

Welcome

The Sixth Form 
St Mary's Catholic School



Year 13
Parent Information Evening

Structure of this evening

- 1. Welcome, Introductions & Objective**
- 2. Supporting your child to achieve their potential and aspirations**
- 3. Dates for the Diary**
- 4. Navigating the school website**
- 5. Go4Schools**
- 6. Safeguarding & Wellbeing**
- 7. Meet the Form Tutor**

The Sixth Form Team

- **Mr. Noble** **Director of Sixth Form**
- **Mrs. Ribeiro** **Year 13 Manager**
- **Mx. Harritt** **Year 12 Manager**
- **Mrs. Knight** **Careers Leader**

✓ **Mr McElhinney (13A)**

✓ **Mr Neesam (13J)**

✓ **Mr O'Leary (13M)**

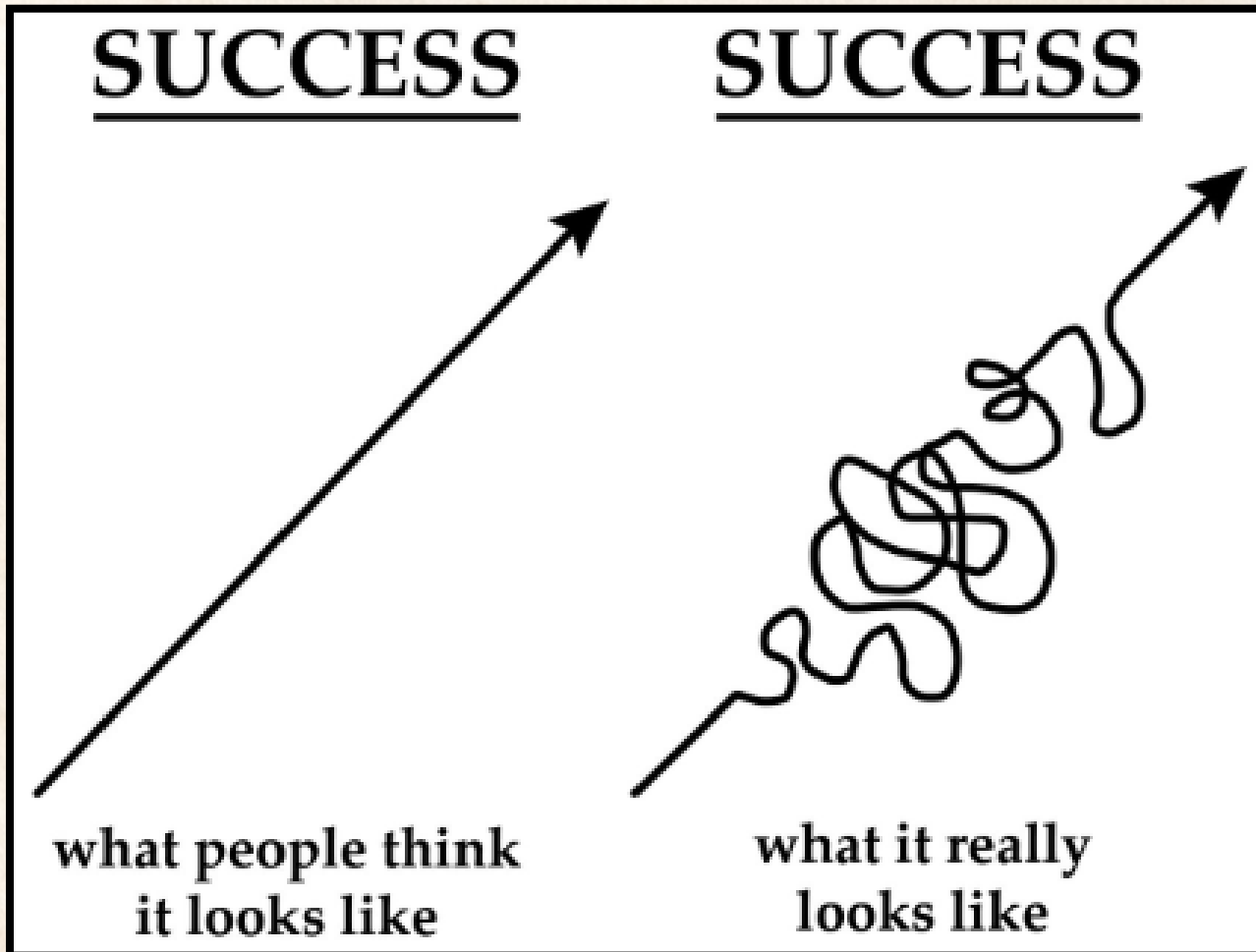
✓ **Mrs Ryan (13T)**

**Supporting your child
to achieve their potential and aspirations**

The VESPA Model for success

- ✓ **Vision** – know what you want to achieve
- ✓ **Effort** – put in the hours of proactive independent study
- ✓ **Systems** – organise your learning resources and time
- ✓ **Practice** – practice and develop your skills
- ✓ **Attitude** – respond constructively to setbacks.

What is your **'WHY'**?



FIXED MINDSET

The belief that skills, intellect, and talents are set and unchangeable.



