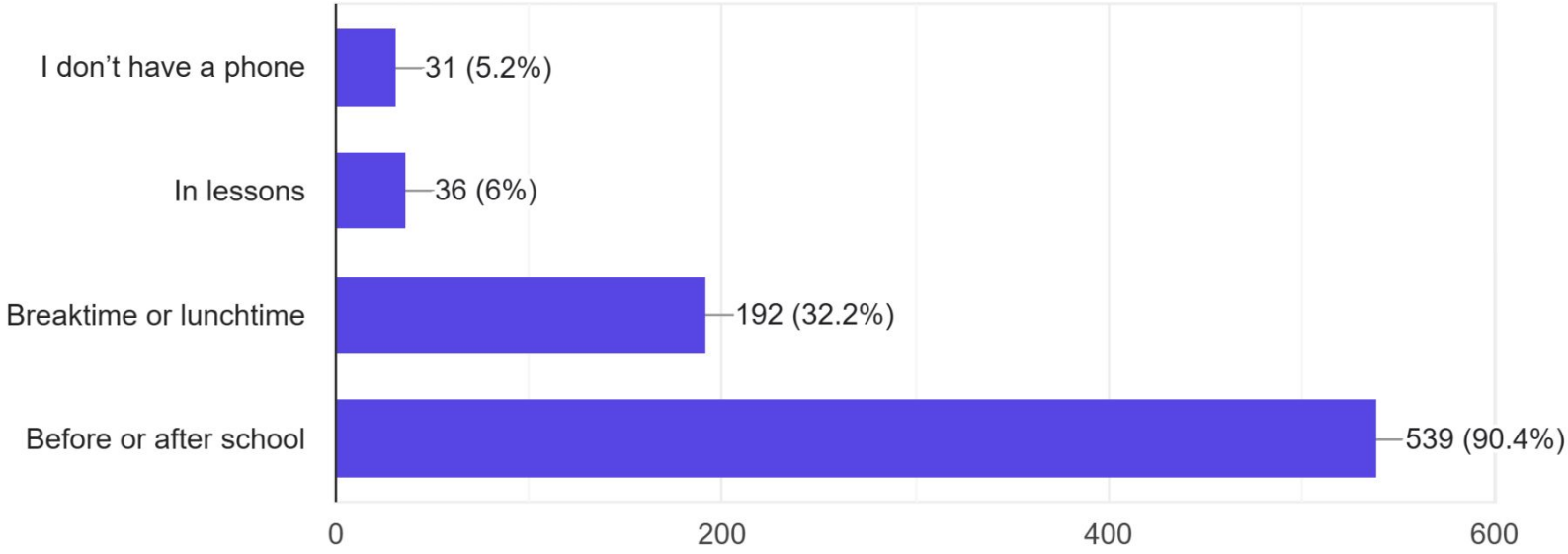
596 responses



Our surveys- headlines

11. If you use your phone during the school day, when do you use it? Tick all that apply

596 responses

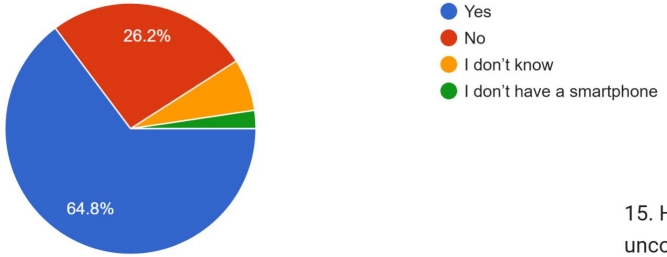


Student

Our surveys- headlines

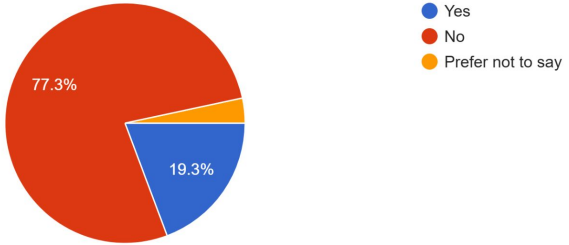
14. Has a parent, carer, or another adult you trust helped set up any safety settings on your smartphone or apps? For example: screen time limits, content filters, or app restrictions

