



THE CAMDEN
SCHOOL FOR GIRLS
SIXTH FORM

 **INFORMATION BOOKLET**

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

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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



Our students are talented, resourceful, confident and creative individuals. Through their Sixth Form experience we endeavour to ensure that they leave qualified, stimulated and well-prepared for the challenges of life.

The Sixth Form has a reputation for academic excellence balanced with a rich programme of extracurricular activities delivered in a welcoming environment. We respect our students and treat them as individuals. We try to involve everyone in taking an active part in the community thereby enriching the Sixth Form experience.

Olivia Camillo - Director of Sixth Form & School Deputy 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



AN OUTSTANDING SIXTH FORM



The last OFSTED report stated: 'What makes this school outstanding are exceptional leadership, and strong teaching and learning enhanced by a top-class curriculum and caring ethos. However, students themselves are also key contributors because of their own attitudes, hard work and determination to excel'.

"Provision in the sixth form is outstanding. Because of excellent teaching, a stimulating curriculum and their own positive attitudes to learning, students attain very high standards and make excellent progress in their achievement and personal development.

Standards are consistently well above local and national averages and are improving year-on-year at the highest levels. Teaching allows students to develop their own creativity with appropriate support".

"Effective leadership and management of the sixth form can be seen in the exemplary monitoring of students' academic progress, and the care and guidance they provide so that students leave as confident and well-rounded young people. Parents and students, including those who join from other schools, speak very highly of the induction programme, which helps from early on to welcome them into a vibrant and supportive community".

"Students respond well to this and make their own significant contribution to the ethos and management of the school. They develop the confidence which enables them, including the young men, to speak of belonging to 'Camden Girls' with pride."

STUDENT LIFE

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.



Year 12 Residential Trip North Devon

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 Fiona Millar – Journalist & Campaigner on Education; Caroline Criado Perez, OBE – Feminist Activist; Job Rabkin – ITN/Cambridge Analytica; Alistair Campbell – Journalist/ Political Aide; Bruce Aisley – Twitter in Europe; A21 Campaign – Fight Human Trafficking; Dr Will Lawn UCL – Adolescent Brain Development; Sanchia Berg – Senior BBC Reporter; Joy Morrissey – representing the Conservative Party; Mary Ribello – Child Exploitation and Online Protection; Cornelia Parker – Visual Artist; Simon Leigh MSc – Drug & Addiction; Hilary Benn – Labour MP.

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 17 of our students obtained the necessary grades to take up their Oxbridge offers and seven students gained places to study medicine, and there was a successful dentist and a vet. In addition, 10 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 Feed Camden. The function of the group is also to raise matters of interest or concerns that have been put forward by tutor groups.

In Year 13 the students elect a Head Girl and Head Boy plus twelve Senior Prefects. 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 19/20 with Assembly Speaker Lucinda Montefiore

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 'Young Minds', 'Green Peace' and 'Solace'. 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. This year we are putting on a version of Shakespeare's play 'Twelfth Night'.

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.

IONIC LIQUIDS RESEARCH

"Ionic liquids are salts which exist in the liquid state". Students will take part in a research project which will involve planning experiments to synthesise the ionic liquid, checking the purity of the product, researching and testing a potential use for their product. Students will display their research and findings on a scientific poster, and may have a chance to present it at a science conference.

The activity will offer an insight into what research in science looks like and allow students the opportunity to extend and enrich their learning beyond the syllabus. Most suitable for Chemistry students"

INTRODUCTION TO GERMAN

Learning German in a fun and relaxed atmosphere! This enrichment covers a variety of topics which will give students essential conversational skills through a range of vocabulary and grammar. We'll also watch some videos and films to explore the culture of German-speaking countries.

Founder's Day



HISTORICAL FILMS

Students interested in films and history will be viewing a selection of films about different historical periods and events, followed by lively discussions about the way these visual narratives have brought key events from the past to life.

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.

- 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.

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.



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

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.

POETRY SOCIETY

The aim of Poetry Society is to introduce students to the best poets, living and dead. Each week we will focus on one poet, learning about their life and reading and discussing a selection of their work.

The course is designed to be a chronological tour through the very best poets from the Anglo-Saxon era to Beowulf up to the Romantics from Victorians through to the Modernists and up to mid-late 20th and early 21st century poets.

SCRIPTWRITING

Stage plays and screenplays will share the spotlight in these afternoon enrichment sessions. Students will explore the techniques and components which contribute to successful scriptwriting. Opportunities for entering national script writing competitions such as the National Theatre's New Views programme (where students will have the opportunity to work with National Theatre mentors) will be flagged up at the start of the academic year.