GROWTH MINDSET

The belief that skills, intellect, and talents can be developed through practice and perseverance.



I'll stick to what I know.
Either I'm good at it or not.

DESIRES

I want to learn new things.
I am eager to take risks.

It's fine the way it is.
There is nothing to change.

SKILLS

Is this really my best work?
What else can I improve?

This is a waste of time;
there's a lot to figure out.

EFFORT

I know this will help me
even though it is difficult.

It's easier to give up.
I'm really not smart.

SETBACKS

I'll use another strategy;
my mistakes help me learn.

This work is boring.
No one likes to do it.

FEEDBACK

I recognize my weakness,
and I know what to fix.

It's easy for him or her.
They were born smart.

TALENTED PEERS

I wonder how they did it.
Let me try to figure it out.

The Sixth Form

St Mary's Catholic School



Supervised Study Contract

Full Name: _____

Tutor Group: _____

My Commitment:

- ✓ I recognise the value of effective use of supervised study to support my academic progress and outcomes.
- ✓ I commit to choosing a minimum of 50% of my supervised study periods to be completed in the Silent Study Room (F2-3).
- ✓ This commitment to my independent learning will also prepare me for my post-18 pathway, whether that university, degree apprenticeships, work, etc.



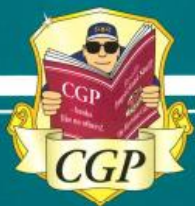
Silent study in F2-3



Collaborative study in F1



CGP



How to Revise for A-Level

New!

Study Skills & Revision Planner

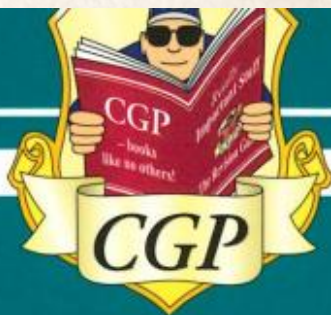
Unbeatable advice from the revision experts!

Includes **Free** Online Edition and Videos

ISBN 978 1 78908 627 0



9 781789 086270



Hi-yah! Take that! And that!

(That's the sound of us fighting off revision worries)

A-Levels can seem difficult, but this CGP book means you can combat anything...

- **Study effectively through the whole course...**
No sweat — we'll tell you all our best study secrets
- **Learn the techniques for exam success...**
That's right! We have plenty of videos and subject-specific tips
- **Plan out a stress-free revision schedule...**
Don't worry — our write-in timetables make it easy
- **Read your free Online Edition anywhere...**
On the beach, at the gym, in the shed. Bliss.

Take your A-Level revision up a level with CGP — we're the revision experts 😊

For prices & info...



...scan me now!

Create your smart Study Planner

Make revision manageable. Build a plan around your life. Get confident for your exams.

Get started. It's free

Organise your revision time

Balancing studying with the fun stuff in life can be difficult. Revising can get in the way of everything from meeting friends to relaxing after school.

Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

And if your plan can sync with your phone and give you notifications for revision sessions it's even more useful.

[Download our iPhone app now](#)

The Study Planner:

- ✓ Builds revision sessions around your life
- ✓ Automatically adds revision sessions for you
- ✓ Has a free iPhone app that syncs with your desktop planner

Get started. It's free

	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th
09:00 - 10:00	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in
10:00 - 11:00	AS Mathematics	AS Mathematics	AS Psychology	add activity	add activity	Badminton	AS Psychology
11:00 - 12:00	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity
12:00 - 13:00	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)
13:00 - 14:00	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity
14:00 - 15:00	AS Biology	Free time	GCSE Law	AS Psychology	add activity	AS Psychology	add activity
15:00 - 16:00	Individual help	Free time	GCSE Law	AS Mathematics	AS Biology	AS Psychology	Free time
16:00 - 17:00			AS Psychology	add activity	add activity	AS Mathematics (Edexcel)	Sarah's birthday
17:00 - 18:00	add activity	add activity	add activity	add activity	add activity	GCSE Law	Free time
18:00 - 19:00	Play rehearsal		GCSE Law	Play rehearsal			
	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

“Set **standards high...**

and watch **aspirations soar.**”



✓ **Smart**

✓ **Modest**

✓ **Professional**

Attendance to school

0 days of school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned

Getting your child to school on time really matters

If in a school year your child is late everyday	Your child would have lost approximately	Or they would have missed approximately
5 Minutes	3 days from school	16 lessons lost
10 Minutes	5 days from school	32 lessons lost
15 Minutes	8 days from school	48 lessons lost
20 Minutes	11 days from school	63 lessons lost
30 Minutes	16 days from school	95 lessons lost

Attendance policy

St Mary's Sixth Form operates a levelled sanctions structure, as set out in the Sixth Form Home-School Agreement. Significant or persistent low attendance forms an important aspect of this levelled sanctions structure:

Level 1 – Formal written warning

Level 2 – Second written warning which the school reserves the right to refer to this in future academic or job references.

Level 3 – Final written warning (usually coupled with parental meeting). The school will use this in future academic or job references.

Level 4 – Withdrawal of Sixth Form place

If a pupil has been absent continuously for at least 20 school days with unauthorised absences, we will assume the young person has left St Mary's Sixth Form and they will no longer be a member of St Mary's Sixth Form.

