



THE CAMDEN  
SCHOOL FOR GIRLS  
**SIXTH FORM**

 **INFORMATION BOOKLET**

**2023**

The Sixth Form was awarded an Outstanding rating in the latest Ofsted inspection in June 2022. We believe that the two years spent in the Sixth Form should be a pivotal period in the lives of our students: a time for maturing as well as developing academically, with many opportunities for rich and varied new experiences. We aim to foster in our students both self-confidence and an independence of mind so that they can approach their learning with vigour and enthusiasm.

Our success is reflected in our excellent exam results and rate of progression to Higher Education.

For more information please visit our website

[www.camdengirls.camden.sch.uk](http://www.camdengirls.camden.sch.uk)

Results day 2022



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**CAMDEN SCHOOL FOR GIRLS HAS A RICH HISTORICAL HERITAGE. FOUNDED IN 1871 BY THE EDUCATIONAL PIONEER FRANCES MARY BUSS, THE LEGACY OF PROVIDING A STRONG EDUCATION FOR ALL, WITHIN THE LIBERAL VALUES OF COMPASSION, INCLUSION AND A CELEBRATION OF INDIVIDUALITY IS CENTRAL TO OUR ETHOS AND CULTURE.**

The CSG Sixth Form is a vibrant, academic and creative community. Our curriculum offer is vastly broad, with A level subjects ranging from Latin to Further Mathematics, from Art History to Philosophy. The extracurricular offer is remarkable with a range of opportunities, including lectures from high profile speakers, opportunities to study Ancient Greek, programmes of CSG Master Classes and a wide range of student led societies.

The two years spent at sixth form are very special. These are memorable years during the course of which students often make lifelong friendships. These are also two very important years with regards to higher education progression and our success with Oxbridge, Medical and Dentistry Schools and the Ivy League Schools is consistent year after year.

**Kateryna Law - Headteacher**



**WHAT MAKES A CAMDEN STUDENT STAND OUT IS THEIR PASSION – WHETHER THAT BE FOR AN ACADEMIC SUBJECT, OR FOR AN INTEREST BEYOND THE CURRICULUM... SURROUNDED BY FEARLESS VOICES AND INNOVATIVE IDEAS, I AM CONSTANTLY AMAZED BY THE CREATIVITY AND CONFIDENCE OF MY PEERS**

**FORMER HEAD GIRL**



## **SIXTH FORM VISION AND INTENT**

'The Camden Sixth Form is committed to providing a broad, balanced and rigorous academic curriculum which will meet the needs of all the students and enable them to fulfil their intellectual potential. The breadth of subjects (22 + EPQ) on offer provide students with the best combinations which will enable them to access the best post 18 provision for themselves. We endeavour to achieve excellence in the provision of teaching and learning and to facilitate high-quality progression.'

We aim to educate our students holistically and we are committed to providing the opportunities and support for students to develop skills which will enable them to take responsibility for their own learning and lives.

We believe that the two years spent in the Sixth Form should be a pivotal period in the lives of our students: a time for maturing as well as developing academically, with many opportunities for rich and varied new experiences. We encourage students to engage in the wider community through exposure to a variety of professions and organisations through our PHSEE and extra-curricular programmes and our work with a broad range of external institutions.

We aim to foster in our students both self-confidence and an independence of mind so that they can approach their learning with vigour and enthusiasm.

Our aim is for our students to leave us having fulfilled their academic potential and also having a clearer idea of and interest in the world around them so that they become active, resilient and well-informed citizens.'

**Olivia Camillo - Director of Sixth Form & School Deputy Headteacher**

## STUDENT LIFE



Year 12 Residential Trip North Devon

### INDUCTION

At Camden School for Girls we aim to include everyone in the school community and foster a sense of belonging and pride. Our Induction Programme ensures that students are relaxed and feel at home from day one, so they can concentrate on working and learning to their full potential. A thorough Induction Programme gives our students an important grounding in the ethos of the school and an understanding of their rights and responsibilities. The social benefits are also very valuable as students make friends very quickly and soon feel part of a cohesive unit.

Year 12 students can expect the three-day Induction at Camden School for Girls to be full of team building and ice breaking activities that are designed to help them make new friends and settle in quickly. They will also have time to get to know a key figure in their two years at Camden - their tutor. At the end of the Induction they will have a one-to-one session with their tutor to evaluate their first days in the Sixth Form. In the final week of September, Year 12 students go on a residential trip to Skern in Devon for three days of further team building and outdoor activities. This trip is hugely popular with our students who learn to work both with their peers and school staff whilst also having lots of fun.

THROUGHOUT OUR TIME IN SIXTH FORM WE'VE CONSTANTLY FELT CHALLENGED AND PUSHED TO DO MORE AND ACHIEVE MORE THAN WE EVER THOUGHT WE WOULD BE CAPABLE OF. AND THROUGH THE EXTENSIVE ARRAY OF MASTERCLASSES, ENRICHMENTS AND ASSEMBLIES, THIS SCHOOL HAS OFFERED AN ABUNDANCE OF INSPIRATION TO EACH ONE OF US

FORMER HEAD BOY

### BEYOND THE ACADEMIC CURRICULUM

#### SIXTH FORM ASSEMBLY

Every Monday morning we hold a Sixth Form Assembly which all students are expected to attend unless they have an out of grid subject lesson.

