

Sixth Form Admissions

General Entry Requirements for Sixth Form

All students wishing to continue their studies into Sixth Form are required to achieve a minimum of six B grades at GCSE and preferably at least a B grade in the subjects you intend to study. Many current students have achieved grade A* or A at GCSE in the subjects they are taking at A level.

Applications for Sixth Form entry are made directly to Ripon Grammar School and you can [download the Application Form here](#). If you are applying for a sixth form boarding place please ensure that you also return the two boarding applications forms below.

[Sixth Form Boarding Application](#)

[Suitability for Boarding Form](#)

Sixth Form Course Requirements

In addition to the General Entry Requirements, there are specific Course Requirements which explain what students need in order to pursue their chosen subjects. This may entail achieving particular grades in specified subjects and it is important that students check these before making their choices. Details of these course requirements are published in the Sixth Form Course Guide, which can be [downloaded here](#).

Should an applicant fail to meet general entry or course 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 a well-rounded young adult.

The school provides an academic curriculum which although relatively diverse, does not include vocational courses. Students must choose four AS options in the Lower Sixth (Year 12) and most students continue with three (although some students continue with four) of their chosen options to A2 level. All students are expected, after AS examinations, to engage in the Academic Enrichment Programme, such as the independent study of the AQA Extended Project Qualification, AS Critical Thinking or General Studies. Students will be given advice and guidance about the range of academic enrichment opportunities available.

In addition to the expectation that students will strive to meet the demands of the challenging 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 to achieve their full potential 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

The number of available places will be determined on an annual basis.

For both boarding and day places, priority will always be given to looked after or previously looked after children.

Day Places

Criteria to be applied when the number of applicants exceeds the places available, in the order given:

Priority	Criteria
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 B grades in the GCSE examinations.)
Priority Two	Students applying from other schools to join Ripon Grammar School Sixth Form will then be considered for the remaining places available. 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 will be placed in rank order related to their potential academic achievement.

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

Category	Criteria
Category one	Whether the applicant has a sibling already on school roll

Category	Criteria
<i>Category two</i>	Whether the applicant is resident in Ripon
<i>Category three</i>	The distance that other applicants live away from Ripon.

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

1. availability of accommodation.
2. eligibility for boarding

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 complete a 'suitability for boarding' form when applying for a place. When assessing how suitable a child is for boarding, the School considers the following:

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

Criteria to be applied in the event that the number of applicants exceeds the number of boarding places available:

(These criteria are applied separately to boys and girls solely on the grounds of space available in the boarding houses.)

Priority	Criteria
----------	----------

Boarding

Priority One

As with day places, students in the Fifth Year (Year 11) at Ripon Grammar School will be given first preference (provided that they meet the academic requirements stated in the Sixth Form prospectus of 6 B grades at GCSE.)

Boarding

Priority Two

Students applying from other schools to join Ripon Grammar School Sixth Form will then be considered for the remaining places available. 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 will be placed in rank order related to their potential academic achievement.

Where more than one student seems equally academically well suited to the final place(s) available, then the following sub-categories will be used in order of priority:

Category	Criteria
----------	----------

Boarding

Category One

Whether the applicant has a sibling already on school roll

Boarding

Category Two

Weekly boarders with those living furthest from the School (measured using an electronic mapping system) given priority in this category

Boarding

Category Three

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* and those in boarding *category two* will have preference over those in boarding *category three*.

Progression from AS 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 A2 courses is a significant step up from AS level. It is vital, therefore, that a robust foundation (as evidenced by AS results and on-going effort grades) is secured during in the Lower Sixth Form so students can progress successfully from AS to A2 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 A2 subjects, plus participation in the school's Academic Enrichment Programme.

The general guidance is that for students to progress from AS to A2 level in any subject, a minimum of grade D should be achieved at AS level. Any student achieving fewer than three grade D's at AS level will not automatically transfer to the Upper Sixth Form.

Where students have not achieved the AS grades required for automatic entry onto an A2 programme of study, each individual student's situation will be carefully considered. There will be an opportunity for discussion, advice and guidance for each student (and parents) with the Head of Sixth Form and the Careers Advisor as soon as possible after the publication of AS results. The purpose of such discussion will be to provide guidance and advice and to consider all the options available in order for the student to make the best choice regarding their future to ultimately ensure a successful outcome.