



Borden Grammar School

Year 5 Open Evening

June 2026





Borden Grammar School

"Developing minds, creating futures and striving forward together"

BORDEN TRUST VISION

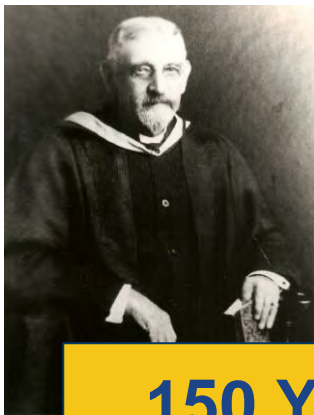
Borden Grammar school provides a supportive and inclusive academic environment. We nurture our students to become courageous, creative and resilient in their response to challenge and to be respectful and kind to others. Our ethos develops a drive for achievement and personal development, allowing our young people to grow; reaching their full potential and so leading the way to a better future.



- 1. Support:** we help students feel part of a caring and fully inclusive community
- 2. Inspire:** we help students aspire and give them the tools they need to get there
- 3. Achieve:** students achieve their potential, making the world a better place



A bit about Borden



Rev William

150 Years?

Training Corps 1902



Grew from 23 students to 79 students in 1914



IN HONOUR OF THE FOLLOWING ARE KNOWN TO HAVE GIVEN THEIR			OLD BOYS OF THIS SCHOOL WHO LIVES IN THE WAR OF 1914 TO 1918	
A.H.ASHENDEN	S.A.HALES	P.S.NASH	G.A.E.SEARLE	G.T.WAKEFORD
W.C.BATE	F.HOGBEN	H.T.L.NEISH	P.A.SMITH	J.E.S.WAKELEY
R.A.BUTCHARD	R.L.KIPPING	T.J.C.ODDIE	D.H.STEVENS	A.B.WARD
J.H.CAMMACK	F.R.A.N.KNOLLYS	J.H.C.PAGE	R.C.TOKELY	J.J.WARNER
C.R.DUMSDAY	A.E.LARLHAM	H.L.PRIOR	B.R.TOWNLEY	J.W.WELFARE
D.F.GOODWIN	A.E.LAW	H.W.J.PUDNEY	FL.TOWNLEY	S.J.WEST
B.A.HADAWAY	A.D.LEE	S.H.RAPSON	W.A.TYLER	A.D.COURTNEY
W.T.HADLOW	H.LOCKE	C.H.RAYNER	E.K.WAKEFORD	E.A.SCOTT.MC

The Changing School over 150 years





Striving Forward Together





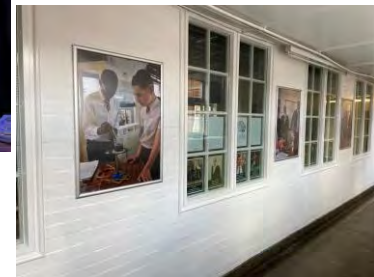
Striving Forward Together





Looking after the physical school in the last 5 years...

- New reception (>£20k)
- Second hand canopy (>£10k)
- V block (>£6m)*
- New plumbing and heating (>£1.7m)*
- New electrics, ceilings and doors (>£1.5m)*
- New auditorium (>£85k)*
- Renovating toilets (>£80k)*
- Renovated DT rooms and flooring (>£15k)
- Painting, pictures, lockers...



**Resulted from successful bids where the school contributed approx £300k*



Where are we now?

- Last year of increase to 150 intake
- 3 years of positive progress 8 (best ever)
- Best A level results
- Fully staffed (with degree specialists)

KS4 attainment	2022	2023	2024	2025
5+ 9-4 (%)	98	97	96.7	92
9-7 (%)	43	37	39	41
P8 All students	0.09	0.19	0.26	0.77