We hold stimulating debates and encourage our students to think about current and diverse issues. Speakers are invited from all kinds of professions and backgrounds to come in and talk to our students. We have been very fortunate to have had in the past many interesting, thought provoking and sometimes controversial, talks.

Speakers on issues of interest in the past have been Amelia Gentlemen - British journalist; Tulip Siddiq - Labour MP for Hampstead and Kilburn; Sabrina Francis (ex-student) Mayor of Camden; Dr Katrina Scior - Clinical psychologist at UCL; Henny Beaumont - Artist; Lily Dunn - Writer, Lecturer, co-founder of London Lit Lab; Marc Lober - LIONSGATE; Joy Morrissey - representing the Conservative Party; Mary Ribello - Child Exploitation and Online Protection; Ceri Smith - Director of Strategy and Investment at the Department of International Trade Wider World; Simon Leigh MSc - Drug & Addiction; Datshiane Navanayagan - BBC Journalist.



### THE ACADEMIC CURRICULUM

We deliver a two-year three A Level programme of study in the Sixth Form. There will be the option for some students to take four A Levels: each of these will be considered on an individual basis and will be dependent on their GCSE results.

Any student opting for Further Maths will also have the opportunity to take four A Levels through to completion. Any student choosing to study Classical Greek will take this as a fourth option as we only offer this as a standalone AS.

We offer a wide range of A Level subjects. The subjects are organised into a grid system, many of the most popular subjects have more than one class scheduled and this allows for flexibility in the combination of subject choices. However, only one subject can be studied from each grid slot. You can find the subject grid on our website.

### COURSES

Every year approximately two thirds of our students secure places at the prestigious Russell Group universities. This year 19 of our students obtained the necessary grades to take up their Oxbridge offers and two students gained places to study medicine, and there was a successful vet. In addition, 22 students obtained places on Art Foundation and/or Degree courses at Art School.



### MENTORING & COUNSELLING

We are committed to providing opportunities and support for students to develop skills which will enable them to take responsibility for their own learning and lives. Few of us are able to work effectively when stressed or unhappy therefore we also have a Sixth Form Counselling Service to provide support for those students who may need extra help in developing independent learning skills. We have two part-time Counsellors and a team of academic mentors, from

the teaching staff, to advise, monitor and support students who might be struggling with the demands of A Level study in a particular subject. We also have outside mentoring schemes with 'Step Up', 'Inspire' and 'WOW' (Women of the World Organisation (who arrange work experience opportunities for students in a range of industries) and Kings College (K+) who give students support mentoring and also an insight into Higher Education.

### SIXTH FORM COUNCIL & PREFECT SYSTEM

As part of our 'Student Voice' we have a thriving Year 12 Council that meets weekly and organises many charity and social events. The Sixth Form Council actively contributes to making real decisions about what goes on in the school and getting involved in community projects such as Feeding Camden. The function of the group is also to raise matters of interest or concerns that have been put forward by tutor groups.

Each year the students elect a Senior Prefect team. The Senior Prefects work closely with the Director of Sixth Form organising a number of events. They raise money for charity and take a key role in the induction of new students to the school, as well as representing the Sixth Form at key events such as Open Day and Parents' Information Evenings. They also put on the Sixth Form Christmas Panto! They write reviews of all our assembly speakers for the school Friday News publication and periodically deliver assemblies on topics that interest them.



I TRULY BELIEVE THAT IT'S THROUGH INSTITUTIONS LIKE CAMDEN SCHOOL FOR GIRLS, WHERE YOUNG PEOPLE ARE ENCOURAGED TO CLOSELY EXAMINE THIS WORLD AND DECLARE, UNASHAMEDLY, THAT IT OUGHT TO BE BETTER THAT ANY SOCIETAL CHANGE EMERGES

FORMER HEAD BOY

## EXTRA CURRICULAR

WHILST WE HAVE VERY HIGH ACADEMIC STANDARDS, WE ALSO RECOGNISE THAT THERE'S MORE TO SIXTH FORM LIFE THAN THE SUBJECTS STUDENTS STUDY, SO WE TAKE EXTRACURRICULAR ACTIVITIES VERY SERIOUSLY. OUR STUDENTS FEEL A REAL SENSE OF ACHIEVEMENT AND CONFIDENCE WHEN JOINING OTHERS TO ENJOY LEARNING AND SELF-DEVELOPMENT BEYOND THE CURRICULUM.

As well as the performing arts and enrichment studies, our students take part in many activities including:

**The Sixth Sense:** writing articles for and publishing a regular sixth form magazine.

**Student Run Clubs:** a variety of clubs run by and for sixth form and some main school students such as: Creative Thinking; Green Club; Literary Society; Feminist Club; Football; Basketball Club; Med. Soc.

