

Year 13 Information Evening

Welcome & Close
Curriculum and Learning
Conduct, Attendance, UCAS
Personal Development
Safeguarding

Mr Goodall, Headteacher
Mrs Norris, Deputy Headteacher
Mr Hussain, Director of Sixth Form
Mrs Laughton, Assistant Director of Sixth Form
Ms Harper, DSL

NB The Slides will be shared in the Friday Letter



WELCOME



Mr Goodall Headteacher



*Inspire
Empower
Shape The Future*

THE END IS NIGH...



PERSONAL DEVELOPMENT



KS3

Participation

KS4

Responsibility

KS5

Service





Mrs Norris

Deputy Headteacher



A LEVEL HEADLINES 2026

20% of Grades were A*

55% of Grades were A and A*

83% of Grades were B and above

12 students achieved all A*

15 students achieved three or more A*

153 students achieved all A*/B

69 students achieved all A*/A

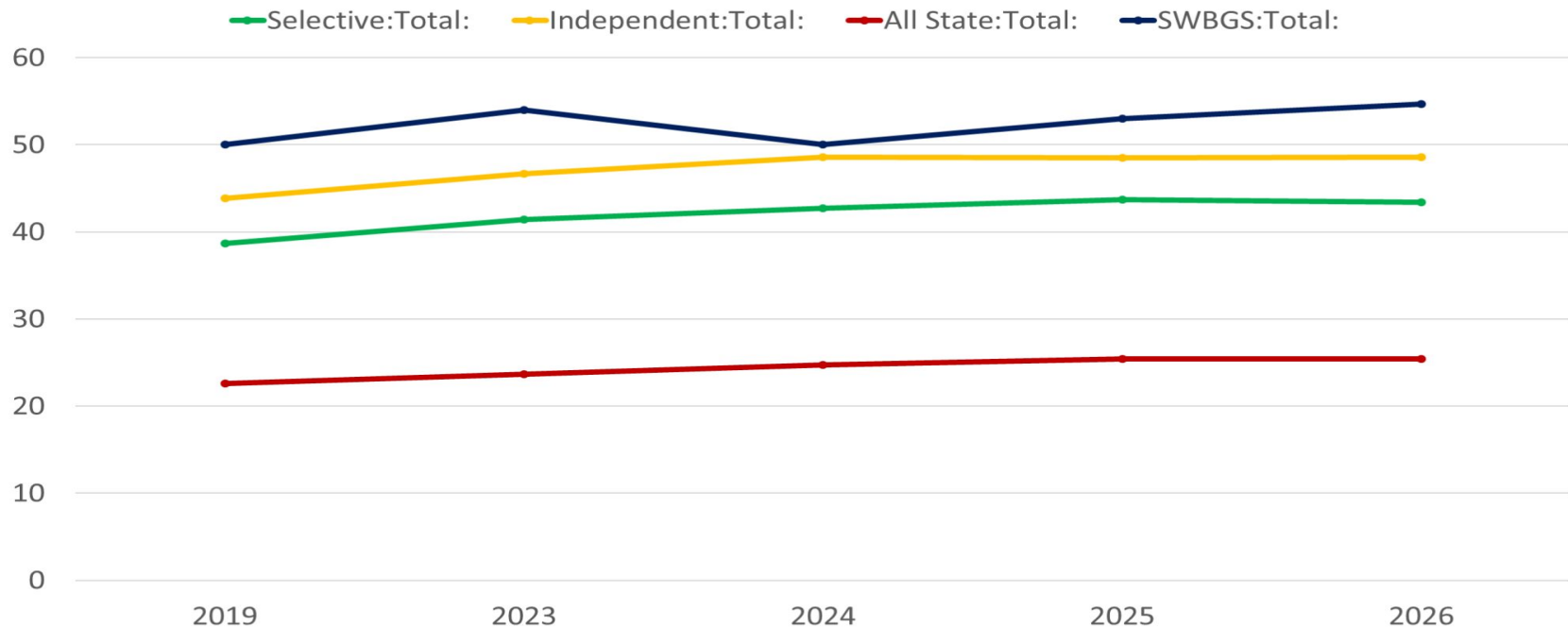
Out of 219 Students, 134 took EPQ, 87% of whom achieved A*/A

