

Sixth Form Guide



Halliford
School
SHEPPERTON





Foreword

by The Headmaster

Our well-established co-educational Sixth Form at Halliford offers a very special environment that bridges the gap between school and the outside world whilst being underpinned by the care and commitment that is the bedrock of what we offer here in our warm-hearted community.

Our theme 'Come as you are. Go as all you can be' perfectly encapsulates our mission to encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be. Rated by ISI as 'Excellent in all areas' in December 2022, Halliford is an incredible community to belong to and in which to enjoy your Sixth Form years.

We proudly consider ourselves a small school, without any apologies. The advantage of our size is our deep familiarity with one another and the vast range of leadership opportunities available to you. Our success in recent years, both in terms of A Level results and university destinations and entry into the world of work, is due to the close collaboration between staff and students that is at the heart of our Sixth Form community, with each student's unique potential being recognised, valued and supported to help you to become the very best that you can be. We will provide you with significant support in preparing for university, apprenticeship or entry into the workplace. It is worth thinking carefully about the fact that the staff at Halliford will know you extremely well and have years of experience in supporting students like you, and this really does mean a great deal and has a significant impact on our high rates of success as a school.

If you are looking for academic achievement delivered alongside both a breadth of experience and the moral compass the modern world craves, Halliford may well be a place to call home. Ours is a proudly successful school.

Our pursuit of excellence is characterised by academic ambition balanced with academic sensitivity. We inspire Hallifordians within a community founded on exceptional teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities. To browse a person's past and read Halliford School should mean something, and it does.

We invite you to come as you are, not as what you think you should be. Halliford is a place of acceptance and diversity, not just in the form of representing our community, but in encouraging the passions, the curiosities, and the interests that drive people. We believe that people make life interesting, and Halliford School is a haven for interesting people.

As the Headmaster, it is a real pleasure to get to know each one of you and to watch you grow in independence as you progress through your final two years at Halliford School. These are often the times we see new talents and skills unearthed. I greatly value the relationships built with our Sixth Form students and our parents and genuinely believe that the two years spent in the Sixth Form here will be hugely rewarding and enjoyable.

I hope that I will have the pleasure of welcoming you into the Sixth Form at Halliford School.

With warm wishes,

James Davies
Headmaster



Welcome

by The Head of Sixth Form

Thank you very much for considering the Halliford Sixth Form. We are in a very exciting period. We have had our largest intake of students, including the most girls we have ever had in our Sixth Form, and we are growing and thriving. Despite our success and popularity, we have maintained the small class sizes that see our students excel academically and, most importantly, provide the outstanding pastoral support that allows our students to grow and develop throughout their time in the Sixth Form. Halliford School is a welcoming community. The young people in our Sixth Form are confident, kind, and warm-hearted, and this makes for a positive transition between Year 11 and Lower Sixth, whether you are continuing your journey through Halliford School or joining the Sixth Form as a new and valued member of our Lower Sixth.

Our teachers provide incredible support both inside and outside of lessons. We also recognise that the Sixth Form is a time of increased independence and academic rigour. For this reason, we provide a vibrant and supportive academic environment to enable you to thrive and flourish in your final two years of school.

We firmly believe that a co-educational Sixth Form experience best prepares students for life at university and beyond. The next two years will help determine your future path, and we endeavour to make your time with us as stress-free and enjoyable as possible. Our students are academically ambitious, and we encourage them to push themselves intellectually by fostering an enthusiasm for learning. This is through innovative and stimulating teaching in the classroom and a range of exciting opportunities outside of it. You will study a combination of three or, occasionally, four A Levels, which are complemented with a range of academic, cultural, and charitable enrichment

opportunities to ensure you leave Halliford ready to embrace what the world has to offer. Whether you excel in music, sports, acting, or art, or if you are eager to contribute to meaningful and ambitious charitable initiatives, we have a variety of opportunities for you to get involved in.

At Halliford, we really do celebrate the individual, and this has been reflected in the success we have had supporting our students through their university applications. In 2025, 96% of our students obtained a place at their first-choice university. That is because we know our students so well that we can advise them on the courses and institutions that would suit them best. We have had students go on to study a wide variety of subjects at Russell Group universities, from Physics and Mathematics to Animation and Product Design. We celebrate the success of each student and are proud that our students have successful futures and make a difference in the world.

Your time in Sixth Form will pass very quickly and it is imperative that you choose to study in an environment that will enable you to do your best. Allow us to support you through this critical phase, offering guidance not only for the next two years but for the trajectory of your entire life ahead.

I look forward to welcoming you into our community and sharing with you what makes Halliford Sixth Form a wonderful place to study.

Andy Carroll
Head of Sixth Form

School Vision, Mission, Values, and Aims

Vision

To be acknowledged as the small independent school of choice for 11-18 year olds, where we are proud to belong to a thriving, happy and aspirational community that is committed to each student as an individual.

Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high-quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities.

Aims

The School has five clear aims:

- To provide a stimulating learning environment for boys 11-18 and girls 16-18 where we promote academic excellence and provide opportunities to realise the full potential of every individual to become the best version of themselves

- To provide a warm-hearted family ethos in which every student is known and valued as an individual
- To enable each individual to discover and develop his/her talents, character, creativity, resilience and ability to work within a team by providing a balanced and wide-ranging co-curricular programme
- To create an environment in which all members of the school community feel supported and valued and able to contribute positively to the lives of others by providing a framework of outstanding pastoral care
- To equip our students for the world they will encounter beyond Halliford School

Hallifordian Values

- Intellectually curious
- Respectful
- Warm-hearted
- Team players
- Creative
- Resilient



Come as you are. Go as all you can be.