Please contact attendance@stmarys.net to report a child absent or call 01279 654 901 by 08.40am (morning registration)

A-Level successes



Vivian Ilsley, A*, A*, A*
Mathematics, University of Durham



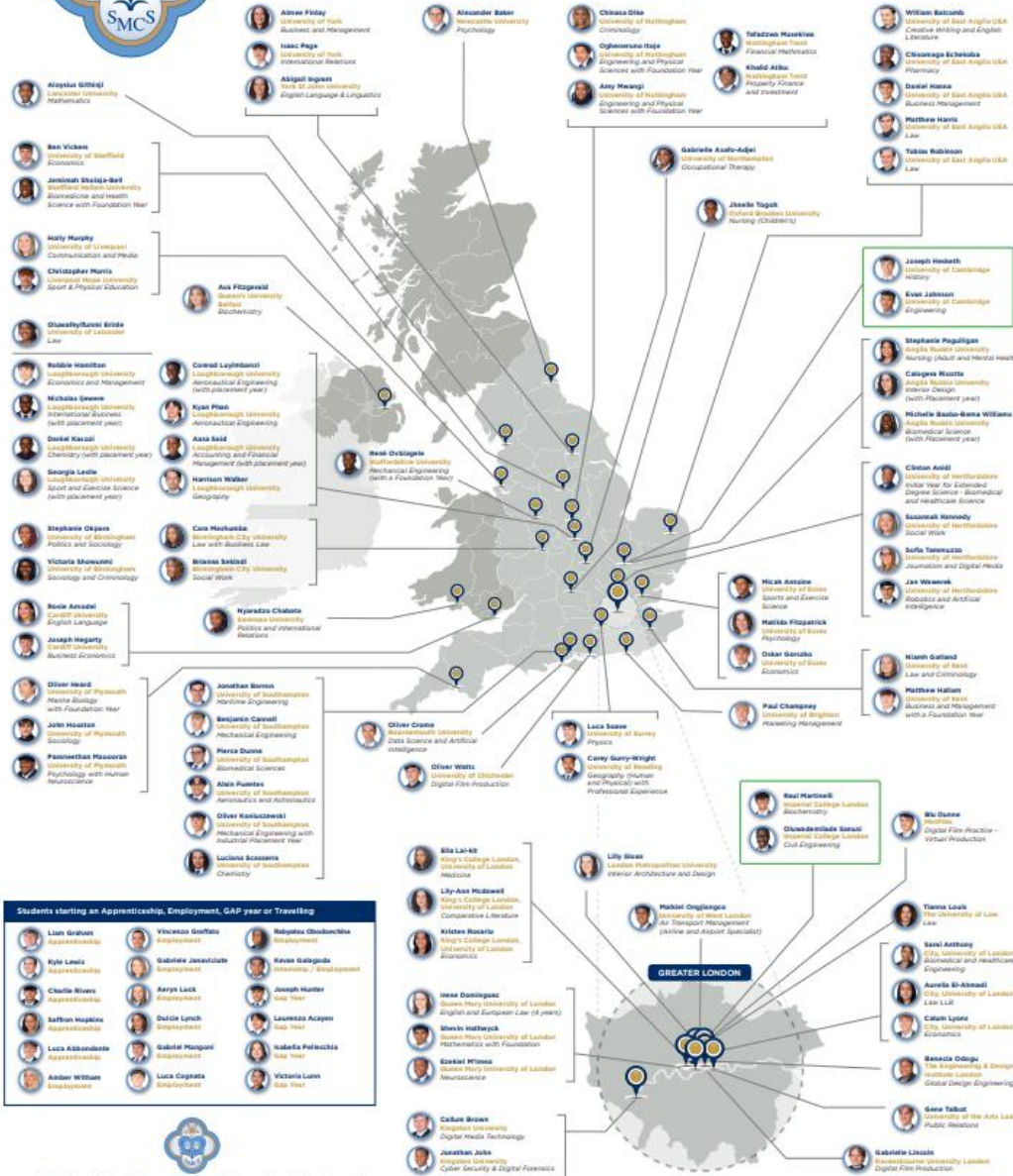
Stefan Włodarczyk A, A, A, A, B
War Studies, Kings College London



Jessica Banks A*, A*, A
Medicine, University of Birmingham



ST MARY'S CATHOLIC SCHOOL DESTINATION OF LEAVERS 2024



Catholic Community dedicated to achieving excellence for all

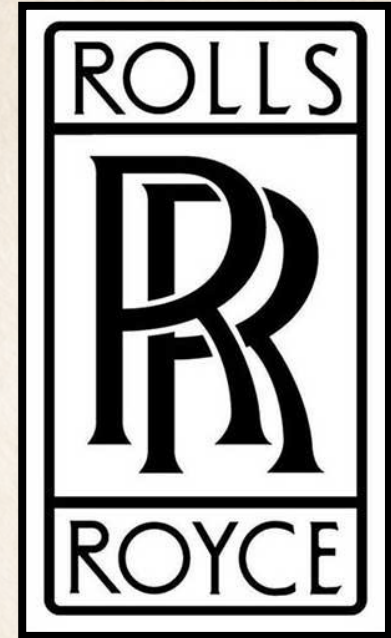


'VALUE ADDED'