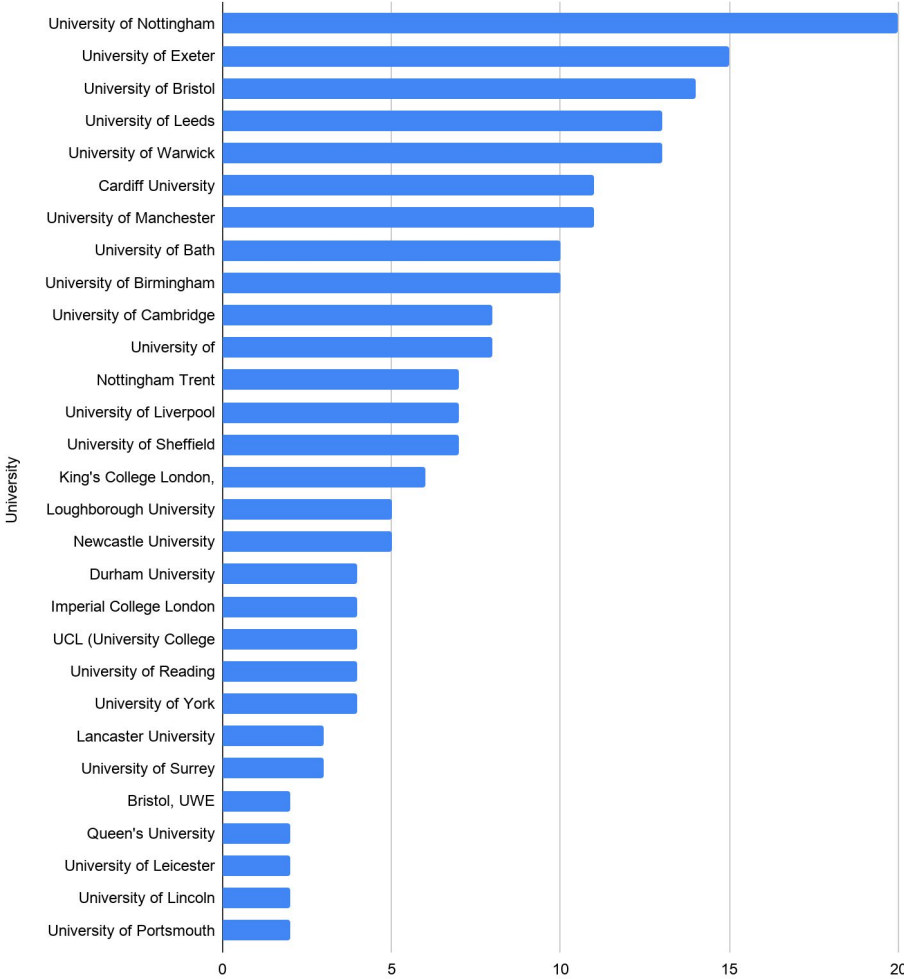
90% of students going to University got their Firm or Insurance choice in UCAS



