



**Northampton School**  
*for Boys*

**Information for Applicants**  
**For Admission to**  
**Year 12**  
**September 2025**



## Introduction from the Headteacher Mr Richard Bernard



Welcome to this information booklet for those seeking admission to Northampton School *for Boys*' Sixth Form in September 2025. I am delighted that you are interested in joining our thriving Sixth Form and I am confident that we in return, can maximise your academic potential and personal development.

This booklet contains all the essential information needed to apply for Sixth Form admission in 2025. It also includes details about the outstanding quality of educational provision at the school and reference to some of NSB's local, national, and international successes of the last academic year. I hope you will read the booklet carefully, together with the aims, values and ethos as outlined on the school website, to decide whether you feel NSB's Sixth Form is optimal for you. There are also a series of videos showing life at the school, available on the school website: [www.nsb.northants.sch.uk](http://www.nsb.northants.sch.uk).

Northampton School *for Boys* is an 11 to 18 school which offers single sex education to boys from Years 7 to 11 with a large number of girls admitted into a mixed Sixth Form of over 550 students. In the summer of 2010, we became one of the first schools to choose to take up the freedoms associated with academy status. We have in recent years undertaken huge investment in the buildings and facilities at the school, providing a fantastic learning environment which includes a multi-million-pound swimming pool, dance and fitness facility, a brand new 3G pitch as well as a completely refurbished music department and theatre.

Our vision is to ensure that educational provision at NSB allows all students to maximise levels of achievement / potential in both their academic studies and in their extra-curricular activities such as sport, music, dance, art and drama. In doing so, we strive to ensure that all our students are given outstanding levels of care, support and guidance as they navigate their way through their Post 16 / 18 education and career pathways.

For me, the proof of the success of our Sixth Form provision lies in our outcomes - in public exams, our Post 18 destination data and in our wider extracurricular provision outside of the classroom. The following summarises our outstanding Sixth Form and wider NSB achievements in 2023 and 2024:

- NSB was heralded by the Sunday Times in December 2024 as the Top Performing Comprehensive School in the East Midlands based on A Level and GCSE results achieved in the summer of 2024. We were also awarded this title by the Sunday Times in 2022 and the accolade of top performing State School (non-grammar) in the East Midlands in 2023.
- NSB was crowned Northamptonshire Secondary School of the year in November 2024 at the Northamptonshire Education Awards.
- NSB enjoyed exceptional A Level results in 2023/2024 - In 2023 - over 650 A Level entries in 23 different subjects were taken at an average grade per entry of above a Grade B (41 points) - rated by the Department of Education at their highest level – 'Significantly Above the National Average' and at the 95<sup>th</sup> National Percentile against all schools in England.
- Over 40% of all entries in 2023 were graded A or A\* and over 70% of all entries graded at A\*-B – 93<sup>rd</sup> percentile against all schools in England for the percentage of the cohort securing a minimum of AAB in three A Levels.
- Summer 2024 A Level results, although provisional, are equally outstanding with almost 800 total entries averaging a Grade B and almost 40% of entries graded at A\*/A.

- NSB secured exceptional BTEC results in 2023 and 2024 – we run one BTEC – BTEC Sport (focus for 2025 rugby, basketball, netball) – the average grade secured in 2024 by a large cohort was equivalent to A\*A\*A at A Level.
- The vast majority of leavers in 2023 and 2024 secured places in their first choice University.
- NSB was the top ranked school state or private in Northamptonshire by the Daily Telegraph for successful applications to Oxbridge over recent years – 11 across 2023-2024 with over 20 students additionally gaining a place to study medicine over these two years.
- In 2024, NSB was the number one ranked state school in the UK for competitive sport (School Sport Magazine rankings).
- Across 2023 and 2024 in Sport – NSB were National Champions in Football, Rugby and British Indoor Rowing (various age groups) - National Runners Up in Basketball, Water Polo, Rugby and Football - National finalists in Cross Country and Athletics – additionally NSB were County Champions in Cricket (various age groups) and County Plate Champions in Netball.
- 26 NSB students have represented their country and have gained international honours for sport over the past four years.
- NSB has a nationally renowned Sixth Form Rugby programme with an exceptionally strong fixture card and we are the official partner school to the Northampton Saints – NSB is one of 7 invited English schools to play in the prestigious annual 'Schools Championship'- 3 of the current Saints first team squad are former NSB students – on average, between 1-4 students each year receive a professional contract at the Northampton Saints (or on occasion, Leicester Tigers) when they leave Y13.
- NSB has a nationally renowned Sixth Form Basketball Programme – one of only a few schools in England who compete in the National College Basketball League.
- NSB holds termly music, dance and drama concerts / productions held in the Cripps Theatre and played out to large public audiences.
- NSB are National Concert Band 2024 Platinum Award winners, over 35 students have secured places at prestigious music schools / colleges since 2021 and we have annual representation at the National Music for Youth Finals.
- We have many thriving KS5 Societies including MedSoc, Debating, Race Ambassadors, Female Leadership, House Leadership and many others.
- NSB has enjoyed nationally recognised success in Art, Dance and Drama – including several recent selections for the National U Dance Championships as regional winners - the Exam Board AQA use NSB as an exemplar resource for supporting boys Dance and many male and female students have progressed to elite Art, Dance and Drama schools from NSB.

When you set these outcomes against the state-of-the-art facilities that the school enjoys then I hope that you will feel fully confident that NSB has a Sixth Form that will allow you to maximise your potential in preparation for life beyond school.

If you choose to come to NSB, we will expect you to contribute fully to our school community and to work hard to achieve your best. I hope you are willing to accept and make the most of the wonderful opportunities that NSB will give you and we would be delighted to see you here in September 2025.

## **A BRIEF HISTORY OF NORTHAMPTON SCHOOL FOR BOYS – “A TRADITION OF EXCELLENCE”**

Northampton School *for Boys* is the only state funded boys' school in the County and occupies an extensive and attractive site within a mile of the town centre.

The school was founded in 1541 as a Grammar School when Thomas Chipsey, three times Mayor of Northampton, established a foundation for the endowment of a free school in Northampton. He was supported by a number of Trustees.

The original school premises were in Bridge Street, but in 1557 the church of St Gregory was adapted for use as a school. Northampton School *for Boys* remained here for over three hundred years until 1864, when it moved to the Corn Exchange.

In 1870, new premises were opened in Abington Square to provide education for 200 pupils. The school proved so popular that in 1911 new buildings opened on the present site with places for 350 boys. Growth continued and the school became a comprehensive school in the 1970s. Northampton was re-organised on a 3-tier model, with NSB being a 13-18 boys' Upper School. In 1992, the school became Grant Maintained – a status which was state-funded but free from LA control – but changes in legislation saw the school designated a Foundation School in 1999. During this period, the school became heavily over-subscribed.

The school was designated a High Performing Specialist School and has been judged 'outstanding' by Ofsted on four consecutive occasions. In June 2010, the Secretary of State invited schools to adopt the freedoms of academy status. The Governors unanimously approved the application and from 1st September 2010 the school became one of the first 25 secondary schools in the country to be granted Converter Academy status. In April 2012, the school was selected to become a Teaching School.

During the 1990s, collaboration amongst schools Post-16 led to a small number of girls being admitted to the roll of the school which proved popular. The roll of the school is now over 1680 with around 530 in the Sixth Form. A very different school from the one Thomas Chipsey envisaged!