Milly: +1.59

Kiera: +1.59

Apprenticeships (up to Level 6)



- ✓ Work Experience
- ✓ UCAS Discovery Day – Apprenticeship and University Fair
- ✓ Taster Day at the University of Hertfordshire
- ✓ Guest Speakers and Universities in to speak with students
- ✓ Enrichment Week
- ✓ Outside Inside Day
- ✓ School's Careers Fair
- ✓ PSHE focus on Post 18 choices, including UCAS, Apprenticeship and employability support.
- ✓ Extensive resources: Unifrog, Careers Teams Page

 Price Bailey
CHARTERED ACCOUNTANTS

 NHS



 RYANAIR

Believe in
children



Barnardo's

 BARCLAYS

 TESCO

 HOWDENS

 Quantum Care
for care. not profit

 AON

 the times

Bishops Stortford
Orthodontics



HSBC

[HOME](#)[FAVOURITES](#)[LOCKER](#)[APPLY](#)[HELP](#)

Quizzes

Interests profile

✕ Quiz not taken

[Start >](#)

Personality profile

✕ Quiz not taken

[Start >](#)

Work environments profile

✕ Quiz not taken

[Start >](#)

Exploring pathways

Careers library

✕ Careers favourited

[Go to tool >](#)

Subjects library

✕ Subjects favourited

[Go to tool >](#)

Know-how library

✕ Guides favourited

[Go to tool >](#)

Searching for opportunities

UK universities (0 shortlists)

[Start >](#)

Oxbridge (0 shortlists)

[Start >](#)

Apprenticeships (0 shortlists)

[Start >](#)






Applying to

UCAS

2026 entry

Name: _____

Form: _____

-  328,390 UK 18-year-olds applied (+2.2% on 2024)
-  94.5% got at least one offer (over 2 million offers made)
-  80% of UK 18-year-olds received offers (+1.2% on 2024)
-  More disadvantaged students applying than ever before
-  439,180 students secured places (+3.1% on 2024 – highest ever)

Strategy:

Task	Who	Deadline	Completed?
UCAS Hub Registration	All students	25 th March 2025 (@ UCAS Fair at Excel arena... using personal email address!)	Yes
First draft of Personal Statement <i>(completed via Unifrog)</i>	All students	Wednesday 16 th July 2025	
Personal Statement completed	Early Entry students	Tuesday 30 th September 2025	
All UCAS sections completed DEADLINE for UCAS submission	Early Entry students	18:00 on Wednesday 15 th October 2025	
Personal Statement completed All UCAS sections completed	All other students (75% of year group) <i>Applying for:</i> <ul style="list-style-type: none"> - Russell Group/Top 20 universities - Most competitive courses: Law, Economics, Accounting, Finance, Engineering, Pharmacy, Dental Hygiene and Therapy. - Any other student that wishes to benefit from an early application!! 	Friday 7 th November 2025	
Personal Statement completed All UCAS sections completed	All remaining students (i.e. remaining 25% of students)	Friday 12 th December 2025	
Equal consideration deadline	All other students	18:00 on Wednesday 14 th January 2026	
Student Finance opens	All students	March 2026	

Student progress

Personal details ✓

Contact & residency ✓

Nationality ✓

Supporting information ✓

English language skills ✓

Finance & funding ✓

Diversity & inclusion ✓

More about you ✓

Education ✓

Employment ✓

Extra activities ✓

Personal statement ✓

Choices ✓

Adviser progress

Application complete ✓

Qualifications checked ✓

Predicted grades complete ✓

Reference complete ✓

Reference approved ✓

Application approved ✓

Sent to UCAS ✓

The UCAS Personal Statement

Significant changes to previous years... no longer free-form prose statement.

Applicants will respond to three structured questions:

- 1. Why do you want to study this course or subject?**
- 2. How have your qualifications and studies helped you to prepare for this course or subject?**
- 3. What else have you done to prepare outside of education, and why are these experiences useful?**

Why the new format? – To help applicants clearly articulate their motivations, relevant skills, and experiences.

Each question will have a minimum character limit of 350 characters
Total maximum length of 4,000 characters across all three sections.

Writing the Personal Statement

Question 1: Why do you want to study this course or subject?

- ✓ Show passion and subject knowledge
- ✓ Explain why it fits your future ambitions

Ideas to include:

- **Motivation:** A person, event or moment that inspired you.
- **Subject knowledge:** Books, lectures, podcasts, research or super-curricular activities that deepened your curiosity.
- **Future plans:** Career goals—or how the course will help you discover them.

Question 2: How have your qualifications and studies prepared you for this course?

✓ Highlight relevant or transferable skills from school/college

Ideas to include:

- **Links to your course:** Recent modules, projects or short courses that sparked your interest.
- **Key skills:** Analysis, communication, problem-solving, teamwork.
- **Achievements:** Competitions, ambassador roles, leading a team—beyond just exam grades.

Writing the Personal Statement

Question 3: What else have you done outside education and why are these experiences useful?