A LEVEL GRADES A* TO A

SWBGS vs National A*-A by Centre Type





DESTINATIONS 2026

140 placed with firm choice, 32 with insurance to UK Universities

4 apprenticeships: ACA Accountancy, JP Morgan, Pfizer, Deloitte

1 American University

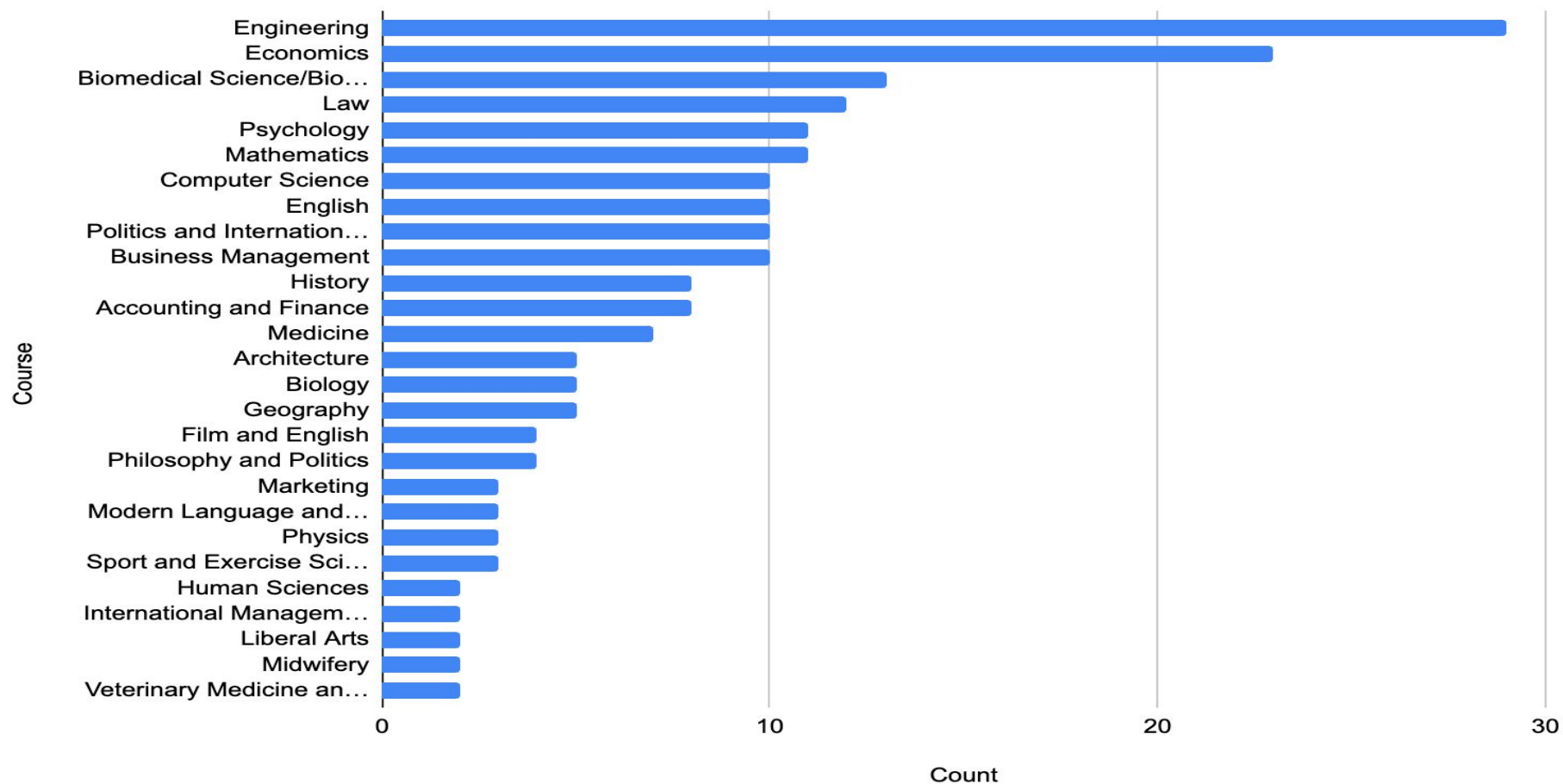
7 University of Cambridge (Economics, English, Nat Sci, Medicine, Law, Maths, History of Art)

5 Medicine

2 Vet

1 Dentistry

Courses 2026



Making the Most of your Academic Studies at Borlase

Year 13 Students have 1.5 terms left of teaching. Make every lesson count - prepare well and follow up every lesson

Year 13 Average Hours per week

- 4 hours per subject taught lessons
- 1 PSHE lesson per fortnight
- 4 Supervised study periods
- 1 Games session - optional
- 4 Private study periods



Independent Learning

- On average, each student receives four hours of taught lessons per subject each week, totalling 12 hours of taught lessons per week (3 A Levels)
- We recommend that students complete approximately 20 hours of independent study each week, equivalent to around 6–8 hours per subject.
- Students should speak to their Student Support Officer if they need help for organising their study time



October Half Term – Make use of the two weeks

- Following the September Assessments there may be some catch up to do or further assessments in subjects. Plan plenty of time to work on these.
- Each subject has been asked to make it clear which work that is set is compulsory, “should” or suggested, “could”.
- Homework will be in the Google Classroom.
- Timetable in time to relax and recuperate



