

— Summer —

# Sixth Form Newsletter

*Belper School and Sixth Form Centre*



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## **Message from the Sixth Form team** *Paul, Carolyn, Lizzie and Jo*

The academic year has passed remarkably quickly, and as we reach the end of the summer term, we reflect with pride on another busy and successful year for our Sixth Form students.

Our Year 13 students have demonstrated exceptional ambition, resilience and dedication as they prepared for their A Level and vocational examinations. Their commitment and hard work throughout what can be a demanding and challenging period have been truly impressive, and we are confident that their efforts will be rewarded. We wish them every success as they await their results and prepare for the exciting opportunities that lie ahead.

Alongside supporting our Year 13 students through their examinations, our Year 12 students have also enjoyed a productive and important term. They have successfully completed their internal summer assessments and have begun planning their next steps beyond Sixth Form. From drafting personal statements and researching university courses to exploring apprenticeships, employment opportunities and career pathways, they have engaged positively with the process of preparing for life after school.



*"It has been a privilege to watch our students develop into confident young adults, and we look forward to hearing about their future successes."*

This term also marked the departure of our Year 13 cohort. Saying goodbye is always a bittersweet occasion. While we are excited to see our students move on to the next stage of their journey, it is also a moment of reflection as we celebrate the growth, achievements and maturity they have shown during their time with us. It has been a privilege to watch them develop into confident young adults, and we look forward to hearing about their future successes. More details of their celebrations can be found later in this newsletter.

As another academic year draws to a close, we would like to thank all of our Sixth Form students for their hard work, commitment and contributions to the school community. We hope our Year 12 students have enjoyed their work experience placements and gained valuable insights into the world of work.

To our departing Year 13 students, we wish you every success and happiness in the future. To our current Year 12 students, we look forward to supporting you through your final year. And to our incoming Year 12 students, good luck with your GCSE results—we are excited to welcome you to the Sixth Form in September.

We wish everyone a restful and enjoyable summer break.

**The Sixth Form Team**

## Results Day

Thursday 13<sup>th</sup> August

Results will be available on the morning of Thursday 13 August 2026 from 9.00 am in the Sixth Form area. All students must bring photographic identification. While not all subject teachers will be available on the day, the Sixth Form team will be available to support and advise students until 12.00 pm. After this time, results will be posted home.

Students who have applied for university places are advised to arrive as close to 9.00 am as possible and to bring all UCAS information with them, as this will allow us to contact institutions immediately if required. A guide to the UCAS Clearing process will be published on the Sixth Form website in advance of results day. Students may receive confirmation of university places either before results day or from 8.00 am on the morning itself.





# Farewell to Year 13



It hardly seems possible that it's already time to say goodbye to another Year 13 cohort.

You arrived at secondary school during one of the most uncertain periods imaginable. The disruption caused by COVID-19 could easily have defined your school experience, but instead you met every challenge with resilience, determination and adaptability. You refused to let those early setbacks hold you back, and we have loved watching you grow into the remarkable young adults you are today.

Over the past two years, it has been a privilege to watch you flourish. Our Belper students have continued to make us incredibly proud, while those who joined us from other schools have enriched our Sixth Form community with new friendships, fresh perspectives and plenty of personality. Together, you've created a year group full of kindness, ambition, humour and just the right amount of sass! You've kept us laughing, impressed us daily with your achievements, and continually shown compassion and support for one another.

For some of you, I've had the privilege of knowing you and looking out for you for more than seven years. It's strange to think that you won't be popping into the Sixth Form office for a chat, a question, or just to check in. I think I'm going to feel a little lost without you!

Your prom was the perfect celebration of everything you've shared together. Watching you celebrate alongside such genuine, lifelong friendships was incredibly special and a wonderful way to mark the end of this chapter.

You have been fantastic role models for our younger students and have left a legacy that will be felt long after you've gone. You will be spectacularly missed.

On behalf of the entire Sixth Form team, thank you for allowing us to be part of your journey. We are so proud of every one of you and can't wait to celebrate with you on Results Day. Whatever comes next, we know you'll approach it with the same resilience, determination and spirit that have defined your time with us.

Good luck, Year 13. We can't wait to see what you achieve next. - **Lizzie**

*"Your kindness, ambition, humour and just the right amount of sass have made this a year group we'll never forget."*





# UK University and Apprenticeship Search Fair

*Year 12 student Becca reflects on the recent visit to the University of Derby's University and Apprenticeship Search Fair, sharing how the experience helped students gain valuable insight into higher education and their future options.*

Earlier this year in April, myself and the entirety of year 12 received a fantastic and informative opportunity to attend a university and apprenticeship search fair at the University of Derby. The event showcased a plethora of possible university choices with multiple respective pathways both subject wise and in terms of the calibre of universities.