✓ Show how experiences make you a stronger candidate

Ideas to include:

- **Work or volunteering:** Reflect on the skills gained.
- **Personal responsibilities:** e.g. caring for a relative—resilience, empathy.
- **Hobbies & extracurriculars:** Sport, music, clubs, summer schools, outreach.
- **Other achievements:** Qualifications or awards beyond school.

Choosing the right course

Follow the instructions below to search which courses are available to apply for via UCAS

- <https://digital.ucas.com/search>
- Choose 'undergraduate' study level
- Choose '2026 – 2027' entry year
- Enter the name of the course you are interested in applying for
- Click 'Go'

Choosing the right university

You will be studying for your degree for three or four years....sometimes more. You need to be comfortable and happy in your surroundings, especially if you intend to live away from home.

Here are some points you may wish to consider:

- Do you want a campus environment, or would you prefer to be based in a large city or town
- Where does the university stand in the various league tables

UCAS Application Fee

It will cost you £28.95 to make an application via UCAS to up to five universities. This will also give you access to Clearing and Extra. UCAS Extra is a free service for applicants who have used all five of their initial

Tuition Fee Loan – covers course fees (paid direct to the university)

Maintenance Loan – helps with living costs (amount depends partly on household income)

Extra support available (e.g. disability, childcare, hardship funds)

Applications open: **March 2026** (late applications risk delayed payments)

Parents' role:

- Provide household income info if asked
- Check details carefully (income, tax year, bank accounts)
- Reapply each year

Repayments:

- Start April after graduation
- Only repay if earning over ~£25,000
- Percentage of income above threshold; loan eventually written off

More info / how to apply:

- www.gov.uk/student-finance
- www.ucas.com/student-finance

This is the UCAS process that **matches unplaced students with courses that still have vacancies** (this process runs from early July to mid-October.)

Who is it designed to support?

- Students without an offer (after results day or earlier if no offers received).
- Students who decline their original offers (“self-release” into Clearing).
- Students applying after 30 June.
- Students who change their mind on course or location.

Different types of clearing:

- Adjustment – for students who do better than expected and want to 'trade up' (phased out for 2025 entry, replaced by self-release + reapply).
- Clearing Plus – UCAS suggests courses to students based on their application profile.

Parents' role:

- Stay calm and supportive – Clearing can be fast-paced.
- Help research universities/courses quickly.
- Be available for advice, but student must contact universities directly.

Key dates:

- Clearing opens: early July 2026.
- A-level Results Day: mid-August 2026 (peak Clearing activity).
- Clearing closes: mid-October 2026.

More info: www.ucas.com/clearing

Dates for the diary

W/c 20th Oct - Mock Exams #1

16th Nov – UCAS Early Entry Deadline

W/c 17th Nov – AP1 Report

11th Dec - Parent Evening

14th Jan – UCAS 'Equal Consideration' Deadline

W/c 2nd & 9th February – Mock Exams #2

W/c 16 March – AP2 Report

7th May onwards – A-Level exam season commences



You are invited to

Year 13 Prom Class of 2026

July

Thursday

2

7-11 pm

Colonnade Suite
The Manor of Groves Hotel
High Wych, Sawbridgeworth
CM21 0JU



Home About Us Admissions Curriculum Sixth Form News & Events Parents Contact Us

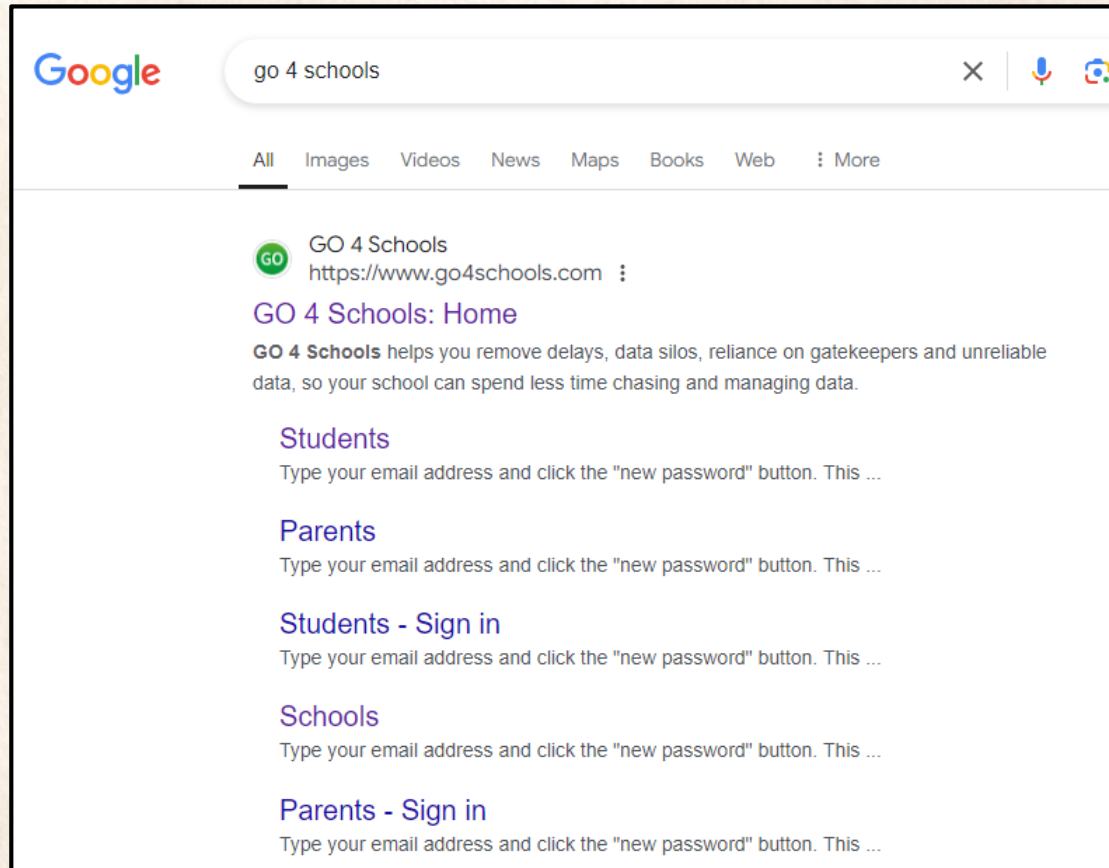
Admissions
Attendance
Enrichment
Key Information