Key Year 13 Important Dates

Assessment Timeline 2026/27

25 September 2026	UCAS Predicted Grades Issued
28 September 2026	Early Entry internal UCAS “pay and send “ deadline
15 October 2026	Early Entry UCAS application deadline
2 November 2026	Non early Entry internal UCAS “pay and send “ deadline
13 November 2026	Autumn Orders and Action Plans
5 - 18 January 2027	Formal Practice Exams
5 February 2027	Exam Grades and Predictions, with Action Plans
23 February 2027	Year 13 Parents Evening (Online)
10 May 2027	First A level exam
12 August 2027	A Level Results Day

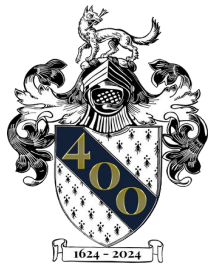


Mr Hussain, on behalf of

Ms Harper

Designated Safeguarding Lead, Mental
Health Lead & Service Child
Coordinator





safeguarding@swbgs.com



SJ Rigg

Rachael
Holmes

Kirsty
Ashby

**Karen
Harper
DSL**

Linda
Fortnam

Ed
Goodall



Safeguarding Newsletter Summer 2 2024

SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL



Welcome

Welcome to the Summer 2 edition of the Borlase safeguarding newsletter. We hope that you find this information useful. If you would like to speak about this or any other concerns please use the email address below.

River Safety

During the summer accidental drowning fatalities increase. One hundred children aged under 18 accidentally lost their lives to drowning in the UK in the last five years (WID 2017-2021). Recently two boys from Newcastle found themselves in difficulty in a river at Ovingham. One boy died at the scene and the other boy sadly died later in hospital.

- Talk to your child about the dangers of swimming in the river
- Talk to them about what to do if they were to fall in or one of their friends does
- Remind them about cold water shock and what to do if this happens
- Follow the water safety code



Recently a BBC article reported Bangor University analysis found high levels of norovirus and E. coli in water taken near the border between Berkshire and Buckinghamshire. You can read the report in full by clicking on the BBC website below.



safeguarding@swbgs.com



Inspire
Empower
Shape The Future

SAFEGUARDING NEWSLETTER

Please look out for the safeguarding newsletter every half term.
Our email is safeguarding@swbgs.com



Inspire
Empower
Shape The Future

Safeguarding top tips...

- **Mental Health** - notice changes and seek support early, it is likely we have experience with whatever difficulties arise
- **Unhealthy teenage relationships** - romantic and friendships (controlling and coercive behaviours)
- **Parties/festivals** - Some of our safeguarding concerns come from decisions made whilst intoxicated at parties. Please be aware that supplying alcohol to children underage is against the law and could involve the police and social care
- **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)



What is an Eating Disorder and Disordered Eating?



The term “Disordered Eating” refers to the spectrum of problematic behaviours and distorted attitudes that surround a person’s relationship with food. Disordered Eating patterns can vary in severity but do not meet the frequency, duration and/or psychological criteria to be classified as an Eating Disorder.

Not all disordered eating develops into a diagnosed Eating Disorder but it is important for individuals suffering from either category to receive appropriate support and guidance. Early intervention is proven to improve treatment outcomes.



Who can experience an Eating Disorder / Disordered Eating?

There are lots of stereotypes around who can experience both Eating Disorders and Disordered Eating but both can be experienced by anyone of any age, gender, ethnicity or background.

While it is difficult to assess accurate prevalence for Disordered Eating due to its nature as a spectrum - Eating Disorders are estimated to affect approximately 1.25 million people in the UK.

During the adolescent years, young people are thought to be at greater risk from experiencing disordered eating behaviours due to social pressures and hormonal changes.

Other groups often recorded as at a higher-risk are athletes, members of the LGBTQ+ community and individuals suffering from other mental health conditions.

Research demonstrates a strong, significant link between neurodivergence and eating disorders. Studies show a high co-occurrence between neurodevelopmental conditions—specifically autism and ADHD. More information on this can [be found here](#)



What types of eating disorders are there?

Anorexia nervosa (often called anorexia)

trying to control your weight by not eating enough food, exercising too much, or doing both

Bulimia

losing control over how much you eat and then taking drastic action to not put on weight

Binge eating disorder (BED)

eating large portions of food until you feel uncomfortably full

T1ED (type 1 eating disorder)

Type 1 disordered eating is an eating disorder in a person with type 1 diabetes. This can be when someone restricts the amount of insulin they take on purpose to lose weight or stop gaining weight, known as insulin omission, or are experiencing another form of disordered eating, like bulimia or anorexia, alongside their type 1



What types of eating disorders are there?