596 responses



15. Have you ever received a message or comment online that has made you upset or uncomfortable?

596 responses

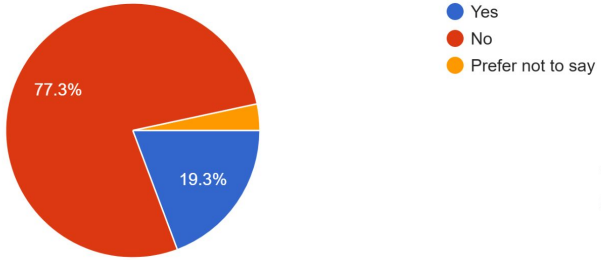


Student

Our surveys- headlines

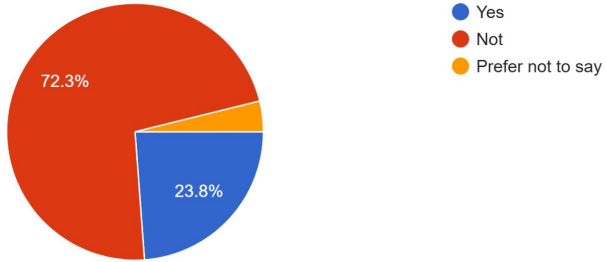
15. Have you ever received a message or comment online that has made you upset or uncomfortable?

596 responses



16. Have you ever fallen out with a friend because of something said in a message or post online?

596 responses

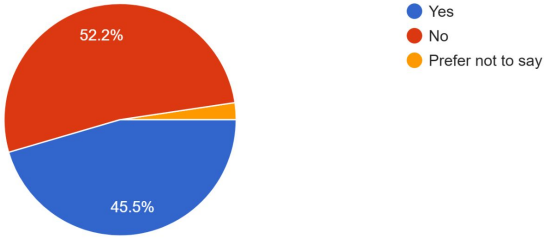


Student

Our surveys- headlines

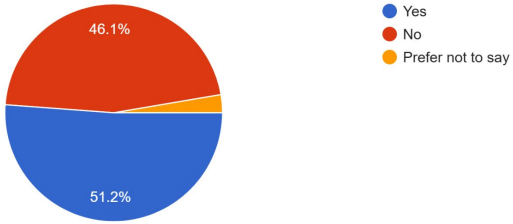
18. Have you ever sent a message to someone you met online but don't know in real life?

596 responses



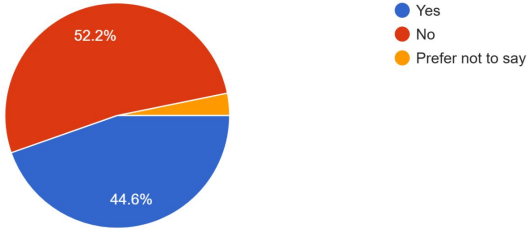
19. Have you ever been contacted by someone you don't know online?

596 responses



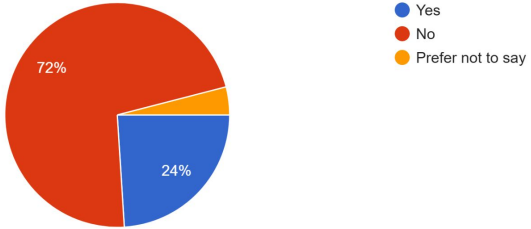
20. Have you ever been added to a large group chat that you didn't want to join?

596 responses



22. Have you ever seen something online that upset or frightened you?

596 responses



Staff (44 responses)

Our surveys- headlines

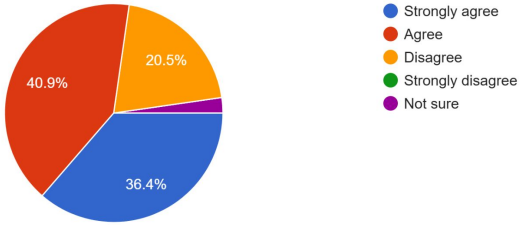
11. Overall, how would you describe the impact of smartphones on our school?

44 responses



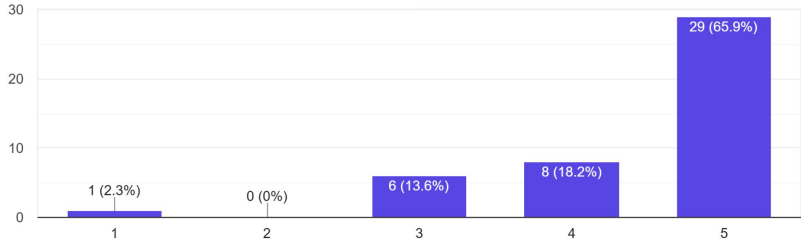
14. I feel confident enforcing the school's current smartphone policy; gate to gate, turned off and in bags

