DR CHALLONER'S GRAMMAR SCHOOL



Sixth Form Prospectus

A welcome from the Headteacher



We are delighted that you are considering joining our thriving and enthusiastic Sixth Form. The following prospectus is designed to illustrate our commitment to provide students with the very best possible opportunities to further their education beyond GCSE. Whether you are a current DCGS student, or joining from another school, we believe our Sixth Form offers a superb blend of academic excellence and opportunity for wider development and involvement. Our core school values of Aspiration, Kindness and Resilience underpin everything that we do.

The Sixth Form at Dr Challoner's combines a very high level of academic excellence with a supportive and approachable environment. This gives every student the opportunity to make an effective transition to the different and demanding requirements of A level study and to progress successfully through the final part of their school education. We place great value on the contribution that our Sixth Form students make to the wider Challoner's community and encourage all students to involve themselves in whichever aspects of school life they enjoy, through sport, music, drama or any of the numerous student societies, groups and activities that exist. Indeed, it is often the Sixth Form students that drive such groups forward. These opportunities also provide students with the chance to develop their leadership and teamwork skills, so very necessary for success in Higher Education and employment.

We hope this booklet, and the subject specific information available on our website, www.challoners.com, answers any questions you may have about the Sixth Form. Please do not hesitate to ask any member of staff should you have any further queries.



Mr David Atkinson
Headteacher

Introduction

Co-Education at DCGS

We firmly believe that a co-educational Sixth Form provides students with the best possible foundation for modern higher education and professional life. Blending high academic standards with a supportive, inclusive social culture, our Sixth Form community inspires confidence, collaboration, and personal growth. Given our strong reputation and high demand for places, entry is competitive and governed by our Admissions Policy, available on the school website.

Academic Ambition & Character

We offer a broad, balanced, and intellectually challenging curriculum underpinned by a deep commitment to character development. Our purpose is to equip every student with the confidence, critical thinking, and adaptability needed to thrive in Higher Education and beyond. We welcome young people who are ready to work hard and actively contribute to the vibrant life of our school. Whether aiming for Oxbridge and a sweep of A* grades, or striving for three strong, solid A Levels, every student receives the bespoke support, encouragement, and challenge needed to realise their full potential.

A Seamless Transition & Modern Facilities

While the majority of our Year 11 cohort naturally progress into the Sixth Form, we are delighted to welcome a substantial group of joining students from surrounding schools each year. New arrivals integrate rapidly, forming a single, cohesive, and inclusive student body. We recognise that the step up to A Level study can be demanding; our experienced staff provide expert academic and pastoral guidance to support every learner through this transition. External students thrive here, frequently taking on senior leadership roles and shaping school life. To support this dynamic community, our dedicated Sixth Form Centre features exceptional independent study spaces, the Milton Library, and the Social Kitchen - an exclusive café space for our Sixth Formers.



Sixth Form Curriculum

The Character Challenge

Here at DCGS we have a strong focus on developing students as all round people who are ready to make a successful transition to life after school. We believe that the character that students develop is hugely important to their future success and happiness. Whilst academic studies are clearly important to open doors to a range of post-18 options, having a broad set of experiences and developing associated skills is equally vital. In order to bring coherence to what we offer our Sixth Formers take part in the Character Challenge, which is a set of academic, co-curricular and personal development activities that they complete during their two years with us.

The challenges are divided into the following categories:

- **Core Activities in School.** Examples include: Academics; Volunteering; Regular Exercise; Lectures; Support others; Work Experience; London Challenge.
- **Optional Activities in School.** Students complete a minimum of five activities from the list which includes: Clubs and Societies; Be part of Music/Drama/Sports teams; Give a talk to younger years; complete a MOOC; support the Welfare Dog
- **Activities outside of School.** Students complete a minimum of one activity from a list of five in each category: Adventure, Cultural Capital, Fun, Personal Growth, Preparation for Independent Living

Academic Core

At the heart of all students' Sixth Form curriculum is their A level studies. Students can choose to either study 3 Subjects and an EPQ or 4 Subjects. We strongly believe that the excellent learning environment that the school provides allows students to thrive when faced with the challenges and demands of the courses we offer.