The buildings are a unique blend of Edwardian and modern architectures. The original buildings have been extensively remodelled to provide a high standard of accommodation. Original features have been restored in the recent building works, including a much-improved reception area, remodelled 1911 Hall and a student information desk in the Concourse.

Modern buildings house specialist areas for Science, Design Technology and ICT. There is a fantastic Sports Hall, Health & Fitness suite, and the superb Cripps Hall, housing a magnificent Theatre and music facilities.

The most recent buildings include an award-winning Concourse which includes a restaurant and bistro and opens out into many new classrooms. A rubber crumb all-weather pitch (AWP), multi-use games area, jump pits and sprint area became available from September 2008. A teaching room for Food and an additional science laboratory – the Wolfson Laboratory - were completed in 2010. A new swimming pool, fitness laboratory and dance studio complex was completed in December 2014, the music department was completely refreshed and updated in the summer of 2017 and the Theatre was given a facelift in the summer of 2018. The AWP was resurfaced in 2022, and in 2023 we launched a newly refurbished Sixth Form Study Centre.

## THE SCHOOL DAY

The school day begins at 8.40am and ends at 3.35pm with a lunch break of one hour from 1.05-2.05pm. The school has a teaching week of 26.25 hours - longer than in many schools.

## SCHOOL COMMUNITY

The school has 1,157 boys in Years 7 to 11 together with a thriving Sixth Form of circa 570 students. Around 70% of our Year 11 pupils stay on to study academic courses. Over 900 students from other schools – state and independent – attempt to secure places available to external students annually. Sixth Form students have a major role in the school, and the House system provides a focus for links with the younger boys. Sixth Form students help with coaching and organising teams, and supporting the learning of our younger boys.



## A LEVELS/LEVEL 3 BTEC

**The school expects that the majority of students will follow a course which consists of three full A Levels or the Level 3 BTEC course for two years.** There is the opportunity for exceptional applicants to study a fourth subject and if you would like to be considered for this offer you can indicate this on the application form. Please note that Further Mathematics counts as one subject and therefore you will need to pick two other subjects to complete your application, this will mean that you study 4 subjects in total as Further Maths includes Maths A Level. To study four subjects you will need to achieve minimum grade 7 in all your GCSE's studied. This does not apply for Further Maths.

In Year 12 we offer the opportunity for students to obtain additional qualifications such as the Extended Project Qualification or Core Mathematics. These courses qualify for UCAS points or discounted entry for university.

It is vital that you choose your subjects with care. Our application and transition processes have therefore been designed to ensure that every student who joins us in Year 12 is studying the most suitable course possible.

Please read this online booklet in conjunction with the information available on our Sixth Form Admissions webpage. **In particular I would draw your attention to both the basic entry requirements and the subject specific entry requirements. A summary of these can be found at the end of this booklet and on the website.**



## SUBJECT CHOICES

Some combinations of subjects are acknowledged as being the route to a particular career or university goal. If you have a firm idea of where you wish to progress, please make sure that you are aware of any subjects that are required at A Level.

If you are uncertain about your future plans, it is important that you choose subjects where you know you will be successful. Certain subjects appear to "make sense" together. Some subjects complement others and even enhance a student's all-round learning. Other combinations may place too great a demand on a student in terms of time spent on coursework or practical work.

Certain subjects such as English Language, English Literature, Mathematics, and Psychology will complement many others. Similarly, many careers look for a level of intellectual achievement rather than expertise in any particular area. UCAS have a great website to help in making decisions about A Level choices and you can find this at: <https://www.ucas.com/explore/subjects>

Some subjects are so closely linked that many Universities do not regard them as distinct courses. Some subjects overlap so much that the examination boards do not permit you to claim them as separate A Levels.

In order to make a sensible decision it is important to understand where your individual strengths and interests lie. Making the correct subject choice is vital. When completing your Course Guidance Information Form before entering the Sixth Form you will discuss your choices, but even in the first few weeks of being a Sixth Former if you are really not happy with any of your subjects you may be able to change course. **Your success** is what matters.

## **NSB SIXTH FORM CO-CURRICULUM**

Joining the Sixth Form is not an end in itself. The two years that you spend studying your A Levels/Level 3 BTEC is just the start. We have developed a co-curriculum that complements your studies and challenges you to develop skills and talents beyond the classroom. The school has always been proud of the vast number of extra-curricular and personal development opportunities available to its students and the Sixth Form is no different.

The skills that you will develop will enable you to work with others, take on board your social responsibility towards the school and wider community and work out for yourself how to find out the things that you need to know in order to be able to thrive in the future.

There are a wide range of opportunities, some compulsory and some optional, all of which will be focused on developing different skills. The most urgent skill that will need to be developed is working independently. Our structured study programme enables you to become more independent whilst at the same time working with others. Other compulsory elements of the co-curriculum include Sport & Recreation each week, Enrichment Lessons that allow you to fully research Post-18 options and complete MOOC's. You will also be mentored by your form tutor each term and be fully prepared for life after A Levels/BTEC studies. You will be required to undertake two extra-curricular activities for both Year 12 and Year 13. Work experience is important so that you can build your employability skills as well as gain vital experience that could help you in your progression to competitive University courses and apprenticeships and all alternative Post-18 Pathways including employment.

The extra-curricular opportunities offer something for everyone. Our "elite" programmes in sports, music, dance and drama enable top performers to develop under the guidance of expert tutors and coaches as well as to perform in the highest level of national competitions or regularly on the local/national stage. For example, in the last few years NSB Sixth Formers have played in a national final at Twickenham and performed at the Royal Albert Hall.

You do not have to be a top performer to join any of our sports or performing arts groups though. Whether it's recreational activity or support for younger boys, there are plenty of opportunities for you to get involved.

We run the Duke of Edinburgh Award scheme throughout the school. This is extremely popular and if you wish to take the Award you will need to sign up quickly at the start of the year!



We run a highly successful Reading Mentoring programme where you will be trained to support literacy in the lower school with students who may be finding it difficult to read. This is a very popular scheme with our Sixth Form, and it is also very rewarding. You will see yourself grow as a person as well as knowing how much you have helped someone else. The younger boys look up to the Sixth Form and really value the time that they spend with you.



Curriculum Teams also offer opportunities for Sixth Formers to help younger students. You can work with individual students or small groups to support them in their studies. It is not unusual to see Sixth Form students sitting with boys from the lower school in the library, listening to them read, helping them with their homework and also working in classrooms to support boys during lessons.

Sixth Form students are role models for the rest of the school.

## **PERSONAL DEVELOPMENT**

**Aim:** to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

NSB offers opportunities, education, awareness and experiences outside of, and within, academic study for personal development. Following our ethos of respect for all, by all we focus on core values that promote kindness, consideration, courage, equality, diversity, fairness, democracy, tolerance, physical and mental health, safety and resilience, as well as hard work. We want students to think critically and use self-reflection and be able to work co-operatively with others, encouraging discussion and debate.

Personal Development covers a vast area of the work undertaken within school which contributes to the building of positive character traits and a sense of community; wellbeing, extra-curricular activities, trips and residentials, careers, PSHE/RSE (personal, social, health and economic education) RSE (relationships and sex education) and Citizenship, The House System, Student Voice, Charity Week, and a focus on equality.

