HAYES SCHOOL



Sixth Form

September 2027 Entry

HAYES SCHOOL SIXTH FORM

"To inspire and support every student in raising and achieving their academic and personal aspirations, every day."

Sixth Form Vision Statement

Hayes School Sixth Form is a well-established, thriving community and we work tirelessly to make sure that every student who enrols can meet their academic and personal aspirations.

We urge any prospective Year 12 student to view our Sixth Form as a two-year commitment, so it is imperative that you have, or seek to obtain, high-quality guidance before selecting one of our three 'Pathways'.

YEAR 12 PATHWAYS

Hayes School aims to provide a Sixth Form Curriculum which supports breadth and depth whilst providing considerable flexibility. The learning programme will be matched to a student's ability and will provide a clear progression to higher education, employment and further training.

Year 12 students should choose a Pathway that best suits their post-18 aspirations. These three Pathways are detailed below, please refer to the subject specific information, which will be available via our school website.

If a student is unsure of their aspiration, they may wish to study (entry requirements permitting) Mathematics, Further Mathematics English Literature, Biology, Chemistry, Physics, Geography, History' or any Modern Foreign Language. These subjects are termed "facilitating subjects" by the Russell Group Universities and will allow students to keep their university course options open.

WHICH PATHWAY SHOULD I CHOOSE?

Students will choose **ONE** of the following three Pathways, and then choose the individual subjects within that option:

1. **Academic Pathway** - 3 (or 4) x A level subjects

The **minimum academic entry requirements** for this pathway are **five subjects at Grade 5 or above at GCSE level.**

If a student attains an average of straight 7-9 grades in their GCSE subjects, they may consider selecting four A levels. We will offer advice on a case-by-case basis.

2. **Academic Vocational Pathway** - 3 x BTEC/Cambridge Technical/Cambridge Advanced National qualifications.

The **minimum academic entry requirements** for this pathway are **five subjects at Grade 4 or above at GCSE level**

3. **Mixed Pathway** - 1 A-Level and 2 BTEC/Cambridge Technical/ Cambridge Advanced National qualifications.

The **minimum academic entry requirements** for this pathway are **five subjects at Grade 4 or above at GCSE level.**

DIFFERENCE BETWEEN VOCATIONAL AND A-LEVEL

The main difference between opting for a vocational subject or an A-Level is the assessment method. A traditional A-Level will have minimal NEA (Non-Examination Assessments), often referred to as 'coursework', as part of the assessment method. Most A-Level subjects will contain three examinations which are sat at the end of Year 13. However, vocational subjects, either Cambridge Technical, Cambridge Advanced Nationals or BTEC qualifications, contain up to 50% NEA. In addition, external examinations are sat modularly throughout the course, with assessment windows in both January and May of Year 12 and Year 13. The grading of these qualifications also differs slightly and does not contain the traditional A* - E grading. All the vocational qualifications we *offer* carry UCAS points and allow for a transition into higher education or apprenticeships. Please see below for a grade comparison:

A-Level Grade	Vocational Equivalent	UCAS Points Tariff
A*	Distinction*	56
A	Distinction	48
B		40
C	Merit	32
D		24
E	Pass	16

"I joined Hayes at the start of Year 12 and instantly felt at home. The school and teachers welcomed me into 6th form life and have supported me throughout my time here. Most recently including helping me to apply for Oxford University."

A Year 13 Student

SUBJECT SPECIFIC ENTRY REQUIREMENTS

In addition to meeting the minimum academic entry requirements, an applicant must also **meet the subject specific requirements** in order to study their chosen courses.

Entry requirements for all subjects are outlined in the table below.

Please refer to the subject specific information which will be available via our dedicated open evening website.