Other specified feeding or eating disorder (OSFED)

A person may have an OSFED if their symptoms do not exactly fit the expected symptoms for any specific eating disorders. OSFED is the most common eating disorder.

Avoidant/restrictive food intake disorder (ARFID)

ARFID is when someone avoids certain foods, limits how much they eat or does both. Beliefs about weight or body shape are not reasons why people develop ARFID. Possible reasons for ARFID include:

- negative feelings over the smell, taste or texture of certain foods
- a response to a past experience with food that was upsetting, for example, choking or being sick after eating something
- not feeling hungry or just a lack of interest in eating
- ARFID can be linked to people with autism



What are the signs of an Eating Disorder / Disordered Eating?

- Preoccupation with and/or secretive behaviour around food
- Suddenly becoming interested in preparing/cooking food
- Calorie counting and controlling certain food groups
- Self-consciousness when eating in front of others
- Low self-esteem
- Irritability and mood swings
- Tiredness and difficulties concentrating
- Feeling cold most of the time
- Excessive exercise

- Social withdrawal
- Feelings of shame, guilt, and anxiety
- Worries about weight and shape
- Yellowing skin colour
- Hair on face increasing and looking downy known as Lanugo
- A tendency towards perfectionism
- Wearing baggy clothes (even in warm conditions)
- Going to the toilet after eating, red knuckles and red face
- Significant change in body shape



It is common to believe that you can always “see” evidence of disordered eating behaviour. It is important to remember that ED's and DE can affect everyone differently and do not always lead to noticeable physical changes such as weight loss.

Available support for EDs/DE

- Eating Disorders and Disordered Eating often thrive on secrecy but it is important that those suffering receive the correct care and support as early as possible.
- You are welcome to come and speak to a member of the pastoral team
- For further information and support on EDs/DE: [The UK's Eating Disorder Charity - Beat](#)





Mr Hussain, Director of Sixth Form





**Mr Hussain, Asst Headteacher
Director of Sixth Form**



**Mrs Laughton, Assistant
Director of Sixth Form**

MEET THE SIXTH FORM TEAM



**Mrs Bull,
Student Support Officer**



**Mrs Furley,
Student Support
Officer**



**Mrs Fortnam,
Student Support
Officer**



**Mrs Murgatroyd,
Administrator**



**Mrs Clayton,
Administrator**



MEET THE TEAM



**Mrs Norris, Deputy Headteacher
Academic / Curriculum**



**Miss Holmes, Assistant Headteacher
Pastoral / Personal**



**Mrs Ashby
Director of SEND &
Inclusion**



**Mrs Wingrove
Careers Lead**

Plus Form Tutors



SCHOOL CAPTAINS



Aleeza
School Captain



Adam
School Captain



Maya
Vice School Captain



Mikey
Vice School Captain



Nik
Vice School Captain



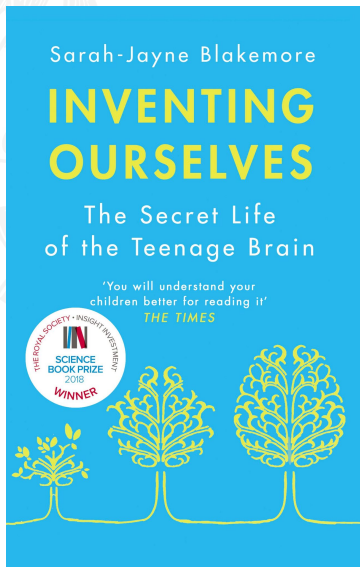
LEADERSHIP

A big part of life in Sixth Form is to develop leadership skills

- Subject mentors
- Taking on projects around the school
- Academic Society Leadership
- Sports Leaders
- Representing the school at Open Events
- Running assemblies for lower school
- Modelling good behaviour and work ethic



This year in Year 13 students have one lesson a week on the following topics, including teaching about personal branding and work on the teenage brain based on the work of Sarah Jane Blakemore



PSHE YEAR 13

Year overview

Autumn 1	Next steps UCAS / Professional identity
Autumn 2	Mental health / Independence
Spring 1	Diversity and Inclusion (including RS) / Personal values
Spring 2	Financial choices
Summer 1	Building and maintaining relationships / consent