	SEND		Health and Wellbeing		Safeguarding		Behaviour		Attendance		Learning	
	Who	What	Who	What	Who	What	Who	What	Who	What	Who	What
TIER 3	Students with EHCP	Multi-agency approach	Students with diagnosed medical conditions	Individual Health Care Plan	Students at risk of significant harm	Professional/ Specialist assessment with DSL	Students with repeat FTE or PEX	Referral to FAP, DOS/MM considered	Students with persistent or severe absence	Attendance contract	Students under-achieving in a range of subjects	RAP Meeting
		Specialist support and provision		Specialists (CYPMHS & multi-disciplinary teams)		Specialist support and therapeutic work		Curriculum adjustments, outreach		Internal/external reduced timetable		Spotlight meeting
		1:1 LSA support		Adaptations		Plans/RA are upheld by SG/pastoral team		External interventions i.e. LIFT, Police, Counselling, CSC		Home visits		Subject/ Academic mentor
		Bespoke interventions		Specialist provision (TRS)						Off-site provision		Small group tuition/ supported revision
		Offsite provisions								External referrals		LG Mentoring
		Plan, do, review										
Trigger	Complex Needs Identified		Diagnosed medical condition		CP/CIN/LAC		FTE or Multiple N4 Incidents		Attendance Below 70%		AHT/ HOY Data Analysis	
TIER 2	Students with identified needs (SEND support)	Internal and external assessments	Students with identified health and wellbeing needs	Internal plan to structure support from expert school staff ie SWO and SENCo	Students at risk of negative impacts to welfare, wellbeing, health or life outcomes	Monitoring by SG/pastoral team	Students at risk of FTE or repeat isolation	Bespoke interventions in place	Students at risk of persistent absence	Parental meeting	Student at risk of under-achieving	ALPS Meetings
		Bespoke interventions		Needs communicated to staff where appropriate		Key students sheet		Support plan created by HOY with parental engagement		Letters, penalty notices		Subject based adaptive teaching
		Specialist LSA support		External support ie SPA signposted		Referral/signposting to external support		Consider SEN assessment/support		Termly letters		Discussion in line and department meetings
		Community of Schools				Targeted support plan/actions, incl keyworker				In-school support		Department intervention
		Plan, do, review										Subject parental contact
Trigger	Additional Needs Identified		Additional Needs Identified		Referral		Multiple N3 incidents		Attendance 95%		HOD Data analysis	
TIER 1	All students (including SEND monitoring)	High quality adaptive teaching	All students	Understand risks and how to maintain their own health & wellbeing	All students	Staff proactive in identifying safeguarding and wellbeing concerns	All students	Consistent behaviour management	All students	Attendance monitored and shared weekly	All students	4C's in all lessons
		Mainstream Core Standards and pupil profiles		Tutors/teachers proactive in identifying concerns		Safeguarding slide & drop downs in PC		Consistent rewards & sanctions		Displays, tutor time activities, newsletters		BGS Pedagogical Principles
		Curriculum accessed through scaffolding and support		Access to advice if concerned about health or wellbeing		Displays, newsletters, vigilant culture		Regular tutor and parental engagement		Half-termly attendance messages		Challenging curriculum
		Staff proactive in identifying needs						Encouraged to self regulate		Breakfast club, late gate		Adaptive teaching
												Homework
						Metacognition						



State of the Nation?

- Considerable improvement to buildings
- 4 successive years of excellent GCSE results (best VA in area)
- Top 1% in attendance and lowest quartile in terms of suspensions
- Strong and improving A level results & very strong progression
- Outward looking (i.e. CPD, VAWG, ABA, NEETs)
- Good staff retention and fully staffed with specialists





Why come to Borden?

- High expectations (from all)
- High challenge and standards
- Outcomes and progression
- Community and partnership
- Values and pastoral care



Ofsted November 2021...2026 published soon!

CONFIDENTIAL

[Not to be published save by express direction of the competent authority of the School.]

BOARD OF EDUCATION.

Report of Inspection of
BORDEN GRAMMAR SCHOOL, KENT,
held on 21st, 22nd and 23rd November, 1923.

INSPECTORS.

MR. E. C. KITTSOON, H.M.I. MR. F. R. STEAD, H.M.I.
MR. C. W. PARKES, H.M.I. MAJOR A. E. SYSON, H.M.I.

Organisation, etc.

1. The School has been in receipt of Grants under the Board's Regulations for Secondary Schools since 1 August 1902, and was last fully inspected in October 1914.