44 responses



18. How supportive would you be of greater sanctions fro student phone use in school?

44 responses

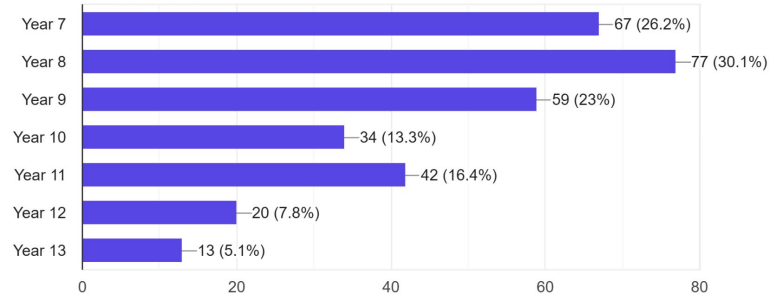


Parents (256 responses)

Our surveys- headlines

1. What year group(s) is/are your child(ren) in at this school? Tick all that apply

256 responses



2. Does your child currently have their own smartphone? This means internet enabled phone If you have multiple children, please answer for your youngest child at the school.

256 responses

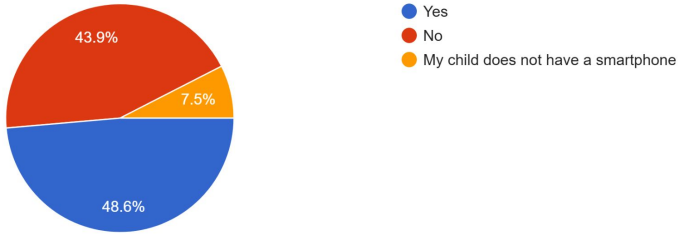


Parents (256 responses)

Our surveys- headlines

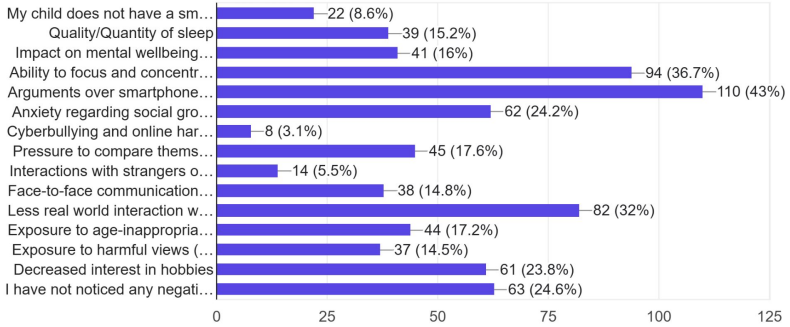
4. Did you feel any pressure to provide your child with a smartphone before you wanted to?

253 responses



8. Based on your experience with your child at this school, have you found any of the following to be significant challenges related to their smartphone use? Please select all that apply

256 responses

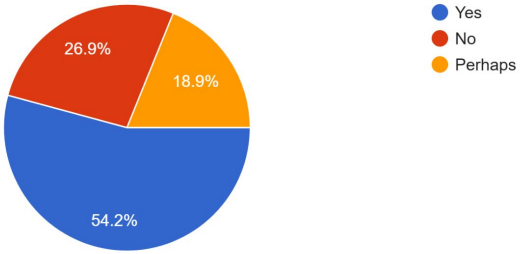


Parents (256 responses)

Our surveys- headlines

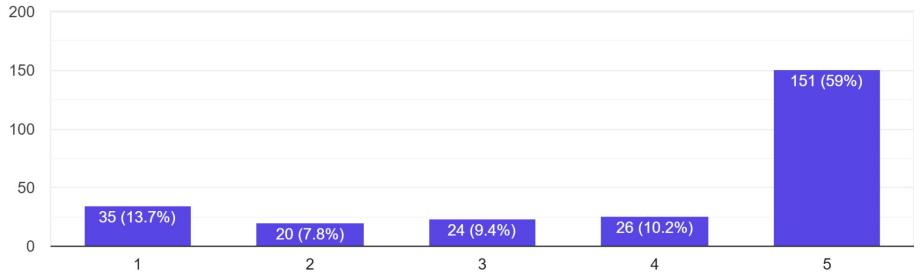
11. Would you get your child a basic 'brick' phone, rather than a smartphone, as a first step if others in their peer group did?

