



**Northampton School**  
*for Boys*

**Information for Applicants**  
**For Admission to**  
**Year 12**  
**September 2026**



## **Introduction from the Headteacher Mr Richard Bernard**

Welcome to the information booklet for prospective applicants to Northampton School for Boys Sixth Form for September 2026.



I am delighted that you are considering joining our vibrant and high-achieving Sixth Form. We are committed to ensuring that every student is supported to fulfil their academic potential and to develop personally, confidently, and purposefully.

This booklet provides all essential information required to apply for Sixth Form entry in 2026. It also highlights the exceptionally high quality of educational provision at NSB and showcases a selection of our local, national, and international achievements from the past academic year. I encourage you to read this booklet carefully, alongside the aims, values, and ethos detailed on our school website, to determine whether NSB's Sixth Form is the right environment for you. A series of videos offering insight into daily life at the school is also available on the website: [www.nsb.northants.sch.uk](http://www.nsb.northants.sch.uk).

Northampton School for Boys is an 11–18 school offering single-sex education for boys in Years 7–11, with a large co-educational Sixth Form of over 580 students. In 2010, we became one of the first schools to embrace the autonomy granted through academy status. In recent years, we have invested extensively in our facilities to create an exceptional learning environment. These developments include a multi-million-pound swimming pool, state-of-the-art dance and fitness suite, a new 3G sports pitch, and a fully refurbished music department and theatre.

Our vision is to ensure that every student is able to maximise their achievement and potential, academically and through the school's rich extra-curricular programme, including sport, music, dance, art, and drama. Equally, we are committed to providing outstanding care, guidance, and support as students' progress through their post-16 education and onward into their post-18 pathways.

The success of our Sixth Form is most clearly reflected in our outcomes: exceptional public examination results, impressive higher-education and career destinations, and the breadth and quality of our wider school achievements. The following pages summarise the outstanding accomplishments of NSB and its Sixth Form students during 2024 and 2025.

- The school received a full Ofsted inspection in March 2025 and was graded as Outstanding in all categories, including: Sixth Form / Leadership and Management / Quality of Education / Behaviour and Attitudes / Personal Development
- NSB was heralded by the Sunday Times in 2025 as the Top Performing Comprehensive School in the East Midlands based on A Level and GCSE results achieved in the summer of 2024.
- NSB was crowned Northamptonshire Secondary School of the year in November 2024 at the Northamptonshire Education Awards.
- NSB enjoyed exceptional A Level results in 2025 - over 700 A Level entries in 23 different subjects were taken at an average grade per entry of above a Grade B (40 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 36% of all entries in 2025 were graded A or A\* and almost 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.
- NSB secured exceptional BTEC results in 2024 and 2025 – we run one BTEC – BTEC Sport (focus for 2026 rugby, basketball, netball) – the average grade secured in 2025 by a large cohort was equivalent to A\*AA at A Level.
- The vast majority of leavers in 2024 and 2025 secured places in their first choice University.
- NSB was recently ranked as the top school state or private in Northamptonshire by the Daily Telegraph for successful applications to Oxbridge over recent years – 6 in 2025 with 15 students additionally gaining a place to study medicine / veterinary science or dentistry.
- In 2024, NSB was the number one ranked state school in the UK for competitive sport (School Sport Magazine rankings).
- Across 2024 and 2025 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 Cup Champions in Netball.
- 28 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'- 4 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. The current First XV have reached the Quarter Finals of the National Cup (to be played) and are ranked number 2 in the Daily Mail National Rankings at the date of publication. Girls' rugby is equally thriving with several girls achieving national selection recognition over the past two years.
- 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 2025 Platinum Award winners, over 35 students have secured places at prestigious music schools / colleges since 2022, 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 these outcomes are considered alongside the school's state-of-the-art facilities, I hope you will feel confident that NSB offers a Sixth Form environment in which you can truly fulfil your potential and prepare effectively for life beyond school.

Should you choose to join us, we will expect you to engage fully in our school community and to commit yourself to achieving your very best. I trust that you will embrace the exceptional opportunities NSB provides, and we would be delighted to welcome you in September 2026.