We offer a BTEC Award qualification in Sport. This is equivalent to one A Level and is continually assessed over the duration of the course. It is widely accepted for university admission and provides an ideal grounding for further study in the respective field.





Extended Project Qualification (EPQ)

The EPQ is an opportunity for students to produce an extended piece of work on a topic of their own choice, with guidance from staff. This could be a subject area the student wishes to study at university that is not part of their school curriculum (e.g. Medicine or Engineering) or simply an area of personal interest unrelated to their other studies. It is an exciting opportunity for students to manage their own learning and is highly regarded by universities. It is worth the equivalent of an AS level and some universities are now making offers to those students who achieve a high grade in their EPQ.

Fourth A Level

Choosing a fourth A Level is an option suitable for the most academic students who will thrive on the challenge of studying four subjects throughout their Sixth Form career. It should not just be seen as a means of avoiding the sometimes difficult task of choosing three subjects.

Core Activity: Volunteering

Encouraging students to give something back to the school and the wider community is a key theme in the Sixth Form. Students will be encouraged to undertake one to two hours of voluntary work per week. This could be organised by students at a time when they have no timetabled lessons or done entirely outside school time. For those students who struggle to arrange their own volunteering, the school will provide some opportunities in a number of different areas (within school, local primary schools, charity shops), but the onus is on the student to find something suitable.





Core Activity: Team Projects

This strand will reinforce the independent learning habits which the school espouses and will provide a further bridge to university study. There will be a number of different team challenges that students take part in over the course of the year. The London Challenge sees them working in teams to collect evidence and answer clues around our capital city, while the Charity Challenge sees teams deciding on a mutual cause that they would like to support and then carrying out an activity to benefit their charity. Activities such as Young Enterprise, Engineering Society, Medics Society and Drama productions can also be recorded for recognition.

Optional Activity: Higher Level Task/MOOC

This provides students with the opportunity to look into an area of interest in real detail without the constraints of the EPQ paperwork. It should be something that is going to benefit them in their university application and could take a wide range of different activities (MOOCs, additional exams, reading around and presenting on a topic above the syllabus, learning to code etc.)



Core Activity: Lecture Programme

A lecture series has been running very successfully for a number of years for both Y12 and Y13 students. We have a wide range of speakers covering general interest topics as well as a number of talks from academics to give an insight into what their subject will involve at university. There are also talks to cover important aspects of PSHE (Personal, Social, Health and Economic education) and to encourage students to develop effective study habits.

Core Activity: Sport, Exercise and Sixth Form Games

We provide all Y12 students with two hours of games each week. For some this will mean representing the school teams in their wide-ranging fixtures, whilst for others it will be for recreational purposes and to stay healthy. Options include:

Badminton	Climbing	Cricket	Football (squad and recreational)
Gym	Netball	Rugby	Hockey (boys and girls)
Softball	Spinning	Table Tennis	Tennis
Weight training	Yoga		

We are passionate about providing sporting opportunities for all of our students and in the first half term of the 2025/26 academic year our senior teams had the following number of fixtures:
7 football, 5 rugby, 3 netball, 2 squash fixtures and one swimming meet (boys and girls). We have also offered senior sports tours for Football, Rugby, Hockey & Netball.







Academic Expectations

Studying three or four subjects to A level is a demanding challenge. To be successful, students have to be prepared to work hard both in and out of school. Unlike at GCSE level, not all of the work that needs to be done outside school will be explicitly set by the teachers. Each student is expected to take some personal initiative for their own learning and to seek out opportunities beyond the classroom for learning. This might take the form of background reading in the library, consolidation through practicing solving problems or revising work already covered. Each subject will advise students about the activities most appropriate for that field of study. **Students should aim to spend a minimum of one hour working outside of class for each hour spent in the classroom.**

Results 2026

As a school we have been consistently delighted with the results for the students in their public exams. The Class of 2026 achieved a fantastic 62% A*/A and over 86% of grades were A*/B. An impressive 27% of the A Level grades were A*s. 89 students achieved a clean sweep of A* and A grades.