Life in the Sixth Form

A Different Environment

If it is argued your school days are the best of your life, then the Sixth Form at Halliford School will certainly be the highlight of this experience! In the final two years, you will further develop academic passions, and make decisions that will have a lasting impact on your life. It is a period of huge personal growth for every young man and woman; and to this end, we will help develop your leadership skills through enabling you to play an active role in the working life of the School and the local community.

There is a much greater focus on independence and freedom of choice with the emphasis on Sixth Formers making their own decisions and learning to make responsible use of their new-found freedoms. There is no uniform, rather an expectation of 'business attire' which allows individuals to express their individuality in an environment which is purposeful. There are also study enhancement periods where students can prioritise their own learning. Teaching groups are much smaller and Sixth Formers study only those subjects that they have chosen.

In addition to this, there is a broad range of co-curricular opportunities for Sixth Form students and further occasions to exercise responsibility through the many mentoring and leadership programmes we offer.

In recognition of these academic and additional demands, we have invested in a purpose-built centre for you to study and relax. The emphasis is on recognising your increasing maturity and preparation for university to ensure that you develop confidence, resilience, and a genuinely aspirational attitude in all that you do. Our dedicated Head of Sixth Form is always on hand here to offer specialist advice and help.

Reasons for Joining the Halliford School Sixth Form

- New entrants to the Sixth Form are made very welcome by staff and students alike
- A co-educational Sixth Form community is central to our philosophy and girls are offered a carefully designed programme of induction
- The co-educational aspect of Sixth Form life is intrinsically woven into all areas, not just the classroom
- The staff at Halliford are hugely committed and either already know you well, or will quickly learn how best to support and challenge you
- State of the art Sixth Form facilities
- Excellent leadership opportunities
- High-quality teaching in small classes
- Unusually high levels of contact time per subject in both the Lower and Upper Sixth
- An exceptionally high degree of extra help and support is available outside the timetable
- A wide-ranging programme of activities beyond the classroom
- A well-proven and highly successful system of careers and university advice

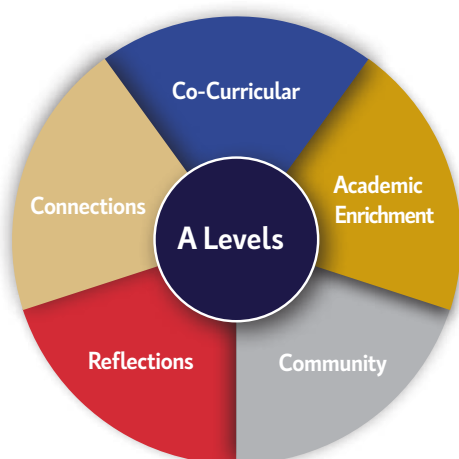


The Halliford Sixth Form Curriculum

The goal of the Halliford Sixth Form Curriculum is to ensure that all students are well prepared for a successful life beyond the school gates. It contains five central elements with A Levels at the heart of the curriculum.

A Levels are the gold standard of post-16 education and are widely understood by universities and employers across the globe. However, we believe that a well-rounded education is also excellently served with additional focus on Academic Enrichment, Service, Reflections, Connections with an effective careers programme, as well as broad and fulfilling extra-curricular opportunities.

Halliford believes that this curriculum will ensure that our students will leave Sixth Form as successful, independent, resilient, and forward-thinking men and women who recognise their responsibilities as global citizens.



A Levels

Following a review of our A Level curriculum, we increased the amount of teaching time students have with their teachers to eight forty-minute periods per week. This was an important and bold decision, which enables staff and students to spend more time together getting to grips with the increased levels of independent study and analysis needed to gain the best possible results. Perhaps more importantly, it also allows the opportunity to further develop a love of learning and to go beyond the constraints of the curriculum and to ensure that we create an environment where students seek knowledge for self-fulfilment, as well as impressive examination outcomes. When combined with small class sizes and approachable and dedicated staff, this means our students have every opportunity to excel in their chosen subjects.

We recommend that most students select three A Level subjects from the start of the two-year A Level course in September. We know that all universities, including Oxbridge, will make offers to potential students based on three A Level subjects.

For our most able students, we do offer the possibility to study four A Levels, subject to timetabling. This is often the case where students wish to study Mathematics and Further Mathematics. We carefully support those students studying four A Levels to ensure they are managing what is a very demanding workload.

Academic Enrichment

The Extended Project Qualification (EPQ) is a stand-alone qualification, highly regarded by universities both in Britain and overseas. The qualification is designed to follow an enquiry based approach to learning and mirrors the skills required in an undergraduate dissertation. This is an exciting opportunity, to not only develop new skills, but also ones that will strengthen a student's ability to flourish within the rigours of A Level study – in a subject area of their choice.

“In their EPQ work, Sixth Form pupils exhibit a wide range of such higher-order thinking skills in their planning, research, evaluation and synoptic reasoning.” – ISI December 2022

Community

The Halliford Sixth Form produces world ready, empathetic and warm hearted young people who care about others. We encourage students to contribute to events and initiatives that benefit others across the school, wider community and on a national level. There are opportunities to lead on charity events such as Movember and charities week. Each week, students visit two local schools and work with their pupils, providing academic support in a range of areas.