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

### **Our Heritage & Identity**

Northampton School *for Boys* was founded in 1541 as a Grammar School when Thomas Chipsey, three-time Mayor of Northampton, established an endowment for a free school in the town, supported by a board of trustees. Originally based in Bridge Street, the school moved in 1557 to the former church of St Gregory, where it remained for over three centuries before relocating to the Corn Exchange in 1864. New premises were opened in Abington Square in 1870 to accommodate 200 pupils, but growing demand led to the opening of the current site in 1911, designed for 350 boys. Continued expansion followed, and NSB became a comprehensive school in the 1970s as part of Northampton's move to a three-tier system, serving as a 13–18 boys' Upper School. In 1992, the school became Grant Maintained, gaining greater independence before transitioning to Foundation School status in 1999, during a period in which NSB became increasingly oversubscribed. Our ethos has evolved over centuries yet remains rooted in enabling every student to fulfil their potential inside and outside of the classroom.

### **Our Ethos & Values**

At NSB we believe in high expectations, purposeful activity and a disciplined, respectful environment in which all students can thrive. Hard work, ambition and resilience are core to our culture, alongside traditional values such as honesty, integrity, kindness and humility. We nurture leadership skills, promote healthy competition, and strive to develop the whole person, encouraging students to be self-confident, independent learners who respect one another and contribute positively to the school community.

### **Learning, Curriculum & Support**

We offer a broad and balanced curriculum that challenges, stretches and inspires. Students benefit from high-quality teaching, specialist facilities and an academic framework that encourages curiosity, independence and aspiration. Alongside their studies, Sixth Formers are supported through excellent pastoral care, personalised guidance, and a commitment to students' moral, emotional, social and cultural development. Our aim is for every student to leave NSB prepared for successful, fulfilled adult lives.

### **Opportunity, Enrichment & Life at NSB**

Life at NSB extends far beyond the classroom. Our exceptional co-curriculum encompasses extensive sport, music, drama, dance, academic societies, leadership opportunities and national and international trips and residential. From House competitions and performing arts showcases to elite sports pathways and careers and enterprise events, students are encouraged to engage fully with the breadth of opportunities available. This vibrant wider life helps shape confident, well-rounded individuals ready to make their mark—*Respecting the Past... Securing the Future.*

According to the 2025 Ofsted inspection, Northampton School for Boys offers an *"ambitious curriculum that is challenging and interesting,"* with students in the Sixth Form who *"relish the*

*chance to challenge themselves” and develop “a sophisticated understanding of the subjects they study.”* The report notes that the school’s curriculum *“provides pupils with the knowledge, skills and qualifications they need for their next stage in education or employment.”* Importantly, *“almost all pupils go on to ambitious destinations when they leave the school.”* With its *Outstanding* Sixth Form provision, NSB equips students with the academic rigour, personal maturity, and clear direction needed to thrive beyond Sixth Form. [Ofsted](#)

## 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 1,153 boys in Years 7–11 and a thriving Sixth Form of around 600 students, with approximately 70% of our own Year 11 cohort choosing to continue their studies at NSB. Each year, around 900 external applicants from across both the state and independent sectors also compete for Sixth Form places. Sixth Form students play a vital and visible role within the wider school community, and the House system provides a strong framework for meaningful interaction with younger students. Through coaching, mentoring, leading House activities and supporting learning, Sixth Formers not only help to enrich the experience of our younger boys but also develop their own leadership, communication and organisational skills, preparing them for life beyond school.



## A LEVELS/LEVEL 3 BTEC

**The school expects that 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 unsure about your future plans, it is important to choose subjects in which you know you can succeed and remain motivated. Some subjects naturally complement each other and support your overall learning, whereas other combinations may create unnecessary pressure due to heavy coursework or practical requirements.

Many universities and employers value strong academic achievement and a balanced subject profile, alongside evidence of commitment, curiosity, and resilience. To help you explore how different A Levels link to future pathways, UCAS offers useful guidance at [ucas.com/explore/subjects](https://ucas.com/explore/subjects).

When deciding, it is essential to think carefully about your strengths, interests, and preferred ways of working. Making the right subject choices at the start of Sixth Form is important, but you will have opportunities to discuss your options during the Course Guidance process before joining. In the first few weeks of the Sixth Form, it may also be possible to adjust your programme if a subject proves not to be the right fit.