**Debating:** with three formal debates throughout the year and a debating club which takes part in many competitions.

**Assemblies:** students present assemblies on topics of personal interest.

**Charities:** The Sixth Form is a very outward looking body of students which support charities wholeheartedly. We do this in a variety of ways from simply holding out buckets at school events, asking parents for their support, to actually putting ourselves on the line and doing something big or small to help raise money. Every year the whole of the Sixth Form vote to support one national and one international charity.



Senior Prefect Team 22/23

Some of our charity events are long term, we have supported Crisis at Christmas for at least ten years, raising thousands of pounds by singing carols at one of London's tube stations. Last year our students raised money through a talent show, bake sales and other innovative initiatives so we were able to donate

respectively to 'Refuge Point' and 'End FGM: End Female Genital Mutilation'. Every autumn the Sixth Form supports the whole school in raising money for Breast Cancer by having a 'Pink Day' where there are competitions, cake sales, the 'Pink Police' and of course we all dress in pink!



### ENRICHMENT STUDIES

Enrichment studies have been designed to broaden a students' Post 16 experience. These will be timetabled in Grid A, i.e. Friday morning and Wednesday afternoon. Courses in this block are generally taught over one academic year. Students have the choice whether to undertake an enrichment study or not.

### GCSE CLASSICAL GREEK

GCSE Classical Greek is a two-year course now available to keen Year 12 students. It's a great opportunity to learn an ancient language fundamental to Western literature and civilisation, and looks brilliant on a UCAS form.

### CERAMICS

Clay is one of the earliest artistic materials. Working in three dimensions students learn to consider which direction a piece is to be most commonly viewed from. An alternative is a relief sculpture, where by building up forms on a flat slab of clay can be viewed from all sides. Clay is a rewarding and engaging material to work with as well as an entertaining artistic challenge.

### THE CAMDEN WORDWRITERS: POETRY AND PROSE

This creative writing enrichment will suit anybody who enjoys having an imaginative and constructive wrangle with the contents of their brains and would like to sharpen their skills by writing regularly with a group of other wordsmiths.

### DEBATING

Debating is an effective way for students to find their public voice, this has a useful, practical impact. Students develop thinking and speaking skills during weekly sessions, and there are plenty of opportunities to put these skills into practice in school debates and in the competitions which we enter: Cambridge and Oxford Schools', Debate Mate and the Institute of Ideas.

### DRAMA PRODUCTION

Throughout the autumn term students will be devising, rehearsing and performing the annual Sixth Form Play.

### FOOTBALL TRAINING PROGRAMME

This enrichment takes place after lunch on Wednesday afternoons with a trained football coach. We hire a pitch and students are organised into teams to play matches - if possible we may try to arrange friendly matches with other local Sixth Forms.

### ICT PYTHON

From beginner to advanced in Python - In this enrichment students will learn the basics of the world's fastest growing and most popular programming language used by software engineers, analysts, data scientists and app developers.

Once they have learned the basics they will go onto create their own programs to solve a problem that they have come up with be that a game, APP or exploring how Python can be used in subjects such as Maths and Economics.

### MODERN GREEK FOR BEGINNERS

Fascinated by the culture and history of Greece? Ever been on holiday there and want to know how to speak a bit? Have a Greek parent but not learned the basics and want to brush up? Or just fancy doing something different, learning a different language? Why not give Modern Greek language a try! We will cover the basics - the alphabet, introducing yourself, greetings, asking for things in cafes/restaurants (on the beach!) and, hopefully, you will find that a small amount of Greek goes a long way!

### KNOWING YOUR WAY AROUND THE KITCHEN: COOKERY

Knowing your way around the kitchen is a key skill for any new student and will help you eat well, save money and gain some of those all-important Adult Life Skills. And, with just a handful of ingredients and a bank of simple recipes, whipping up nutritious, delicious meals can be super-easy. From brilliant breakfasts to speedy suppers this enrichment will help you master the basics and gain confidence in the kitchen.