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:

The Value of Everything – Re-Thinking Economics with Mariana Mazzucato

One Belt, One Road – China's New Silk Roads with Guo Chentao

I Am Dynamite! – An Introduction to Friedrich Nietzsche with Sue Prideaux

An Introduction to the History, Philosophy and Politics of Science with Emma Tobin

To Hell and Back – An Introduction to Dante's Divine Comedy with Jon Stubbings

Healthy Oceans, Healthy Planet with Fern Goldsmith

Murder in Kafranbel – A Story of the Syrian War with Kellie Strom

The Left Book Club – Then and Now with Brekhna Aftab

Map of the Invisible – A Journey into Particle Physics with Jon Butterworth

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

I WANTED TO MOVE SCHOOL TO FIND A PLACE WHICH WOULD FOSTER DIVERSITY AND ACCEPTANCE AND CAMDEN PROVIDED THAT SPACE FOR ME

FORMER HEAD GIRL

Year 12 Geography Field Trip

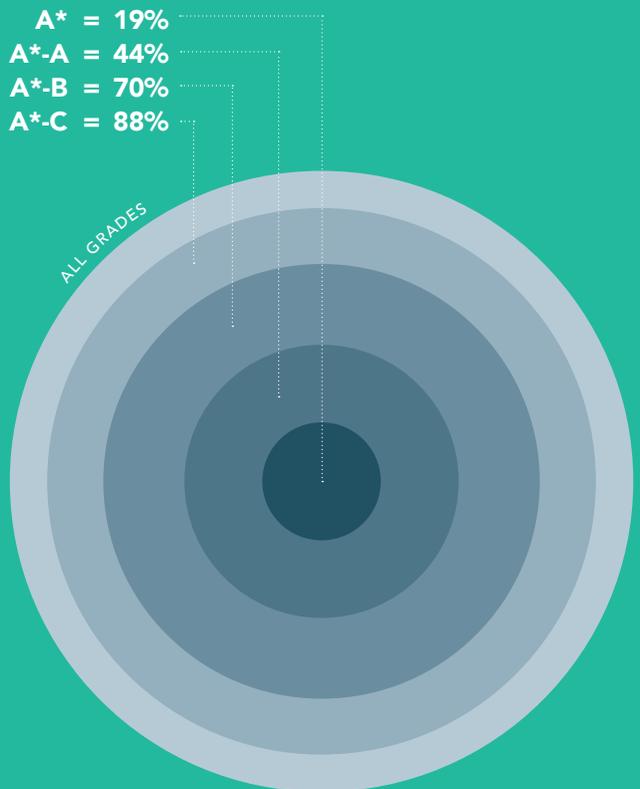
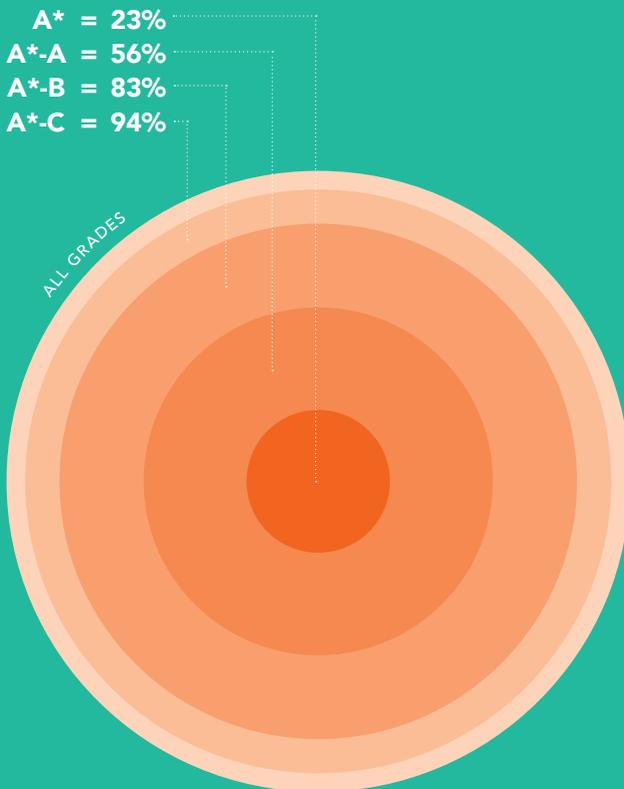


RESULTS 2021

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

OVERALL ATTAINMENT

- 38% of students were awarded 3 or more A-Levels with A*-A grades.
- 75% of students were awarded 3 or more A-Levels with A*-B grades.
- 24 places at Oxbridge or medical school.
- 1 Yale and 1 MIT



 Camden School for Girls
Sixth Form A Level Results

 National
A Level Results

National data source: Joint Council for Qualifications, 2021 (All England candidates)