249 responses



13. How supportive would you be of greater sanctions for phone use in school.

256 responses



Parents (256 responses)

17. Is there anything else you would like the school to consider, or any comments you would like to add, as we review smartphone use in school?

- **Support for a ban and stricter enforcement:** Many parents advocate for a complete ban on smartphones or the use of secure storage (e.g., magnetic pouches) to ensure phones remain inaccessible during the school day, noting that current "out of sight" policies are inconsistently enforced and frequently circumvented.
- **Parental responsibility versus school policy:** Opinions are divided on whether the school should lead on smartphone regulation; some parents view it as a necessary support to mitigate peer pressure, while others argue it is a personal parenting responsibility that should not be dictated by school policy.
- **Safety, tracking, and communication:** A significant number of parents prioritize the ability to track their child's location and communicate regarding travel, extracurriculars, or medical needs, often expressing that smartphones are essential for these purposes and that "brick" phones may be an insufficient alternative.
- **Concerns regarding digital distractions:** Beyond smartphones, many parents expressed concern over the use of personal laptops for non-academic activities like gaming and social media during school hours, suggesting that school-provided or restricted devices might offer a more focused learning environment.
- **Education and digital literacy:** Several respondents emphasized that a ban is not a "magic bullet," advocating instead for comprehensive education on digital safety, responsible usage, and the risks of social media for both students and parents

Our approach

- We have always had a ‘gate to gate’ policy
- Taking away temptation
- Non internet enabled devices
- Not seen or heard includes pockets and trouser pockets
- New rules will be ‘live’ after October half term



- In line with other schools, sanctions will apply
- 1st confiscation 3 days. 2nd confiscation 5 days. 3rd confiscation 5 days and a parent or carer needs to collect the phone
- Parents will be called if a phone is confiscated so students can make their way home safely

*Fulham Boys School confiscate phones for 6 weeks…

Our approach

- No devices (laptops) in public areas for Years 7-11 at break and lunchtime. Devices only to be used in the library at break and lunchtime
- Sixth form may only use their phones in designated areas
- No phones on trips for Years 7 and 8
- Years 9-11 phones taken at night on residential trips
- New ‘securas’ filtering and monitoring software



- Other considerations such as smart/apple watches that are internet abled will no doubt be forthcoming!
- If you need to contact your child please do so through the main reception

Parent Forums and Reps

- An opportunity for us as a school to ask you about areas of provision
- An opportunity for you as parents to tell us!
- Building relationships with each other as a parent body and with us as a school
- Communication in a different setting
- Meetings once a term. Dates tbc.



Please complete the google form in the Headteacher's Friday letter

To Conclude...



'£150 for school uniform is money I don't really have'

Bridget Phillipson: parents must do more about bad behaviour and attendance in schools