Subject Offer 2025 E
16 -19 Bursary
Futures
Sixth Form Induction



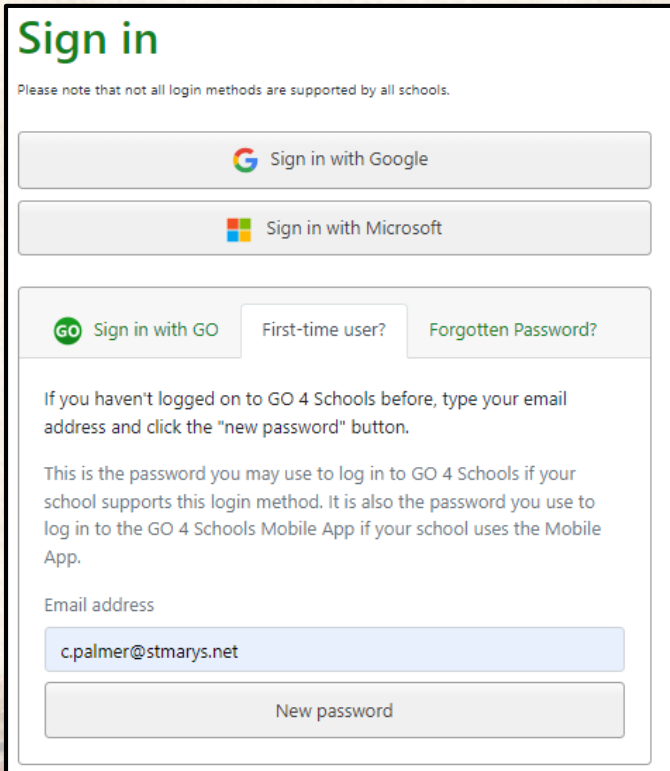
- ✓ St Mary's has invested in a the leading educational (online) platform **Go4Schools**
- ✓ This was in response to parental feedback requesting more information about pupil progress
- ✓ Go4Schools stores and present “live” information about your child's academic performance
- ✓ This information also includes student homework (*no other platform should be used to set homework.*)

1. Search for Go 4 Schools
2. Pick the appropriate link (student/parent)




The screenshot shows a Google search interface. The search bar contains the text "go 4 schools". Below the search bar, there are tabs for "All", "Images", "Videos", "News", "Maps", "Books", "Web", and "More". The search results for "GO 4 Schools" are displayed, including the website URL "https://www.go4schools.com" and a description: "GO 4 Schools helps you remove delays, data silos, reliance on gatekeepers and unreliable data, so your school can spend less time chasing and managing data." Below the description, there are several links: "Students", "Parents", "Students - Sign in", "Schools", and "Parents - Sign in". Each link is followed by a truncated description: "Type your email address and click the 'new password' button. This ...".


3. The login page will become visible
4. Choose “first time user”
5. Ensure you use your St. Mary’s email address (students) or the email address the school has on file (parents)




Sign in

Please note that not all login methods are supported by all schools.

 Sign in with Google

 Sign in with Microsoft

 Sign in with GO [First-time user?](#) [Forgotten Password?](#)

If you haven't logged on to GO 4 Schools before, type your email address and click the "new password" button.

This is the password you may use to log in to GO 4 Schools if your school supports this login method. It is also the password you use to log in to the GO 4 Schools Mobile App if your school uses the Mobile App.