Entry Requirements

Our A level courses aim to equip students with the requisite skills and experience to thrive at university. It is a considerable step up from GCSE to A level in every subject. As a consequence we have a series of requirements that indicate the level of GCSE (or equivalent) attainment that is needed to feel confident that A levels at DCGS are the right choice. If you meet these requirements, make good decisions about your subjects and work hard, you should be successful at A level. Our entry requirements are as follows:

- A minimum GCSE score of 48 points from the best eight full course GCSE passes (see points tables below).
- A minimum of a grade 5 in English and Mathematics.
- A minimum grade for each subject as specified in the subject specific table.

9-1 grades

Grade	9	8	7	6	5	4	3
Points	9	8	7	6	5	4	3

A*-E grades

Grade	A*	A	B	C	D	E
Points	8.5	7	5.5	4	2.5	1





Subject specific criteria for 2027 entry

SUBJECT	CRITERIA
Art	6 at GCSE Art
Biology	7 at GCSE Biology or minimum 7-7 in GCSE Combined Science
Business*	6 at GCSE in a humanity (Geography, History or RS)
Chemistry	7 at GCSE Chemistry or minimum 7-7 in GCSE Combined Science
Computer Science	7 at GCSE Computer Science or 7 in Maths/Physics/Music
Drama and Theatre	6 at GCSE Drama
Economics*	8 at GCSE in Maths **and** a humanity (Geography, History or RS) **or** English Literature/Language
Electronics	7 in GCSE Physics
English Literature	6 at GCSE English Literature
French	6 at GCSE French
Further Mathematics	9 at GCSE Mathematics
Geography	6 at GCSE Geography
German	6 at GCSE German
History	6 at GCSE History
Mathematics	8 at GCSE Mathematics
Music	6 at GCSE Music
Physics	7 at GCSE Physics or minimum 7-7 in GCSE Combined Science
Politics	6 at GCSE in a humanity (Geography, History or RS)
RS: Philosophy & Ethics	6 at GCSE in RS or another humanity
Spanish	6 at GCSE Spanish
Sport BTEC	6 at GCSE PE

***Students can only study one of Business or Economics.**

Although experience shows that most of the courses shown above will operate, we cannot guarantee to run a course for which there is insufficient demand.

All courses have a duration of two years.

Advice and Guidance

Choosing A levels

Choosing your A levels is not necessarily an easy process.

Some will find it easier than others because you know what your ambitions are, and can tailor your choices to fit those goals. Many more of you will not yet have clear ambitions and will need to select subjects that best suit your academic interests. In all cases, one key piece of advice is to choose subjects that you enjoy. Above all, enjoyment of the subject should motivate you to study it for two years, often independently. If you are not enthusiastic about a subject it would be difficult to imagine studying it beyond school level or making a career out of it. Thus, not enjoying a subject which is necessary for a perceived future ambition suggests a rethink of that ambition would be wise. If you are looking for specific information about which subjects are needed for particular degree courses, the search function at www.ucas.com will provide you with guidance.



Subject combinations are also worth thinking about. A student studying three A level subjects rather than ten GCSE subjects inevitably spends much more time on each subject. Many students choose to specialise to a certain extent. It is not uncommon to select Mathematics and two sciences, for example, or two humanities and a language. These combinations provide students with a clear focus for their studies and give them the chance to develop a high level of expertise in a particular area. There is no doubt that such specialisation prepares students for higher level study, and is one of the great advantages of the A level system.

Sources of information, guidance and advice:

- Subject specific information sheets on the school website
- Subject Teachers
- Form Tutors
- Current Sixth Form Students
- Sixth Form Team
- Careers Team
- Prospectus
- Parents, friends, family

Life beyond Challoner's

The choices you make now may affect the courses you are able to study at University and beyond. If you already have a clear idea of what career you would like to pursue, the table below provides some guidance about degree courses and their requirements. This is only a guide and is not comprehensive, nor should the information be interpreted too literally. The same course, at different universities, might well have different requirements and students should always do thorough research for themselves.