## **WELLBEING**

Our students' wellbeing is of utmost importance and as well as encouraging a culture of talking about how we feel and educating young people about how to improve and sustain wellbeing (exercise and being active, mindfulness, getting involved, connecting with others, sleep, hydration/diet, learning new things and kindness) there are lots of opportunities throughout the year to raise awareness about mental health. This includes highlighting what students can do if they are worried about their mental health and signposting help within school alongside external agencies. Students will be encouraged to speak to a member of staff, but they will also be made aware of the Report a Concern form on MYA which they can use to ask for support.

## **PSHE/RSE/CITIZENSHIP/CAREERS**

Years 12 and 13 have an additional lesson per week called enrichment which will cover next steps – giving them the skills for a smooth transition to Further or Higher Education, Apprenticeships or the world of work.

Students in KS5 will be offered meetings with the Careers Team to supplement their Careers Education.

The whole school is off timetable in October for Personal Development week where each Year Group follows an individual programme of activities.

Information can be found on the school website, where there is a plan of what each Year Group study in the PSHE / Personal Development Curriculum, in addition to the Relationships and Education Policy.

## **STUDENT VOICE**

There will be opportunities for students to voice their opinions on many aspects of the school, their experiences, improvements and changes they would like to see as well as being able to convey the positive aspects of their time here. We have termly House and School Council meetings (6 each of these) as well as annual whole school surveys and mini-surveys. Students can attend student focused groups such as The Female Lead, The Race Ambassadors, The Eco-Committee and The LGBTQ+ Society and we are looking to expand this further by talking to students who might have a special educational need or disability. It is important that every student has a voice, is heard and knows that they can make an impact in a constructive way to their school environment.

## **HOUSE STRUCTURE**

### **The House System (Student Voice, House competitions and community cohesion)**



Northampton School *for Boys* operates a dynamic and interactive House system. Some of its main purposes are to promote interaction between year groups, encourage healthy competition, develop a sense of community and provide a vehicle for the student voice. The House system also gives students an opportunity for addressing core values and spiritual, moral, personal and social development as well as improving skills in Sport, Expressive Arts, Music, Chess, English, General Knowledge and Cooking to name but a few of the activities on offer.

There are four Houses – Brightwell, Chipsey, Manley and Washington – which are named after four of the original founders of the school. Students will be allocated to Houses according to their Form. Each House has a House Director (staff) and an elected House Leader and two Assistants (Year 13 students). There are also House Seniors selected from Year 12 who will be attached to Forms and who will help in the running of the House activities. Houses have an associated colour, as shown by the NSB stripe on the school tie. A House t-shirt can also be purchased from Student Services to wear during all House competitions.



There will be House competitions across subjects and extra-curricular activities alongside a detailed sporting programme.

The House system gives students a chance to have their say and to be part of something – it is about participation, whether competing or making positive changes to the school environment through the House/School Council meetings. Students are given the opportunity to put themselves forward, give suggestions, discuss, vote, engage, play, perform, lead, liaise, compete, achieve..... and make a difference!

Within the House System there are positions of responsibility where you can make a real difference to the life of the school. This will develop essential skills that are useful Post-18 life, such as organisation, communication, leadership and working with others.

## **POST-18 PATHWAY?**

*"An excellent programme of information, advice and guidance, and a pre-university course for all students prepare them very well for the next stage of their lives, whether in education or in work."* NSB latest Ofsted report. In 2024, 77% of students who left Year 13 gained a place at university, over half of these at the most prestigious UK universities.



Whichever path you want to take we can support you. We offer a unique Employment Opportunities Evening where companies from Northampton and beyond come to talk to our Sixth Form about apprenticeship opportunities, work experience and jobs that are available after A Levels/BTEC. Professional apprenticeships are an increasingly popular way of gaining qualifications while earning a living. The event takes place in March of each year. Additional opportunities for work experience are available for every Sixth former.

The links that we have with these firms persist throughout the year and our Careers Advisors and Team are always on hand to put you in touch with a company to discuss your future.

If you have set your sights on university, the support programme will start in the spring of Year 12. You will receive a handbook to guide you through the process and your enrichment lessons will be used to deliver advice and guidance as you research courses and prepare your personal statement. We have a Post-18 Early Applicant Coordinator who has extensive knowledge of Oxbridge and Medicine/Dentistry/Veterinary Science courses and what the universities want to see in an applicant. You will have the benefit of the insights that the programme delivers.

We will also involve your parents by inviting them to their own Post-18 Evening where all options are looked at including the UCAS process and they are given information about all of the different aspects of the application process for all Post-18 pathways.

We also offer an Oxbridge application scheme. If you wish to apply to either Oxford or Cambridge you will be asked to put your name forward in Year 12. You will be interviewed by our Post-18 Coordinator and will follow a "fast track" programme because Oxbridge applications are required to be with UCAS by early October of Year 13. You will attend meetings throughout Year 12 and after the End of Year 12 internal assessments to make sure that your application is progressing well. There will be an Oxbridge Evening where you and your parents can meet admissions tutors from each university and hear about life at Oxbridge, including the interview process. At the start of Year 13 we also run a separate interview programme where, in addition to an Oxbridge admissions tutor session, each applicant will get interview practice on a one-to-one basis.

## STUDYING IN THE SIXTH FORM

The demands of Sixth Form study are great. You should see the Sixth Form at NSB as an opportunity to succeed, not as a guarantee that you *will* succeed. If you found GCSE courses relatively straightforward, please do not assume that you will automatically achieve at A Level or the Level 3 BTEC merely because Northampton School *for Boys* has a reputation for examination success. You will have to adapt to a different level of working and you will only get out what you put in.

This means that you have to be on top of your work all the time as you cannot afford to leave everything until the final few months - there is just too much to learn.

## FREQUENTLY ASKED QUESTIONS ABOUT STUDYING A LEVELS/BTEC?

*Q. What are the differences between GCSEs and A Levels/BTEC?*

The differences are two-fold. Firstly, the actual QUANTITY of knowledge which you will be expected to acquire is vast in comparison with GCSEs. This is true right from Day 1 in Year 12. Secondly, you are expected to be able to demonstrate higher order intellectual skills with the knowledge you have acquired. So A Levels/BTEC differ from GCSEs in QUALITY as well.

*Q. How much homework will I be expected to do?*

We expect you to do as much self-study for each subject as the time you spend in classes for each subject. This, of course, does not include extra time spent on revision.

*Q. Will we be taught in the same way as we were at GCSE?*

No. There is much more emphasis on the student working on their own, in their own time. You are much more responsible for your own progress. We know that this is difficult for many students to come to terms with and so we have provided study sessions where you will be encouraged to organise your work to use these sessions productively.

*Q. How much free time will I have?*

None – except of course, lunchtime and break-time! If you are not in a class, you are on non-contact time. If your non-contact time happens P1-4 you will be in supervised timetabled study sessions and if you have a non-contact time P6 or 7 you may go off site to work at home. However, this privilege will be rescinded should you need additional support to ensure expected progress. You are expected to study during your non-contact time.

*Q. Do we still get reports and have Parents' Evenings in the Sixth Form?*

Yes – In Year 12 students get a report at the end of Terms 2, 4 and 6. In Year 13 reports are produced in terms 2 and 4. There is also a Parents' Evening where your progress can be discussed. There are two additional Parents' Evenings, the first of which explains to your parents what to expect in the Sixth Form and what the arrangements are for the Year 12 Residential Education Trips. The second evening will introduce your parents to the Post-18 options.