Your success, confidence, and enjoyment of learning are at the heart of your choices, and we will support you throughout the process to ensure you start your Sixth Form journey on the right path.

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

Joining the Sixth Form is not an end in itself; it is the beginning of a challenging and rewarding two-year journey. Alongside your A Level or Level 3 BTEC studies, you will take part in a carefully designed co-curriculum that develops skills, character and confidence beyond the classroom. NSB has always been proud of the breadth of its extra-curricular and personal development opportunities, and the Sixth Form is no exception.

Through this programme, you will learn to work with others, take responsibility for your role within the school and wider community, and develop the independence you need to thrive in the future. Some opportunities are compulsory, others optional, but all are designed to build different aspects of your personal and academic growth. Independent study is an essential skill, supported by our structured study programme and regular mentoring from your form tutor. Compulsory elements include weekly Sport & Recreation, Enrichment Lessons that help you research Post-18 pathways and complete MOOCs, two extra-curricular activities each week, and a Year 12 work experience placement to build your employability and support applications to university, apprenticeships or employment.

Our wider extra-curricular programme offers something for everyone. Elite pathways in sport, music, dance and drama allow talented students to train with expert coaches and tutors, compete or perform at the highest levels and represent the school nationally. Recent Sixth Form achievements include competing in a national rugby final at Twickenham and performing at the Royal Albert Hall. However, you do not need to be an elite performer to get involved, there are extensive recreational activities, coaching roles and opportunities to support younger students across the school.

Leadership and service play a central role in Sixth Form life. The Duke of Edinburgh Award, which is extremely popular, enables you to develop resilience, teamwork and independence. Our Reading Mentoring programme trains Sixth Formers to support literacy in the lower school. It is a highly rewarding experience that makes a real difference to younger students and helps you develop strong communication and interpersonal skills. Many Sixth Formers also support curriculum areas by helping boys in lessons, in small groups or through home learning and reading support in the library.

As senior members of the school community, Sixth Form students are role models. The way you carry yourself, contribute to school life and support others helps to set the tone for the whole school and shapes the legacy you leave behind.

## **PERSONAL DEVELOPMENT**

Our aim is to develop responsible, respectful and active young adults who can contribute positively to society and confidently take their place in public life. At NSB, personal development is central to our ethos and is woven into every aspect of school life. We provide a wide range of opportunities, both within and beyond the curriculum, to help students develop the attitudes, values and skills that shape strong character and enable them to thrive.

Guided by our belief in respect for all, we promote core values including kindness, consideration, courage, equality, diversity, fairness, democracy, tolerance, resilience, and a commitment to both physical and mental wellbeing. Students are encouraged to think critically, reflect on their choices, engage in open discussion and debate, and work collaboratively with others.

Personal Development at NSB encompasses a broad and purposeful programme, including wellbeing initiatives, a rich extra-curricular offer, trips and residential, careers education and guidance, PSHE/RSE and Citizenship, the House System, Student Voice, Charity Week and our sustained focus on equality and inclusion. In Years 12 and 13, students have an additional weekly Enrichment lesson, designed to equip them with the skills needed for a smooth transition to higher education, apprenticeships, or the workplace.

All KS5 students are also offered individual meetings with the Careers Team to complement their wider Careers Education and ensure personalised guidance.

Each October, the whole school participates in Personal Development Week, during which every year group follows a tailored programme of activities focused on personal growth, skills development, and wellbeing. Year 12 students take part in a residential trip to Bournemouth during this week, providing a valuable opportunity for team building, independence, and social development. Together, these experiences help build confidence, integrity and a strong sense of community, ensuring every student is well prepared for life beyond school.

## WELLBEING

Our students' wellbeing is a top priority. We actively promote a culture where talking openly about feelings is encouraged, and where every young person learns how to maintain positive wellbeing through healthy habits such as exercise, being active, mindfulness, connecting with others, good sleep, balanced nutrition, learning new skills and practising kindness. Throughout the year we run a wide range of activities and awareness events to support and normalise conversations around mental health.

Students are taught what to do if they have concerns about their own wellbeing or that of a friend. We clearly signpost the support available both in school and through trusted external agencies. While we always encourage students to speak directly to a member of staff, they can also use the *Report a Concern* feature on ClassCharts if they prefer to request help privately. Our aim is to ensure that every student knows how to access support quickly, safely and confidently.