ATTENDANCE

- As a school we believe every child has a right to a full time education.
- Good attendance is vital for academic progress and supports children's mental health and wellbeing
- We expect high attendance from our students - 90-100% attendance is an expectation and we monitor attendance to identify individuals in danger of dropping below this
- Sixth form students whose attendance drops below 85% are classified as persistent absentees - you will be contacted and there will be close monitoring
- We are aware that at times students have particular challenges and there is a close working relationship between attendance and the key stage teams
- Schools have specified holiday periods - Term-time holidays are never authorised



PARENTS MUST

- Ensure students attend school regularly
- Inform the school of planned absences in advance:
- Request Leave of Absence via form on the Website
- Known Medical appointments by email to sixthformabsence@swbgs.com
- Inform the school of unplanned absences by 8.30am on the first day of absence and each further day via telephone 01628 816545 or email sixthformabsence@swbgs.com
- Try to arrange appointments out of school time
- Arrange holidays out of term time



STUDENTS MUST...

- Arrive at school for 8.35am at the latest for registration at 8.40am
- Card in to the Inventory system as soon as they arrive on site
- Go to their tutor group promptly at 8.40am
- Sign in at reception (using Electronic Inventory system) if late
- Obtain an Exeat if leaving during the school day from the attendance officer
- Sign out when leaving
- Sign in if returning during the school day.
- Arrive to lessons/study periods on time
- Catch up work after a period absence
- 2 morning lates in a week = a lunchtime detention
- 3 morning lates in a week = after school detention



Sixth form behaviour

- Be role models for younger year groups
- Uphold the school values
- Prepare for future working environments
- Uniform - piercings, shoes, hoodies, skirts
- Technology - air pods and phones
- Vaping
- Non-attendance at tutor time
- Lateness
- Respecting environment including Centenary Hall

SETTING SIXTH FORM EXPECTATIONS



SETTING SIXTH FORM EXPECTATIONS

In the community

- Represent Borlase in the Marlow community and beyond
- Be polite and respectful at all times
- Be ambassadors for Borlase and Borlase values outside of school
- Understand that Borlase's reputation is also their reputation



MOBILE PHONES

Sixth form may use their phones in their sixth form areas only.

Sixth Form should not use phones outside designated areas.

Watch this [Panorama Programme](#) 'Can we live without our phones?' which highlights the effects on teenagers of excessive phone use.

After October Half Term regulations will come in :

- First phone use outside designated areas : confiscated for 3 days
- Second phone use : confiscated for 5 days
- Third phone use : confiscated for 5 days, parents asked to collect



SIXTH FORM BRIEFING

Weekly Sixth Form Briefing

Contains all important information in
one place



SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL

Sixth Form Briefing : Monday 6 October, 2025 (Week B)

Welcome to the week ahead!

Helpful Documents

[2025 / 26 Information Booklet](#)
[Captains List](#)
[Sixth Form Bursary Application](#)
[UCAS Mentors \(2026 Entry\)](#)
[Headteachers' Update - 3 October 2025](#)

[Leave of Absence Form](#)
[Captains / Prefects Duty Rota](#)
[Co-Curricular Activities Timetables](#)
[Student Vehicle Information](#)
[Academic Societies Registration Form](#)

Upcoming Events

Mon 6 Oct	Cross country - KS5 in periods 1 and 2
Tues 7 Oct	Y13 parent information evening 6pm - all parents invited to attend
Wed 8 Oct	-
Thu 9 Oct	Senior Maths Challenge Autumn Chamber Concert Drama Trip to Bacchae (evening)
Fri 10 Oct	Wear something yellow for World Mental Health Day Y12 Lecture series in Mountfield Theatre - DCI Rawlinson
Wed 15 Oct	Sixth form Open Evening 5-8pm - Year 12 volunteers requested (see below)
Thu 16 Oct	Rocktober! - Tickets NOW on sale here . Discounted tickets will be sold on Tue 14 Oct & Thu 16 Oct at lunchtime.