2. *Instrument of Government*.—A Scheme under the Charitable Trusts Acts made 13 August 1902, as altered by a Scheme under the said Acts made 9 November 1921.

3. *Constitution of Governing Body*.—The Governing Body consists of thirteen persons, viz. :—

Eleven Representative Governors appointed—

Three by the Kent County Council;

One by the Sittingbourne Urban District Council;

One by the Milton Regis Urban District Council;

One by the Sheerness Urban District Council;

One by the Sheppey Rural District Council;

Two by the Trustees of the Charity of William Barrow;

One by His Majesty's Justices of the Peace for the County of Kent sitting in and for the Sittingbourne Petty Sessions Division; and

One by the Senate of the University of London; and

Two Co-optative Governors.

4. *Head Master*.—W. MURDOCK, M.A. (Oxon).

5. *Number of Assistant Staff*.—11: Regular, 8; Occasional, 3.

“The community at Borden Grammar School is harmonious”

“Relationships are strong and supportive”

“Standards of behaviour are high both in lessons and at social times.”

“They trust their teachers and know that adults will help them if they have a problem. Pupils are settled and happy at school as a result”

“Pupils are keen to learn and respectful to all”

“The curriculum at Borden Grammar School has breadth and balance”

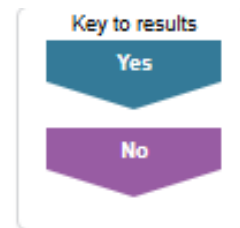


Parents? 2026 Ofsted Parent View...

0% of parents think their child is unsafe at school

Only 1% of parents say their child is unhappy at school

➤ 10. Would you recommend this school to another parent?



“Both my boys are thriving there, being able to develop and grow to their full potential.”

“There is no other school I’d rather send my children to”



Aspirational
day

Seizing the

Ingenuity Individuality

Ambitious
Confident

Positive

Inspiring

Ethical Forgiving

Versatile

Empathy Loyal

Strength of character **generous** Integrity

Curious

Questioning

Moral
Caring

Kind

Creative

EFFORT

Tolerant
Thoughtful

Resilient

Respectful

Perseverance Diligent

Reliable
Equality

Determination



Organised

Team player

Commitment Independent

Good Manners

Consistent

Humility

Fair

2025s Helping our Community



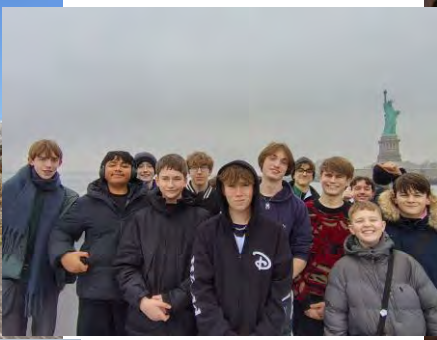
2025s Thinking of our Community



Charity Week at Borden



Trips at Borden



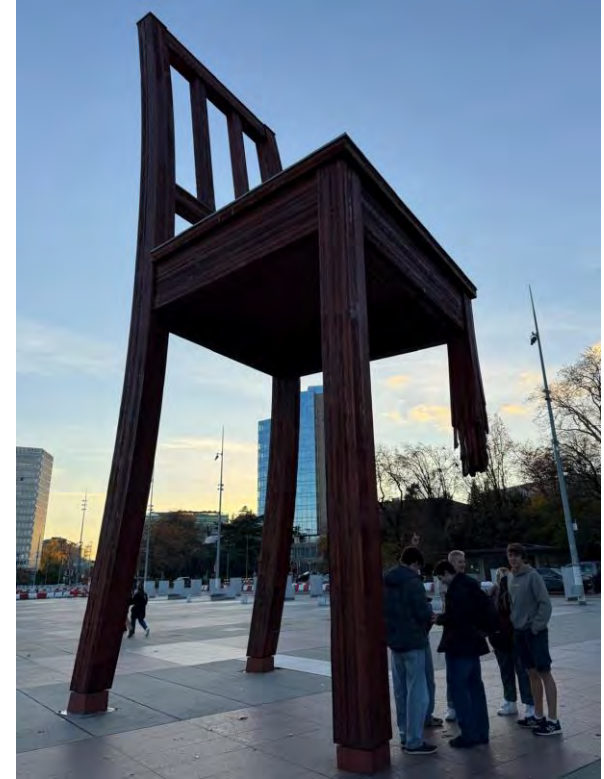
The City That Never Sleeps!