Email address

STUDENT DETAILS

Overview

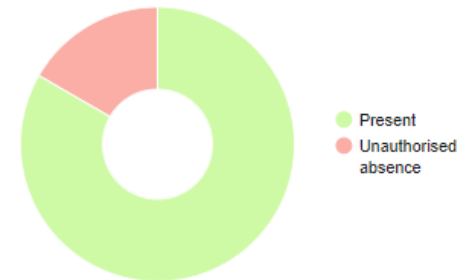
Homework (1)

Due within the next 7 days or the last 7 days

Due	Subject	Task	Done
12 Sep 2024	Economics 12A/Ec1	Key Terms Guidance time: 20-30 min.	<input type="checkbox"/>

Attendance

83%



Live (Academic Progress) information

STUDENT DETAILS

2025 ▾ Year 12 (Current), 12A



Progress summary

View subject in detail ▾

Progress

Summary - Current Working Grade

Subject name Grade value

Biology	DT Joint	Economics	Enrichment	General RE	Mathematic	PSHE	Registration	Supervised Study
-	-	-	-	-	-	-	-	-

Residual legend

GO 4 Schools: Current model  Above target  On target  Below target  Well below target

**Live
 (Academic Progress)
 information**

Subject	Year 7 Baseline	External target	CWG	Sheet summary
Biology, Mrs A Acheson, Mr D Neesam	-	-	-	A2L 1 A2L 2 A2L 3 Assessments
DT Joint, Mrs A Crowhurst, Mr M Hunt	-	-	-	Year 12 Key Assessments Year 13 Key Assessments
Economics, Mr C Palmer, Mr J Gitau	-	-	-	Micro Theme 1 Macro Theme 2 Micro Theme 3 Macro Theme 4 Progress Examination A2L 1 A2L 2 A2L 3

- **Safeguarding**
- **Online Safety**
- **Gambling Awareness**

Designated Safeguarding Leads

Miss D McHugh



Headteacher,
Designated
Safeguarding
Lead

Mrs N Hayden



Assistant
Headteacher
(Pastoral)
Designated
Safeguarding
Lead

TIP: You can alert every member of the safeguarding team by selecting the small 'DSPs' box in 'Alert Staff Members'.

If you need any help with CPOMS, please see Miss Saunders for help.

Miss E Saunders



Pastoral &
Mental Health
Support
Coordinator,
Deputy DSL

Mrs C Wilkin



Assistant
Headteacher,
Pupil Premium
Lead, Deputy DSL

Mr W Lawn



Head of PE,
Deputy DSL

What is The SHARP system?



- The SHARP system is a way for you to report an incident, crime or worry confidentially and digitally.
- You don't need to put your name on the report if you feel unsafe doing so.
- Miss McHugh is the only member of staff who will initially read your report.
- Miss McHugh will then arrange help for you between 24-48 hours.
- If your concern is about a crime that has taken place outside the school, we will contact our local police officer.



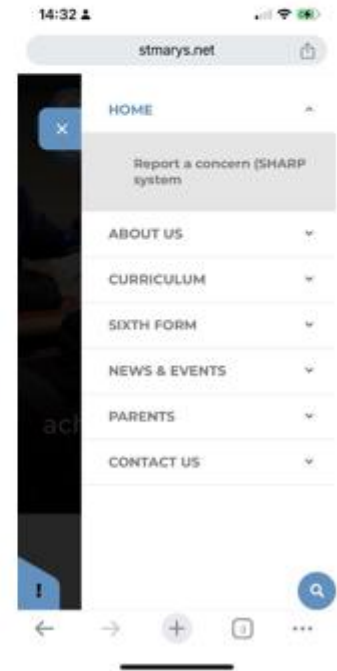
The SHARP System



Where can I find The SHARP system?

1. Visit our school website (stmarys.net).
2. At the top, choose the 'HOME' tab.
3. Visit the 'Report a concern' page.

You can do this on your phone, tablet, laptop or computer.



Key Principles:

1. Creating a safe learning environment
2. Recognising signs of abuse or neglect
3. Providing support for students' wellbeing
4. Clear reporting procedures for concerns

Tips for Staying Safe:

1. Be aware of digital footprints
2. Manage privacy and security settings
3. Recognise online risks such as cyberbullying or exploitation
4. Encourage open conversations about online activity

Key Points:

1. Online betting and gaming risks
2. Signs of problem gambling
3. Impact on mental health and finances
4. Where to get help and support

How Parents & Schools Can Support Students:

1. Open communication between school and home
2. Consistent boundaries and expectations
3. Promoting resilience and wellbeing
4. Accessing resources and professional help when needed