## **HOW THE SIXTH FORM WORKS**

There are a few basic things to know about how the Sixth Form works:

The Sixth Form has its own management team which is run by the Director of Sixth Form. The Director has overall responsibility and Mrs Bradley-Brophy is our Director of Sixth Form.

We have 19 Form groups in the Sixth Form. Each group has its own Form Tutor. Sixth Form Tutor Groups are vertical, and each form will contain roughly half Year 12 and half Year 13. There will be 18 Tutor Groups named from SF (Sixth Form) A to SF S. Students in Sixth Form Tutor Groups will be from different Houses and internal Y11s moving into the Sixth Form will retain their current House membership.

We have three Sixth Form Team Directors across the Sixth Form. Each Year Team Director is responsible for 6/7 Form groups.

### **A DIFFERENT ROLE FOR THE FORM TUTOR**

A Sixth Form Tutor acts in the same way as a Form Tutor would do for any year group, delivering the Enrichment programme and taking an interest in the progress of the students. To do this there is an additional period on Sixth Form students' timetables when Form Tutors will have time to discuss, on a one-to-one basis, individual progress. This is the cornerstone of our mentoring programme and makes the difference in providing students with the guidance and assistance that they may need in adapting to Sixth Form life.

### **TARGETING**

Each student will receive two achievement targets for their subjects when they begin their Sixth Form courses. Our Minimum Achievement Grade (MAG) is the national standard at which we expect students to work and is based upon the mean of all of the GCSE grades. The Target Achievement Grade (TAG) is the aspirational standard that we expect our students to work towards. Feedback and teaching are designed to encourage the maintenance of the MAG and the achievement of the TAG. Parents can follow their son's or daughter's progress against these targets via MYA. In Year 12 information is provided at the end of Terms 2, 4 and 6 for each subject together with a Behaviour for Learning and Home Learning score.

## GENERAL ADVICE

When choosing your subjects make sure you investigate them fully. Do they complement each other and lead towards a particular career/degree course? Remember to look at your choices to see if they make sense as a course of study.

How much coursework/project work is involved?

Choosing 3 subjects all with coursework/project work may not be advisable, check the requirements.

What skills are required?

e.g. Verbal reasoning skills, practical skills, scientific skills, numerical skills or any combination of these.



Do not choose your subjects just because your friends are doing the same ones. Think of your own interests and skills.

Find out if a subject is going to be substantially different in the Sixth Form. Subjects are not always the same at A Level as they were at GCSE.

If you are considering a fourth A Level, be aware that this will be extremely demanding academically, and you must be sure you have the capacity to cope with this.

Do not assume that you will automatically enjoy a subject at Advanced Level. You should have a genuine interest in the subject, especially if you are choosing new ones not offered at GCSE.

Some subjects do not require prior knowledge, even those previously offered at GCSE.

Take **advice** from family, friends, teachers and students studying the course but **REMEMBER** it will be **YOU** in the classroom and completing the homework. You must feel comfortable with your choice of subjects.

## YEAR 13 DESTINATIONS 2024

|                  |     |
|------------------|-----|
| Higher Education | 77% |
| Gap year         | 14% |
| Apprenticeship   | 5%  |
| Employment       | 4%  |
| Unknown          | 0%  |

## ATTENDANCE

All students are expected to attend every school session unless the absence is due to:

- illness – notify our school absence line - 01604 230240 selecting Option 3- on the first morning of absence, leaving your son/daughter's name, Form Group, the reason for their absence and finally your name and contact number.
- permission having been granted following a written request at least 5 days in advance, (e.g. a dental/hospital appointment or open day/interview for Post-18, where unavoidably in school time).
- school-organised activity (e.g. a visit, sports fixture).

## **FAMILY HOLIDAYS**

In line with government regulations the Headmaster will NOT sanction holidays taken during term time. This means that any requests from parents for holidays will be rejected and if any parents do take holidays during term time, the register will be marked as an unauthorised absence (code G).

The provisional term time dates for the forthcoming year can be found on the website.

## **CHARGING POLICY**

### **Exam Entry**

No charge will be levied for examinations which a pupil sits for the first time and has been prepared by the school.

Students who are not, or no longer on, the school roll will be charged at the rate charged by the exam board plus £20 per subject in order to be entered for a public examination. This charge will cover the examination entry fee and administration and costs.

Fees must be received by a pre-determined deadline date otherwise a student will not be entered for the re-sit. If this deadline is missed, the student may still be entered for the examination, but any late entry fee charged by the board will be passed on in full.

The school reserves the right to increase the examination re-sit fee for certain examinations should there be additional invigilation costs. This is dependent on the number of students re-sitting the exam.

### **Music Tuition**

A nominal charge will be made for vocal lessons and instrumental lessons on band/orchestral instruments. The full costs of the lessons are considerably subsidised by the school. The use of a school instrument will incur a nominal hire charge. Lessons on drum kit, piano and guitar will be charged at full cost. In special circumstances, for example for those pupils whose parents are in receipt of benefits, it may be possible that a lower charge can be agreed with the permission of the Headmaster or the Finance Director. Details of the charges for Music lessons will be published annually.

### **Consumables**

From time to time, voluntary contributions may be sought to meet the cost of materials used in various subject areas, at the discretion of the Headmaster or the Finance Director. If the school is asking for contributions or payments of any form from parents, then this will always be requested formally by letter.

### **Breakages**

Occasionally students cause damage to school property. Where students have caused damage to school property deliberately or through their thoughtless actions, the school will pass the cost of repairing the damage on to the pupils and/or their parents.

## BEHAVIOUR

Students have the right to an education which offers them the best opportunity to attain their potential. It is the right of every individual to do these things without being hindered by others.

Respect must be shown to all by all.

The Behaviour Policy has been developed in partnership with students, parents and staff. It emphasises that students should act as members of a civilised community, showing high standards of behaviour. They have a responsibility to themselves and to other people. If accepted codes of behaviour are infringed, students will receive a sanction e.g. to stay for detention. We expect all parents to accept such detentions as an appropriate sanction for their son, but 24 hours notice will be given if the detention is after school on a Friday.

Teachers and parents work in partnership. We address problems early and, if necessary, you will be invited to meet with a teacher, Curriculum Team Leader, Form Tutor, Year Team Director or a member of the Senior Leadership Team, depending on the nature and severity of the problem.

In extreme cases, the Headteacher has the power to exclude a student for a fixed term or, on very rare occasions, permanently. For details of the full Behaviour Policy, please see the school website.

## SIXTH FORM DRESS CODE

There is no set uniform, as such, for students in the Sixth Form at Northampton School *for Boys*. Traditionally, the term office dress has been used as a guideline for students, but in the modern office climate this term has become somewhat ambiguous. We therefore propose to clarify what is meant by office dress. Students who are undertaking or have undertaken gender reassignment or who identify as transgender or gender-fluid, may follow either the Male Uniform Policy or the Female Uniform Policy. Students identifying as non-binary may select a combination of clothes from either the male or female Sixth Form Dress codes. This, by definition, may mean for non-binary students that neither the requirements of the male or female dress code are fully met. Non-binary students should discuss their uniform intentions with the Director of Sixth Form so that relevant staff can be informed.