Skiing in Italy



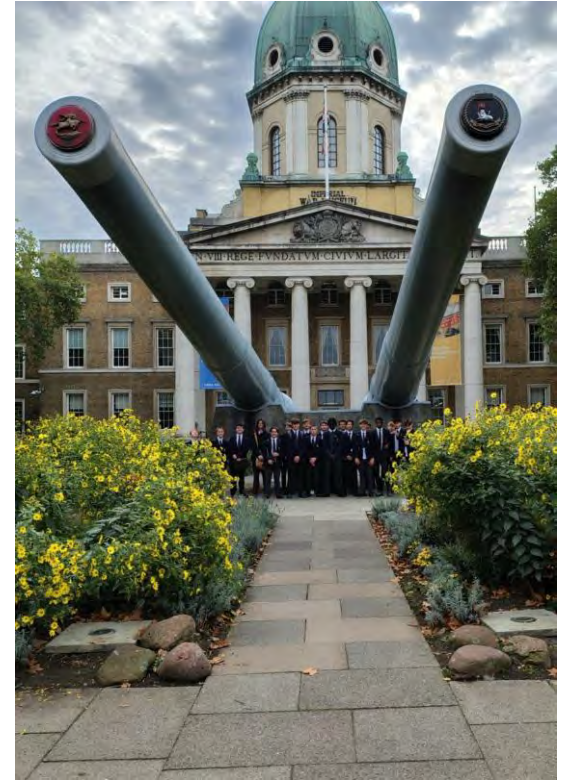
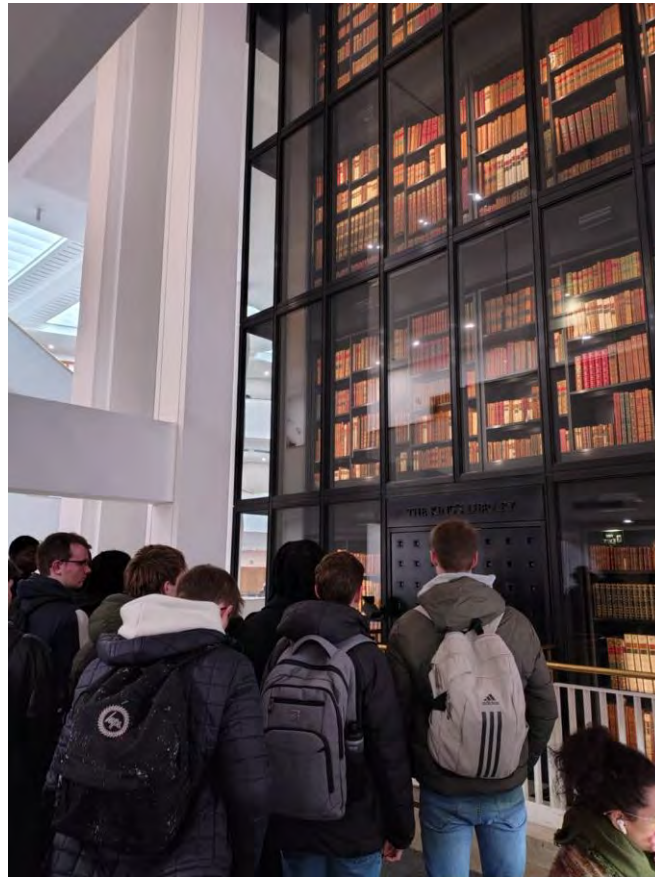
Physics in Geneva



Barcelona!