### CLIMATE CHANGE: THE CAUSES, THE DEBATE, THE SOLUTIONS

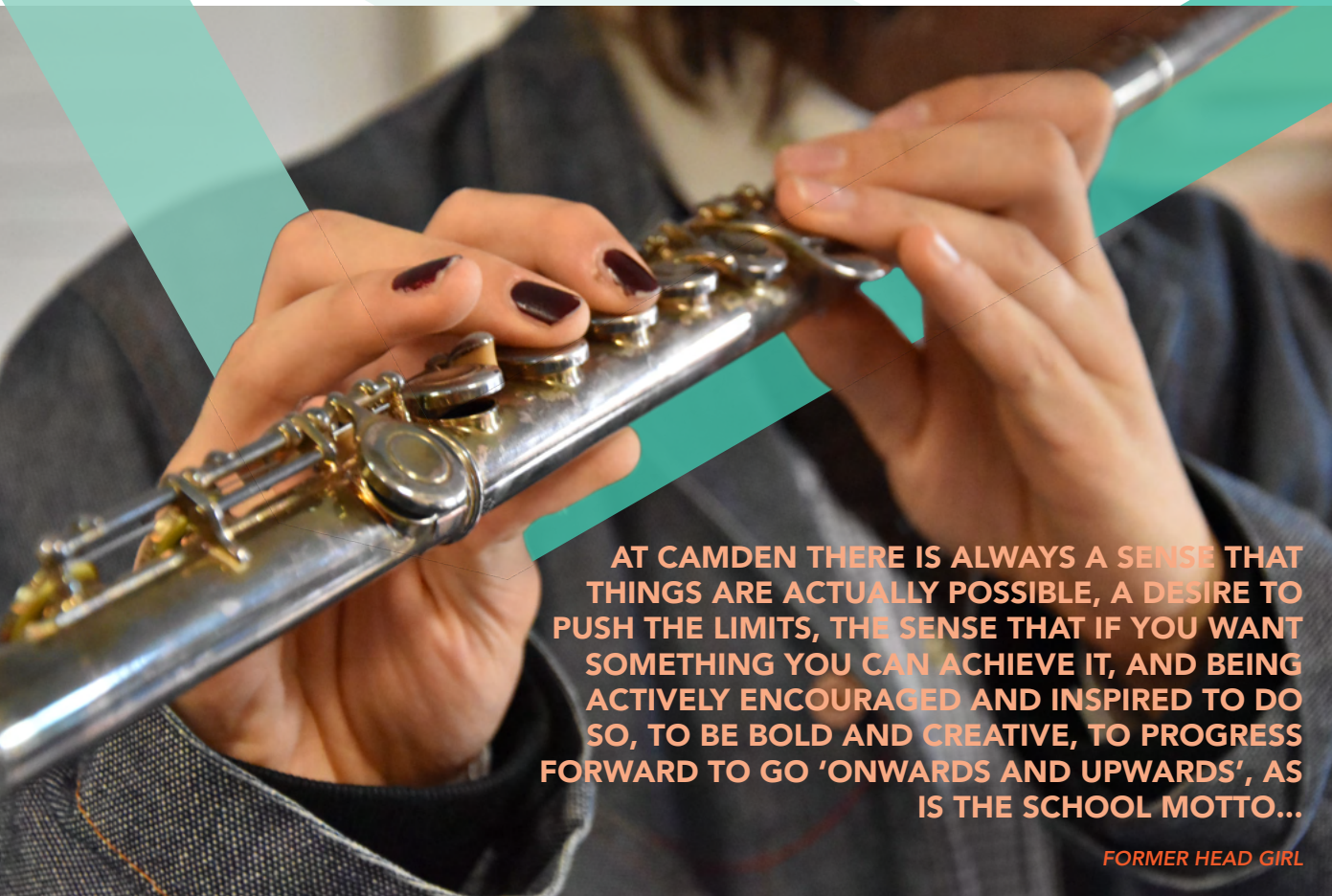
From myth to 'Climagedon'. How severe is the impact of climate change and how close are we to the 'point of no return'? In this course we'll try to *impartially* analyse opinions on climate change across the spectrum, from the views of climate change deniers to those of climate warriors.

At a basic level there seems little disagreement that we should behave much more *responsibly to protect and respect* the environment we live in. So what are the key differences between the views of the deniers, the environmentally 'responsible', the climate activists and the eco warriors. Are there opportunities to build on agreements to bridge the divide between these entrenched factions rather than dissipating energy and resources in amplifying the differences? Can a 'common sense' approach be established to cut through the hysteria on the extremes of the argument and build solutions based on the building blocks of agreements? This requires a deep understanding of the *real* 'problems', and the trade offs involved in devising pragmatic solutions.

### HISTORY OF IDEAS

- Fill in the gaps in general knowledge. Discover and discuss religion, philosophy, politics, art, literature, music and others.
- Get suggestions for wider reading and ideas for Extended Projects whilst preparing for your future appearance on University Challenge!
- We will attempt to cover the following (amongst other things):
- The origin of 'ideas' - the pre-historic cognitive revolution and the agricultural revolution.
- A beginner's guide to Ancient Greece and Rome.
- The History of Religion – What is in the Bible?

The development of the modern world - looking at three key periods - The Renaissance, The Enlightenment and the Romantic period - and how these have contributed to shaping the modern world which we inhabit today.



**AT CAMDEN THERE IS ALWAYS A SENSE THAT THINGS ARE ACTUALLY POSSIBLE, A DESIRE TO PUSH THE LIMITS, THE SENSE THAT IF YOU WANT SOMETHING YOU CAN ACHIEVE IT, AND BEING ACTIVELY ENCOURAGED AND INSPIRED TO DO SO, TO BE BOLD AND CREATIVE, TO PROGRESS FORWARD TO GO 'ONWARDS AND UPWARDS', AS IS THE SCHOOL MOTTO...**

*FORMER HEAD GIRL*

- The rise of science – how has our world view been transformed by modern science and technology?
- The rise (and fall) of the European Empires – from the 'discovery' of America to the post-colonial period after World War II
- Political ideologies – how have the ideas of figures such as Machiavelli and Karl Marx shaped the world we live in?

#### MEDITATION

Meditation is powerful and enriching. Students practise sitting in meditation each week for about 15 minutes. They will be taught how to meditate and there is space to discuss what this is like.