Subject	Subject Specific Entry Requirements
Art & Design	Grade 5 or above in Art and/or Textiles (for Fine Art and Textiles students) and Grade 5 or above in English
Art (Photography)	Grade 5 or above in Art or Textiles and Grade 5 or above in English and Mathematics.
Biology	Combined Science Grade 6-6 or above or Separate Science Grades 6-6-5 or above, with at least Grade 6 required in Biology and Chemistry and Grade 5 or above in Mathematics and in English.
Business Studies	Grade 5 or above in English and Mathematics.
Business - Cambridge Technical	Five Grade 4's or above, including Grade 4 or above in English and Mathematics.
Chemistry	Combined Science Grade 6-6 or above or Separate Science Grades 6-6-5 or above, with at least Grade 6 required in Chemistry plus Grade 5 or above in Mathematics, and in English.
Computer Science	Grade 5 or above in Computer Science and Grade 5 or above in Mathematics and English.
Dance	Grade 5 or above in Dance GCSE (or strong performance background in Dance if not studied at GCSE) plus Grade 5 or above in English.
Design Technology	Grade 5 or above in Design Technology and Grade 5 or above in Mathematics and English.
Digital Systems and Data – V-Level	Five Grade 4's or above, including Grade 4 or above in ICT or equivalent plus Grade 4 or above in Mathematics and Grade 4 or above in English.
Drama	Grade 5 or above in Drama or Grade 5 or above in English.
English Language/ Literature	Grade 6 or above in English Language and a Grade 5 or above in English Literature.
English Literature	Grade 6 or above in English Literature and a Grade 5 or above in English Language.
Economics	Grade 6 or above in English and Grade 5 or above in Mathematics.
Extended Project Qualification (EPQ)	Please Note: An expression of interest form is required to study the EPQ. These are issued within the first few weeks of Year 12.
Film Studies	Grade 5 or above in English.
Geography	Grade 5 or above in Geography and Grade 5 or above in English.
Government & Politics	Grade 5 or above in English.
History	Grade 5 or above in GCSE History plus Grade 5 or above in English.
Mathematics	Grade 7 or above in Mathematics.
Further Mathematics	Grade 7 or above in Mathematics, although at least a Grade 8 is recommended, given the complexity of the course. This subject must be taken alongside "single" Mathematics A level.
Media Studies	Grade 5 or above in English.
Media - Cambridge Technical	Five Grade 4's or above, including Grade 4 or above in English and Mathematics.
MFL (French, German, Spanish)	Grade 6 or above in the language to be studied and Grade 5 or above in English.
Music	Grade 5 or above in GCSE Music or students will need to provide evidence of Music proficiency e.g. instrument to Grade 5 or above plus Grade 5 or above in English.
Music Technology	Grade 5 or above in GCSE Music or students will need to provide evidence of Music proficiency e.g. instrument to Grade 5 or above plus Grade 5 or above in English.
Physical Education	Grade 5 or above in Physical Education or a Distinction in vocational equivalent plus Grade 5-5 or above in Science and Grade 5 or above in English. Students wishing to undertake the course must be competing in a sport that is on the Edexcel specification., on a regular basis.
Sport Studies - Cambridge Technical	At least five Grade 4's or above at GCSE including Grade 4 or above in Physical Education or vocational equivalent plus Mathematics and English.
Physics	Combined Science Grade 6-6 or above or Separate Science Grades 6-6-5 or above, with Grade 6 or above required in Physics, Grade 6 or above in Mathematics and Grade 5 or above in English.
Psychology	Grade 5 or above in Mathematics and Grade 5 or above in English plus Grades 5-5 or above in Combined Science or Grade 5 or above in Biology.
Religious Studies	Grade 5 or above in English.
Science Cambridge Advanced National Applied	Five Grade 4's or above, including a 4-4 in Combined Science, Grade 4 or above in Mathematics, and a Grade 4 or above in English.
Sociology	Grade 5 or above in Sociology, plus a Grade 5 or above in English.

Please note, there may be some circumstances where amendments to our course offer must be made, such as timetable clashes, oversubscribed courses or insufficient demand for a particular subject. Should this be the case, we will contact you at the earliest opportunity to discuss alternative courses. Courses are confirmed as final on GCSE Results' Day and during the subsequent enrolment process.