### **Appearance Policy Years 12 and 13 – This is due to be reviewed in January 2025**

**Any breach of the Appearance Policy will result in a withdrawal of unstructured times until corrected or clothing available from the Year Team Directors to rectify the policy breach. If any student or parent has any doubt that a change in appearance, for example hairstyle, may not comply with school policy then they must ask the school for guidance before any change is made.**

The following indicates the requirements of 6<sup>th</sup> Form attire:

#### 1. Clothing (Male)

|                   |  |
|-------------------|--|
| Blazer & Trousers | Tailored blazer and full length trousers   |
| Suit              | Tailored 2 or 3 piece suit, full length trousers. <i>Trousers that have pronounced external stitching and/or rivets are considered to be jeans and are not allowed</i> |
| Shirt             | A collared shirt   |
| Shoes             | Tan, Brown or black heeled shoe worn with a sock   |



|          |  |
|----------|--|
| Socks    | Office socks only. No sports socks of any kind.  |
| Tie      | A tie or bow tie must be worn with the collared shirt  |
| Pullover | V neck or quarter zips pullovers <u>only</u> that allow the tie to be seen are acceptable. <i>Round neck and roll neck and therefore unacceptable.</i> Suit Jackets or blazers must be worn over the pullover. |

All students are required to remove coats when inside the school buildings

## 2. Clothing (Female)

|                    |  |
|--------------------|--|
| Blazer & Trousers  | Tailored blazer and tailored trousers  |
| Suit               | Tailored 2 or 3 piece suit, and tailored trousers or skirt.<br><i>Trousers that have pronounced external stitching and/or rivets are considered to be jeans and are not allowed</i>                |
| Skirts and Dresses | Tailored Skirts and dresses must be of reasonable length i.e. no longer than mid-calf and not short enough to be judged inappropriate. Just above the knee should be set as a minimum length guide |
| Shirt/Top          | A Shirt, Blouse, or top appropriate for office dress which must not be excessively tight or revealing  |
| Socks              | (If worn) Office socks only. No sports socks of any kind   |
| Shoes              | Shoes with heels no higher than 4cm, and must be closed toe.   |
| Tie                | A tie or bow tie can be worn with a collared shirt   |

All students are required to remove coats when inside the school buildings.

## 3. Hair

- No shorter than No 2. A fade is acceptable if the hair remains to office standard and remains no shorter than a 2 on top. No shapes or lines cut in e.g. zigzags, mohican.
- Long hair should be tied back if likely to cause a safety issue in certain lessons.
- The style of the hair should be in keeping with that acceptable in an office environment.
- Hair should be kept clean and tidy.
- Hair should not be dyed using unnatural colours or be styled with extensive flashes of colour.

## 4. Jewellery

- Jewellery associated with piercings are only permitted in the ear with one stud in each ear and if they could cause a safety issue e.g. in P.E. they should not be worn.
- All other facial piercing related jewellery e.g. nose rings, studs or tongue piercings are not permitted.
- Wrist bands and similar attire should not be worn without permission from the School e.g. in the case of a School fund raising event.
- Excessive jewellery should not be worn.

## 5. Headwear

- In cold weather a plain scarf, bobble hat or similar in a tasteful design may be worn to and from school but not around the school.
- Plain caps may be worn in hot weather but removed when on the school site. The Headmaster may give permission for them to be worn outside.
- Sunglasses may be worn in certain circumstances determined by the Headmaster.
- Headphones/earpieces are permitted during private study when sat working silently.

## 6. Miscellaneous

- School trips that take place during normal school hours require office dress unless there are exceptional circumstances determined by the School.
- For trips out of school hours, uniform may not be required but students will be directed by the school staff.
- In after-school clubs uniform is required, unless directed by the school staff.

The following items are prohibited and not allowed within school

Denim is not to be worn in any form of clothing

- Trainers, military style boots (including Dr Marten boots), fabric walking boots, open-toed shoes, sandals, and flip flops are not to be worn (trainers for appropriate PE lesson as the exception to this rule).
- Fleeces are outdoor wear and as such should not be worn inside the school buildings.
- Hooded tops (hoodies) and baggy casual sweatshirts are not office dress and should not be worn on the way to or home from school or at school. Jumpers that prevent wearing a tailored jacket are not permitted.
- Headphones, earpieces and earbuds should not be worn around school.
- Baseball caps or other headwear should not be worn around school.
- Tops with slogans or conspicuous logos are not permitted.
- Tailored trousers must not be super skinny or skin tight fit.
- Midriffs should not be exposed.
- Bodycon dresses and skirts are not permitted.

Students who do not meet the Office Dress requirements may be asked to go home to change and then return to school.

Persistent non-compliance will be subject to sanctions.

## **STUDENTS' PERSONAL PROPERTY**

Students should not come to school with large sums of money or valuable items. The school cannot and will not take responsibility for items lost, damaged or stolen. Parents are strongly advised to include such items on their own insurance policy.

## **MOBILE PHONES**

Mobile phones are banned on school site for any reason. Students may bring in devices to complete school work on. We have computers, laptops and headphones to use in all areas of our Study Centre.

Phones must not be used to record or send images of students or staff. Any instances will be dealt with severely. The school does not accept liability for the loss of any mobile phones, headphones/earbuds and their presence in school is entirely at the student's own risk.

## **STUDENTS' ACCIDENT INSURANCE**

There is no universal personal accident cover, but arrangements are made for children involved in 'work experience' activities. Insurance is arranged by the school for visits abroad and for any visits involving an overnight stay. Parents can check with the Finance Office for detailed information. Parents can arrange insurance on an individual basis if they want additional cover for their children.

## **EQUAL OPPORTUNITIES**

Northampton School *for Boys* believes that equality of opportunity should be promoted for all.

We believe that the school is a powerful vehicle for promoting positive values and celebrating diversity. We will take action to challenge prejudice and discrimination against groups and individuals, whether on the basis of race/culture, religion/belief, age, disability, gender, sex, appearance, socio-economic background, family types or sexual orientation.

We expect every student to demonstrate respect, tolerance, kindness and understanding towards all others and join together in celebration of the diversity of our community; appreciating and respecting difference in the world and its people whilst also celebrating the things we share in common.

There is a multi-faith Prayer Room and across the year there is a focus on many aspects of equality to raise awareness including our Culture Day.

## **OPEN ACCESS TO RECORDS**

All records maintained on students are open to the student concerned and their parents and guardians. Notice must be given in order that reference to other individuals can be removed, as under the Data Protection Act.

Occasionally we record information offered by parents and others which will not be accessible to students. In the case of students over the age of sixteen, information given by them may not, at their request, be made available to parents.

## **SCHOOL MEALS PROVISION**

The school has an excellent Restaurant and Bistro offering a range of healthy options. A superb variety of hot and cold meals are available. Breakfast, cooked or cold, is available from 8.00a.m. and various hot and cold refreshments are available at break and lunchtime.

The school operates a cashless catering system. Parents can use a credit/debit card to put money onto their child's account via the school website or, in emergencies, students can put cash into a machine in the concourse. Carrying large amounts of cash is discouraged.

Students may bring packed lunches, but these must be consumed in designated areas.

## **STUDENT LEARNING AGREEMENT (1)**

The student agreement is intended to give students a clear understanding of what they can expect from Northampton School *for Boys* Sixth Form and what will be expected of them in return.

### **Under this agreement NSB will endeavour to provide:**

- A programme of courses that is delivered by suitably qualified and effective members of staff using appropriate facilities and resources.
- A friendly, caring and supportive environment.
- A programme of PSHE and Enrichment lessons that will include extensive support for all Post-18 options and pathways and mentoring.
- Support in encouraging you to become a more independent learner, capable of organising your time and utilising study skills effectively.