Assemblies This Week

Mon 6 Oct	Year 12 and 13: Roman, Saxons & Vikings in the theatre
Tues 7 Oct	Year 12 and 13: Britons, Danes & Normans in the theatre
Wed 8 Oct	Romans Chapel (Online)

UCAS DEADLINES

Fri 25 Sep

UCAS Predicted Grades Issued

Mon 28 Sep

UCAS Predicted Grades Appeal Deadline

Early Entry Pay and Send Deadline (Oxford, Cambridge, Medicine, Dentistry, Vet)

Thu 15 Oct

Early Entry Submission Deadline

Mon 2 Nov

Non-Early Entry Pay and Send Deadline

End of Term

All UCAS Applications Submitted



GAP YEAR

Why should students consider a gap year?

- **Develop independence and maturity** – Gain greater confidence, responsibility and life experience before starting university.
- **Explore career interests** – Use the time to gain work experience, volunteer or undertake internships in areas of interest.
- **Develop valuable skills** – Build communication, teamwork, organisation, leadership and problem-solving skills.
- **Gain new experiences** – Travel, experience different cultures and broaden your perspective.
- **Earn and save money** – Work during the year to build savings and develop financial independence.
- **Enhance future applications** – Meaningful work, volunteering and other structured activities can provide useful experiences to discuss in university or job applications.

Either apply for deferred entry, or apply as a “Year 14”



OTHER POST-18 DEADLINES

Apprenticeships and Conservatoires have varying deadlines

Students must remain aware of deadlines and submit applications in timely manner





Mrs Laughton

Assistant Director of Sixth Form



HOW CAN YOU HELP?



1. Encourage them
2. Support us



WELLBEING SUPPORT



Mental Health



Counselling



- Student Support Officers
- Wider Sixth Form Team
- Tutors
- Staff Training
- Counselling
- External agencies
- Peer mentors
- Tutor Group prefects



**School Counsellor,
Mrs Bownass**



Mental Health



Based at School

SCHOOL AND EXTERNAL SUPPORT

The School is able to signpost parents to a range of external support available in the community to support the needs of students.

Offers Single Session Conversations.

Number 22 Counselling
(Based at School)



END OF YEAR EVENTS & MEMORABILIA

- Leavers' Chapel & Speeches
- Hoodies - with names of entire year group
- Yearbook - class of 2027
- Membership of Old Borlasians (alumnus)
- Pre-prom drinks (students and parents) followed by Leavers' Ball - Wed 23 June 2027



SEND & INCLUSION

Within the SEND and Inclusion Team we support;

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



YEAR 13 ACCESS ARRANGEMENTS

- The school must follow the JCQ regulations for exam access arrangements. These are updated each year.
- All access arrangement have to be a normal way of work for a student.
- If an access arrangement is being considered for a student, strong classroom evidence must be apparent. It is not sufficient to say that a student has run out of time on a test, additionally a professional report also can only recommend. Sometimes we do find that a professional report is not consistent with JCQ regulations and all reports will be scrutinised by the SEND team.
- All students with an access arrangement will be met with, to confirm they are clear on their access arrangements after half term.



CONTACT

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

Sendco@swbgs.com



SIXTH FORM BURSARY

Sixth Form Bursaries are financial support for students for educational related expenses. The bursary is money that you, or the school, can use to pay for things like:

- Clothing, books, devices and other equipment for your course
- Transport and lunch on days you study or train
- Anything else you need for school

Eligibility:

- You are in, or you recently left local authority care
- You get Income Support or Universal Credit because you're financially supporting yourself
- You get Disability Living Allowance (DLA) in your name and either Employment and Support Allowance (ESA) or Universal Credit
- You get Personal Independence Payment (PIP) in your name and either ESA or Universal Credit

Please note, you must reapply for the Bursary in Year 13, even if you were in receipt of it in Year 12



Financial support

If you are aged 16 to 19 and studying at school you may be able to get a bursary to help with education related costs.

1 . Vulnerable student bursary If you are in care; receiving Income Support or the equivalent in your own right; are disabled and receiving both Disability Living Allowance (or PIP) and Employment Support Allowance (or UC) - you may be eligible to receive up to £1,200

2 . Discretionary bursary If your household income is less than £25,500 a year and you need help but do not qualify for Type 1 bursary.

For more information please contact your SSO or Mrs Laughton



FINALLY....