## STUDENT VOICE

Students at NSB have a range of opportunities to share their opinions and influence school life, from suggesting improvements to celebrating the positive aspects of their experience. Termly House and School Council meetings (six each per year), annual whole-school surveys, and shorter mini-surveys ensure that students' voices are heard regularly.

There are also a variety of student-led groups and societies, including *The Female Lead*, *Race Ambassadors*, *Eco-Committee*, and *LGBTQ+ Society*. We are actively exploring ways to expand representation further, including giving students with special educational needs or disabilities a stronger voice.

At NSB, it is important that every student knows their opinion matters and that they can make a constructive impact on the school community.

## HOUSE STRUCTURE

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



The House System at Northampton School for Boys is dynamic, interactive, and central to school life. It promotes interaction across year groups, encourages healthy competition, develops a strong sense of community, and provides a platform for the student voice. Through the House system, students also have opportunities to explore core values and enhance their spiritual, moral, personal, and social development, while developing skills in sport, expressive arts, music, chess, English, general knowledge, cooking, and many other activities.

There are four Houses – Brightwell, Chipsey, Manley, and Washington – named after four of the school's original founders. Students are allocated to Houses according to their Form. Each House is led by a House Director (staff) and has an elected House Leader and two Assistant Leaders from Year 13. House Seniors from Year 12 support Forms and help run House activities. Each House has an associated colour, shown on the NSB stripe of the lower school tie, and students can purchase a House t-shirt from Student Services to wear during competitions.

House competitions take place across subjects, extra-curricular activities, and a detailed sporting programme, providing every student with a chance to participate, perform, lead, and contribute. Beyond competition, the House system allows students to have a real say in school life through House and School Council meetings, encouraging discussion, voting, and the implementation of positive changes in the school environment.

There are also a range of positions of responsibility within each House, giving students the opportunity to develop essential skills for life after school, including leadership, organisation, communication, teamwork, and the ability to make a tangible impact on the school community.

## **POST-18 PATHWAY?**

Whichever path you choose, NSB will support you. Our Employment Opportunities Evening, held each March, brings companies from Northampton and beyond into the Sixth Form to discuss apprenticeships, work experience, and job opportunities after A Levels or BTEC.



Professional apprenticeships are an increasingly popular way to gain qualifications while earning, and additional work experience opportunities are available for all Sixth Form students throughout the year. Our Future Apprenticeship Academy is specifically designed to support anyone interested in apprenticeships, and it has successfully enabled students to secure some of the most competitive opportunities nationally. The Careers Team maintains strong links with local and national employers and is always on hand to help you connect with companies to discuss your future plans.

For students aiming for university, support begins in the spring of Year 12. You will receive a comprehensive handbook to guide you through the application process, and your Enrichment lessons will provide advice as you research courses and prepare your personal statement. Our Post-18 Early Applicant Coordinator has extensive experience with competitive courses including Oxbridge, Medicine, Dentistry, and Veterinary Science, ensuring students benefit from expert guidance throughout the process.

Parents are invited to a dedicated Post-18 Evening, where all pathways are explained, including UCAS applications, apprenticeships, and other Post-18 options. For those considering Oxbridge, students are invited to join our Oxbridge application scheme. Applicants follow a "fast track" programme, with support throughout Year 12 and early Year 13 to meet the early UCAS deadlines. An Oxbridge Evening introduces students and parents to admissions tutors, while individual interview practice ensures applicants are fully prepared.

At NSB, we ensure every Sixth Form student has the guidance, opportunities, and support to make informed choices and achieve their ambitions. Whether your goal is university, an apprenticeship, or entering the world of work, we are committed to helping you succeed and thrive beyond school.

## **STUDYING IN THE SIXTH FORM**

The demands of Sixth Form study are significant, and it should be approached as an opportunity to succeed, not a guarantee of success. Even if you found GCSE courses relatively straightforward, success at A Level or Level 3 BTEC cannot be taken for granted. You will need to adapt to a higher level of independent learning, organisation, and commitment and you will only achieve what you put in.