Alongside the multitude of university stalls on offer to us students were the optional mini seminars that provided overviews and insight on the ever so relevant factors such as student finance, UCAS personal statements and life and study at Russell Group universities. When asked how said seminars resonated with some of my fellow Year 12s they exclaimed how such in depth lectures enabled them to not only “gain a thorough comprehension of the elements leading up to university” but also provided them with a “feel for university life”. I know for myself the diverse range of talks enabled me to walk away from the event knowing that I had been given, and taken on board, an ample of knowledge and advice I can now confidently apply to both my university application process and my university journey itself.

Much to our excitement, the University of Derby also took it upon themselves to set out exhibits and activities in relation to specific courses procurable to us. Such activities provided an immersive experience into course-specific structure, helping students to explore their respective avenues of course study in a thorough and enjoyable way.

It certainly goes without saying that this trip held so many opportunities and experiences, leaving all of us to walk away with newfound knowledge and inspiration for our next steps in our post-sixth form journey.





# Duke of Edinburgh

Former students Arabella and Lizzie reflect on how DofE helped them build confidence, resilience and lifelong skills, culminating in the unforgettable achievement of receiving their Gold Awards.

**"DofE taught me that the best opportunities come when you choose to say yes."**

I first heard about DofE in Year 7 when I saw students wearing large backpacks and was told that if you completed Gold, you would be invited to Buckingham Palace. From then on, I decided I wanted to achieve Gold. Three years later, I started my Bronze journey. Four years on, I received my Gold Award.

Each time I moved up a level, I was nervous. But Bronze and Silver had shown me how much I had grown, giving me the confidence to begin Gold.

One of the greatest things I gained from DofE was self-belief. During Silver, in Year 11, I did musical theatre, which I had never done before. It was nerve-wracking until the final rehearsal, but it was also exciting and fun. The year after, I joined a rock band and performed at gigs—something I never would have done before DofE.

The experience taught me resilience, independence, and teamwork. On expeditions, I learnt how important communication was. One of my most memorable moments was when someone in our group fainted during Silver. With no signal in a remote valley, we had to stay calm, divide responsibilities quickly, and work together to get help.

Three years later, I found myself walking through the gardens of Buckingham Palace, surrounded by motivational speakers and fellow Gold Award holders. It felt surreal. After a challenging year, it reminded me of what I had achieved and how much DofE had shaped my confidence and resilience.

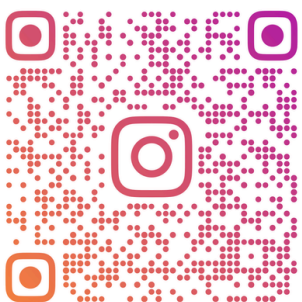
Whenever I doubt myself, I think back to DofE. It reminds me that I have pushed through challenging times and come out stronger.

DofE taught me that the best opportunities come when you choose to say yes. So, if the opportunity is there, take it—you never know where it might lead. - **Arabella**

My Gold DofE expedition and attending the Gold DofE Award ceremony were highlights of 2025 and 2026. Our expedition took place in the Yorkshire Dales, an area I had never visited before and never really thought about visiting. After DofE, I would definitely recommend it because the scenery was incredible. I was already feeling apprehensive before we started because I had been struggling with my knees. The journey up was great because we got the van with air conditioning. On the first day of walking, our group arrived at the campsite first, which gave us a great sense of achievement. However, the second day was terrible. We spent much of the day crossing moorland getting scratched by thorny bushes, becoming lost, and losing one member of our group. Day three was by far the best day as we explored Malham Cove, where a Harry Potter scene was filmed. Night three and day four were excellent because the campsite had hot showers, charging points, and even a place to dry towels. The only downside was the powerful wind, which nearly blew us away and sadly took our wraps with it. Once finished, I got picked up early, ate McDonald's and went to the doctor because of my countless bug bites. I have concluded that I am simply unlucky because nobody else was affected as badly.

After completing DofE, I attended the Gold DofE Award ceremony in London. It was a fantastic experience to see Buckingham Palace, although the weather was boiling hot. I wore traditional Thai cultural dress, which made the heat even worse. One highlight was speaking to Prince Edward, the Duke of Edinburgh, although he now thinks I am from Derby. We also received free cups with delicious tea, and I still use mine at work. - **Lizzie**

Former student Arabella now runs @sweetlysaid.wellness, where she shares uplifting content to support teenagers and young adults with confidence, self-trust and overcoming fear. Scan the QR code to take a look.