After a rigorous process, students take on prefect roles. This provides an opportunity to make positive, long term improvements in areas such as sustainability, digital safety and Diversity, Inclusion, Community and Equality. Students can also be academic mentors for younger Hallifordians. Our Community and Charity prefects work with local organisations to ensure we are making a positive impact beyond the school walls.

These initiatives allow students to make a difference, but they are also highly valued by employers and universities enabling our students to stand out.



*"Pupils are extremely successful in a range of activities, especially in sport, art, music and drama."
- ISI December 2022*

Reflections

Alongside the academic lessons and the EPQ, we also have an enriching lecture programme each week for students in the Sixth Form where external speakers are invited to present on a remarkably broad range of topics. Included in the lecture programme are opportunities for students to hear from a wide range of different professionals about their careers and businesses.

We also offer an enriching PSHE programme which is designed to act as a stepping-stone for future success. There is a range of topics covering relationships, mental health, alcohol, drugs, and other mandatory modules. However, there are other aspects which are central to success later in life such as financial management (credit cards, loans, bank accounts), organisation, and practical life skills.

Connections - Including UCAS, Oxbridge, Apprenticeships, International Applications

This is an essential aspect of the Sixth Form journey at Halliford School as it is during these two years that you will make decisions which are genuinely life-changing. We offer careers advice and counselling by specially trained members of staff and additional external providers who cater to the needs of every individual. Whether you are seeking further study in the UK or abroad; or if you are considering an application for an apprenticeship; or if you think that a gap year might be necessary, we have the expertise and systems to ensure that you are supported in making these decisions and in any application process necessary. In addition to this, there is also a comprehensive careers library available to all Sixth Form students. Further support is also provided through careers conventions, careers visits, visiting speakers and individual careers interviews.

The School sends a number of students to Oxford and Cambridge.

Students with the requisite academic talents and with the necessary passion for their subject are identified early, encouraged to apply and provided with the additional specialist support needed. A coordinated programme tailor-made for the needs of each individual is put together by the member of staff responsible for Oxbridge entrance. All departments have strategies and resources in place to support students aspiring and aiming for A* grades.

Co-Curricular

Halliford is a lively and exciting place to study. There are great opportunities to take part in music-making, art, theatre, public speaking, debating, charitable endeavours and the annual ball. There is a very active sports programme and a wide range of trips and expeditions of all kinds. Students who have particular interests of their own and who show initiative will be encouraged and supported to form their own clubs and societies.

Finally, we offer a stimulating games and activities afternoon on a Wednesday to encourage our students to have a healthy lifestyle including rugby, football, cricket, netball, tennis, trampolining and badminton.

A typical week for our A Level students looks as follows:

8 Academic lessons per A Level subject

2 Dedicated Extended Project Qualification lessons in a small group

2 Lessons for the Lecture Programme featuring visiting speakers on a vast range of enrichment topics

3 Lessons of Games and Activities

1 Lesson of PSHE

Daily tutorial sessions in a small tutor group with a dedicated and experienced Sixth Form Tutor

Academic and Pastoral Care



Academic Monitoring

Your subject teachers will monitor your academic potential and progress in liaison with your Sixth Form Tutor and the Head of Sixth Form. You will receive half-termly grade collections which will be sent home. Termly, you will be required to reflect on your progress and achievement with your Tutor who will offer constructive advice and support and help you to achieve your potential. This is done with you as a central element of the process, empowering and enabling you to make effective decisions about your work.

Support, Guidance and Welfare

Your progress as a Sixth Former is monitored carefully by your Sixth Form Tutor whose principal responsibilities are to ensure that you make the best use of your time, help you to learn to take responsibility and to provide any help and support that you may need. They are also the first port of call for communication between parents and the School. Over the course of two years, they will know you very well and will therefore be invaluable in supporting your Higher Education ambitions.

The transition to Sixth Form can be daunting, but we have an effective process in supporting the leap from GCSE to A Level. We support students to help them make the right A Level choices, and are there throughout your Sixth Form journey to support you in all aspects of school life. We also have a special programme of events to ensure the girls who join us for their Sixth Form journey have the chance to form friendships before the start of term.

Private Study, the Sixth Form Centre and the Learning Resource Centre

Time management is one of the most important skills that students can learn in the Sixth Form. You will have a number of study enhancement periods available for private study and it is up to you to use them responsibly. However, if you are having difficulty with this, your Tutor will provide the supervision needed to get you back on track. Private study spaces, with newly developed ICT equipment and internet access, are available in the study area in the Sixth Form Centre and in the Learning Resource Centre.

Choosing the Right A Levels for you

Halliford School is in a privileged position to have an impressive element of flexibility when it comes to selecting options. Once students have had a chance to discuss the various options with their parents, Tutors and subject teachers they are requested to illustrate the top three subjects they would like to study. After this the School puts together option blocks that try to accommodate every student. We do our utmost to try and accommodate all requests of subject combinations. As part of the process all students (and parents) will be given the opportunity to meet the Headmaster and the Head of Sixth Form. This bespoke approach allows us the best possible outcome for our students.

Which A Level?

You should make your selection on a few key principles:

Intellectual Curiosity. This remains as ever a most important principle. If you do not enjoy a subject you are unlikely to give it the commitment needed for success.