- A commitment towards the use of effective assessment, recording and reporting processes to support your progress. This will include a formal report at the end of Terms 2, 4 and 6 for Year 12 and terms 2 and 4 for Year 13 to inform yourself and your parents of your progress within school.
- A diverse programme of extra-curricular activities, that provides support for learning and opportunities to develop other skills that are important for all Post-18 Options.
- Support for any special needs that you may have.

### **In return you will be expected to:**

- **Be committed in your approach to school.** Be self-critical in your work, ambitious in your aims, seek support where necessary and act upon the advice of staff as you strive to reach your academic potential.
- **Adhere to your timetable at all times.** You attend, and are punctual to, all lessons on your timetable. Your timetable can only be altered by the Director of Sixth Form and then only after consultation with your subject staff and Form Tutor. Absence notes will be expected to cover days off school.
- **Take responsibility for your own learning.** Utilise study time effectively, be conscientious in your approach to homework and coursework ensuring all deadlines are met, and do not take holidays during term time.
- **Adhere to the Sixth Form dress code.** You will take pride in your appearance and adhere to the Sixth Form dress code at all times.
- **Contribute to the community ethos of the Sixth Form and the school as a whole.** You will demonstrate a commitment towards helping the school achieve a sense of community, by supporting the school through the extracurricular programme. You will also be expected to play a part in supporting whole school events such as Charity Week and Sports Day.
- **Act as a positive role model for the younger students in the school.** You will be helpful, respectful and courteous to all members of the school community, and you will adhere to the whole school 'Code of Behaviour'. You will also adhere to the School's Use of ICT Policy. It is your responsibility to report any form of bullying including that which takes place outside of school, including homophobic, racist and cyber bullying.
- **Accept responsibility for your actions and progress within school.** You may be asked to leave the Sixth Form if you fail to meet the expectations outlined above. Where you fail to make satisfactory progress in any subject, the school reserves the right to withdraw you from the examination in that subject, the school will give you support and advice in this matter before such action is taken.

## **STUDENT LEARNING AGREEMENT: LESSONS (2)**

### **Expectations of Students**

- Students will bring the current unit's work with them to each lesson. This will include (as a minimum): Notes from lessons, private study work, notes on feedback from teachers.
- Outside of lesson time during the school day students will use their private study time effectively in pursuing their studies and developing their broader skills through opportunities to volunteer in helping with the lower school and outside agencies.
- Notes taken in lessons will be written up according to the guidance given by each subject and kept in the topic file.
- Deadlines will be met.



**EXAM RESULTS 2024**

| <b>NUMERICALLY GRADED GCSE RESULTS 2024</b>        |          |          |          |          |          |          |          |          |          |          |              |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------|
|  | <b>9</b> | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>U</b> | <b>Total</b> |
| <b>Maths</b>                                       | 34       | 53       | 40       | 26       | 32       | 19       | 11       | 4        | 1        | 0        | 220          |
| <b>English Language</b>                            | 10       | 23       | 54       | 42       | 39       | 23       | 23       | 6        | 0        | 0        | 220          |
| <b>English Literature</b>                          | 20       | 26       | 40       | 48       | 42       | 22       | 14       | 4        | 2        | 2        | 220          |
| <b>Biology</b>                                     | 10       | 18       | 21       | 17       | 10       | 2        | 1        | 0        | 0        | 0        | 79           |
| <b>Chemistry</b>                                   | 14       | 21       | 20       | 12       | 8        | 3        | 0        | 0        | 0        | 0        | 78           |
| <b>Physics</b>                                     | 17       | 14       | 22       | 15       | 8        | 2        | 0        | 0        | 0        | 0        | 78           |
| <b>Computing</b>                                   | 7        | 9        | 8        | 6        | 2        | 1        | 1        | 0        | 0        | 0        | 34           |
| <b>French</b>                                      | 3        | 2        | 17       | 5        | 20       | 8        | 19       | 6        | 2        | 0        | 82           |
| <b>Spanish</b>                                     | 0        | 4        | 12       | 10       | 14       | 6        | 10       | 1        | 0        | 0        | 57           |
| <b>German</b>                                      | 5        | 1        | 2        | 3        | 6        | 5        | 2        | 0        | 0        | 0        | 24           |
| <b>Geography</b>                                   | 7        | 16       | 26       | 22       | 14       | 10       | 12       | 4        | 2        | 0        | 113          |
| <b>History</b>                                     | 3        | 14       | 18       | 22       | 12       | 8        | 13       | 4        | 4        | 2        | 100          |
| <b>Art</b>   | 0        | 3        | 5        | 13       | 9        | 2        | 1        | 0        | 0        | 0        | 33           |
| <b>Citizenship</b>                                 | 1        | 1        | 2        | 6        | 2        | 3        | 11       | 4        | 2        | 0        | 32           |
| <b>Dance</b>                                       | 3        | 0        | 0        | 2        | 1        | 0        | 0        | 0        | 0        | 0        | 6            |
| <b>Drama</b>                                       | 0        | 2        | 2        | 6        | 6        | 3        | 1        | 0        | 0        | 0        | 20           |
| <b>Design Technology</b>                           | 9        | 19       | 20       | 21       | 19       | 10       | 6        | 1        | 0        | 0        | 105          |
| <b>Food</b>  | 2        | 1        | 2        | 3        | 2        | 6        | 7        | 4        | 0        | 0        | 27           |
| <b>Music</b>                                       | 3        | 2        | 2        | 1        | 2        | 1        | 1        | 0        | 0        | 0        | 12           |
| <b>PE GCSE</b>                                     | 6        | 10       | 17       | 17       | 5        | 2        | 3        | 0        | 0        | 0        | 60           |
| <b>Photography</b>                                 | 0        | 1        | 3        | 4        | 1        | 6        | 3        | 0        | 0        | 0        | 18           |
| <b>RE</b>  | 2        | 8        | 6        | 9        | 5        | 6        | 2        | 2        | 2        | 0        | 42           |
| <b>Statistics</b>                                  | 4        | 21       | 23       | 9        | 3        | 2        | 1        | 0        | 0        | 0        | 63           |
| <b>DOUBLE AWARD NUMBER GRADE GCSE RESULTS 2024</b> |          |          |          |          |          |          |          |          |          |          |              |
|  | <b>9</b> | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>U</b> | <b>Total</b> |
| <b>Science</b>                                     | 18       | 21       | 30       | 57       | 44       | 51       | 47       | 11       | 3        | 0        | 282          |