To thrive in the Sixth Form, it is essential to stay on top of your work throughout the year. Leaving tasks until the final months is not an option, as the volume and depth of study require consistent effort, focus, and dedication from the very start.

### **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 quantity of knowledge you are expected to acquire is far greater than at GCSE, and this begins from Day 1 in Year 12. Secondly, you are expected to demonstrate higher-order intellectual skills with the knowledge you have gained, so A Levels and BTECs differ from GCSEs not only in quantity but also in quality.

Q. How much home learning will I be expected to do?

You are expected to spend roughly the same amount of time on independent study for each subject as you do in class. This does not include additional time for revision during exam periods.

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

No. There is a much greater emphasis on independent learning and personal responsibility for your progress. To support this, study sessions are provided where you will be guided on how to organise your work and make the most of your independent study time.

Q. How much free time will I have?

Apart from break and lunchtime, there is no formal free time. Non-contact periods are designated for independent study, either in supervised sessions on-site (Periods 1–4) or, if your non-contact time is in Period 6 or 7, you may work off-site at home. This privilege is subject to review if additional support is needed to maintain your expected progress.

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

Yes. In Year 12, students receive reports at the end of Terms 2, 4, and 6, and in Year 13 reports are issued in Terms 2 and 4. There is also a Parents' Evening to discuss your progress. Additional Parents' Evenings include one explaining what to expect in the Sixth Form and arrangements for the Year 12 Residential Trip, and a second evening introducing 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, led by the Deputy Headteacher - Director of Sixth Form (Mrs Bradley-Brophy) and Deputy Director of Sixth Form (Mr Goswell).

We now have 20 Form Groups in the Sixth Form. Each year group has 10 Form Groups, and each group has its own Form Tutor. Students in Tutor Groups will be in the same House, and internal Year 11 students moving into the Sixth Form will keep their current House membership.

We have a revised leadership structure across the Sixth Form. Each year group has a Year Team Director and an Assistant Year Team Director, responsible for their 10 Form Groups. The whole team is led by Mr Goswell, who is the Deputy Director of Sixth Form.

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

A Sixth Form Tutor fulfils the same role as a Form Tutor in any other year group, delivering the Enrichment programme and taking an active interest in the academic and personal progress of students. To support this, Sixth Form students have an additional period on their timetables during which Form Tutors meet individually with students to discuss their progress on a one-to-one basis. This forms the cornerstone of our mentoring programme and is a crucial element in providing students with the guidance and support they may need as they adapt to life in the Sixth Form.

## **TARGETING**

Each student will receive two achievement targets for their subjects when they begin their Sixth Form courses. The Minimum Achievement Grade (MAG) represents the national standard at which we expect students to work and is calculated using the mean of all their GCSE grades. The Target Achievement Grade (TAG) is a more aspirational benchmark that reflects the level we believe each student can work towards.

Teaching and feedback are structured to help students maintain their MAG and strive to achieve their TAG. Parents can monitor their son's or daughter's progress against these targets via Edulink. In Year 12, progress information is provided at the end of Terms 2, 4 and 6 for each subject, along with Behaviour for Learning and Home Learning scores.

## GENERAL ADVICE

When choosing your subjects, make sure you investigate them fully. Consider whether they complement each other and whether they support a future career path or degree course. Look carefully at your combination of subjects to decide if they make sense as a balanced and coherent programme of study.

How much coursework or project work is involved?

Choosing three subjects that all have significant coursework or project elements may not be advisable, so check the requirements carefully.

What skills are required?

For example: verbal reasoning, practical abilities, scientific understanding, numerical skills, or a combination of these.

Do not choose subjects simply because your friends have chosen them. Focus on your own interests, strengths and long-term goals.

Find out whether a subject will be substantially different in the Sixth Form. Subjects can vary considerably at A Level compared with GCSE, and it is important to understand what new content or skills will be required.

If you are considering taking a fourth A Level, be aware that this is highly demanding academically. You must be confident that you have the capacity to manage the workload.

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 selecting new ones that you have not studied before.

Some subjects do not require prior knowledge, including those previously available at GCSE, but make sure you understand what is expected before committing.

Take advice from family, teachers, friends and current Sixth Form students — but remember, it is *you* who will be in the classroom and completing the home learning. You must feel confident and comfortable with the subjects you choose.