Strength in a subject. This is also important for success. We recommend that you achieve a strong Grade 5 or above in the subjects you wish to continue on to A Level.

Career Advice. This can be very important as some degrees/careers demand certain subjects. Anyone interested in engineering must do Mathematics and Physics at A Level. For any kind of medicine, Chemistry is essential.

Work Load. This also needs to be considered and particularly important when contemplating a fourth A Level.

Coherence and Balance. There needs to be both coherence and balance in the choice of subjects made. Coherence so that there is some connection between the subjects you have chosen and you can make a sensible argument as to why they were picked. Balance so that there is a degree of breadth.

Know what you want to study? If you have a university course which you are keen on, have you checked the relevant university website or the UCAS website? Ensure that you pick subjects that are required for the degree you want to study.

Not sure yet? Keep your options open! If you are not sure what course you want to study at university, choosing subjects that you enjoy will increase your chances of getting good grades. Universities have stated that strong grades are the most important factor when making offers.

Make sure you know 'Why?' If you want to take a subject you have not studied before, can you talk for a minute on what this subject is about? Try and unpick why you wish to study this subject as it's not enough to say 'It's interesting' or 'It will be fun'. Take the time to speak to the subject teachers and pupils taking that subject.

Make the most of advice on offer. Starting with Sixth Form Open Evening you have access to lots of advice – ranging from subject teachers at Halliford, through to friends and parents. You will also have access to independent careers advice and personal guidance from Innervate Careers. Your careers profile will have recommended professional direction based on the best fit with your aptitudes and interests, so use this advice as a starting point to looking into which subject choices fit with those professions.



A Level Courses

- Art
- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Computer Science
- Design Technology
- Drama and Theatre

- Economics
- English Literature
- Mathematics
- Further Mathematics
- Geography
- History
- MFL: French, German & Spanish

- Music
- Music Technology
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- The Extended Project



Scan QR code to review the subjects in more detail.



"When I found out that my place at my dream college, St. Peter's, Oxford, was confirmed, I was overcome with relief. But having achieved this with 4 A* at A Level, I am overjoyed and filled with immense gratitude for my amazing teachers and Headmaster who helped and inspired me every step of the way. I am excited to start the next chapter of my life both academically, through my studies of French and Spanish, and musically. I could not feel more honoured to be an alumnus of this extraordinary school."

- Arya, Old Hallifordian



"When I joined the Sixth Form, I was looking for more than just a school to further my academics. I wanted a place where I could grow, be challenged and feel supported – and Halliford became all of that and more. Being the first female Head Prefect in the school's history was, and is, a proud moment, not just for me, but for what it represents. This school hasn't just prepared me academically – it has helped shape who I am. Halliford encourages us to be ourselves, to aim high, and to walk our own path. As I take my next steps, I do so with pride, knowing I have been part of a community that believes in lifting others."

- Shreya, Old Hallifordian and Former Head Prefect



"I am really pleased with my results, achieving 3* and 1 A at A Level. The teachers have been hugely supportive and I have really enjoyed my time at Halliford. I am now looking forward to heading to Cambridge University to continue my studies in the field of Natural Sciences."

- Daniel, Old Hallifordian



"Being at Halliford for six years has developed me both as a student and as a person in the best way I could have hoped for. The amazing community has felt like a second family to me, and I struggle to see how this could be replicated anywhere else. Joining this school was one of the best decisions of my life, and I am sure that next year I will look back on my time here and affirm that I was so lucky to have been treated with the academic quality and extra-curricular depth that Halliford has to offer."

- Jack Farrow, Head Prefect



"In the short time I have been at Halliford, I am grateful that the staff and students have taken the time to fully understand me as a person. I know that in my upcoming final year, I will receive the support I need, and I am immensely grateful for the hard work everyone at Halliford puts in to make each experience a positive one."

- Phoebe Clark, Head Prefect

Admissions

Admissions Criteria

Halliford prepares its students for A Level and entry to Further Education. The principal criteria are therefore academic and based on the School's assessment as to whether a prospective candidate is suitable for the academic programme. The School will not accept students for whom success at GCSE and progression to the Sixth Form would be an unrealistic expectation. Progression to the Upper Sixth is dependent on satisfactory performance in the Lower Sixth.

The family nature of the School is underlined by the fact that brothers and sisters are usually offered a place as long as they meet the minimum academic entry requirements. In addition, parental commitment to the School and its ethos is as important a factor as academic success when offers of places are made.

Students with special needs or disabilities are admitted to the School according to the same criteria as other students. This is provided that their admission is compatible with the provision of efficient education for the children with whom they will be educated and with effective use of resources. Please refer to our Admissions Policy on our website.

Scan the QR code to visit our Admissions pages and for information about our Scholarships and Bursaries.



Registration

Before a student can be considered for a place at Halliford, the online registration form must be completed together with the non-refundable registration fee of £150 (inclusive of VAT) which is paid by bank transfer. The registration fee for overseas candidates is £200 (inclusive of VAT). Applications received after the deadline will be considered at the discretion of the Registrar.