	A*-A	A*-B	
	CSG	CSG	NAT
HISTORY OF ART	57%	100%	NA
ART*	63%	92%	75%
BIOLOGY	42%	63%	68%
CHEMISTRY	55%	82%	70%
CLASSICAL STUDIES*	42%	83%	83%
DRAMA	43%	79%	78%
ECONOMICS	56%	71%	73%
ENGLISH LITERATURE	69%	97%	72%
FURTHER MATHS	76%	94%	88%
FRENCH	62%	77%	83%
GEOGRAPHY	50%	81%	69%
HISTORY	54%	92%	72%
LATIN*	100%	100%	83%
MATHS	61%	81%	72%
MUSIC	71%	100%	79%
PHYSICS	42%	75%	68%
POLITICS	59%	85%	73%
PHOTOGRAPHY*	50%	64%	75%
PHILOSOPHY	33%	78%	NA
SOCIOLOGY	50%	90%	62%
SPANISH	64%	91%	85%
THEOLOGY	64%	82%	72%
ALL SUBJECTS	56%	83%	70%
EXTENDED PROJECT QUALIFICATION‡	76%	95%	77%

All percentages have been rounded to the nearest whole number. No national data for History of Art or Philosophy. National Data Source: Joint Council for Qualifications 2021 (England Only). CSG Data Source: Internal analyses. * National data is not for a single subject, but for a range of related subjects. Therefore the values given may not be an accurate comparison for the individual subject. ‡ For Extended Project Qualification, England Only data is not available, All UK Candidates are used for comparison



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 2020 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, 18 of our students secured places at Oxford or Cambridge and six have medical school places. 75 per cent of our students secured places at the prestigious Russell Group Universities.

ADMISSIONS POLICY

ADMISSIONS ARRANGEMENTS FOR CAMDEN SCHOOL FOR GIRLS SIXTH FORM – SEPTEMBER 2022

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 after¹ and previously looked after² 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 sibling³ 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 **Friday 1 October 2021**
- A virtual Open Day will be available to view on our website from **Tuesday 23 November 2021**
- The deadline for completed applications is **midday, Wednesday 5 January 2022**
- 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 16 February 2022**
- We will notify applicants and parents if a reference is not received by **Wednesday 2 February 2022** 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
- 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
- Conditional offer letters will be sent on **Thursday 31 March 2022** requesting a reply by **Tuesday 19 April 2022**
- 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.

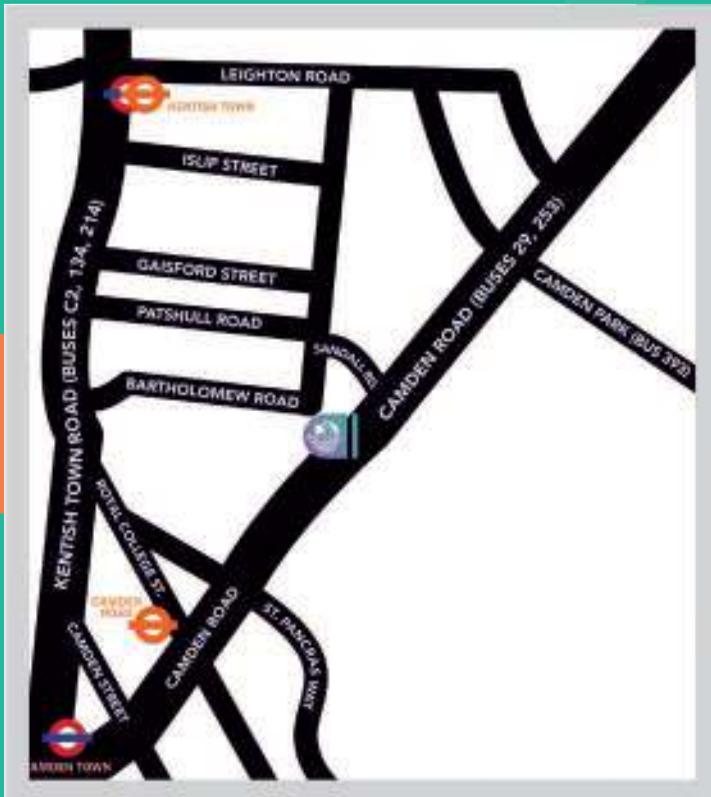
[1] In order to be given highest priority for admission, a child has to fall within the definition of 'looked after' in section 22 (1) of the Children Act 1989. As this Act applies to England and Wales, a child has to be looked after by an English or Welsh local authority.

[2] Paragraph 1.7 of the School Admissions Code gives equal highest priority to 'previously looked after children'. Given the definition of a looked after child, a child will have to have been looked after by an English or Welsh local authority in order to be considered previously looked after. Under paragraph 1.7 of the Code, a child has to have been looked after immediately before they were adopted or became subject to a child arrangement order or special guardianship order. In addition, in order to fall within the definition of a previously looked after child, an adopted child must have been adopted under the Adoption and Children Act 2002 This Act did not come fully into force until December 2005; it is therefore not possible for a child to have been adopted under that Act prior to then.

[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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