## ATTENDANCE

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

- **Illness** – Please notify our school absence line on 01604 230240, selecting Option 3, on the first morning of absence. Leave your son/daughter's name, Form Group, the reason for their absence, and your name and contact number.
- **Permission granted following an online request submitted at least 5 days in advance** – for example, a dental or hospital appointment, or a Post-18 open day/interview that cannot be scheduled outside school hours. *Please note: this online request is now submitted via a form available on the school website.*
- **A school-organised activity** – such as an educational visit or 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**

### **Music Tuition**

A 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.

### **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 that enables them to achieve their full potential, free from disruption or negative influence caused by the behaviour of others. Mutual respect is essential and must be demonstrated by all members of the school community.

The Behaviour Policy has been developed in partnership with students, parents, and staff. It outlines the expectation that all students conduct themselves as responsible members of a civilised community, upholding high standards of behaviour at all times. Students have responsibilities to themselves and to those around them. Where established behavioural standards are not met, appropriate sanctions, such as detentions, will be applied. Parents and carers are expected to support these measures. If a Friday after-school detention is issued, 24 hours' notice will be provided.

The school values close cooperation between teachers and parents. Concerns are addressed at the earliest possible stage and, where necessary, parents may 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 seriousness of the issue.

In extreme circumstances, the Headteacher has the authority to impose a fixed-term exclusion or, in very rare cases, a permanent exclusion. Full details of the Behaviour Policy are available on the school website.

## SIXTH FORM DRESS CODE

There is no set uniform for students in the Sixth Form at Northampton School for Boys. Historically, the term *office dress* has been used as a guideline, but in the modern workplace this term has become increasingly ambiguous. We therefore aim to provide clearer guidance on what is expected in terms of dress.



Non-binary students are encouraged to discuss their intended clothing choices with the Director of Sixth Form so that relevant staff can be appropriately informed and supportive.

### **Appearance Policy Years 12 and 13**

Any breach of the Appearance Policy will result in the withdrawal of unstructured time until the issue is resolved, or the student may be asked to use clothing provided by the Year Team Directors to correct the breach.

If any student or parent/carer is unsure whether a change in appearance, such as a new hairstyle, meets the requirements of the policy, they must seek guidance from the school before making the change.

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.

#### 2. Clothing (Female)

Blazer & Trousers	Tailored blazer and tailored trousers
Suit	Tailored 2 or 3 piece suit, and tailored trousers or skirt. <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 just above the knee should be set as a minimum length guide
Shirt/Top	A Shirt, Blouse, or top appropriate for office dress.
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

- Hair must not be cut shorter than a No. 2. A fade is acceptable provided the overall style remains appropriate for a professional office environment and the hair is not shorter than a No. 2 on top. Patterns or designs (e.g., lines, zigzags, Mohicans) are not permitted.
- Long hair must be tied back where safety considerations apply in certain lessons.
- Hairstyles must be consistent with those considered acceptable in a professional workplace.
- Hair should be kept clean, neat, and tidy.
- Hair must not be dyed in unnatural colours or styled with prominent or 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

- Religious and cultural Headwear may be worn.
- 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 not permitted, unless in study and wired into a surface. NOT Bluetooth

### 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.

While there is no formal uniform in the Sixth Form, we ask that students dress in a way that reflects *smart, professional office-style clothing*. To help, here are some key expectations:

- Denim is not permitted in any form.
- Trainers, military-style boots (including Dr. Martens), fabric walking boots, open-toed shoes, sandals, and flip-flops should not be worn. (*Trainers are allowed for PE lessons.*)
- Fleeces are for outdoors and should not be worn inside the school buildings.
- Hoodies and baggy casual sweatshirts are not considered office dress and should not be worn to or from school or during the school day. Jumpers that prevent wearing a tailored jacket should be avoided.
- Headphones, earpieces, and earbuds should not be worn around school.
- Baseball caps or other hats should not be worn indoors.
- Tops with large slogans or conspicuous logos are not suitable.
- Tailored trousers should be a professional fit—not super skinny or skin-tight.
- Midriffs should remain covered.
- Bodycon dresses and skirts are not appropriate for school.