Admissions Procedure

Entry into the Sixth Form is based on a satisfactory report from the student's current school and an interview with the Headmaster and the Head of Sixth Form. Students will be asked to complete a short personal statement on their achievements and aspirations for the future. Students must achieve a minimum of five GCSEs at Grade 5 or above, including English and Mathematics. Students should achieve a minimum of a Grade 6 in the subjects they wish to study at A Level. Whilst a Grade 6 will enable a student to access most courses, higher grades are a good indicator of potential success in Maths and the Sciences. Candidates are encouraged to visit Halliford during the main school open days or, preferably, by attending the Sixth Form Open Evening. This will give them the opportunity to discuss Sixth Form options with members of the academic staff.



Scholarships

Scholarships up to the value of 10% per annum of the annual tuition fees are available for both internal and external candidates showing excellence whether academic, musical, artistic, dramatic or sporting. All applicants will need to meet the expected requirements for entry into the Sixth Form. The online scholarship application form is available on our website and needs to be completed by the close of registration.

Academic Scholarship

Offers of Sixth Form Academic Scholarships are made after the publication of GCSE results. To be eligible for a scholarship, students should have achieved at least a Grade 8 in each of their GCSE subjects. Following GCSE Results Day, potential scholars may be invited for an interview with the Headmaster. Sixth Form Academic Scholarships are available up to the value of 10% per annum of the annual tuition fees and will be awarded for the two-year duration of their A Level studies. However, for the scholarship to be maintained, the academic scholars must demonstrate good academic habits (defined as achieving at least a 4.1 Behaviour for Learning average score), which should lead to them achieving at least a Grade B in all their subjects in their End of Year Report.

Drama Scholarship

Scholarship applicants must intend to study A Level Drama for the full two-year course. An interview will be held with the Head of Drama in which the applicant should be able to discuss and produce evidence illustrating an active and ongoing involvement in Drama and Theatre either in their current school or externally. The applicant must prepare a two-minute monologue and be able to talk about it in detail.

Applicants must demonstrate to the Head of Drama they will make a positive contribution to the School. A willingness to participate in a varied programme of theatre visits, workshops and to assist in organising events within the School Drama Department.

Offers, subject to satisfactory final grades, will be made with confirmation after GCSE results have been received. Potential Drama scholars will be required to achieve a Grade 7 or above at GCSE. Scholarships up to the value of 10% will be awarded for the full two-year A Level course and are dependent on the scholar demonstrating good academic habits defined as achieving at least a 4.1 Behaviour for Learning average score in every round of reporting and in their End of Year Report.

Sport Scholarship

GCSE PE is not necessarily required, nor is the intention to study A Level PE. However, applicants will be required to take the lead in school sport and represent the School regularly. Selection and participation in either one sport at county or national level in a representative school sport or a range of

sports at school and club level is required. Applicants must always demonstrate the highest standard of sportsmanship.

Mentoring and Coaching for younger players is expected. The applicant should have a passion for the subject and be willing, enthusiastic, reliable, and hard-working. Applicants must be committed to attending practices at lunchtime and after school along with matches on Saturdays and to participate in all team matches for which he or she is selected.

An interview will be held with the Director of Sport and applicants will need to provide evidence of their sporting ability and an external reference as to their competency, level achieved and aspirational level.

Offers, subject to final grades, will be made with confirmation after GCSE results have been received. Scholarships up to the value of 10% will be awarded for the full two-year A Level course and are dependent on the scholar demonstrating good academic habits defined as achieving at least a 4.1 Behaviour for Learning average score in every round of reporting and in their End of Year Report.

Music Scholarship

GCSE Music is not necessarily required, nor is the intention to study A Level Music. However, applicants will have to demonstrate passion and commitment to music. For example, by playing in an orchestra, singing in a choir and through grade examinations.

Applicants need to offer two instruments (one can be voice), one of which should be at least Grade 6 standard.

Music scholars are expected to make a significant contribution to the activities of the Music Department and to support the work of younger musicians through the School.

An audition will be held with the Director of Music and applicants will be required to play two pieces on their first study. These should be contrasting pieces. Applicants will then be required to perform a piece on their second study instrument/voice.

Applicants must be prepared to discuss their performances and to undergo a sight-reading and aural perception test.

Offers, subject to final grades, will be made with confirmation after GCSE results have been received. Scholarships up to the value of 10% will be awarded for the full two-year A Level course and are dependent on the scholar demonstrating good academic

habits defined as achieving at least a 4.1 Behaviour for Learning average score in every round of reporting and in their End of Year Report.

Art & Design Scholarship

Applicants should intend to study A Level Art & Design for the full two-year course.

An interview will be held with the Head of Art in which the applicant will need to show a portfolio of their artwork. The portfolio should contain all GCSE artwork. If the work is 3D or large then good, A4 (minimum) photographs of the work will be accepted. If you have done other creative work outside of your GCSE Art course then please include examples. If you have them, your portfolio should also include sketchbooks, journals, and essays.

Applicants should demonstrate to the Head of Art that they will make a positive contribution to the School. The applicant should have great enthusiasm for the subject and be willing, reliable, hard-working, resilient, independent and resourceful with an aptitude for taking personal initiative and going the extra mile beyond the guidance given or the work set by the teacher. Intellectual curiosity, a willingness to independently visit galleries & museums and an interest in researching art & design in all of its forms are essential attributes. All Art scholars are expected to demonstrate their commitment to the subject by participating in extra-curricular sessions offered by the School in addition to timetabled lessons.

Applicants will be invited to attend a drawing test for one hour along with an interview with the Head of Art.