#### BOOK CLUB

"I have always imagined that paradise will be a kind of library." - Jorge Luis Borges

"No entertainment is so cheap as reading, nor any pleasure so lasting." - Mary Wortley Montagu

"If you are going to get anywhere in life you have to read a lot of books." - Roald Dahl

"Literature irrigates the desert that our lives have become." - C.S. Lewis

If you agree with all the above or want to find out for yourselves, join the Book Club. We'll read an array of books from modern to classic texts, across a range of genres and talk about them together, preferably while munching on a chocolate biscuit...

#### MUSIC

Camden School for Girls has a large and active Music Department. Whether an experienced musician or a beginner there are a range of ensembles that students can join:

##### BAND WORKSHOP

These workshops are open to all instrumentalists and singers. Some basic ability is required as there won't be time for individual tuition. The sessions run on Monday lunchtimes and will focus on developing the various skills required for playing effectively in a band performance and how to rehearse. Students organise themselves into bands according to their musical interests. There will be opportunities for groups to compose and perform their own work.

##### BIG BAND

This band provides an opportunity for our more advanced woodwind, brass, guitar, piano and percussion players (grade 5+) to explore challenging and exciting jazz and big band repertoire. It rehearses weekly on Monday lunchtime and performs in our regular concerts.

##### JAZZ BAND

This ensemble, which runs on Mondays, provides an opportunity for our talented sixth form jazz musicians to hone their individual improvisation skills and small group interaction through a broad repertoire from classic standards to more experimental fusions.

##### SIXTH FORM SINGERS

This is an informal group meeting on Friday lunchtimes - for those who would like to do singing in a group form in a wide range of styles - mainly pop, rock, folk etc. There might be opportunities to perform at some stage - but no pressure. Beginners welcome and no specialist musical knowledge required.



##### CHAMBER CHOIR

This vocal group, for female voices, explores more challenging classical repertoire. Over the last few years it has performed Britten's Rejoice in the Lamb, Handel's Coronation Anthem ("My heart is inditing"), Purcell's Dido and Aeneas, Holst's Hymns from the Rig Veda and Poulenc's Litanies a La Vierge Noir. The choir rehearses every Monday after school and will perform at various concerts over the year.

##### SYMPHONY ORCHESTRA

This 70-piece orchestra performs to a high standard (grade 6+). Works performed over the last few years include Borodin's Polovtsian Dances, Shostakovich's Symphony No. 5, Stravinsky's Pulcinella & Firebird Suites, Vaughan Williams' The Lark Ascending, Walton's Façade Suite and Gershwin's American in Paris. The orchestra performs on Founder's Day and in 2 or 3 other concerts per year.

At times during orchestra the Senior Brass Ensemble will split off for separate rehearsals.

# COURSES



I WAS ALWAYS A CAMDEN GIRL,  
I WAS JUST IN THE WRONG PLACE  
FOR A WHILE...

FORMER STUDENT

- BIOLOGY
- CHEMISTRY
- CLASSICAL CIVILISATION
- DRAMA & THEATRE STUDIES
- ECONOMICS
- ENGLISH LITERATURE
- FINE ART
- FRENCH
- FURTHER MATHEMATICS
- GEOGRAPHY
- GOVERNMENT & POLITICS
- HISTORY
- HISTORY OF ART
- LATIN/GREEK
- MATHEMATICS
- MUSIC & ORCHESTRAL COURSE
- PHILOSOPHY
- PHOTOGRAPHY
- PHYSICS
- SOCIOLOGY
- SPANISH
- THEOLOGY & PHILOSOPHY OF RELIGION
- EPQ AS

## AFTER SCHOOL HOURS ACTIVITIES

There are also other enrichments and opportunities which take place outside normal school hours. Students' will be asked for a small donation to cover the cost of providing these activities. The school has offered the following after school hours activities in the past:

### MASTER CLASSES

Master Classes are for all students but particularly for those who are considering Oxbridge or other high demand Russell group universities.

The aim of these sessions is to alert our students that they have to work outside the confines of the A Level syllabus if their bid for places at these competitive institutions is to be successful.

Past Master Classes range from:

*Utopia/Dystopia - The History of an Idea - with Gregory Claeys*

*Risky Business - Studying Active and Highly Explosive Volcanoes - with Chiara Petrone*

*The American Civil War - with Jon Stubbings*

*The Vietnam War in Four Key Events - with David Gunn*

*South Africa's ANC: from Liberation Movement to Governing Power - with Andrew Feinstein*

*Christian and Muslim Extremism - a comparative analysis - with Aidan Cottrell-Boyce*

*Who's Afraid of Jordan Peterson? A Conversation with Tim Lott*

*Seneca's Stoic Philosophy of Love and Relationships with Liz Gloyn*

*Finding Neutrinos in Antarctica and Beyond... with Ryan Nichol*

### SPRING REVISION

In order to also support students in their academic studies, we offer Spring Revision Sessions, which comprise one or two hour targeted revision sessions across a range of academic subjects