Please note: The following combinations of subjects are not permitted:

- Students cannot study Sport Studies (Cambridge Technical) and A level Physical Education.
- English Language/Literature and English Literature.

We recommend that all students should have a "Plan B" in case they do not attain the results required for entry onto their chosen courses.

"Hayes Sixth Form has provided me a range of opportunities to develop more than just my subject knowledge. I have gained leaderships skills, learnt to run a small team of mentors and become a support reader for students in the lower school.

A member of The Student Leadership Team

THE EXTENDED PROJECT

The Extended Project Qualification (EPQ) allows each student to embark on a largely self-directed and self-motivated project. Students must choose a topic, plan, research and develop their idea and decide on their finished product.

This qualification is worth half an A level, for which they will receive UCAS points and is assessed against Year 13 A level standards. Undertaking the EPQ encourages creativity and curiosity in students. Ideally it should be related to what they want to study at university or the field of work in which they are interested, as it represents a great opportunity to show passion for a particular interest.

Previous Extended Project Qualification titles have included:

- Should we allow genetic screening to produce designer babies?
- Organic food: is it worth it?

TUTORING AND ACTIVE SIXTH

Each tutor group has a highly trained Sixth Form Tutor who will support students to meet their potential. ACTIVE Sixth sessions are delivered to groups and cover a range of relevant topics to support students academically, emotionally and socially as they progress through the Sixth Form.

Academic Mentoring takes place continuously and Form Tutors will work directly with students following Data Reviews to ensure they reach their potential. Our Form Tutors help students mix, make new friends and will be there to provide pastoral advice and guidance when needed. Tutors are the first point of contact with the school for parents and carers.

TRANSITION

At Hayes School we work to ensure that the transition into Year 12 is as smooth as possible, supported by a combination of summer bridging units for each subject area and a study habits programme delivered at the start of the year (based on the work by James Clear, the author of Atomic Habits) designed to develop independent learners ready for Sixth Form life.

Students are internally assessed during Year 12 to measure progress, and interventions are put in place where necessary to raise student achievement. At the end of Year 12, 'Year 13 Ready' work is issued if needed, to enable a smooth transition into Year 13.

We have a number of students from other schools who join Hayes Sixth Form each year and therefore, we understand that starting in a new school can feel a bit daunting, however it is also a great opportunity for a fresh start and to meet new people and make lasting friendships. Remember that many others will be feeling the same way – apprehensive but excited and keen to connect.

Students often find they develop friendships with other students in their tutor group, in their teaching classes or during extra-curricular activities, so please be patient and give yourself space to settle in.

In addition to meeting fellow applicants if you attend one of our Induction days, the Sixth Form Team arrange a meeting at the start of term for any new students to meet up; this offers students the opportunity to connect and form bonds with other students.

PARENTS' FORUM

Parent(s)/carer(s) are invited to several evening meetings throughout the year; the purpose of these are to inform parent (s)/carer(s) of significant Sixth Form procedures, assessment systems, opportunities, university admission procedures, etc.

ASSESSMENT

At regular intervals, staff assess the progress made by each student in terms of effort and attainment. Students must show that they are serious candidates if they are to continue on their courses. The school reserves the right to withdraw support for entry in any examination for any student who continually fails to produce the work expected of them. It must be stressed, however, that such a step would not be taken lightly and certainly not before we had done all in our power, through discussion with students and parents/carers, to improve the situation. We therefore reserve the right to select the level of entry for a candidate at the end of Year 13.

Throughout the Sixth Form, there is a full programme of monitoring, assessment and reporting to parents/carers, including Parents' Meetings. There will be two Progress Reviews during each year including the Annual Full Report.

MENTORING

Sixth Form students have access to a Sixth Form Learning Mentor who can provide help and advice for more delicate issues regarding wellbeing.

We also benefit from links to counselling services which support students as necessary with any concerns.