Offers, subject to final grades, will be made with confirmation after GCSE results have been received. Scholarships up to the value of 10% will be awarded for the full two-year A Level course and are dependent on the scholar demonstrating good academic habits defined as achieving at least a 4.1 Behaviour for Learning average score in every round of reporting and in their End of Year Report.

STEM Scholarship

Scholarship applicants should intend to study two or more STEM subjects at A Level with current plans to complete higher education in a STEM-related discipline and with aspirations to pursue a career in STEM. A Level STEM subjects include Biology, Chemistry, Physics, Design and Technology, Mathematics, Further Mathematics, Computer Science and Psychology.

An interview will be held with the Head of Departments of the chosen A Level subjects. Students must present ideas about what they would contribute and how they would demonstrate that they will contribute positively to STEM at Halliford. The STEM scholar will be expected to represent the school on a regular basis and assist in organising events within the Science, Maths, Design & Technology or Psychology Departments, depending on the A Level subjects chosen. They should, for

example, be able to run some STEM clubs, present at prep school events and mentor students lower down the school.

STEM scholars will be required to achieve Grade 8 or above at GCSE in Maths and an average of Grade 8 or higher in the Sciences. Scholarships up to the value of 10% will be awarded for the full two-year A Level course and are dependent on the scholar demonstrating good academic habits defined as achieving at least a 4.1 Behaviour for Learning average score in every round of reporting and in their End of Year Report.

Expectations of Scholars

Those in receipt of scholarships are expected to take a leading part in the academic, dramatic, musical, artistic and sporting life of the School, as considered appropriate by the Deputy Head Academic, Heads of Art, Drama, and Directors of Sport and Music, for the duration of the scholarship. All scholars are expected to maintain a good standard of behaviour and academic work, and this performance is reviewed annually.



Bursaries

Introduction

Halliford School is a charitable educational foundation committed to providing the widest possible access, regardless of income, to students from all social, religious and ethnic backgrounds. As part of its efforts to fulfil this remit, the School offers financial assistance through bursaries for those otherwise unable to take advantage of what the School has to offer.

Availability and Allocation of Bursaries

Bursaries are available for entry into the Sixth Form and may also be awarded to relieve hardship where a student's education would otherwise be at risk: for example, where a parent is made redundant. Bursaries are means-tested and, as a result, there is no standard template. The value of the bursary can be up to 100% of the tuition fees and, once awarded, will be

reviewed annually and could be subject to change depending on parents' financial circumstances. It should be noted that anyone awarded a bursary must also have met the Sixth Form entrance requirements.

Application for Bursaries

Applicants wishing to apply for assistance must request the relevant forms from the Bursary department. Please email: fees@hallifordschool.co.uk

Expectations of Students with Bursaries

All students in receipt of bursaries are expected to work hard at their academic studies, maintain a good standard of behaviour and take part in the wider life of the School. Their performance is reviewed annually and may affect the bursary offer.



FAQs

You will undoubtedly have lots of questions about life as a Sixth Form student, so here are a few of the most common ones.

How is life in the Sixth Form different from Year 11?

Firstly, students choose only three or occasionally four subjects to study and so are able to develop academic passions in these areas. The class sizes are much smaller. This means that there is a collaborative approach to learning and a seminar style to help develop the learning style required for success at university or the world of work.

Secondly, students are given significantly more independence and freedom in a range of areas. These include dress code, study periods, and the Sixth Form Centre and Café, reserved for use just by the Sixth Form community.

Do I have to attend all lessons?

Yes. A fundamental element of ensuring success in school is attendance of academic lessons. This is also important to ensure that you are throwing yourself into the life of a busy and exciting school community.

Can I leave the school premises during the school day?

During lunchtime, we do allow students to leave the school site (as long as they sign out at reception). This is important in developing independence.



Do I have to wear a school uniform?

No. Halliford does not have a school uniform for Sixth Form. We ask that Sixth Form students arrive at school in business attire, but understand that to have a strict uniform would go against our philosophy of celebrating individuality.

If you haven't found the answer to your question in this guide, please do get in touch! We would be delighted to answer any other questions you may have.



University and College Entry

Choosing a University or College

There are three key factors to be considered when choosing a university or college. The first and most important is the course that you want to pursue. Not all universities or colleges run all courses and the content of courses is not the same in each university or college. Having decided on your preferred course you need to identify what is offered using the UCAS website. You should then look at the prospectuses of the institutions where it is offered to find out the particular courses that suits you best.

The second factor is your likely performance at A Level and the number of UCAS tariff points you will gain. You need to make a realistic assessment of this. Give yourself a range, neither too high nor too low. Having done this assessment, you should then look again at the institutions you have identified as offering the course you want and ensure that you are likely to meet their entry requirements.

The third factor is partly geographical. You need to decide whether the location of the institution matters. Are you prepared to study anywhere in the United Kingdom as long as the course is right? Do you want to go to a campus-based institution or a collegiate one? Do you want to be in a city or would you rather be in the country? These may seem insignificant factors but remember that you are going to be spending at least three years of your life at university or college. Having made your shortlist of possible institutions you should then visit them on open days to see whether the reality matches the picture given in the prospectus.

Each year a number of students also wish to explore applications to overseas universities including European and American institutions. Specialist help is available for those wanting to understand more about the application process and requirements.

The Application Process

Your ideas about further education should evolve during your Lower Sixth year. By the end of the Summer Term, you need to have hardened them into preferences for particular courses and institutions. At this stage you need to apply for your own copy of the university prospectuses and start to identify which university open days it would be helpful to attend.