THE SCHOOL ENCOURAGES ITS PUPILS TO NURTURE CONFIDENCE AND A SENSE OF SELF WORTH; TO SHOW CONSIDERATION FOR OTHERS AND RESPECT THEIR DIVERSE QUALITIES AND NEEDS; TO PRACTICE TOLERANCE AND OPEN MINDEDNESS; AND TO DEVELOP INDIVIDUAL TALENTS TO THE FULL

FORMER HEAD GIRL

Year 12 Geography Field Trip



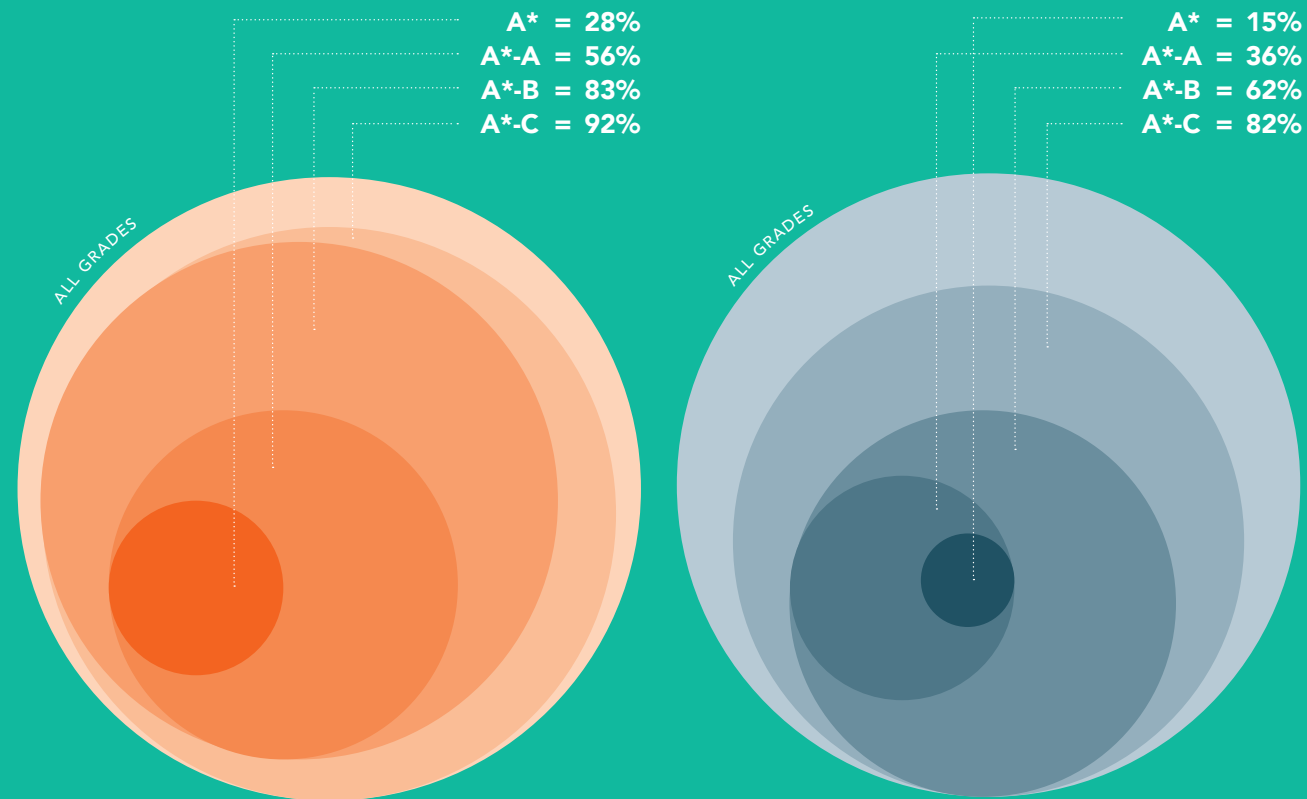


# RESULTS 2022

STUDENTS AT CAMDEN SCHOOL FOR GIRLS ACHIEVED AN EXCELLENT SET OF A LEVEL RESULTS AND HAVE, ONCE AGAIN, OUTPERFORMED STUDENTS NATIONALLY BY A SIGNIFICANT MARGIN.

## OVERALL ATTAINMENT

- 40% of students were awarded 3 or more A-Levels with A\*-A grades
- 72% of students were awarded 3 or more A-Levels with A\*-B grades
- 21 places at Oxbridge or medical school
- International placements at University College, Utrecht; Technical University, Denmark; Adelphi University in New York; University of Paris



Camden School for Girls Sixth Form A Level Results  
National A Level Results

National data source: Joint Council for Qualifications, 2022 (All England candidates)