Degree courses	Advanced Levels usually required (please check individual course requirements on the UCAS website)
Archaeology	Usually no specific subject requirements but History and a science subject are useful
Architecture	Ideally Maths and Physics. Some universities also require an art or design based subject
Art & design courses	Art, including a portfolio of work
Biological sciences ie genetics, zoology, biochemistry	Biology and Chemistry. Maths and/or Physics also useful
Business Management	Usually no specific subject requirements.
Chemical Engineering	Chemistry, Maths and Physics. Further Maths is also useful
Chemistry (and polymer science)	Chemistry, Maths, Physics, Biology are useful
Civil engineering	Maths and Physics.
Computer science	Maths, Computer Science and Further Maths are useful
Dentistry	Chemistry and/or Biology. Physics and Maths are relevant
Economics	Maths
Engineering (electronic, electrical, mechanical etc.)	Maths and Physics. Further Maths and/or Electronics are useful
English	English. Other humanities subjects are useful
Finance	Usually no specific subjects, but Maths, Business, Economics are useful

Foreign languages	An A level in the language to be studied. Chinese, Japanese, Russian etc can be learnt from scratch at university with an existing A level in another language
Game design	Usually no specific subject requirements but Maths and Computer Science are valuable
Geography	Geography - a science for physical geography, and Politics for human geography are useful
Geology (and Environmental Science)	A combination of some of the following: Maths, Geography, Biology, Chemistry and Physics
History	History. English, Economics, Politics and Philosophy are useful
Law	No specific subject requirements
Mathematics and Statistics	Maths. Some courses ask for Further Maths. Sciences, Economics or Computer Science are useful
Medicine	Chemistry and Biology. Some courses also require a third science
Music	Music. A high standard of performance (Grade VIII) usually required. A second instrument may also be required
Nursing	Biology and one other science preferably chemistry
Pharmacy/Pharmacology	Chemistry and Biology. Physics and Maths are useful
Philosophy	No specific requirements but social science and humanities subjects such as English and Philosophy are useful
Physics	Physics and Maths. Chemistry and Further Maths are useful
Politics	Politics is desirable but not essential. A combination of History, Economics, Philosophy or Geography are helpful
Psychology	Psychology is desirable but not usually required. At least one out of Chemistry, Physics, Biology or Maths is preferred
Theology	No specific requirements but Philosophy, History, and English are useful
Veterinary Science	Biology plus one other science, preferably Chemistry. Physics and Maths are useful

Degree apprenticeships

These are an alternative option to university and are available in many areas of business and industry including architecture, business management, digital industries, all areas of engineering, financial services, law etc.

In brief:

- They combine full-time paid work (80% of time) and part-time university study (20% of time).
- Degree apprentices work towards a full Bachelors or Masters degree - or the equivalent qualification in that industry.
- They typically take three to six years to complete.
- Degree apprentices are not eligible for a student loan, but they are paid a salary and the employer pays for tuition fees.

Vacancies are advertised on company websites or on the government website Find An Apprenticeship (https://www.gov.uk/apply-apprenticeship).



Opportunities and Support

In addition to the enrichment offered through the Character Challenge, students will also be able to take up a range of additional opportunities.

Extra-Curricular Activities

We offer a wide range of opportunities including a full programme of sport (teams in all major sports and a compulsory games session for Year 12 students on a Wednesday afternoon), music (there are numerous orchestral and choral groups) and drama (the annual senior play and biennial musical are highlights). Sixth formers play a leading role in debating, sports leadership programme and also work with younger students in a range of subject based clubs and activities.





The Challoner's Medics Society is a hub for the local area and provides students with all the information that they need to support their UCAS applications. This year, over 40 students have been involved in the student-led Engineering Society and there is also the Law Society who have competed in the Bar Mock Trial Competition.

Students can participate in Young Enterprise and set up companies, with students from other local schools.

Duke of Edinburgh

We have been delighted with the positive uptake for the Duke of Edinburgh Gold that we have been able to offer for the past three years. On average we have had around 50 students in each year group who take part in this demanding qualification that requires students to volunteer, develop physical skills and take on the challenge of an Expedition as well as a Residential visit.



Academic Enrichment

All departments offer support programmes for students looking to apply to top universities that require interviews and additional tests. We provide support to help prepare students for TSA, STEP, AEA and the other admissions tests as well as mock interviews.

Student Leadership



A number of senior students are selected to be Senior Prefects, House Captains, Prefects and Mentors and play a key role in assisting with the organisation of the school and supporting younger students. The School Captain organises the Prefect teams, represents the school on public occasions and chairs the influential Student Senior Leadership Team.