Education secretary targets 800 schools as
post-Covid trends with
pport

Schools to face a £630 million cut in funding next year

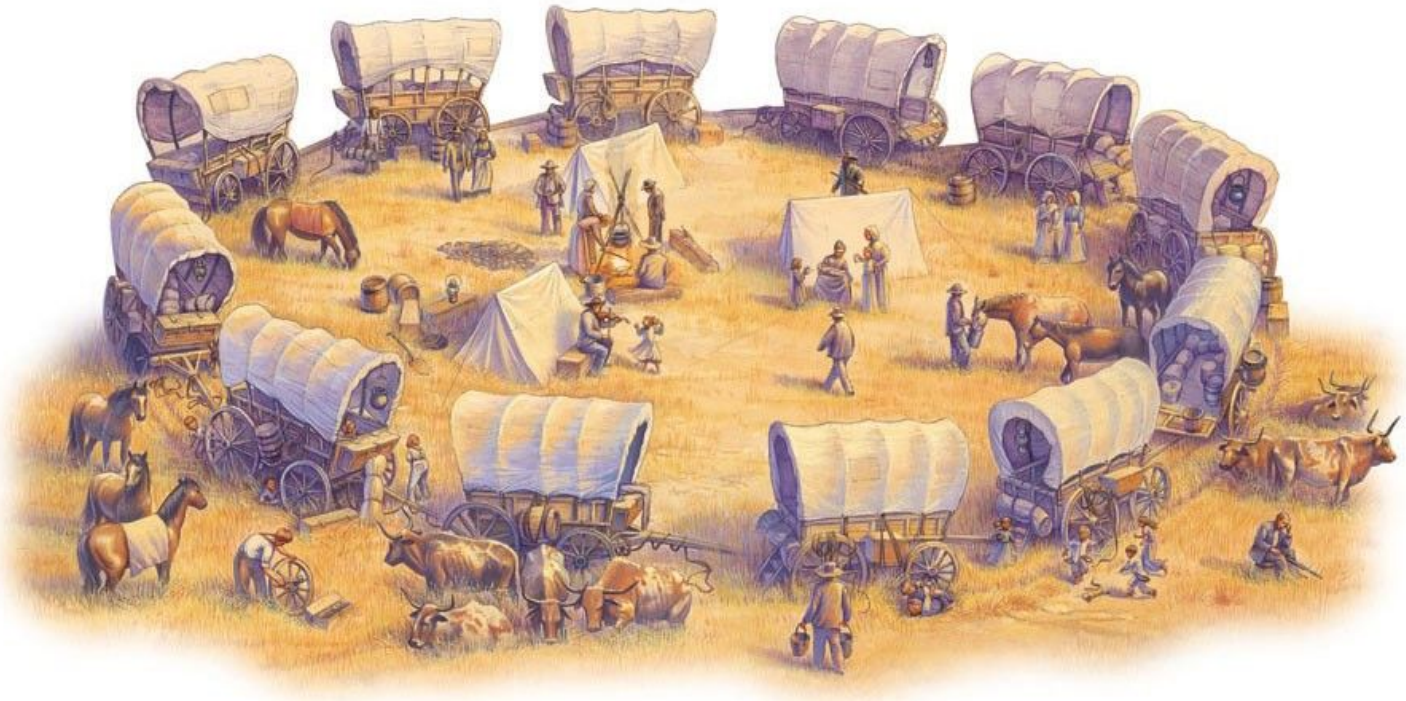


Are girls being left behind in school? Experts are sounding the alarm

Why new teachers must look after their wellbeing

Teachers fear looking like 'cheats' by using AI

To Conclude...



CORE OFFER

What the government expects

- All subjects required by the National Curriculum
- Every subject continued to Sixth Form
- Tutoring
- Assemblies
- First Aid care

WE DELIVER THE CORE, with consistency and care.

SUPPLEMENTARY OFFER

What we invest in to go further

- **Enhanced pastoral care**
- **Enhanced support for students with SEND**
- **Academic breadth**
  Further subjects at GCSE: 3 Languages, Additional Maths, Further Maths, Dance, Drama, Music.
  More at A Level: Psychology, Business, Economics, and the BTEC in Production Arts.
- **Hockey and Rowing programmes**
- **A guided reading programme**
- **Author visits**
- **Going beyond the curriculum**
  In the Sciences and in Languages: practicals and specialist speaking lessons.
- **Careers guidance**
  With lectures, group and 1:1 meetings, and Masterclass events.
- **UCAS and Oxbridge support**
- **LNAT and UCAT training**

WE INVEST FUNDING AND EXPERTISE to broaden horizons and raise aspirations.

DISCRETIONARY OFFER

What our staff give beyond the timetable

- Clubs and Societies
- Chess every lunchtime
- Educational Visits
- House competitions
- Rehearsals
- Dance troupes
- Debating
- Poetry by Heart
- Shakespeare by Heart
- Music, Dance and Drama performances
- Hundreds of fixtures against different schools in countless different sports
- Rubik's Cube Club
- Model Plane Club
- Sports Day
- Pride Week
- Iftar event
- Duke of Edinburgh Bronze, Silver and Gold awards

WE GIVE OUR TIME, PASSION AND CREATIVITY to unlock potential and build character.

How Can You Help?

Read the Friday Letter.

Trust Us. Let us know if you're concerned but please, keep it short.

Say thank you.

Support the school through:

- **With the Friends of Borlase**
- **A lecture, Masterclass or offer of work experience**
- **A financial contribution**

In Year 9, students benefit from:

- ✓ Enhanced pastoral care with School counsellors and Learning Mentors
- ✓ Smaller class sizes in English, Maths, Sciences, and PE.
- ✓ A broad curriculum including Dance, DT, Music and Drama… for ALL.
- ✓ Minibuses for fixtures and visits
- ✓ Sports coaching
- ✓ Careers education
- ✓ Science technicians deliver the KS3 curriculum through practical work
- ✓ Theatre Technicians supporting the productions and training Tech crews.

How Can You Help?

Here & NOW Annual Fund

Beyond 400...











How can you help?

Our fundraising target for this year is £200,000.

Could you please buy us a coffee?

£5 a month	£60,000
£5 a week	£260,000