During the Autumn Term of Upper Sixth you will apply to your selected universities through a central clearing house, the Universities and Colleges Admission System (UCAS). You can apply for courses at up to five universities or colleges on a UCAS form. This is now done electronically. For some institutions such as Oxford and Cambridge and colleges of Art, Drama and Agriculture there is a separate and/or additional form to complete. If you are taking a gap year you can either apply while you are still at school as a 'Deferred Entry' candidate or apply the following autumn, once you have received your results, as a 'Post A Level' applicant.

Depending on which universities and courses you have applied for you may be called for an interview between December and March. If you have applied to Oxford or Cambridge you will attend an interview in December. By the end of March, you will have received either an offer conditional on your A Level results or a rejection from each of the institutions to which you have applied. The conditional offers you receive may come in a variety of forms. Some will make points offers based on the new UCAS tariff. Some will make offers based on grades in three A Level subjects. When the A Level results come through in August, universities and colleges confirm the places of those who have achieved the grades required by their conditional offers.

"Data provided by the school indicate that in public examinations, pupils attain examination grades at least in line with and often beyond the level expected for their ability, indicating strong progress from their starting points." - ISI December 2022

Support from the School

The School provides tailored UCAS and careers guidance leading to outstanding outcomes for each individual.

- At the start of Lower Sixth, your Tutor discusses with you the different types of university and there is research conducted into these
- Throughout Lower Sixth you are encouraged to visit university open days
- There is a Higher Education Briefing for both you and your parents to provide the information needed to get you started in the right direction
- There is subsequent tutorial advice to help you identify the course you want and the institutions that may be suitable
- The Sixth Form Centre has prospectuses you can refer to and this resource grows annually
- You will be helped to attend appropriate open days
- You have access to Unifrog, an online tool designed to support your choice of course post Sixth Form
- Starting at the end of the summer term in your Lower Sixth year you will be guided through the UCAS application process
- This will include helping you complete the form properly, helping you craft your personal statement and writing a school reference
- Once the exam results are out the following August the School will help those who need some additional guidance

Halliford Leavers' Destinations

Universities and courses students successfully secured:

University	Course
Bournemouth University	Business and Management, Business Studies, Criminology, Sport Management
University of Bath	Biochemistry, Physics with Astrophysics, Sports Coaching and Management
Bath Spa University	Drama and Film and Screen Studies
University of Birmingham	Environmental Science, Business Management, Civil Engineering, English Literature, Geography, Mathematical Economics and Statistics, Philosophy, Politics and Religion, Sports Science, Economics and International Relations, Economics and Spanish
University of Bristol	Economics and Finance, Physics, Modern Languages, Psychology
Brunel University, London	Economics and Mathematics, Music, Engineering, Games Design
University of Cambridge	Engineering, Natural Sciences
University Campus of Football Business	Football Business & Marketing
Cardiff University	History, Mechanical Engineering, Psychology, Mathematics, Economics
Central Saint Martins University of the Arts London	Art and Design
Durham University	Accounting, Classical Civilisation, Physics
The University of Edinburgh	Fine Art
University of Exeter	Business and Laws, Finance: Investment Banking, Geography, History, History and Politics
Goldsmiths, University of London	English and Comparative Literature
University of Glasgow	Film and Television Studies
Hartpury University	Business Management, Sports Business Management
Imperial College London	Medical Biosciences
King's College London, University of London	Physics
Lancaster University	Politics, International Relations and Management
University of Leeds	Economics, Philosophy, Languages and Cultures, Economics and History, Mechanical Engineering
Leeds Beckett University	Landscape Architecture and Design, Sport Business Management, Business Management with Marketing
University of Liverpool	Business Economics, Music and Technology, Philosophy
Loughborough University	Accounting and Finance, History, Mathematics and Physics
University of Manchester	Chemistry, Economics, Law, Modern History with Economics, Physics
Newcastle University	Economics and Finance
University of Nottingham	Management
Nottingham Trent University	Furniture and Product Design, Wildlife Conservation, Business and Finance
University of Oxford	Engineering, French and Spanish
Oxford Brookes University	Economics, Finance and International Business, Physiotherapy
University of Plymouth	Biomedical Sciences, Geography with Ocean Science, Cyber Security
University of Portsmouth	Product Design and Innovation
Queen Mary, University of London	Chemical Engineering, Russian and Linguistics
University of Reading	Building Surveying, Business and Management, Finance, Investment and Finance in Property
Royal Holloway, University of London	Ancient and Medieval History, Biomedical Science, Business and Management, Computer Science, Economics with German, History, Law, Music and Sound Design, Psychology
University of Sheffield	Engineering
University of Southampton	Aerospace Engineering, Cardiac Physiology, Computer Science, Criminology, Geography, History, Mathematics with Actuarial Science, Physics, Psychology
St Mary's University	Physiotherapy
University of Surrey	Business Management, Economics and Finance, Law, Mechanical Engineering
Swansea University	Business Management, Finance, Biochemistry, Sport and Exercise Science, Philosophy, Politics and Economics, Marketing
University of Warwick	Classical Civilisation, Hispanic Studies and Economics, History and Politics, Mathematics, Physics
University of Winchester	Business Management
University of York	Biochemistry, Business and Management, Interactive Media, Politics with International Relations

Building Resilience for Life

We believe passionately in supporting our students throughout their time at Halliford and beyond, helping and guiding them to recognise the opportunities available to them and inspiring them to work hard to achieve their goals.