The Student Executive (The Exec) plays an important role in running the Sixth Form, providing feedback and organising charity events.

Many of the clubs and societies are also student-led and we encourage students to set up new activities if they have a particular interest. All of these opportunities are crucial in the development of leadership skills.



Educational Visits

There are a large number of trips and visits that take place for Sixth Formers, sometimes to support specific elements of the curriculum or to encourage wider social, cultural and sporting interests. Expeditions are organised to such destinations as Namibia, Washington, Geneva and Iceland, while educational visits to European destinations are a regular feature of the school calendar. Senior students studying a language have the opportunity to undertake work experience in Marseilles and Berlin.

We also run a number of senior sports tours for Football, Rugby, Hockey & Netball.

Pastoral System

The Sixth Form is run by a team of four teaching staff, led by Mr Colquhoun (Director of Sixth Form). Two of the Assistant Directors (Mr Hamill and Mrs Grant) have responsibility for one year group each and follow them through the two-year cycle. We also have an Assistant Director (Ms Ashton) who has responsibility for Careers and UCAS. The team is supported by a dedicated administrator (Mrs Akerman) who is on hand during the day to assist both students and parents. We also have a Sixth Form Coach (Mrs Chandler) to support students with all aspects of their progress in the Sixth Form.

Form Tutoring

Each student is placed in a form known as a division, or 'Div'. We aim to put students with tutors who teach a subject the student is doing. Tutors act as a first point of contact for any problems students may have and maintain an overview of each student's progress through the Sixth Form. They monitor academic progress and take responsibility for compiling any references for the students in their group.

Induction Process

After students have completed their GCSEs we will set them up with some Bridging Work to complete over the summer break. For all new students holding offers we have an induction morning (in late June) where they can meet their teachers and fellow students. In advance of the academic year we hold a Team Building day in early September which will allow them to meet others who will be in their tutor group.



Come September, most students will take time to adjust to the new expectations, new experiences and new surroundings. To assist with this process, each subject runs an induction programme during the first few lessons to help students acclimatise to A level study. We use the ideas of the Sixth Form Mindset and the VESPA model (Vision, Effort, Systems, Practice, Attitude) to help students understand themselves. Div tutors are always on hand to help with matters such as personal organisation and planning.

Facilities

Our Sixth Form students are lucky to have access to one of the best Sixth Form Centres to be found in any school. Opened in March 2013 it consists of three elements. The ground floor Café Level is a coffee shop, Social Kitchen, run by Aspens, for use by Sixth Form and staff only.





'The Learning Level' is a space dedicated to Sixth Form private study, with bookable group rooms for collaborative work, while the Milton Library is available for silent private study.





Mobile Technology

Students are welcome to use mobile technology such as laptops or tablets in school. At Sixth Form level we do not prescribe any particular device, preferring to allow students and parents to identify the device that best suits the individual's needs. Students should consider their curriculum needs before making a purchase. Each student can choose to have access to a locker in the Sixth Form Centre which must be used for the safe storage of any devices brought to school. The school has an exceptional WiFi network and there are ample charging points in the Sixth Form Centre.

16-19 Bursary

The government offers some support to families for whom finances may be a barrier to continued participation in education beyond the age of 16. This is known as the 16-19 bursary. Further information about this is sent out in September each year.

Music Scholarships

The Trustees of Dr Challoner's School Educational Trust are pleased to award music scholarships of up to £1,000.00 per annum for students studying A level Music to be spent on practical lessons. For further details please contact the Director of Music on admin@challoners.org



Careers Information, Advice and Guidance

We offer extensive careers support and guidance for the Sixth Form students. There is no one expected route through the Sixth Form but the vast majority will follow a 'traditional' route of A Levels followed by undergraduate education at the country's leading universities. However, a certain number of students will choose other pathways such as foreign universities, vocational courses after both Year 12 and Year 13 or by choosing to enter the world of work straight from school. Whilst much of the support is given by the Director of Sixth Form and the three Assistant Directors there is further specialist guidance available from our careers consultant who offers wide ranging advice and guidance to the students. This begins with helping students make their A level choices in order to ensure their future career paths are left unimpeded by their subject choices.