EXPECTATIONS - THE HAYES WAY

An important aim for students in the Sixth Form is to achieve good results in examinations and to gain entry to Higher Education or to prepare for employment/apprenticeship opportunities.

If the school is to be successful in helping students achieve their potential, then it is important that students fulfil certain obligations by following "The Hayes Way". The school therefore expects that students will:

- Attend school regularly and arrive punctually for AM and PM registration and lessons
- Organise study programmes carefully so that time is not wasted and set work is completed thoroughly and handed in on time
- Be engaged in setting and then subsequently attaining their target grades
- Work beyond set work to develop a wider understanding of the subjects being studied
- Work quietly in all Sixth Form study areas
- Take responsibility for their own learning and use independent study time in a purposeful way

Students are expected to complete a minimum of six hours work per subject, per fortnight, in addition to lessons.

Students are required to acknowledge on their application that they have read and agree to the Sixth Form Contract which indicates that the student agrees to fulfil the expectations described above.

The Sixth Form has a course enrolment and continuation policy and follows the school behaviour management policy which is available to view on the school website.

A report system is in place for students who accumulate points, with other interventions added should further support be required. Students can also earn house points, often as a result of acting "pro-socially" i.e. making a positive contribution to the school community. Our joint success will depend upon consistent, quality communication and support between *staff,* students and parents/ carers.

"I found the transition into 6th Form life easy. The support of my tutor helped me make friends and find extra-curricular activities which suited me. The support from my teachers has been exceptional and is helping me reach the targets I have set myself.

A Year 13 Student

STUDENT LEADERSHIP OPPORTUNITIES

The **Student Leadership Team** is highly respected by both *staff* and students. Roles within the team, comprising Head Prefects and up to ten additional Senior Prefects, are highly challenging and come with a great deal of responsibility. The current team has the following vision:

"To enhance the Hayes experience through developing community integration. "

Each member of the team has their own area of responsibility, including leading the development of charity initiatives, supporting our mentoring programmes and leading the Sixth Form Prefect System. Formal leadership training is provided to enable each student to develop and maximise their skills.

Prefects - In Years 12 and 13, students are given every encouragement to accept a greater degree of responsibility and to make a positive contribution to the school community within the well established prefect system. Prefects find additional scope for personal development and a sense of service and leadership, while providing a steadying and caring influence upon younger students. All students benefit from greater independence and participation in developing self-discipline, self-reliance and a balanced confidence in their own abilities.

Prefects are appointed at the start of the summer term from the Year 12 cohort. Prefect Teams support *staff* in leading areas of the school, including year groups, subject areas and other pastoral teams. These roles are challenging but highly rewarding and help enrich the wider school community.

Mentoring programmes are firmly embedded into the Hayes School ethos. Sixth Form students play an instrumental role in the success of these programmes. We offer Mentor Training covering Child Protection, Safeguarding and Coaching Techniques and match the strengths of each Mentor to a targeted student lower down in the school. The focus of the mentoring support ranges from providing subject specific support to motivating students and helping them with skills such as organisation.
Mentors can develop skills which they will be able to use later in life and find the role rewarding.

You can see what our current Head Prefects say about the school here.

SIXTH FORM RESOURCES

Purpose Built Sixth Form Centre (Opened October 2023).

Exclusively for Sixth Form students, our new purpose built centre offers students a comfortable place to maximise their study time and allow them to recharge between classes.

The Sixth Form Café and Main School Restaurant are available for students to use at break, lunchtime and for some non-taught periods. The Sixth Form Café has a coffee bar with food and drink available between 8.00am and 1.50pm.

Independent Study periods should be used for private study or completion of next steps activities.

DESTINATIONS

A key aim of our work at Hayes School Sixth Form is to ensure students are prepared for their destination post Hayes, something we refer to as their 'Exit Strategy'. Whether a student is following a university, employment or apprenticeship pathway, we are here to support your child to obtain the necessary qualifications, experience and skills required.

