



Ripon Grammar School

Sixth Form Admissions Policy

General Entry Requirements for Sixth Form

All students wishing to continue their studies into Sixth Form are required to achieve a minimum of six GCSE grades at Grade 6 and preferably at least a Grade 6 or better in the subjects they intend to study. Many current students have achieved grades A* or A, or Grades 9-7 at GCSE in the subjects they are taking at A level. Should an applicant fail to meet the General Entry Requirements we are always prepared to discuss their situation and prospects with them before a final decision is made.

Additional Requirements & Expectations

Ripon Grammar School Sixth Form aims to provide a challenging and stimulating environment in which each student is encouraged and supported by a team of Form Tutors led by the Head of Sixth Form and Deputy Heads of Sixth Form. They are supported by additional staff, including our Head of Careers, so that students reach their full potential, both academically and as well-rounded young adults.

The school provides an academic curriculum which, although diverse, does not include vocational courses. Students must choose four AS Level options in the Lower Sixth (Year 12) and most students continue with three (although some students continue with four) of their chosen options to A Level. All students are expected, after AS Level examinations, to engage in the Academic Enrichment Programme, such as independent study for the AQA Extended Project Qualification. Students receive advice and guidance on the range of academic enrichment opportunities available.

In addition to the expectation that students will strive to meet the demands of the academic curriculum, students are encouraged to participate in the wider life of the school through getting involved in some aspect of the many extra-curricular activities on offer. All Sixth Form students will also be asked to take on some responsibility to help with the supervision of younger pupils.

Whilst students are offered a great deal of support, ultimately it is the responsibility of each student to exercise self-discipline and achieve the right balance between studies and other activities. We expect our Sixth Form to be committed to hard work and organise their time effectively in order to meet those objectives. As a further means of support, each student is issued with a planner - an invaluable aid to the organisation of time.

We seek to work in partnership with parents and guardians in striving to achieve the best for each student and, upon entry into the Sixth Form, we will ask each student and parent/guardian to sign a Commitment Form describing this partnership. A copy of the Commitment Form and Code of

Conduct, describing our expectations of all students, are included at the back of the Sixth Form Prospectus.

Availability of Sixth Form Places

Applications for Sixth Form entry are made directly to Ripon Grammar School and can be downloaded an application form, a Sixth Form Boarding Application and a 'Suitability for Boarding' Form from the Sixth Form webpage area.

The number of available places is determined by governors on an annual basis.

For all students, the following priority categories apply:

Priority One	Students in the Fifth Year (Year 11) at Ripon Grammar School will be given first preference, providing that they meet the academic requirements stated in the Sixth Form prospectus (a minimum of 6 Grade 6s) in the GCSE examinations.
Priority Two	Students applying from other schools to join Ripon Grammar School will then be considered for the remaining places available. For both boarding and day places, priority is always given to looked after or previously looked after children who attain the standard requirement. For all others, in addition to the standard requirement to meet the minimum academic entry requirements for the sixth form, as stated in the prospectus, information from the school about current academic achievement (results of recent mock examinations for example) and predicted GCSE grades (or equivalent for some applicants from overseas schools) will be used to judge whether an applicant is likely to be able to cope with the breadth and pace of the curriculum on offer in the sixth form. Applicants in priority two will be placed in rank order related to their potential academic achievement.

Day Places

Where more than one student seems equally academically well suited to the final place(s) available, then the following categories will be used, in the order given.

Category One	The applicant has a sibling already on school roll
Category Two	The applicant is resident in the school catchment area as defined by North Yorkshire County Council

Category Three	If the applicant resides outside the school catchment area, those who live closest to the school, as measured using an electronic mapping system, have priority
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Students in Category One will have preference over those in Category Two and those in Category Two will have preference over those in Category Three. A waiting list will be drawn up of unsuccessful applicants, taking into account all the criteria above. Should places become available, students will be contacted in the order they appear on the waiting list.

Boarding Places

The number of boarding places will be decided on an annual basis depending upon the availability of boarding accommodation. To be eligible for a boarding place a student must be:

- a UK national or
- other European Union (EU) national or
- if from outside the EU, the student must have legitimate residence in the UK which confers the right to education at UK public expense.

Where there is any doubt about this the School may require the necessary evidence before the offer of a boarding place is made. All boarding students whose home is outside the UK, or whose parents work abroad, must have a named guardian in the UK.

Suitability for Boarding

Parents of boarding applicants must also complete a 'suitability for boarding' form when applying for a place. When assessing how suitable a student is for boarding, the School considers the following:

- whether the student is able to cope with, and benefit from, a boarding place;
- whether the student presents a serious health and safety hazard to other boarders.

Where more than one student seems equally academically well suited to the final place(s) available, then the following categories will be used in the order given. *(These criteria are applied separately to boys and girls solely on the grounds of space available in the boarding houses.)*

Category One	The applicant has a parent serving in the armed services
Category Two	The applicant has a sibling already on the school roll

Category Three	Weekly boarders - with those living furthest from the School (measured using an electronic mapping system) given priority in this category
Category Four	Termly boarders - with those living furthest from the School (measured using an electronic mapping system) being given priority within this category

Students in Boarding Category One will have preference over those in Boarding Category Two who will have preference over those in Boarding Category Three who will have preference over Boarding Category Four.

Progression from AS level to A2 Courses

We aim to ensure that Sixth Form students follow a programme of study which enables each individual to achieve results towards a viable and fulfilling post-18 route, whether that be into higher education, apprenticeships or employment.

The level of challenge in A Level courses is a significant step up from AS Level. It is vital, therefore, that a robust foundation (as evidenced by AS Level results and on-going effort grades) is secured during in the Lower Sixth Form so students can progress successfully from AS to A Level courses.

Students at Ripon Grammar School are expected to follow a full-time programme of study. For most Upper Sixth Form students, this will comprise of the study of three or four A Level subjects, plus participation in the school's Academic Enrichment Programme.

Our experience is that students who have attained grades lower than a D grade at AS Level in subjects which they wish to continue to full A Level tend to struggle with the academic demands of these courses.

Where students have not achieved at least 3 D grades at AS Level their individual situation will be carefully considered. Each student (and their parents) will be asked to meet with the Head of Sixth Form as soon as possible after the publication of AS Level results. They will also be offered a meeting with the Careers Advisor. The purpose of such consultations is to provide individual support, guidance and advice to the student and to explore all the options available to secure the most successful outcome for their future.

Reviewed: October 2017