**SWEETLYSAID.WELLNESS**

# Young Enterprise

*Year 12 student Evie reflects on an incredible year with Peak Appetites in the Young Enterprise programme, developing valuable business skills while winning multiple awards and reaching the regional finals.*

**"I'd recommend this programme to anyone interested in business or starting their own venture."**

Our young enterprise group (peak appetites) persevered throughout the school year winning the national finals, along with winning best innovation, moving onto the regional finals, which we lost but won the best marketing and trade stall awards. We attended Chesterfield market first, where throughout the day we could check out the competition's trade stands, had an interview, followed by lots of tasks to do throughout the day, alongside selling our own product, which we made a lot of sales and had lots of positive feedback! For the regional finals we upgraded our trade stall by printing more books, making more aesthetic/informative posters and ordering a banner! At Lesicter uni we had another full day there too, where we practised our speeches, had an interview and attended a business workshop which was a fun experience and we got free cakes!

Initially, we had to think of a product through good communication and research as a group, then once we established the product, we started designing and brainstorming ideas together for the specific theme. Products will always cost money so raising money is absolutely essential for the whole process (marketing, the trade stall and the product). Next, we assigned people to design our product within the team, this also takes a lot of research into finding where or how to create it. Then we started creating leaflets, flyers, social media accounts, and stickers to promote our product from when it was in the making to make people keen. While we had people designing the book, we were posting on social media, buying items for the trade stall, creating posters for the stall and people were out doing research for our book to find some of the traditional recipes. Once all of these elements came together we were ready for the markets!

I would certainly recommend this programme to anyone interested in business or wanting to start your own as it's such a good way to gain skills and be involved in experiences you wouldn't normally.

Our journey may have stopped but the skills we learnt along the way are uncomparable to any awards as we faced a lot of challenges on our journey, but one step back was two steps forward for our team. I would say this programme has taught us all an array of skills we didn't have before or didn't know we did and being involved is the most important part.



# Sports Leaders

*Year 12 students Evie and Lexi share how taking part in Sports Leaders helped them build confidence, leadership and communication skills while making a positive impact through volunteering in the local community.*

**"Through Sport Leaders, I discovered the importance of communication, organisation and teamwork."**

The experience I had for sports leaders was useful in developing skills such as leadership, as well as good communication and confidence. In sports leaders, I led two of my own 20 minute sessions to the group, and I also helped create a sports event with a smaller group. Another thing I did was help out/volunteer after school with the AVSSP which led after school events for primary school children. Another form of volunteering I was involved with was helping out at my swimming club, to help the kids in the little pool progress their swimming skills, this helped me to observe teamwork skills and problem solving. Personally, I enjoyed participating in my fellow leaders' sessions as it was beneficial and fun to get outdoors and do sport. One challenge I faced at the beginning was a lack of confidence, although I overcame this by working and communicating with other sports leaders and I found that the volunteering I did was the best for building my confidence. I would recommend sports leadership as an extra curricular activity as it was nice to get away from all the studying and do some sport, but also being able to build fundamental skills whilst doing it.

**- Evie**



The Sports Leaders Level 2 programme is ideal for those individuals who have a passion for sport and are looking for roles in coaching. It is a great opportunity to bring people together through their love of physical activity.

The course is incredibly rewarding and enjoyable. Through weekly sessions delivered by the PE department, I've learnt how to plan and lead sporting activities in a variety of settings and how to communicate effectively. I've also developed good problem solving skills, confidence and resilience.

This course has enabled me to work efficiently both within a team and independently. Examples include independently delivering a football activity to a group of Year 12's and working with a small team of other sports leaders to deliver an after school activity to our Year 7 girls. These sessions have taught me how to communicate efficiently with others and the importance of good organisation.

Throughout this experience, the PE department have been incredibly supportive and encouraging, making the programme fun and accessible for all. To summarise, the programme helps develop valuable qualities which are beneficial both in sport and in future education or employment. The qualification is an excellent opportunity for students to grow as leaders, make a positive impact within their school community and prepare for a wide range of future opportunities.

