



RYDE SCHOOL
WITH UPPER CHINE

Our Sixth Form at Ryde School

An Island School with a global outlook





Head Master's Introduction



I hope you find this booklet a useful introduction to the Sixth Form at Ryde School. We have a unique offering in the UK of three versatile curriculums designed to prepare our students for today's world and workplace, alongside all that we offer. For current Ryde students and their parents, the Sixth Form offers a fresh and challenging experience within a known context; for those joining us for the first time, as did many

of our current Sixth Form, you will find us a welcoming and warm community. For all, it will be an exciting time to develop skills, character and qualifications that will serve you well in life, be that at university, in work, relationships or your wider adventures.

With small class sizes, specialist teachers, hands on tutoring and bespoke careers advice, we do all we can to maximise your **academic success**. Our aim is to broaden encourage leadership, extra-curricular activity, scholarship and engagement with the world. In the Sixth Form, we hope our students become **truly independent**, taking responsibility for their own learning and understanding the importance of developing the essential skills of **resilience, flexibility** and **creativity**.

We were one of the first UK independent schools to offer three curricular routes through the Sixth Form, allowing students to choose to follow IBDP, IBCP or A Levels. All offer routes to Higher Education or work but also differ significantly in approach. Please use this booklet, our website, information evening and other students to find out more.

By offering three routes, we can also offer a richer set of choices in each section. A Level students can, for example, take IB courses such as Theory of Knowledge or Visual Arts. All three curricular pathways are challenging in their own right and whilst we have specific entry requirements, the real key to success is work ethic and commitment, which is why making the right choice is so important.

Our latest A Level results were excellent, with 35.9% of grades at A*-A and 66.0% of grades at A*-B, our best since 2016, while the IB Diploma Programme were also very impressive, with the average score of those achieving the Diploma being 35 points - above the global average. The IB Career-related Programme grades were the best results the School has ever achieved, with 83.3% pupils gaining a distinction or better in the BTEC part of their programme and an average of 150.1 UCAS points per pupil - higher than three A grades at A Level.

Your Sixth Form is a time of hope, growth and discovery and I believe Ryde School is a fitting and rewarding place to experience it.

Will Turner, Head Master



OUR VALUES

AMBITION We are ambitious both individually and for our School. We have high expectations and aspirations.	RESPONSIBILITY We take responsibility for our own actions and decisions. We value integrity and self-discipline.
RESPECT We respect ourselves, each other and our community as a whole. We expect kindness, inclusivity, empathy and open-mindedness.	COURAGE We have the courage to be adventurous and to be risk-takers. We have the tenacity to keep trying and to overcome challenges.

Sixth Form Life

Welcome from the Sixth Form Team

The Sixth Form experience prepares students for the period from school to university or a career, and also from being a child to an adult. Our aim is to provide an experience where you learn to achieve your best. Teaching you the value of a balanced lifestyle and allowing you the freedom to explore and make mistakes in a supportive environment. The Sixth Form team is here to support you, allowing you to follow your chosen path as a confident, empathetic young adults ready to take on the challenges and adventures of the future.

Matt Windsor - Head of Sixth Form

Wanda Youten - Assistant Head of Sixth Form

David Shapland - Director of Studies (Sixth Form) and IB Coordinator

Sophie McCue - Sixth Form Coordinator and Futures

A Purposeful Environment

You have your own area centred around Westmont where you'll find the Study Library (for working) and the Common Room (for socialising and relaxing). Throughout the School there are also areas put aside for Sixth Formers to study, including:

- The English Library
- History Reading Area
- The Pavilion

Personalised Timetables

We encourage a 42-hour working week, which includes your lessons, in order to make sure you're not only on top of your work, but also doing the necessary reading to further your understanding and knowledge of your subjects. Study periods are built in to your timetable so you can develop the skills of time management and independent study.

Specialist Tutors

Your tutor is your advocate and supporter in the Sixth Form. Each Tutor Group will have between 10 and 14 students. As well as registration every morning, you will spend time with your tutor planning and creating the skills needed for future success. We try to organise it so that your tutor will have expertise in your chosen area of study.