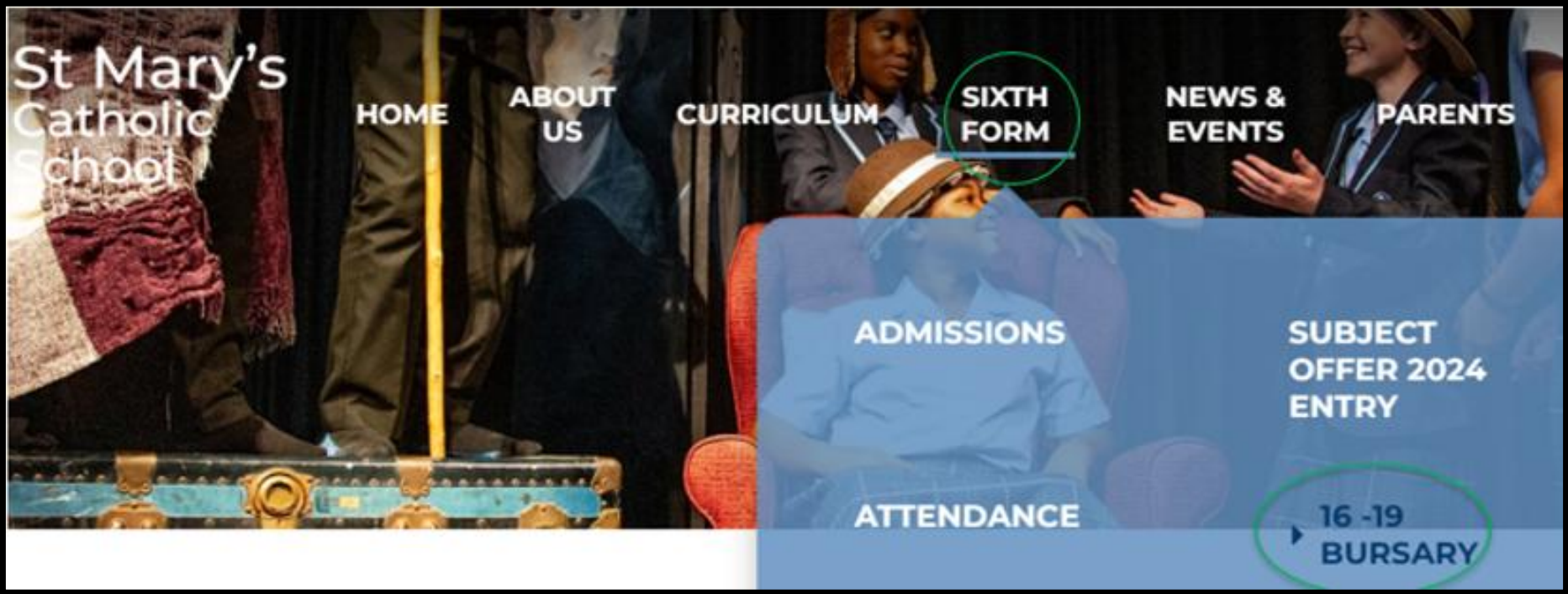
Click on the links below for further support:

[Child Exploitation & Online Protection \(CEOP\)](#)

[ThinkUKnow - Online Safety](#)

[NSPCC - Safeguarding & Child Protection](#)

[BeGambleAware - Gambling Support](#)





Our Community Supporting Our School to Deliver Excellence for All

The Friends of St Mary's

Our Community Supporting Our School to Deliver Excellence for All

The Friends of St Mary's Summer 2022

It is undoubtedly an exciting time to be joining St Mary's. We are in the midst of completion of major investments project having secured over £7million pounds in grants over the last four years.

Underpinning all of this exciting news is the work of the Friends of St Mary's. The Friends have been supporting the school for 20+ years, making a huge difference to the education, spiritual welfare and opportunities for the thousands of pupils who have passed through our school. We are proud of our past, grateful for the present and extremely excited about our future. This year saw us as a school community celebrate our 125th Anniversary. Now it's your turn to experience the St Mary's community and we hope that you will wish to become a Friend of St Mary's too.

Friends of St Mary's official role is to assist the school in raising funds and much of that comes from the generosity of parents who make a monthly contribution by standing order. The vast majority of families choose to do that, some even continue after their child has left the school! That speaks of community and reflects the culture and values so important to us all. We do not take that generosity lightly and prayerfully consider how best to invest those funds.

We are thankful to our contributors because we absolutely could not have delivered so many enhancements without the support. There is an incredible opportunity available to us and we wish for everyone to catch the vision, to feel part of our journey and to share our enthusiasm. Everyone is welcome to join in.

In the past twelve months we have worked on the refurbishment of our new Refectory dining facilities, with a wonderful bright and airy catering facility and dining hall, our students are reaping the benefits of. The 'A' block currently is home to many of the school's admin functions. As these functions have now moved over to the newly refurbished Georgian block this will create further space for development. Fortunately, this year we have been blessed to have another successful bid for finance to help with further development of the school. With support from the diocese we have spent just over £700,000 to convert the A Block into a new 'Design and Technology' Block. This redevelopment includes new bespoke classrooms for 'Resistant Materials' (e.g. wood-work, metal-work) and 'Textiles'. A new ICT design studio to help with some of the computer related aspects of Design and Technology as well as being available for other departments to use. This redevelopment is also home to new first-aid room, student reception and student toilet facilities and meetings rooms as the new "Student hub" centre of the school.

The Friends of St Mary's work hand in hand with the Parent Governors to move the school forward and we are looking to accelerate and expand our ambitions. Results, pupils and teachers are outstanding. There have been some amazing improvements in recent years but there is much, much more to be done if we really want to have a first class environment for our pupils and teachers.

Can you help?



THANK YOU

FOR YOUR CONTINUED
SUPPORT



CONTACT INFORMATION:



01279 654901



info@stmarys.net



www.stmarys.net



Windhill, Bishop's Stortford,
Hertfordshire, CM23 2NQ

Meet the Form Tutor

✓ **Mr McElhinney (13A)**

✓ **Mr Neesam (13J)**

✓ **Mr O'Leary (13M)**

✓ **Mrs Ryan (13T)**