**- Lexi**

# Arts Award

*Students Ed and Rosie reflect on how completing their Arts Award projects helped them develop technical expertise, leadership and confidence while making a lasting contribution to the creative life of Belper School.*

**“The Arts Award pushed me to take my skills further while giving me the opportunity to inspire younger students to get involved.”**

I took part in Gold Duke of Edinburgh and I needed an activity for my volunteering section, so I decided to start up my own lunchtime club. At the beginning of the year, I heard some new year seven students had started learning the violin, so I put out a message of inquiry and managed to form a small group in which two of us play violas and the other two play violins. We had good fun in the winter term playing Christmas songs and learning how to play in time with each other! When we returned to school after Christmas, I asked the other girls what songs they wanted to play and we came up with a few different ones, their favourite being Perfect by Ed Sheeran. I have found it really fun creating this group and taking a leadership role, as I have been able to help them progress in their skills and learn how to play in a group while also learning valuable skills myself. When Anna, the music teacher, asked us if we wanted to perform at the Creative Industries Arts Festival, we happily accepted and got to practicing straight away. It was a very fun experience as it is something we had not had a chance to do as a group before and the other girls were both very confident with what they were playing. My favourite thing about it was seeing how the girls have progressed from the start of the year and even from when we first began to learn the song. - **Rosie**

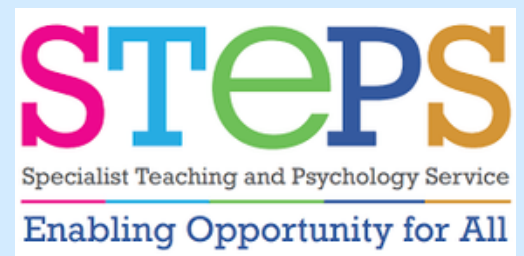
For my Silver Arts Award, I decided to improve my knowledge and skill with the school's lighting system. I attended the "Into the Woods" rehearsals twice a week. During these sessions, I delved further into the workings of the lighting software, experimenting with flashing and strobe effects as well as considering mood and shadow. I enjoyed the opportunity I got to become ladder-trained, allowing me to go up to the lighting rig and fix what wasn't working. The stage lighting went from being 70% working to near 100% before the show. It wasn't just about fixing the lights; it was also about positioning them and adding colour to enhance the mood of the show. The shows themselves went really well, and I believe the added skills I learned contributed greatly to the feel of the show. In addition to the physical skill learning, we also had to show leadership in our skill. This was a good opportunity to pass on my knowledge of the lights to the eager upcoming lighting designers and inspire some of the younger years to get involved with technical theatre. Overall, I really enjoyed the challenge of the Silver Arts Award, as it pushed me to take my skill further and to a better standard going forward. - **Ed**



# Exploring Careers in Specialist Education:

Year 12 students Beth and Ruby reflect on a fascinating work shadowing day with Derby City Council's Advisory Teacher for Deaf Children and Young People, gaining first-hand experience of supporting children across nurseries, a primary school and the hospital audiology department.

Me and Ruby shadowed Claire, a specialist of the deaf for the day for work experience. Firstly, we went to a centre where Claire picked up some supplies for the day. Then, we went to a nursery where a young boy had a hearing aid and Claire Lightfoot adapted it, because it wasn't fitting correctly. She also assessed his speech by doing lots of tasks, like asking him to name certain toys. Afterwards, we sat with the children and read to them. Then, we went to a primary school, where we visited a boy, who has difficulties with hearing and speech. We played a memory pairs game and Claire assessed his association of words like 'big' and 'small' in relation to pictures of animals. After this, we went to the hospital to get a hearing aid fixed. Finally, we went to another nursery, where we visited a young boy with a hearing aid and Claire watched him interact with his peers and she asked him some questions to see how his speech had developed. Overall, I found this day of shadowing a specialist teacher of the deaf very interesting and helpful for my future plans. I learnt a lot about hearing aids, being deaf and speech difficulties.



## Royal Literary Fund Writing Workshop

We were delighted to welcome the Royal Literary Fund (RLF) Bridge programme back to Belper Sixth Form for another inspiring day of workshops with a team of accomplished writers. Working in small groups, Year 12 students explored the art of effective writing alongside authors from a range of professional backgrounds.

Throughout the day, students developed their academic writing, communication and critical thinking skills through practical activities, discussion and personalised feedback. The workshops also encouraged students to think more deeply about the choices they make as writers, providing valuable preparation for A Levels, university applications and future careers.

We are incredibly grateful to the Royal Literary Fund Bridge programme and its fellows for returning to Belper Sixth Form and continuing to provide our students with such a valuable and inspiring experience.