	A*	A*-A	A*-B	
	CSG	CSG	CSG	NAT
ART	38%	72%	94%	70%
BIOLOGY	7%	35%	63%	55%
CHEMISTRY	13%	38%	70%	58%
CLASSICAL STUDIES	42%	83%	100%	77%
DRAMA	60%	90%	100%	72%
ECONOMICS	7%	26%	70%	67%
ENGLISH LITERATURE	56%	72%	97%	67%
FURTHER MATHS	58%	75%	92%	83%
FRENCH	22%	78%	100%	74%
GEOGRAPHY	29%	69%	91%	64%
HISTORY	20%	60%	95%	66%
HISTORY OF ART			55%	NA
MATHS	33%	53%	73%	63%
MUSIC	13%	50%	94%	67%
PHYSICS	29%	54%	71%	59%
POLITICS	38%	65%	81%	68%
PHOTOGRAPHY	22%	67%	89%	70%
PHILOSOPHY	45%	82%	91%	NA
SOCIOLOGY	26%	39%	87%	57%
SPANISH	47%	74%	100%	75%
THEOLOGY	63%	75%	100%	68%
EXTENDED PROJECT QUALIFICATION	43%	80%	93%	72%
ALL SUBJECTS	28%	56%	83%	62%



**WHAT I HAVE LOVED MOST ABOUT CAMDEN HAS BEEN ITS EMPHASIS ON THE HOLISTIC EDUCATIONAL EXPERIENCE. WHILST EDUCATION IS ALWAYS THE MAIN PRIORITY, CAMDEN MAKES SURE THAT WE LEAVE AS TRULY WELL-ROUNDED INDIVIDUALS**

*FORMER HEAD BOY*

## HIGHER EDUCATION

NEARLY ALL OUR SIXTH FORM STUDENTS APPLY FOR HIGHER EDUCATION. AS ALWAYS, STUDENTS WHO LEFT US IN JULY 2022 APPLIED FOR A VARIETY OF COURSES, RANGING ACROSS THE ARTS, HUMANITIES, SOCIAL SCIENCES AND SCIENCES.

Art College remains a firm favourite with some students taking an Art Foundation course as a prelude to further study in a more specialised area of Art, whilst others are spending a year on an Art Foundation course prior to taking up an academic degree at a different Higher Education Institution.

Many of our students choose to take a gap year. Some work for a period of time in order to finance travel to far-flung and exotic places; others go abroad for the entire year, either on volunteer projects around the world or to live in a country where they can learn a new language or improve their fluency in one already studied. Others apply for internships which gives them the opportunity to experience working in an industry they are particularly interested in, and which may inform their choice of subject for undergraduate study.

We take the university application process very seriously. A full programme of advice and guidance is arranged to inform and support students over the two years, enabling them to complete successful applications to universities and colleges.

All students have access to Unifrog. This online platform enables students to research up to date information on all universities in the UK. It also provides information about other post A Level options such as degree level apprenticeships or studying abroad and gives helpful tutorial support for the whole process including writing personal statements.

There is a special event in the Spring Term, 'The Higher Education Conference', specifically devoted to the skills of filling in the UCAS application forms for degree courses and guiding students on personal statements. The event involves a panel of admissions tutors from a wide range of universities.

In the Summer Term we have our Careers Day, designed to further inform post A Level progression choices, at which people from a diverse range of professions share their career pathways with our students.

UCAS forms are started in the Summer Term of Year 12 and completed in the Autumn Term of Year 13. During this time, our UCAS co-ordinator works alongside the Head of Year, helping students to choose courses and universities, to draft and re-draft personal statements, complete the online application form and to collate references.

An intensive re-focusing programme is arranged for students in the first week of Year 13, entailing workshops run by representatives from at least 10 universities. There are also mock interviews arranged throughout the term as required.

Last year, 19 of our students secured places at Oxford or Cambridge and there are two medicine places and one veterinary place. 70% of our students secured places at the prestigious Russell Group Universities.



## **ADMISSIONS POLICY**

### ADMISSIONS ARRANGEMENTS FOR CAMDEN SCHOOL FOR GIRLS SIXTH FORM – SEPTEMBER 2023

#### THE ADMISSIONS SYSTEM

Each year the school admits a minimum of 140 external students into Year 12 of the sixth form for a two-year linear A Level course. The actual number of places available to external students joining the school in Year 12 depends on the number of internal students continuing into the sixth form. In addition, 30 students will be put on the waiting list.

#### HOW PLACES ARE ALLOCATED TO EXTERNAL STUDENTS

**The basic qualification:** All applicants must have an academic reference from their current school stating their predicted grades. These must in all cases include GCSEs at grade 6 or above in English language and mathematics, and three other GCSEs at grade 6 or above. **To study Further Maths students must be predicted a minimum of grade 7 in GCSE mathematics.**

Places will first be offered to applicants meeting the basic qualification (and any higher individual grade requirements in relation to their specific subjects) who have an Education Health and Care (EHC) Plan naming the school (issued by their local authority).

Places will then be offered in the following order:

#### 1. **Looked after<sup>1</sup> and previously looked after<sup>2</sup> children**

Looked after children or children who were previously looked after but immediately afterwards became subject to an adoption, child arrangement, or special guardianship order.

#### 2. **Applicants having a sibling<sup>3</sup> living at the same address and already attending the school at the time of admission.**

In cases where multiple siblings tie for the last place, then all will be offered a place, even if this exceeds the planned admission number.