English and Art Trips



Highlights at Borden



Highlights at Borden



Highlights at Borden



UCAS

unifrog

Highlights at Borden



NATIONAL CRIMEBEAT

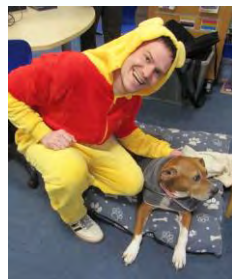
AWARDS 2026
HIGHLY COMMENDED



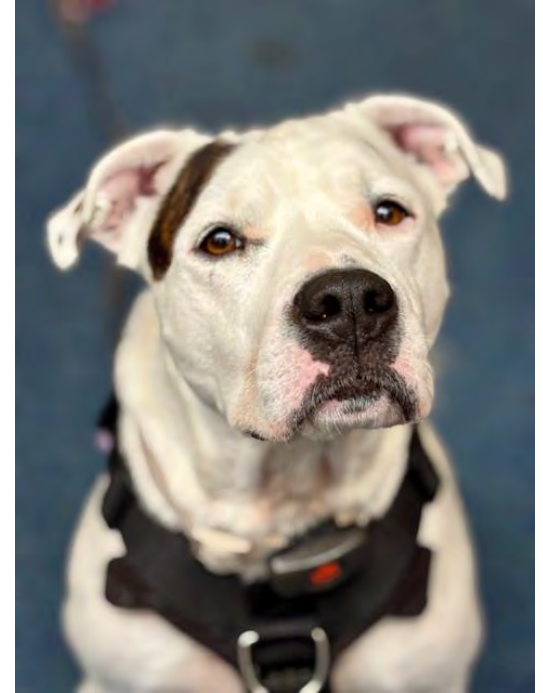
Outcomes at Borden



Highlights at Borden



Highlights at Borden



What do we expect? (The Borden Challenge)

- Kindness
- Respect
- Creativity
- Resilience
- Courage

What word is at the root of it all?





What do you need to do?

- You must register for both the Kent Test and Borden procedure between Monday 1st June - Wednesday 1st July
- Sit the Kent Test (Thursday 10th September)
- Sit the Borden test on Saturday 12th September





Familiarisation

- Familiarisation is a good idea...
- Quest/Atom learning (sign up in Library)
- Borden admissions website

Kent Test - Free familiarisation materials

Please note that since 11+ tests vary from one area to another, it's important to note that the free familiarisation materials are generic and may differ from the exact test taken in September. These differences may include the length of papers, the types of questions covered, and/or the level of difficulty.

<https://11plus.gl-assessment.co.uk/pages/free-materials>

The screenshot shows a website page with a dark blue header containing navigation links: HOME, INFORMATION, NEWS & EVENTS, COMMUNITY, LEARNING, and SIXTH FORM. Below the header is a breadcrumb trail: Home > Information > Admissions & Borden Assessment Procedure. The main heading is "Admissions & Borden Assessment Procedure". A central message states: "Borden Procedure Registration is now open. Please find our registration form below." Below this is the "Quest" logo in a large, dark green font. Underneath the logo, it says: "Our 11+ assessment is provided by Quest Assessments. Click the button below for information and guidance on sitting a Quest assessment." followed by the URL: <https://www.questassessments.com/grammar-guidance>. At the bottom of the page, there is a link for "Free familiarisation materials".



Admissions

We have a Pupil Admission Number of 150

- 15% of these places are allocated to pupils who either have been or who still are in receipt of Free School Meals who pass the Kent Test. If this applies to you then in October complete a Supplementary Information Form on our website (under admissions)
- Four priority postcodes exist – why?



Admissions

Traditional School Areas:

- **Firstly** children who reside in the postcode areas beginning with: ME9, ME10, ME11, ME12.
- **Then** children who reside in postcode areas ME8 & ME13.
- **And finally**, children living in any other area.





Do's and Dont's...

DO put Borden on the SCAAF form (1st if passed)

DON'T put us first if not passed and intend to appeal

DO appeal if you are close

DO take the Borden Test

DO familiarise (see Borden website)

DON'T have tutoring in order to pass



Appeals

- If you have taken the Kent test and not quite as expected, consider option of appeal depending on the score
- Under 100 is generally unlikely to be successful unless 'GDS'
- Contact admissions officer - Jackie Cole who will help
- Students who come to us on appeal often do well!