In 2025, our Year 13 cohort saw over 150 students gain places at university. This is the result of a strategic approach to considering, researching and applying to universities using online software, information events and one to one support. As a school we ensure UCAS applications and personal statements are thoroughly checked prior to submitting.

Many of our 2025 cohort opted to apply for degree level apprenticeships. For students interested in employment or apprenticeships, we run a centralised system of support including workshops on CV writing, cover letters and interview technique. Additionally students will benefit from external speakers and visits to employment/apprenticeship conferences at both a local and national level. We have a dedicated Next Steps Advisor who supports students applying for a range of apprenticeships.

WORK EXPERIENCE

Year 12 students will prepare and complete Work Experience during one week in the summer term. The main aims are to give students first hand experience of the difference between school and employment and to understand and appreciate the importance of their school work in relation to the world of work.

Students will also be clearer on their long term career ambitions and any work experience undertaken will be included on their UCAS statement and CV and is extremely useful in finding future work opportunities.

INDEPENDENT STUDY

Students are expected to take responsibility for their own learning. As part of their two week timetable, when not occupied in lessons, students may work in dedicated Sixth Form study areas.

As part of our ACTIVE SIXTH Programme we provide students with access to a range of study skills workshops to support their independent study.

RUSSELL GROUP AND OXBRIDGE UNIVERSITIES

We have a specialist team who aim to support students in pursuing an aspiration to study at a Russell Group university. Students for whom this progression would be realistic are identified within a month of joining the Sixth Form. There is a programme of meetings/email contacts starting in October of Year 12, often with sub-groups created to support aspiring medical students, engineers, economists, lawyers, linguists etc. This is to pass on information about university courses, programmes and taster days and is designed specifically for Year 12 students.

Students will be guided and prepared for the submission of their application forms. Those aspiring to study at Oxford or Cambridge, those applying for medical school and students for whom there will be a pre-interview test and/or an interview, will receive support in preparation for their tests. A programme of 'mock' interviews also supports students' preparation.

In addition to group meetings/emails, all these students will have daily access to advice and support from the Sixth Form team.

"*At its heart, Hayes is a place of exceptional learning, guided by passionate teachers who inspire us every day - yet life here extends far beyond the classroom. Teachers, students, and the wider community come together to foster leadership and build a school community we are truly proud to call our own. As Head Prefect, I am proud to represent my peers and help ensure everyone can thrive, reach their potential, and live out our motto of 'excellence through endeavour'.*"

Jacob Fenwick-Read: Head Prefect 2026-27

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Grace Iyashere: Head Prefect 2026-27

DRESS CODE

We expect and require students to set a good example by following the Dress Code. The Senior Leadership Team and Governing Body fully support the Sixth Form Dress Code to:

- Promote self-esteem amongst our students
- Prepare students for the world of work
- Provide our wider community with a positive image of our school
- Ensure Sixth Form students act as a role model to the students in the lower school

Sixth Form students are issued with a lanyard with photo identification which should be **worn and visible at all times** whilst in school for security reasons.

Students should dress as if they are attending a formal face-to-face interview.

We respect that all students have the right to dress according to the gender they identify with. As such our dress code is gender neutral.

- Dress, skirt, trousers or a matching suit (chino or jean style trousers are not permitted). Skirts and dresses should be knee length.
- A Blazer or suit jacket should be worn on school site at all times.
- Black or brown formal shoes (no trainers, boots - including Chelsea boots - or open toed shoes).
- A non-branded plain pullover or cardigan can be worn under a suit jacket/blazer. Roll neck jumpers and sweatshirts are not permitted.
- Single items of simple, unobtrusive jewelry and light/ subtle make up may be worn. Facial piercings must be discrete.
- Formal blouse or collared shirt with tie (bow ties are permitted)

ALSO

- Denim/leather/PVC clothing, hoodies, shorts and skorts are not permitted.
- Low cut tops, spaghetti straps, *off* the shoulder tops, or any revealing clothes are not permitted.
- No headwear is allowed, other than for religious reasons. (This includes, caps, beanies and bucket hats).
- Ear spacers/gauges must be made of transparent plastic.
- Nose piercings must be made of transparent plastic. (Bull Rings/Septum Piercings are not permitted).
- Headphones are not to be worn around school and the use of mobile phones on the school site is not permitted (with the exception of designated Sixth Form areas).