Dressing For Business

As you enter the world of work, you need to be able to create a positive first impression, whilst having some freedom in your dress sense. In the Sixth Form, we expect business dress so you look smart, with some degree of individuality.



Guidance and Tracking

When students first join the Lower Sixth they undertake a monitoring assessment, which, along with their GCSE results, provide indicators of potential grades. This information is used to set aspirational, but realistic, target grades, which are reviewed each half term. Following these assessments, the School tracks the progress of all students to ensure they are working effectively.

Keeping the Balance

It's not all about the academics. Life is constantly adjusting between family, work, sport, relaxation, adventure, friends and now and again, doing nothing. We have a range of activities and systems at the School to try to prepare our students for what is to come. We give them the skills to make good life choices and have the confidence to try new things and balance the demands of a fulfilling life.

Creativity, Activity, Service and Enrichment (CASE)

All Lower Sixth participate in a CASE activity. Sessions run weekly for 90 minutes and these include:

• Gold Duke of Edinburgh's Award

Gold DofE plants a sense of adventure in all who participate. After three challenging expeditions to Brecon, The Lake District and North Wales, students gain the confidence to explore the wilderness during adulthood. Many who have left us have gone on to climb Kilimanjaro, sail across the Pacific or cycle across Europe to name but a few. Not only that, a physical activity, service to the community, a skill and a five day independent residential must all be completed before a visit to Buckingham Palace.

• CCF (Combined Cadet Force)

In the Sixth Form, as a junior non-commissioned officer (JNCO), they develop their leadership skills and grow in confidence, running activities, delivering lessons, and planning future training for junior cadets.

• Community Service

The focus for Sixth Formers is on 'service' activities as well as developing teamwork and leadership skills, through a variety of 'service' activities, for example working with the elderly, volunteering conservation work (such as at the Roman Villa), Amnesty International, or assisting with the running of activities or sports coaching for younger year groups.

Sport

Exercise and fitness make a difference academically, build resilience, team work, self-confidence and keep us physically and mentally healthy. Every Wednesday afternoon, students are offered a vast range of activities including rugby, hockey, netball, cricket, rounders, softball, athletics, tennis, squash, golf, badminton, basketball, fitness suite, aerobics, rowing, yoga and water sports/sailing. Beyond the curriculum, there is a healthy block of fixtures on Saturdays and midweek training and for major teams we offer sports tours, such as a trip to South Africa and a planned hockey and rugby tour to South America.

The main competitive team sports are:

- Autumn Term - boys Rugby and girls Hockey
- Spring Term - girls Netball and boys Hockey
- Summer Term - Sailing and Cricket



Music

The Music department offers a wide range of opportunities for musicians at Ryde. Choristers take a leading role in the formal services and school concerts. The Concert Orchestra is open to our more advanced musicians, playing a wide repertoire of popular and challenging music, whilst Chamber Orchestra explores the more traditional orchestral repertoire and is often conducted and led by Sixth Form musicians. Our Swing Band is very popular and performs regularly throughout the year and we encourage our musicians to form and lead their own ensembles.

Drama

In the Sixth Form, students can participate, as performers or backstage, in the large scale Autumn Term production. Lower Sixth students can join the production team of our Global Rock entry which offers a range of responsibilities from choreography to finance. We recognise that at this age, leadership is a learning curve and we offer strategic support in the roles our Sixth Formers take on.

Future Leaders

We believe that Sixth Formers should take more of an active role in the running of the School to teach them the responsibility of decision making and to keep youthful, fresh ideas permeating through.

Prefects

There is an established prefect system, where students perform tutoring, coaching and pastoral roles as well as attending to duties around the School. We select a team of senior prefects to represent the School at functions and perform public speaking duties during chapel, Founders' Day and assemblies as well as taking responsibility for the wider prefect body.

House Captains

The School's house system encourages healthy competition in a number of events and our Sixth Formers take the lead role in raising awareness and funds for the House charities, a major activity in school.