# Register to be a Life Saver

This year we are incredibly proud to be awarded a special award from ASSET in appreciation and recognition of outstanding dedication to the education of young people about Blood, Stem Cell and Organ donation.

ASSET is the Adrian Sudbury Schools' Education Trust. Adrian Sudbury was a 27-year-old journalist who died of leukaemia. Adrian's dying wish was that every 16-18 year could be taught the facts about stem cell, blood and organ donation.

Over 30,000 other students who have signed up to the Anthony Nolan register and perhaps – one day – join more than 300 people from ASSET who have gone on to donate their stem cells and potentially save a life.

For someone with blood cancer or a blood disorder, an amazing stranger donating their stem cells could be their best chance of survival.

For those that signed up to the Anthony Nolan stem cell register and one day come up as a genetic match, you could be that amazing stranger. Without you, there is no cure.

Last year 30 students signed up in the Sixth Form and this year another 23 Year 12s have joined the list.

**R&  
BE**  
REGISTER & BE  
**A LIFESAVER**



***"For someone with blood cancer, an amazing stranger donating their stem cells could be their best chance of survival."***

# Oxbridge Candidates

A group of Year 12 students recently took part in an Introduction to Oxbridge session, delivered by the Schools Liaison Team from St Edmund Hall, University of Oxford. The workshop explored what makes Oxford and Cambridge unique, including the tutorial system, collegiate structure and student experience.

Students also received an overview of the application process, with practical advice on admissions tests, personal statements and interviews. The session concluded with guidance on how to make the most of Year 12 by exploring subject interests beyond the classroom and building a strong foundation for a competitive application.



# Guest Speakers Inspire Year 12 Psychology Students

Year 12 Psychology students have welcomed several fascinating guest speakers into their lessons recently, giving them valuable insights into a range of careers and specialisms within psychology and education. Nikki, a SEND Inclusion Teacher, spoke to students about supporting children with Special Educational Needs and Disabilities (SEND), providing an informative overview of the challenges and rewards of working in this area. Students also heard from Claire, a Specialist Teacher of the Deaf, who shared her experiences of supporting deaf children and helping them access education effectively.

We were also delighted to welcome Dr Michael Waldron, a psychologist from the University of Derby and a former Belper School student. Alongside his colleague, Miles Donaldson, Dr Waldron spoke about their academic journeys from A Levels through to master's and PhD study, offering students a valuable insight into higher education and careers in psychology. They also brought along a range of interactive equipment, giving students the opportunity to experience some of the practical aspects of psychological research.

These sessions provided our students with a fantastic opportunity to learn from professionals in the field and gain a deeper understanding of the diverse career pathways available within psychology and education.



# Key Dates for the Future

- Monday 6<sup>th</sup> July - Year 12 Awards Evening
- Monday 13<sup>th</sup> July - Friday 17<sup>th</sup> July - Year 12 Work Experience
- Thursday 23<sup>rd</sup> July - Last Day of the Summer Term
- Thursday 13<sup>th</sup> August - A-Level Results Day
- Thursday 20<sup>th</sup> August - GCSE Results Day
- Tuesday 8<sup>th</sup> September - New Term Begins

## Thank You

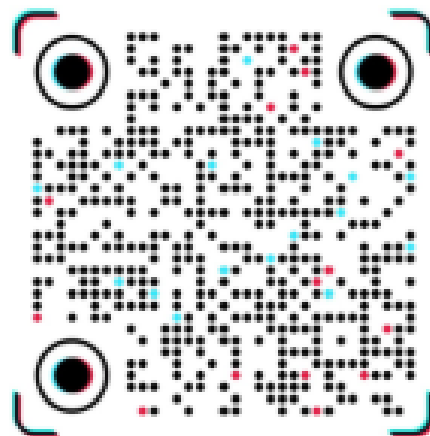
The Sixth Form Team would like to say a huge thank you to the local businesses who kindly donated prizes for our Sixth Form Awards Evening. Their generosity helped us recognise and celebrate the hard work, dedication and achievements of our students. We are incredibly grateful for their support and for the positive contribution they continue to make to our local community and to the opportunities available for our young people.

- Steve's Cars
- Vaillant
- Co-Op
- Morrisons
- The Ritz Cinema



**Belpersixth**

@belpersixthform



TikTok



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## Important Notice



Please remember we need a parent / guardian to inform us of a student's absence (even if your child is over the age of 18).

This can be done using the school absence line on 01773 825281 or email [sixthform@belperschool.co.uk](mailto:sixthform@belperschool.co.uk)