Throughout their time in the Sixth Form students may also see the consultant about:

- Post Year 12 and 13 options
- Vocational courses
- University and course selection
- Funded courses or bursaries
- Higher and degree apprenticeships
- What employers are looking for
- CV advice



As well as this individual support there are a number of work related activities and events including:

- Biennial Careers Fair (with exhibitors from a huge range of professions, backgrounds and experience)
- Regular lunchtime career drop in sessions focussing on specific careers such as banking and finance, architecture, law, armed forces or journalism hosted by leaders in their professions
- Year 12 Higher Education Conference, held in June each year which gives students further information and advice about their future options
- Work Experience opportunities and placements
- Helping students access the alumni network to further their knowledge and understanding of careers



Through the support offered by our expert team, as well as a wealth of career related clubs and societies (such as Law Society, Engineering Society, Debating Club, Medics Society) and the well-stocked careers library, students have access to a comprehensive range of timely careers information, advice and guidance throughout their time in the Sixth Form.



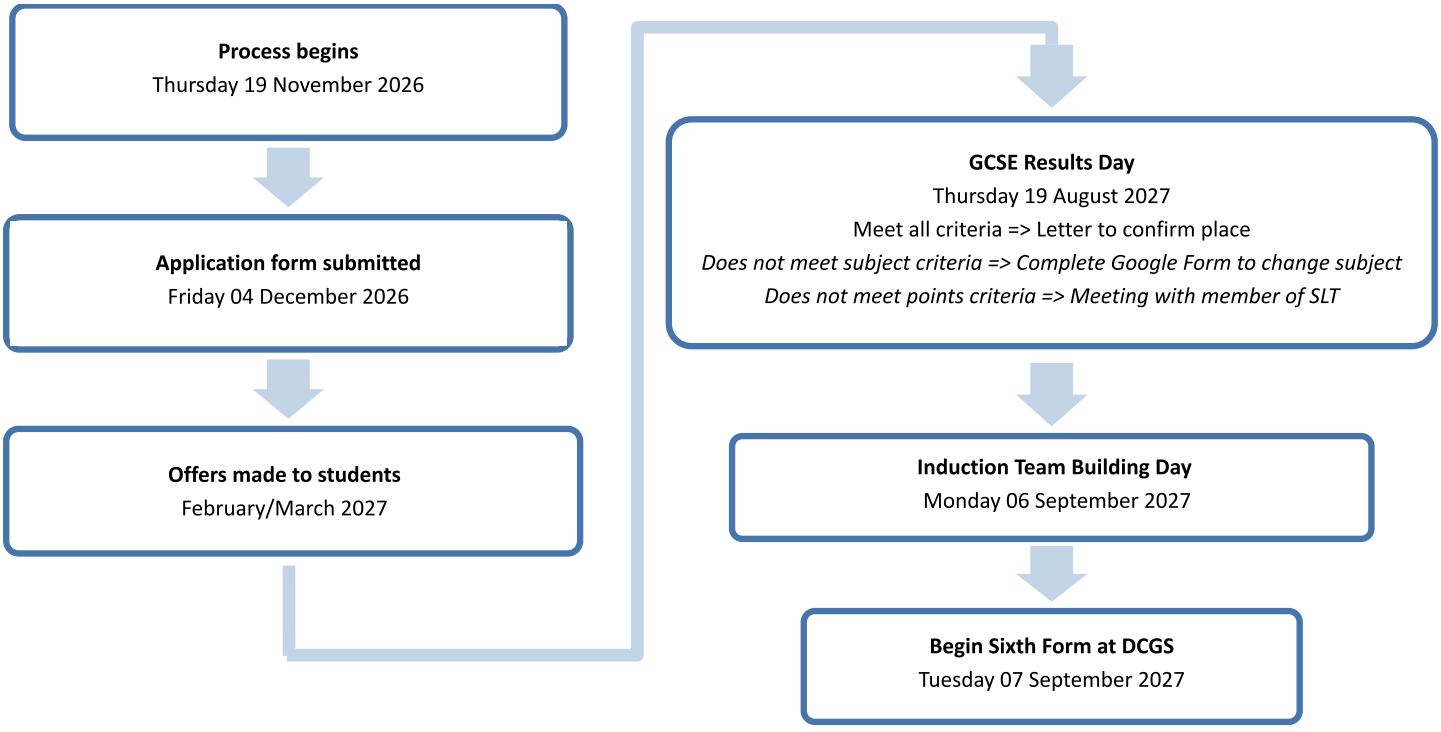
We hope that the information contained in this booklet, and your visit during our Open Evening, is helpful but please do contact us if you have any further queries on admissions@challoners.org and we look forward to receiving your application to our Sixth Form.