Captains of Sport and Academic Subjects

Each academic subject and sport has an ambassador chosen on the merit of their commitment to the School, positive attitude and leadership skills. The Captains take the role in sport fixtures or representing their subjects during open days and assemblies. Both roles involve working closely with members of staff, helping both parties develop and learn from each other.

Coaching & Well Being

The School sees the concept of coaching at its core. The main goals are to:

- Equip students with adaptable skills that enhance their capacity, well-being and effectiveness
- Support students, teachers, senior leaders and parents to embed, sustain and benefit from a coaching culture

Events

Throughout the Sixth Form we have a series of events, including:

- UCAS Fair
- Quiz Limbo World Championships
- Firework Ball
- Induction Trip
- Prefects' Dinner
- Leavers' Dinner
- Mock Interviews

Choosing Your Sixth Form Course

For some of you the choice of a Sixth Form course is easy, you may have a clear view of your future career and the qualifications required. For most, 16 is too early to make a definite call and this is perfectly normal.

When considering your choices, there are three points to think about:

1. Which subjects do you find interesting and in which are you likely to succeed?

We expect students to achieve grade 6 or above in the subjects they wish to study at A Level or Higher Level, with a grade 7 required for Maths. How do you learn? Do you prefer to read and write, or debate, or problem solve?

2. Which subjects combine well?

Unless you are looking at a degree with specific requirements then think about what you enjoy and have excelled in. All choices are checked by the Sixth Form Team with you.

3. Does your preferred career path require particular subjects?

Certain vocations, such as Medicine, Veterinary Science and Engineering demand that specific subjects are taken at IB or A Level, whilst others such as Law, Business or the Civil Service do not.

Choosing your subjects requires careful thought. Tutors and subject teachers are useful sources of information and the Sixth Form Team is always available to provide general advice and assistance. It is important that wherever possible, the correct choice is made at the start of the Sixth Form course; although changes of course are sometimes possible.

Students and parents should be aware that a minimum of six students is required to guarantee a course is viable. Parents and students can be reassured that any course confirmed in February will run in September, irrespective of what happens to numbers after that time.







Overview

Established in 1968, this international academic programme provides both balance and depth at 16-18, preparing students for success at university and beyond. The programme has gained recognition and respect from the world's leading universities, including all universities in the UK. The IB Learner Profile specifies attributes it expects students to achieve, and whilst there are exams at the end of the course around one third of the assessment is based on coursework.

Students following the IBDP study six subjects, three at Higher Level (HL) and three at Standard Level (SL); choosing one subject from each of six subject groups; Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics and Arts. This allows a breadth of study alongside specialisation – one of the reasons universities place a high value on the IB.

In addition to these subjects, students complete the Core comprising of three elements:

Theory of Knowledge (TOK)

TOK aims to make students aware of the contested nature of knowledge and reflects critically on what we think we know. Through discussion and analysis of questions revolving around the basic premise “How do we know?” students gain greater awareness of their personal and ideological assumptions as well as developing an appreciation of the diversity and richness of cultural perspectives.

Creativity, Activity, Service (CAS)

CAS involves experiential learning and provides a counterbalance to the academic elements of the rest of the Diploma Programme. For many students their CAS activities include experiences that are profound and life changing. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

- **Creativity:** arts, and other experiences that involve creative thinking
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student

Extended Essay (EE)

The EE is an independent, self-directed piece of research, finishing with a 4,000-word paper. The Extended Essay provides practical preparation for undergraduate research as well as an opportunity for students to investigate a topic of special interest..

GROUP 1
ENGLISH A
(Language & Literature)

GROUP 2
FRENCH B
GERMAN B
SPANISH B
AB INITIO

GROUP 3
ECONOMICS
GEOGRAPHY
HISTORY
PSYCHOLOGY

GROUP 4
BIOLOGY
CHEMISTRY
DESIGN &
TECHNOLOGY
PHYSICS

GROUP 5
MATHEMATICS

GROUP 6
MUSIC
VISUAL ARTS
or a second subject
from Group 2, 3 or 4



International Baccalaureate

Career-related programme



Overview

The IBCP prepares students for an ever changing world of work – asking them to:

- Consider new perspectives and other points of view
- Engage in learning that makes a positive difference
- Develop a combination of traditional academic skills and practical skills
- Think critically and creatively in rapidly changing and global workplaces
- Communicate clearly and effectively
- Work independently and in collaboration with others
- Become self-confident people who are resilient and flexible

The IB Career-related Programme (IBCP) comprises career-related skills, IB subjects and a vocational career related study, which at Ryde is taught through distinct BTEC pathways. The IB subjects provide theoretical underpinning and academic rigour, whilst the Career-related studies provide practical, real-world approaches to learning and the IBCP core, which is designed to develop skills and competencies required for lifelong learning.