| A LEVEL RESULTS 2024 |    |     |     |     |    |    |   |       |
|----------------------|----|-----|-----|-----|----|----|---|-------|
|                      | A* | A   | B   | C   | D  | E  | U | Total |
| Art                  | 0  | 2   | 3   | 1   | 0  | 0  | 0 | 6     |
| Biology              | 6  | 15  | 11  | 9   | 6  | 2  | 3 | 52    |
| Chemistry            | 2  | 12  | 14  | 10  | 6  | 4  | 3 | 51    |
| Computing            | 2  | 11  | 9   | 3   | 4  | 0  | 0 | 29    |
| Dance                | 3  | 2   | 1   | 3   | 2  | 2  | 0 | 13    |
| Design Technology    | 2  | 4   | 8   | 3   | 2  | 0  | 0 | 19    |
| Drama                | 0  | 2   | 2   | 4   | 0  | 0  | 0 | 8     |
| English Language     | 0  | 2   | 7   | 7   | 4  | 0  | 0 | 20    |
| English Literature   | 6  | 8   | 10  | 6   | 1  | 0  | 0 | 31    |
| French               | 1  | 1   | 2   | 0   | 1  | 0  | 0 | 5     |
| Further Maths        | 6  | 13  | 4   | 1   | 0  | 0  | 0 | 24    |
| Geography            | 2  | 3   | 17  | 9   | 4  | 0  | 0 | 35    |
| History              | 1  | 11  | 27  | 10  | 1  | 0  | 0 | 50    |
| German               | 0  | 0   | 1   | 0   | 0  | 0  | 0 | 1     |
| Italian              | 0  | 1   | 0   | 0   | 0  | 0  | 0 | 1     |
| Maths                | 44 | 47  | 21  | 19  | 15 | 2  | 1 | 149   |
| Media Studies        | 2  | 5   | 8   | 2   | 0  | 0  | 0 | 17    |
| Music                | 0  | 2   | 4   | 5   | 0  | 0  | 0 | 11    |
| Music Tech           | 0  | 0   | 0   | 1   | 1  | 0  | 0 | 2     |
| PE                   | 2  | 8   | 8   | 9   | 8  | 2  | 0 | 37    |
| Physics              | 6  | 12  | 12  | 14  | 7  | 3  | 1 | 55    |
| Politics             | 3  | 7   | 8   | 6   | 3  | 0  | 0 | 27    |
| Psychology           | 5  | 10  | 19  | 16  | 6  | 1  | 0 | 57    |
| RE                   | 0  | 6   | 7   | 10  | 0  | 0  | 0 | 23    |
| Sociology            | 3  | 9   | 19  | 14  | 6  | 1  | 0 | 52    |
| Spanish              | 0  | 4   | 1   | 1   | 0  | 0  | 0 | 6     |
| Summary              | 96 | 197 | 223 | 163 | 77 | 17 | 8 | 781   |



## **TERM DATES 2024 – 2025**

Please note that these term dates may differ slightly from those published by Northamptonshire County Council and other schools in the county.

| <b>2024-2025</b> | <b>Open to pupils on:</b>   | <b>Closing on:</b>        |
|------------------|---|---------------------------|
| <b>Term 1</b>    | Wednesday 4th September 2024 (Y7/12 only)<br>Thursday 5th September 2024 (all pupils) | Friday 25th October 2024  |
| <b>Term 2</b>    | Monday 4th November 2024  | Friday 20th December 2024 |
| <b>Term 3</b>    | Monday 6th January 2025   | Friday 14th February 2025 |
| <b>Term 4</b>    | Monday 24th February 2025   | Friday 4th April 2025     |
| <b>Term 5</b>    | Wednesday 23rd April 2025   | Friday 23rd May 2025      |
| <b>Term 6</b>    | Monday 2nd June 2025  | Tuesday 22nd July 2025    |

### **Bank Holidays**

Wednesday 25th December 2024  
Thursday 26th December 2024  
Wednesday 1st January 2025  
Friday 18th April 2025  
Monday 21st April 2025  
Monday 5th May 2025  
Monday 26th May 2025  
Monday 25th August 2025

### **Training Days**

Monday 2nd September 2024  
Tuesday 3rd September 2024  
Monday 21st October 2024  
Tuesday 22nd April 2025  
Friday 27th June 2025

## **TRUSTEES**

### **MAT Trustees**

Peter Bason (Chair of the NSB Trust)

Jon Drown

Oliver Harris

Rachel Helmn

Mary Kay

Deirdre Kennedy

Prof. Bill Ribbans

Vicki Rockall

Peter Webb

Rachel Helmn

### **Local Academy Board members – NSB**

Alan Hakes (Chair)

Claire Alderson – Teaching Staff Governor

Elizabeth Bowman – Parent Governor

Simon Hepher

Angela Shaw – Support Staff Governor

Alastair Thomson

Morcea Walker

Clare Young

Angela Watson

Matthew Ashwell

### **Governance Professional (Trust Clerk)**

Claire Hodson

## OPTION BLOCKS

**YEAR 12 - SEPTEMBER 2025**

**You should choose THREE subjects; each subject needs to be taken from a different Option Block (1, 2, 3, 4 or 5)**

| Option Block<br>1                  | Option Block<br>2 | Option Block<br>3   | Option Block<br>4  | Option Block<br>5  |
|------------------------------------|-------------------|---------------------|--------------------|--------------------|
| Chemistry                          | Biology           | Biology             | Art                | Biology            |
| Dance                              | Chemistry         | Chemistry           | Biology            | Computer Science   |
| Economics                          | Drama             | Computer Science    | Chemistry          | English Literature |
| Further Maths                      | French            | Economics           | English Language   | Geography          |
| Geography                          | History           | German              | English Literature | History            |
| History                            | Maths             | Maths               | Further Maths      | Maths              |
| Maths                              | Media Studies     | Physics             | Maths              | Music              |
| Physical Education                 | Music Technology  | Religious Education | Physics            | Photography        |
| Politics                           | Physics           | Sociology           | Psychology         | Physical Education |
| Product Design (Design Technology) | Psychology        |                     | Spanish            | Physics            |
| Psychology                         | Sociology         |                     |                    | Politics           |
|                                    |                   |                     |                    | Sociology          |
| BTEC                               | BTEC              | BTEC                | BTEC               | BTEC               |

### Further Maths:

- Please note that Further Maths takes up Option Blocks 1 and 4.
- If you wish to study Further Maths you must still choose two other subjects from the remaining Option Blocks (i.e. Blocks 2, 3 or 5).
- If you wish to study Further Maths you do not need to select Mathematics as a separate subject too.

### BTEC (Basketball/Netball/Rugby)

- Please note that this course is the equivalent of THREE full A Level subjects and goes over all 5 option blocks. You cannot take any A Levels when studying the BTEC course. As part of the application process at the point of application ALL students wishing to apply for the BTEC course MUST upload to their application evidence (a formal offer letter or license number) clearing showing you meet the minimum of the performance level thresholds outlined in the entry requirements.

### Core Maths:

- Please note that this subject is NOT a full A Level and does not appear on the option block information above. It is studied on top of your three A Level choices. If you are interested in studying Core Maths, you will have the opportunity to indicate this on your application form. Unfortunately, we cannot guarantee this will run as it is dependent on uptake and availability of students.

The school expects that students will follow a course which consists of three full A Levels/BTEC course for two years. There is the opportunity for exceptional applicants to study a fourth subject and if you would like to be considered for this offer please message us in the talk to us section of your application. To study four distinct subjects, you will need to achieve a minimum of grade 7 in all your GCSE subjects. This does NOT apply to Further Maths applications.

## Sixth Form Minimum Entry Requirements 2025 Entry – A Levels:

For A Levels there is a **minimum general entry requirement of 3 GCSE subjects at Grade 6 and 2 subjects at Grade 5**. For each subject offered, a minimum of a Grade 5 in English Language or English Literature is required unless the subject specific requirements state otherwise. Please note, if you wish to study 4 different A Level courses, Grade 7 is required in all GCSEs studied. (Further Mathematics requires a Grade 8).