Mr Goodall Headteacher



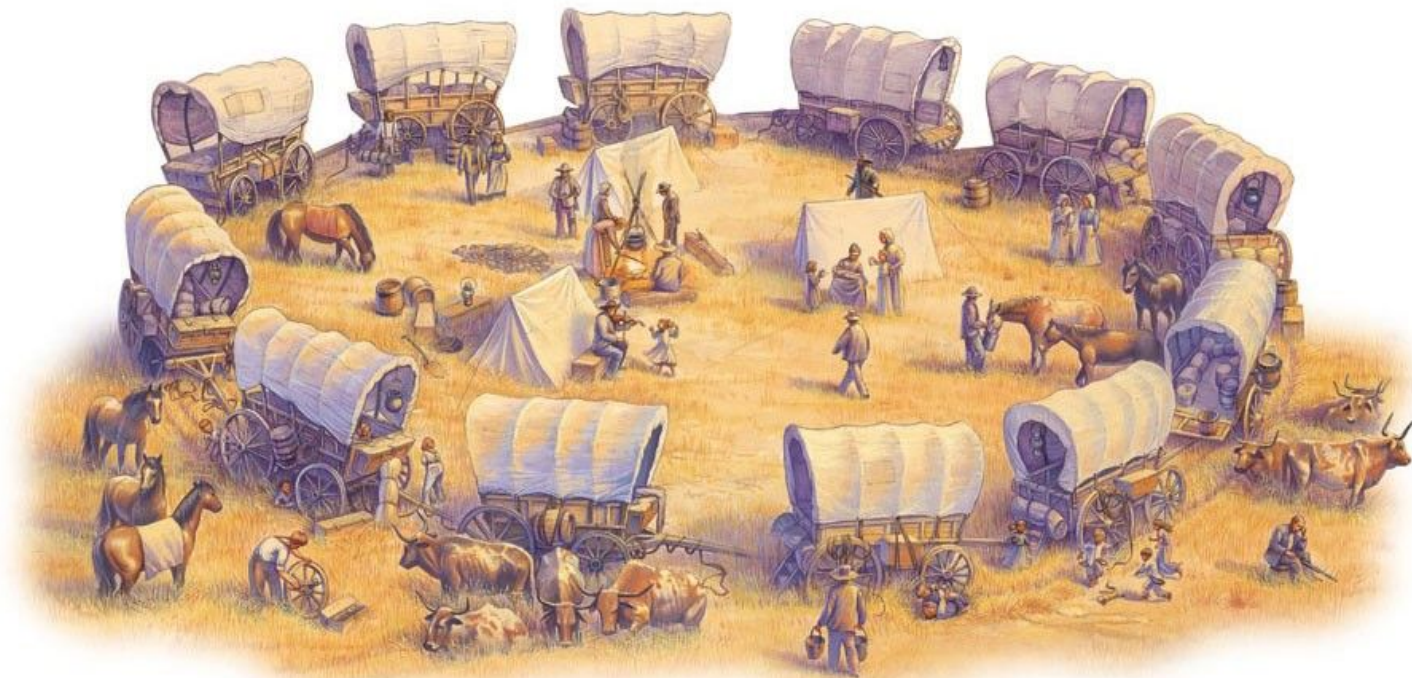
*Inspire
Empower
Shape The Future*

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



TO CONCLUDE...



*Inspire
Empower
Shape The Future*

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.



In Year 13, **Here & Now** supports:

- ✓ Enhanced pastoral care with School counsellors and fantastic SSOs
- ✓ Minibuses for sports fixtures and local visits
- ✓ Sports coaching
- ✓ Careers education
- ✓ Foreign Language Assistants
- ✓ Science technicians so we can do far more than just the *required* practicals
- ✓ Theatre Technicians delivering BTEC course and supporting the incredible productions

HOW CAN YOU HELP?

HERE & NOW
ANNUAL FUND

Click the graphic above to find out more.



BEYOND 400...



*Inspire
Empower
Shape The Future*

FINANCIAL CHALLENGES



2026/27

-£189k

2027/28

-£174k

2028/29

-£168k



HOW CAN YOU HELP?

£4,753

per Sixth Form
student,
per year

*2023-24

60:20:20

Teaching : Support : All Else

£11,645

per independent
day student,
per term!



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

HOW CAN YOU HELP?



*Inspire
Empower
Shape The Future*