#### 3. **Applicants who can provide evidence of an exceptional social or medical need that Camden School for Girls and only Camden School for Girls is able to meet.**

Such applications will only be considered if the case is made known to the school and supported by appropriate evidence at the time of the original application. This will normally be in the form of a letter from a suitably qualified professional such as the applicant's doctor, consultant or social worker.

**The remaining places** will be allocated to those applicants meeting the basic qualification who live closest to the school and for whom places on their chosen courses are available.

Closeness to the school is measured in a straight line ('as the crow flies') from the centre of the pedestrian gate in the perimeter fence on Sandall Road and the permanent address at which the applicant normally resides at the time of the application. The school will carefully verify the permanent address of the applicant.

Once applicants have been ranked according to distance, places will be allocated in order of closeness to the school, subject to the following procedures.

1. Once the places available for a particular course of study have been filled, any other applicant who has chosen that course will be not considered for admission, regardless of whether places are available on other courses that the applicant has chosen.

2. In the unlikely event of more than one applicant being tied for entry under these criteria, the place will be randomly allocated. This process will be independently verified.

The furthest distance that successful applicants live from the school varies from year to year and depends upon the varying demand for individual courses.

The school reserves the right to withdraw courses that fail to recruit in sufficient numbers.

30 students will be put on the waiting list. As places become available they will be offered to the students on the list in distance order, provided that their courses are available.



### THE APPLICATION TIMETABLE

- Application forms will be available from **Monday 3 October 2022**
- An Open Day will be held on **Tuesday 22 November 2022**
- The deadline for completed applications is midday, **Wednesday 4 January 2023**
- On receipt of applications, academic references are sought by the school from the applicant's current school. The final date for receipt of the reference is **Wednesday 15 February 2023**
- We will notify applicants and parents if a reference is not received by **Wednesday 1 February 2023** which is 14 days before the deadline. It is then the responsibility of the applicant to follow up our reference request from their current school
- Conditional offer letters will be sent on **Thursday 30 March 2023** requesting a reply by **Tuesday 18 April 2023**
- All applicants who receive a conditional offer will be invited to attend a 'Welcome Evening' at the school to give students an insight into the ethos of the school and to meet some of the sixth form teachers
- Students who are not originally offered a place because they were not predicted the required grades or due to distance from the school, will be invited to attend a Supplementary Enrolment Session on the official Enrolment Day if (a) they do achieve the required grades (b) are still interested in a place.

### CONDITIONS

All places offered are subject to the following post-acceptance conditions:

1. The applicant must provide documentary proof of having in fact obtained GCSEs at or above level 6 in English language and mathematics, and three other GCSEs at grade 6 or above.
2. The applicant must provide documentary proof of having in fact all relevant entry requirements.
3. The applicant must produce proof of address in the form of a copy of their parent/guardian's current council tax bill.

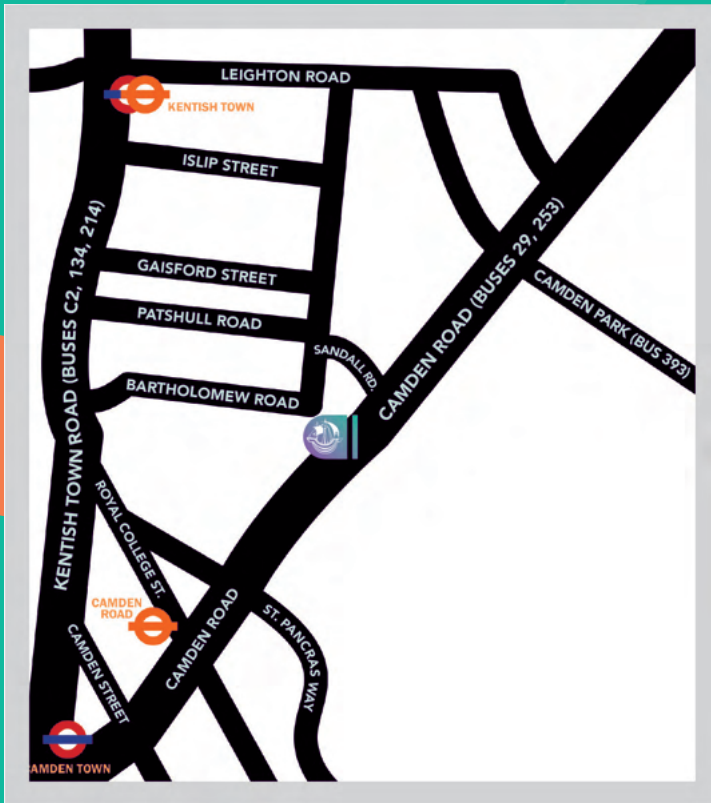
*Any applicant who is unable to satisfy these conditions will not be admitted to the school. Should you wish to appeal, you can find details of the independent appeals process on the school's website.*

[1] A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions at the time of making an application to a school.

[2] Paragraph 1.7 of the School Admissions Code gives equal highest priority to 'previously looked after children'.

[3] (3) Sibling is defined in these arrangements as; a sister or brother, a half-sister or brother, an adopted sister or brother, a step-sister or brother or the child of the parents' partner where the child for whom the school place is sought is living in the same family unit and at the same address as that sibling.





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