### Subject Specific Requirements below:

**\*\* indicates that it is not essential to have studied this subject at GCSE. All subjects without this MUST have been studied at GCSE.**

| A Level Subject     | Minimum Subject Grade at GCSE where studied | Minimum Maths Grade | Additional minimum requirements and information (Please note all require subjects require a minimum of a Grade 5 English Language or English Literature unless otherwise stated)   |
|---------------------|---|---------------------|--|
| Fine Art            | 7   | 4                   | Grade 7 in GCSE Art (inc. Fine Art, Art Craft and Design, Textiles).   |
| Biology             | 7   | 6                   | For Double Science students minimum Grade 7 is required.   |
| Chemistry           | 7   | 6                   | For Double Science students minimum Grade 7 is required.   |
| Computer Science ** | 7   | 7/8                 | GCSE ICT is <b>NOT</b> accepted in place of Computer Science. Unless there are exceptional circumstances you need to have studied GCSE Computer Science. If you did not study Computer Science and feel that you have outstanding coding skills then please contact the Curriculum Team Leader, Mr Berkin, <a href="mailto:nberkin@nsbtrust.school">nberkin@nsbtrust.school</a> before submitting your application. If GCSE Computer Science is <b>NOT</b> studied, then minimum Grade 8 is required in GCSE Maths.<br><br>If a Grade 7 is achieved in GCSE Computer Science then minimum Grade 7 is required in GCSE Maths. |
| Dance **            | 6   | 4                   | Evidence of strong Dance related skills maybe accepted if GCSE Dance is not studied. Please contact the Curriculum Team Leader, Miss Clinton, <a href="mailto:aclinton@nsbtrust.school">aclinton@nsbtrust.school</a> before submitting your application.   |
| Drama **            | 6   | 4                   | Minimum Grade 6 is required in either English Language OR Literature.<br>If you did not study Drama and feel that you have evidence of outstanding Drama related skills then please contact the Curriculum Team Leader, Ms Hasan, <a href="mailto:hhasan@nsbtrust.school">hhasan@nsbtrust.school</a> before submitting your application.   |
| Economics **        |   | 7                   | Minimum Grade 6 is required in either English Language OR Literature.  |
| English Language    | 6   | 5                   | Minimum Grade 6 in both English Language <b>AND</b> English Literature is required.  |
| English Literature  | 6   | 4                   | Minimum Grade 6 in both English Literature <b>AND</b> English Language is required.  |
| French              | 7   | 4                   |  |

|                       |                   |   |  |
|-----------------------|-------------------|---|--|
| Further Mathematics   | 8<br>(GCSE Maths) | 8 | Minimum Grade 4 in either English Literature <b>OR</b> English Language is required.   |
| Geography             | 6                 | 5 | Minimum Grade 6 in either English Literature <b>OR</b> English Language is required.   |
| German                | 7                 | 4 |  |
| History               | 6                 | 4 | Minimum Grade 6 in either English Literature <b>OR</b> English Language is required.   |
| Mathematics           | 7                 | 7 | Minimum Grade 4 in either English Literature <b>OR</b> English Language is required  |
| Media Studies**       | 6                 | 4 | If GCSE Media Studies is not studied, then minimum Grade 6 in English Literature <b>AND</b> English Language is required. If a Grade 6 or higher is achieved in GCSE Media Studies, then minimum Grade 6 in English Literature <b>OR</b> English Language is accepted.   |
| Music **              | 6                 | 4 | <p>If GCSE Music has been studied a minimum Grade 6 on a main instrument is required. If GCSE Music has not been studied a minimum Grade 7 on a main instrument is required.</p> <p>If GCSE Music <u>has been studied</u> but an instrument has not been studied to the required Grading Level by the applicant, the student must, <b>at the point of application and entry</b>, play within a County Level ensemble<sup>+</sup>. The Director of Music will have the final determination as to whether this county ensemble standard has been met in discussion with NMPAT Chief Executive. Please note that the County ensemble level is only an alternative to the musical instrument grading for those students <u>who have studied</u> GCSE Music.</p> <p><sup>+</sup>Examples of County Ensembles could be any County Youth ensemble (Orchestra, Concert Band, Brass Band, Big Band and Choir) or a Training Group (Orchestra, Wind Orchestra, Brass Band, Jazz 2 or Training Choir)</p> |
| Music Technology **   | 6<br>(Music GCSE) | 4 | <p>If GCSE Music has been studied a minimum Grade 6 on a main instrument is required.</p> <p>If GCSE Music has not been studied a minimum Grade 7 on a main instrument is required.</p> <p>Instrumental keyboard skills are a necessity.</p>   |
| Photography**         | 7                 | 4 | If GCSE Photography is not studied, a Grade 7 in a GCSE Art related subject is required.   |
| Physical Education ** | 6                 | 5 | <p>GCSE Biology Grade 6 OR GCSE Double Science minimum Grade 66 is required.</p> <p>If a Grade 7 or better is achieved in GCSE PE, then Biology/Double Science Grade 66 is not required.</p> <p>Please be aware that you must have a practical sport (see link on website for a full list) to undertake this course.</p>   |
| Physics               | 7                 | 7 | For Double Science students minimum Grade 77 is required.  |
| Politics              |                   | 4 | One GCSE Humanities (Citizenship / RE / History / Geography) at minimum Grade 6 is required. Minimum Grade 6 in either English Literature <b>OR</b> English Language is required.  |
| Product Design        | 6                 | 5 |  |
| Psychology **         | 6                 | 5 | GCSE Biology Grade 6 OR GCSE Double Science minimum Grade 66 is required regardless of whether Psychology has been studied at GCSE.  |

|                      |   |   |   |
|----------------------|---|---|---|
|                      |   |   | Minimum Grade 6 in either English Literature <b>OR</b> English Language is required.  |
| Religious Studies ** | 6 | 4 | Minimum Grade 6 in either English Literature <b>OR</b> English Language is required.<br>If RE is not studied at GCSE a Grade 6 will be required in GCSE History <b>OR</b> GCSE Geography.                         |
| Spanish              | 7 | 4 |   |
| Sociology **         | 6 | 4 | If Sociology is not studied, one GCSE Humanities subject (Citizenship / RE / History / Geography) at Grade 6 is required.<br>Minimum Grade 6 in either English Literature <b>OR</b> English Language is required. |

### **Sixth Form Minimum Entry Requirements 2025 Entry – BTEC Level 3 National Extended Diploma in Sport**

This course is the equivalent to studying three A Levels.

A minimum of four GCSE subjects at Grade 4 or better are needed in order to study this course. One of these four subjects must be Mathematics at a minimum Grade 4 and another one must be either English Language or English Literature at a minimum Grade 4.

This course has practical units which will be tailored for delivery through basketball, netball or rugby. As part of the application process at the point of application **ALL** students wishing to apply for the BTEC course **MUST** upload to their application evidence (a formal offer letter or license number) clearing showing the student meets the minimum of the performance level thresholds outlined below in their main sport. This must be done for the January deadline to be considered for an offer.

#### **Basketball - National League basketball**

#### **Netball - Performance netball clubs (Northants Storm / MK Dons)**

#### **Rugby - Foundation Phase**

#### **PLEASE NOTE:**

Prior to submitting an application for this course, external and internal students should speak with Mr Burton (Basketball and Netball) [gburton@nsbtrust.school](mailto:gburton@nsbtrust.school) or Mr Beaumont (Rugby) [pbeaumont@nsbtrust.school](mailto:pbeaumont@nsbtrust.school)