SPORT

Sport is taken very seriously at Hayes School. There is a wide variety of sports available to Sixth Form students, with guidance from highly qualified staff and some internationally recognised sports coaches.

Our specialist sports include netball, football (girls and boys), rugby (girls and boys) and a basketball academy which started in September 2015.

A Senior Rugby Academy in partnership with Ealing Trail Finders started in September 2022. This gives all of our young adults the opportunity for a clear pathway into a professional rugby club based at the school. The Academy has an extensive fixture card against the best rugby schools in South East England, numerous specialist workshops and training sessions with specialist rugby coaches, culminating in an international sports tour.

Training in many sports takes place twice a week with matches being played during the week and often at the weekend. Some sports such as basketball and rugby require students to train in the morning.

The school competes in local, county and national competitions and is recognised as a highly successful senior sport school in Kent and across the South of England. Most noticeable the Sixth Form First XV rugby team won the Jimmy's Cup (a regional competition) in 2024

The school runs a very successful Sporting Talent Pathway where students with exceptional sporting prowess are able to develop their skills further in their chosen sport. This is in partnership with local universities who provide our students with specialist support to aid their sporting performance; this might include with nutritional advice and strength and conditioning coaching. For further details please email Mr Fielden (Head of Sporting Partnerships); his email address is lmf@hayes.bromley.sch.uk.

PERFORMING ARTS

Performing Arts play a large role in the extra-curricular life of our Sixth Form students. We offer a range of performing arts qualifications, but this is supported through a vast and varied enrichment offering.

Students in the Sixth Form take a leading role in music, dance and drama productions and shows. We run a yearly school production, numerous dance and music showcase events, and our very own music festival 'Hazefest'.

All of this is supported by a professional standard music recording suite, drama and dance studios to give students the professional feel of the creative industry.

Find out more at www.hayescreates.co.uk

SIXTH FORM TEAMBUILDING & SOCIAL EVENTS

We endeavour to foster an inclusive community where all of our students feel they belong. A part of this is our programme of team building and social events designed to bring the Sixth Form Community together. These run throughout the year and are designed to develop students' problem-solving, team working and communication skills. Our students have taken part in a range of activities such as:

- Overseas trips (including a China Expedition).
- It's a Knockout inflatable Team building event.

SIXTH FORM TEAM

Pastoral care within Hayes School Sixth Form aims to support our students so that they are able to achieve their potential in both the personal and academic aspects of their scholarly career.

We have a large, established team who work together to support students to be happy and successful.

Our system of Year and School Council Representatives, Year 13 Prefects and Sixth Form Leadership roles enables students to accept positions of responsibility and trust. We believe the participation in the organisation of the school, in which consultation and co-operation are encouraged, is a key component of a high functioning team.

Each student will have a tutor who will guide, support and encourage them throughout their time within our Sixth Form community. The tutors form a strong bond and are the first point of call for parents/ carers.

The current Sixth Form Team is below:

Mr A Allred – Assistant Headteacher, Sixth Form

Miss A Horsler – Sixth Form Director

Mrs K Moulton-Brady – Sixth Form Director

Mrs E McNamara – Sixth Form Learning Mentor

Mrs K Swindells – Sixth Form Administrator

Ms K North – Sixth Form Administrator

Mr J Stephens – Oxbridge & Russell Group Co-ordinator

Mrs C Ware – Careers Leader

THE SCHOOL DAY

08.30	**Registration**
08.55	Period 1
09.55	Period 2
10.55	**Break**
11.20	Period 3
12.20	Period 4
13.20	**Lunch**
14.00	Period 5
15.00	Period 6

All lessons last for one hour.