Application Process

APPLICANTS CURRENTLY AT DCGS

After the open evening you should complete the online application form, on which you are asked to make a choice of subjects, by the deadline specified. This is to help us plan for next year and so it is important that you take this decision seriously and consider your choice carefully. After we have processed all the applications we will get back to you if there are any problems with your choice. Should you wish to change your choice at any time you **must** contact Mr Anning by email up to the point where offer letters are issued (usually late March). From this moment onwards a Google Form will be available to request a change but this may not be actioned until GCSE Results are available in August. Whilst we will always try to accommodate changes we cannot guarantee that space will be available in your new choice of subject.

Entry to the Sixth Form for all applicants is subject to the same conditions. You must meet the general and specific entry requirements for the Sixth Form. These conditions are in place to ensure that you are suitably qualified for the next stage in your education. Should you not meet these requirements you will receive a letter with your results advising you to make an appointment with a senior member of staff to discuss next steps.



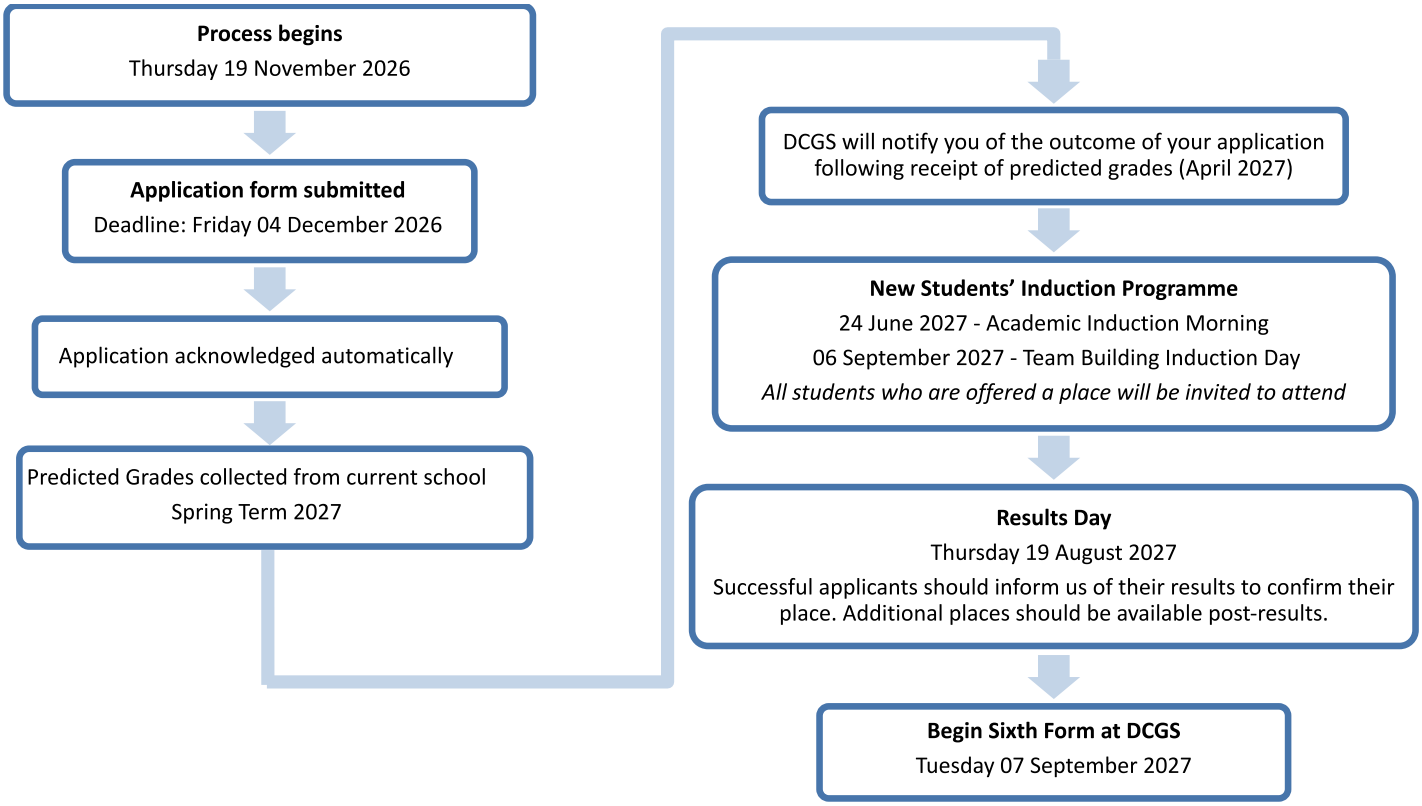
APPLICANTS NEW TO DCGS

All applicants wishing to join our Sixth Form from schools other than DCGS need to submit their details by **04 December 2026** by completing the data collection form available on the website after the Open Evening. Once we have received all applications we will contact your current school to request that they send us your GCSE predicted grades.

Students should be aware that some subjects, notably Maths, Economics and the Sciences are very popular subjects and are often over-subscribed.

We will endeavor to let you know the outcome of your application by the end of the Spring term. If we are able to offer you a place it will be conditional upon you meeting the general and specific entry requirements **in the subjects that you have applied for**.

As soon as your results have been published in August you must let us know your results via a Google Form that we will send to you in advance. We will then be able to check that you have met the entry requirements and confirm your place.



Co-educational Sixth Form Admissions

Frequently Asked Questions

Admissions & Catchment

Q. Is subject choice likely to make a difference to my chances of getting a place?