Students study two or three Diploma Programme subjects taught at Ryde that can fit into our timetable. Subjects can be taken at Higher Level (HL) or Standard Level (SL), dependent on previous academic achievement. Students choose one of four BTEC Level 3 courses, offered in Performing Arts, Business, Sport or Visual Art.

The distinctive IBCP core is designed to create a bridge that connects each student's chosen Diploma Programme courses and Career-related studies. Within this is:

- A reflective project, which is similar to the EPQ and Extended Essay in terms of rigour and gaining UCAS tariff points

- A non-examined language and culture acquisition programme
- Development of personal and professional skills
- An element of learning through serving the community whether it is local, national or global

Progression

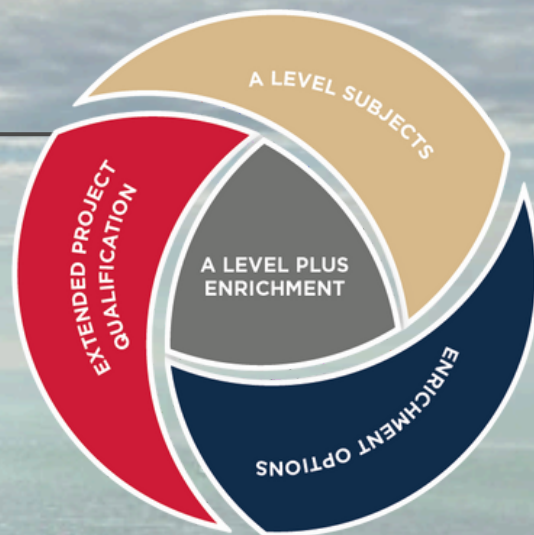
The IBCP prepares students for both university and employment. University offers depend on IB subject levels, predicted grades, and the chosen career-related course. Skills gained in the IBCP core also enhance career preparations and help students stand out.

Success often comes from aligning IB subjects with your career-related study. This can be done by choosing either two Higher Level (HL) subjects or three Standard Level (SL) subjects. Both routes provide access to further study, as universities either accept the UCAS points or view HL plus BTEC as A Level equivalents.

The table below outlines the four BTECs offered. Subject choice is flexible, so it's important to speak with the IB Coordinator to ensure your choices support your future goals.

BUSINESS A detailed insight into the methods, motivators and risks involved in running a business. Units cover areas such as Personal and Business Finance, Developing a Marketing Campaign and Recruitment and Selection Processes			
PERFORMING ARTS Students will develop an understanding of the key elements of performance, this will involve theatrical research, skills and techniques in various performance disciplines and group performances			
SPORT Students will examine the academic and theoretical side of sport, as well as look at the practical and vocational side of sport, allowing students to experience and get involved in a variety of sporting environments that our sports industry offers			
VISUAL ARTS Students will explore various artistic mediums and techniques like drawing, painting, 3D design, textiles, photography, and digital media. The course focuses on developing practical skills, creative problem-solving, and a strong portfolio of work through projects, industry-based assignments, and a final major exhibition.			
IB SUBJECTS			
Design Technology	Economics	French	Languages
Language & Literature	Geography	German	Biology
Psychology	History	Spanish	English A
Mathematics	Music	Ab Initio	Visual Arts
Physics			Chemistry

A Level Plus Programme



Overview

Our A Level Programme allows students to focus on subjects that reflect personal interest or future career choices supported by enrichment subjects enabling students to study a fourth subject as well as take the Extended Project Qualification (EPQ). Ryde School provides a broad range of A Level options:

Art and Design	German+
Biology	History
Chemistry	Computer Science
Mathematics	Design Technology
Music	Economics
Physics	English Literature
Politics	French+
Psychology	Geography
Spanish+	Further Maths
Theatre Studies	

+Modern Foreign Language subjects are studied as IB Diploma Higher Level courses. These are equivalent to A Levels and are recognised as such by universities.