We seek to awaken an interest in the world around our students as we prepare them for life in the busy modern world that awaits them. We want to encourage a sense of adventure and to help to give Hallifordians the tools to be not ordinary but extraordinary.

We take part in a wide variety of community events locally including community service projects, public speaking and debating events and supporting local schools. Many students each year choose to take part in the Duke of Edinburgh's Award, where we offer all levels, up to and including, Gold.

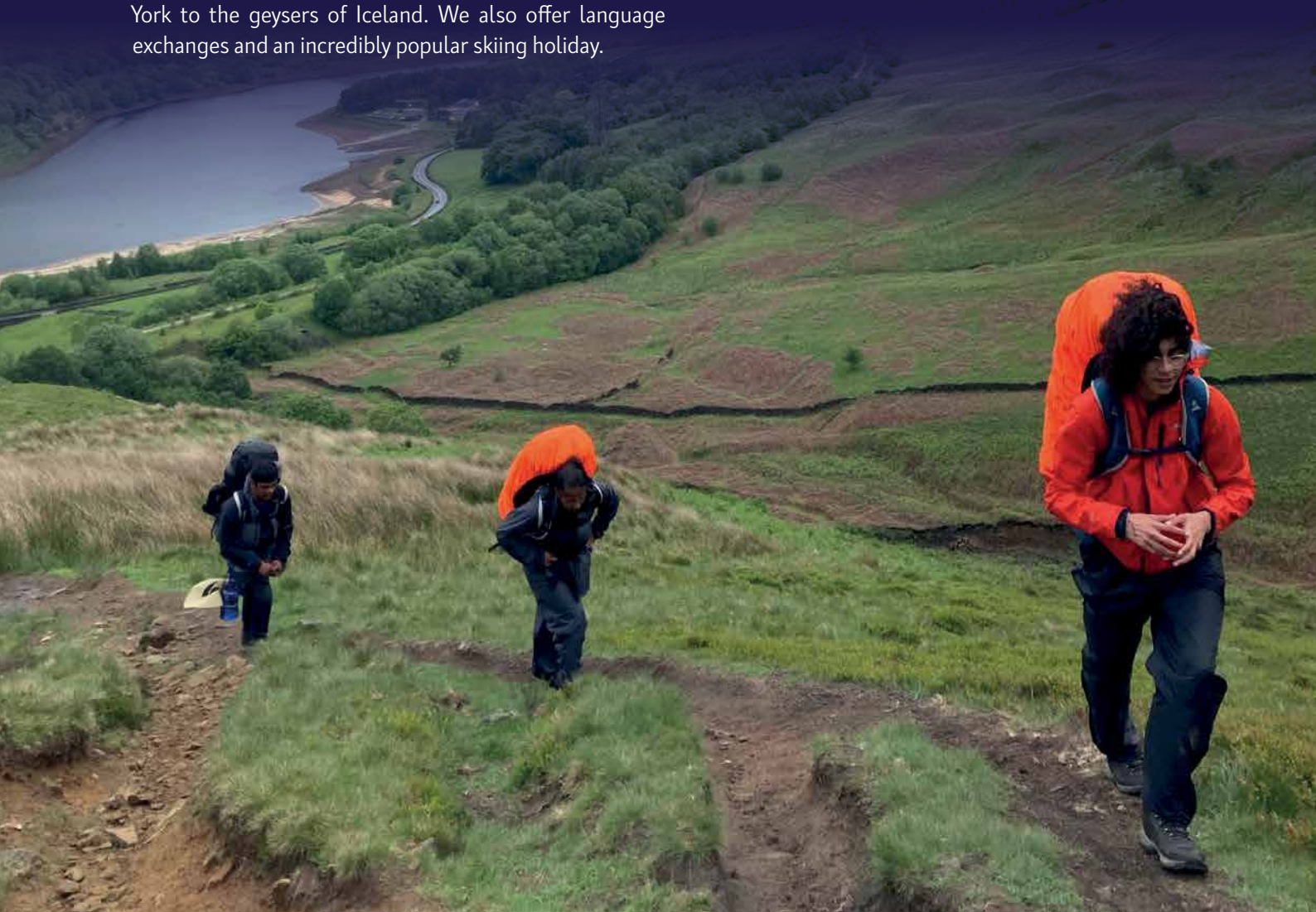
Academic excursions and field trips offer Hallifordians the possibility of visiting places as diverse as Broadway in New York to the geysers of Iceland. We also offer language exchanges and an incredibly popular skiing holiday.

Through these opportunities, we take great pleasure in seeing individual Hallifordians grow in confidence as they encourage and help one another. A Halliford School education is never confined by the walls of a classroom.

Halliford School students have gone on to every walk of life, from international business to international rugby. What they all share in common though is the inner confidence and self-belief that comes from learning in an environment that genuinely respects and nurtures every individual, celebrating all that they bring to the Halliford community.

Many Old Hallifordians send their own children to study with us. Current students benefit from a network of former students in virtually every profession and some even come back here to teach!

Joining Halliford School is about so much more than joining a school, it is about joining a community whose care and support will last a lifetime.



How to find us



**Halliford
School**
SHEPPERTON

Independent Senior Day School
Boys 11-18 Years • Girls 16-18 Years

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