Afternoon registration for Sixth Form students is at 13:10 every day, after which they are free to leave the school site if they have no more lessons that day. We feel this allows students a sense of autonomy and independence in their learner journey.

HOW TO APPLY

Applicants are requested to complete the **on-line application form by 4pm on Friday 15th January 2027.** The application can be found within the 'Sixth Form Application' page (under the 'Sixth Form' menu) on the Hayes School website: www.hayes.bromley.sch.uk

We will contact applicants regarding their application by the end of February.

Offers of a place will be conditional on meeting the minimum academic entry requirements. Applicants will be informed of both the conditional *offer* and subsequent enrolment process by email

GCSE, LEVEL 1 & LEVEL 2 EXAMINATION RESULTS 2026 (Correct at time of production)

GCSE Subjects	Entries	Number Achieving Each Grade											% 9-7	% 9-4	% 9-1
		9	8	7	6	5	4	3	2	1	U	X			
Art & Design	48	11	10	6	10	7	2	2	0	0	0	0	56.3	95.8	100
Art & Design Textiles	22	2	1	4	8	2	4	1	0	0	0	0	31.8	95.5	100
Biology	63	9	17	11	13	9	4	0	0	0	0	0	58.7	100	100
Business Studies	88	5	11	15	14	15	11	12	4	0	1	0	35.2	80.7	98.9
Chemistry	63	11	11	14	10	12	4	1	0	0	0	0	57.1	98.4	100
Combined Science (double award)	352	22	23	39	67	61	77	50	11	0	2	0	23.9	82.1	99.4
Computer Science	19	1	1	0	2	4	5	4	2	0	0	0	10.5	68.4	100
Dance	10	1	1	1	2	1	1	3	0	0	0	0	30	70	100
Design and Technology	15	2	2	0	1	5	1	3	1	0	0	0	26.7	73.3	100
Drama	55	2	4	6	19	11	8	4	1	0	0	0	21.8	90.9	100
English Language	245	8	25	35	55	51	39	21	9	2	0	0	27.8	86.9	100
English Literature	236	11	18	32	51	54	36	23	8	3	0	0	25.8	85.6	100
French	71	8	12	7	8	17	7	12	0	0	0	0	38	83.1	100
Further Mathematics	17	7	2	5	1	1	0	0	0	0	1	0	82.4	94.1	94.1
Geography	112	8	10	13	19	20	10	20	9	3	0	0	27.7	71.4	100
German	51	4	4	4	6	15	13	4	1	0	0	0	23.5	90.2	100
History	118	13	14	29	21	13	11	10	6	1	0	0	47.5	85.6	100
Mathematics	242	12	29	33	35	43	42	30	13	4	1	0	30.6	80.2	99.6
Media Studies	33	0	6	6	9	5	5	2	0	0	0	0	36.4	93.9	100
Music	10	3	4	1	0	0	0	1	1	0	0	0	80	80	100
Physical Education	29	4	4	3	7	4	3	4	0	0	0	0	37.9	86.2	100
Physics	63	13	9	11	16	9	4	1	0	0	0	0	52.4	98.4	100
Religious Studies	228	11	30	30	52	46	21	19	12	5	2	0	31.1	83.3	99.1
Russian	1	0	8	0	0	0	0	0	0	0	0	0	100	100	100
Sociology	66	4	9	4	12	12	13	8	3	1	0	0	25.8	81.8	100
Spanish	86	3	8	12	6	19	10	19	9	0	0	0	26.7	67.4	100
Turkish	2	1	0	0	1	0	0	0	0	0	0	0	50	100	100

- Attainment in 2026 was high with over 34% of grades GCSE grades at 7-9
- 77% of students achieved Grade 4+ in English and Maths
- More than 56% of students achieved an EBACC standard pass which means they achieved a Grade 4 or above in English, Maths, Science, Language and Humanities