Assessment

School exams are taken in the Summer Term during the Lower Sixth. In the Spring Term of the Upper Sixth, practice papers are taken as part of preparations for summer examinations.

THE ENRICHMENT PROGRAMME

In addition to their three A Levels, students take part in the School's

Enrichment Programme, which provides additional qualifications credited by most universities as well as developing a variety of skills.

The modern world demands much of today's young people. Success will require more than just good academic qualifications. The ability to communicate effectively, combined with the courage and conviction to approach new situations with creativity and confidence, are all essential skills that are not acquired through traditional A Levels. Ryde School's A Level Plus Programme has been designed with these requirements in mind, as well as providing students with valuable additional qualifications. Students will leave Ryde School with the requisite skills to put their A Level results to good use.

Those taking A Levels may also take the Extended Project Qualification (EPQ). This gives students the opportunity to demonstrate a wide range of academic skills and show prospective universities that they are capable of independent study and have wide academic interests in and around their subject choices.

The EPQ can be taken either as an enrichment option or they can take it in addition to their enrichment option. The EPQ is completed in the Lower Sixth with the support of subject specialist teachers. The EPQ is a well-regarded course and is equivalent to half an A Level in UCAS points. Increasingly students with an A in their EPQ are being offered lower points to enter university.



Enrichment Programme

The Enrichment Programme allows students to select an additional qualification from a broad range of options. These courses could include taking: a subject from the IB programme, AS English Language, AS Computer Science, an ab initio language, the EPQ, an Arts Award, a Ryde Cookery course or TOK.

The Gold Arts Award develops students' creativity, communication, planning, team work and leadership skills.

Ryde Cookery School gives students the option to take cookery as an enrichment subject in our new purpose-built kitchen. Students benefit from valuable life skills that can be used as a stepping stone to gap year placements in the ski and sailing industry. **An extra charge applies to this course.

The Theory of Knowledge (TOK) course is an investigation into the nature of knowledge. Students examine a number of Areas of Knowledge such as Natural Sciences, the Human Sciences and the Arts, as well as think about how knowledge is acquired. Students are assessed by an exhibition and an externally marked 1600 word essay.

Mathematics in Context

Edexcel Level 3 Certificate 'Mathematics in Context', is the advised enrichment option for Biology, and required for Chemistry students who are not studying Mathematics at A Level. It is designed to give them, the skills to manage the mathematical content of A Level Biology and Chemistry.

“We have watched our daughter grow in confidence and character during her time at Ryde. We now look forward to seeing her achieve her full potential as a result of the excellent foundation afforded by her time here”. Parent

It can also be taken with other A Level combinations as the student's enrichment option. (Please note this course is not an option for students taking A Level Maths. A Level Physics students are required to study A Level Maths).



Academic support

Sixth Form life is busy and students have many demands on their time. Likewise the level of study in Post 16 can, at times, prove challenging. At Ryde, we allow Sixth Formers more freedom whilst guiding and supporting them to develop independence and effective work and study habits. Tutors support their tutees during the weekly tutor lessons, however, we are well aware there are times when extra support is required. To ensure a balance between study and other activities is maintained, we operate a system of monitoring and guidance to ensure success.

Where academic concerns are raised there are three layers of support:

Tutor Team Sixth Form discussion: When a student just requires a gentle steer to get back on track this is provided in the form of a discussion with the student's tutor and the Sixth Form Team.

Supervised Private Study: Where there are concerns over students' approach to achieving the required level of work and success.

Senior Management Mentoring:

Each year a small number of students are identified for mentoring by a senior member of staff. They will then meet with that member of staff on a weekly basis to discuss progress and assess any targets set. Mentoring can be both short and extended periods of time depending on the student's needs.