A. To some extent, yes. Some subjects are regularly oversubscribed, making entry to these courses more competitive. However, places remain available to the highest-qualified applicants across all subjects.
Oversubscribed Subjects:
Subjects that reached capacity for the September intake include: Chemistry, Computer Science, Economics, Mathematics, Further Mathematics and Physics

Q. Is the entry criteria the same for girls as it is for boys joining the school?
A. Yes. Entry to Year 12 is based entirely on academic ability, demonstrated by achievement at GCSE.

Q. How many girls will be admitted to DCGS?
A. We do not set a fixed quota. We aim to admit at least 45 new external students each year, with places offered purely based on GCSE grades and our published oversubscription criteria.

Q. What is the Sixth Form catchment area?
A. The catchment area covers the geographical regions of **Chiltern District Council**, **South Bucks District Council**, **Wycombe District Council**, and **Chorleywood** (defined as the area bordered by the A404, the M25, and the Hertfordshire/Buckinghamshire border).
A detailed Sixth Form Catchment Area Map is available on our website at www.challoners.com.

Facilities & Dress Code

Q. What facilities are available for female students?
A. As a fully co-educational Sixth Form, we provide all the facilities expected in a modern learning environment. This includes female toilets in the Sixth Form Centre and across the site, alongside excellent sporting facilities - such as our multi-use games area (MUGA), two fitness suites, and dedicated female changing rooms.

Q. What is the Sixth Form dress code?
A. All Sixth Form students are required to wear formal business attire. This includes a suit (trousers or a skirt) paired with a collared shirt or blouse.

Co-Curricular & Sports

Q. What sports are offered to female students during Games afternoon?
A. We cater to both recreational participation and high-performance sport. A dedicated coach supports the girls' sports programme on Wednesday afternoons.

- **On-Site Options:** Badminton, Gym Facilities, Netball, Softball, Spinning, Table Tennis and Tennis.
- **Off-Site Options:** Climbing, Golf, Swimming, Amersham Gym and more.

Q. How does supervision work on school visits and trips?
A. In accordance with established best practice, all co-educational trips involving an overnight stay feature both male and female adult supervision. Mixed-gender supervision is not required on day visits.

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