We encourage all students to choose clothing that is comfortable but also reflects a professional and respectful learning environment. If you're ever unsure about an item of clothing, please check with the Director of Sixth Form.

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 schoolwork 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 based on 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 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 put money onto their child's account via ParentPay, 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**

The Student Learning Agreement outlines what students can expect from Northampton School for Boys Sixth Form and what the school expects in return. By joining the Sixth Form, students commit to upholding the highest academic and personal standards.

NSB Sixth Form Will Provide:

- A high-quality programme of courses, taught by qualified and effective staff, supported by appropriate facilities and resources.
- A friendly, caring, and supportive environment.
- A comprehensive programme of PSHE and Enrichment, including extensive support for all post-18 options, pathways, and mentoring.
- Guidance to help you develop as an independent learner, capable of managing your time effectively and applying strong study skills.
- Robust assessment, recording, and reporting processes to support your progress, including formal reports at the end of Terms 2, 4, and 6 in Year 12 and Terms 1 and 4 in Year 13.
- A broad extra-curricular programme that enhances learning and builds skills valuable for all post-18 destinations.
- Appropriate support for any special educational needs.

Students Are Expected To:

Commitment and Conduct

- Approach your studies with commitment, ambition, and self-discipline. Be reflective, seek support when needed, and act on the advice provided by staff.
- Adhere fully to the Sixth Form dress code and maintain a smart, professional appearance at all times.
- Act as a positive role model for younger students, demonstrating respect, courtesy, and adherence to the school's Code of Behaviour and Use of ICT Policy.
- Report any form of bullying, whether in or outside school.

Attendance and Organisation

- Follow your timetable rigorously, attending all lessons punctually.
- Ensure any changes to your timetable are authorised by the Director of Sixth Form after consultation with subject staff and your Form Tutor.
- Provide absence notes for any time missed and avoid taking holidays during term time.

## Independent Learning

- Take full responsibility for your study habits, using private study time effectively and completing home learning and coursework conscientiously by all deadlines.
- Bring the current unit's work to every lesson. As a minimum, this must include lesson notes, private study work, and notes on teacher feedback.
- Write up class notes according to subject guidance and keep all work organised in the appropriate topic file.
- Use non-teaching time effectively during the school day, including developing wider skills through volunteering opportunities in the lower school or with external agencies.

## Community Contribution

- Contribute positively to the ethos and wider life of the Sixth Form and school.
- Support the school through participation in the extracurricular programme and involvement in whole-school events such as Charity Week and Sports Day.

## Responsibility and Progress

- Accept responsibility for your progress and behaviour. Failure to meet the expectations outlined in this agreement may result in your place in the Sixth Form being reconsidered.
- Where progress in a subject is unsatisfactory, the school reserves the right to withdraw you from that examination. Support and guidance will be provided before any such decision is made.

## **EXAM RESULTS 2025**

Name	A*	A	B	C	D	E	U
ART	3	1	6	2	0	0	0
BIOLOGY	9	22	16	14	9	5	0
CHEMISTRY	9	14	19	18	9	5	4
COMPUTING	4	10	6	4	3	0	0
DANCE	1	0	2	0	0	0	0
DESIGN TECHNOLOGY	0	4	3	4	2	0	0
DRAMA	0	1	5	4	0	0	0
ENGLISH LANGUAGE	0	0	12	6	1	0	0
ENGLISH LITERATURE	9	5	13	6	2	0	0
FRENCH	2	3	1	1	0	0	0
FURTHER MATHS	10	11	7	4	0	1	0
GEOGRAPHY	6	4	11	8	2	0	0
HISTORY	3	15	26	10	1	0	0
MATHEMATICS	37	21	25	27	10	3	2
MEDIA STUDIES	0	5	5	2	0	0	0
MUSIC	0	2	2	3	1	2	0
MUSIC TECHNOLOGY	0	0	2	3	1	0	0
PE	2	5	9	7	1	0	0
PHYSICS	8	12	12	10	6	6	2
POLITICS	2	6	12	6	0	0	0
PSYCHOLOGY	2	10	18	25	3	1	0
RELIGIOUS STUDIES	1	4	6	3	0	0	0
SOCIOLOGY	5	11	15	8	2	1	0
SPANISH	0	4	5	0	0	0	0