Non GCSE Subjects	Entries	D*2	D2	M2	P2	D1	M1	P1	U	X	% D*2-P2	% D*2-M1	% D*2-P1
Digital IT (BTEC)	10	0	0	3	3	2	2	0	0	0	60	100	100
Creative iMedia (Cambridge National)	36	1	3	3	11	10	5	3	0	0	50	91.7	100
Mathematics (Level 1 Award)	16	9 passes, 5 U grades and 2 X grades											
Science (Entry Level)	6	6 passes at entry level 3											

A LEVEL & LEVEL 3 EXAMINATION RESULTS 2026 (correct at time of production)

- The average grade of our students was a grade B
- 28% of A Level grades achieved were A*-A
- In 2026 nearly 90% of our students intending to go to university secured their first choice with others moving onto higher level apprenticeships and into full-time employment
- 87% of all grades at A*-C or equivalent

Subject (all A Level unless stated)	Entries	Number Achieving Each Grade								% A*-C	% A*-E
		A*	A	B	C	D	E	U	X		
Art and Design	24	3	9	8	3	1	0	0	0	95.8	100
Art (Photography)	16	1	3	10	2	0	0	0	0	100	100
Biology	46	2	8	9	15	6	6	0	0	73.9	100
Business Studies	61	4	9	30	9	8	1	0	0	85.2	100
Business CTEC (Single Award)	9	2 Distinction* grades, 4 Distinction grades and 3 Merit grades									
Business CTEC (Double Award)	8	2 D*D* grades, 2 D*D grades, 1 DD grade, 2 DM grades and 1 MM grades									
Chemistry	23	0	3	8	4	4	2	2	0	65.2	91.3
Creative Digital Media (Cambridge Technical)	20	12 Distinction* grade, 4 Distinction grades, 3 Merit grades and 1 Pass									
Computer Science	13	0	5	4	3	0	1	0	0	92.3	100
Design and Technology	6	0	0	0	4	2	0	0	0	66.7	100
Drama	8	0	2	3	3	0	0	0	0	100	100
Economics	70	5	12	32	13	8	0	0	0	88.6	100
English Language & Literature	14	1	1	10	2	0	0	0	0	100	100
English Literature	20	3	5	5	5	1	1	0	0	90	100
Extended Project (other Level 3 qualification)	2	0	1	0	0	1	0	0	0	50	100
Film Studies	23	1	4	12	5	1	0	0	0	95.7	100
French	6	0	2	0	3	0	1	0	0	83.3	100
Further Mathematics	8	2	1	4	1	0	0	0	0	100	100
Geography	39	0	8	16	12	3	0	0	0	92.3	100
German	6	1	3	2	0	0	0	0	0	100	100
History	31	2	10	14	3	1	1	0	0	93.5	100
Information Technology (BTEC)	13	4 Distinction* grades, 8 Distinction grades and 1 Merit grade									
Mathematics	54	11	12	9	11	8	3	0	0	79.6	100
Media Studies	26	2	6	12	5	1	0	0	0	96.2	100
Music	2	0	1	0	0	1	0	0	0	50	100
Music Technology	2	0	0	0	0	1	0	0	0	0	100
Physical Education	17	1	2	5	7	2	0	0	0	88.2	100
Physics	22	2	3	6	6	3	2	0	0	77.3	100
Politics	17	2	0	10	3	2	0	0	0	88.2	100
Psychology	52	6	9	19	13	3	2	0	0	90.4	100
Religious Studies	10	1	1	0	5	3	0	0	0	70	100
Russian	1	1	0	0	0	0	0	0	0	100	100
Science (Cambridge Technical)	11	1 Distinction* grade, 3 Distinction grade, 6 Merit grades and 1 Pass									
Sociology	36	4	8	9	13	2	0	0	0	94.4	100
Spanish	2	0	1	0	0	1	0	0	0	50	100
Sport (Cambridge Technical Double Award)	3	1 D*D* and 2 DD									
Sport (Cambridge Technical Single Award)	5	1 Distinction*, 3 Distinction and 1 Merit									







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