Over the Sixth Form, a tutor builds up a detailed knowledge of their tutees' strengths and weaknesses and works with them to ensure final success. The above layers of additional support work in partnership with ongoing tutoring rather than being a separate measure.

Learning support

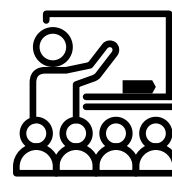
Ryde School has a dedicated Learning Support department which supports students who have specific learning requirements. During the admissions process any learning needs should be disclosed and the student will meet with the Head of Learning Support.

Teaching staff at Ryde School are trained in the support of students with additional learning requirements and make reasonable adjustment to their teaching to accommodate the needs of all students in their class. Where specific one-to-one learning support lessons are required these are provided at an additional charge.

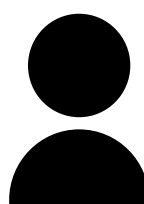
Students joining the school who require special access arrangements for public examinations will have their needs assessed by the Learning Support department. All students following the IB programme will need to have an updated assessment should their original assessment have been undertaken before Year 11. There is a charge for this assessment.



**Over two hours
of tutor time
per week**



**Maximum of
16 in a class**



**Maximum of
14 in a tutor
group**



**Study space
in the Sixth
Form and
Pavilion**

AMBITION

We are ambitious, both individually and for our School. We have high expectations and aspirations.

COURAGE

We have the courage to be adventurous and to be risk-takers. We have the tenacity to keep trying and to overcome challenges.

RESPONSIBILITY

We take responsibility for our own actions and decisions. We value integrity and self-discipline.

RESPECT

We respect ourselves, each other and our community as a whole. We expect kindness, inclusivity, empathy and open-mindedness.

International students



Each year students join Ryde School from across the world. Nearly all students join as full boarders and enjoy the care and support that comes within this community. In addition to the support students receive from their teachers new members of our community coming from overseas are provided for in the following ways:

Own Language A Levels: Students wishing to take an additional British qualification in their own language are provided with guidance regarding syllabus content and examination preparation.*

IELTS: Any student coming to the UK to study and wishing to go on to a British university must attain a recognised and approved qualification in written and spoken English. The most universally recognised qualification to fulfil this requirement is IELTS.

To ensure all international students reach the above requirements, the School can provide specialist one to one teaching.* When a student reaches a good level of proficiency they sit the IELTS assessment, usually in the Lower Sixth, so they can be secure in knowing they have fulfilled the requirement to attend a British university.

English as an Additional Language (EAL): Whilst all international students joining Ryde School are required to have a good level of English they may require additional support to improve either their spoken or written English. The School provides specialist one to one teaching* to enable students to have a high level of proficiency in English.

Boarding Options at Ryde

We offer flexi, weekly and full boarding options in our brand new, award-winning, purpose built senior boarding house (Years 11 and Sixth Form) in the School grounds. Centenary House offers single and twin rooms, many with en-suites, social and study areas and plenty of extra-curricular and sporting activities in the evenings and at weekends.

*Additional charges apply



Careers, lifelong learning, futures and destinations

The Sixth Form Team, along with Sixth Form tutors, offer general, specific and tailored advice on all aspects of post-school progression to students and parents. This encompasses UK and global further and higher education advice, alongside guidance on entering employment and all combinations of education and work.

Sixth Form tutors provide advice and guidance and we encourage students to drop in to see the Sixth Form Coordinator & Careers and UCAS Advisor to discuss career and future options.

The map of destinations shows the wide range of universities, courses and employers our students progress to after their departure from Ryde School. We believe there is no one set future and an open, honest dialogue between the student, parents and tutors needs to be sustained throughout the Sixth Form to ensure they set out on the path which best suits them.

University

The Sixth Form Team deal with the mechanics of UCAS to apply to university. Information on our website and through events and meetings at strategic times helps parents understand the process. Visits to careers and university fairs and Q&A sessions with a variety of guests are aimed at lighting a spark that will focus motivation. A Futures programme begins in the Spring Term of the Lower Sixth including weekly advice and guidance on work, further and higher education. There are many pathways to success beyond school and the aim is to help students progress in a positive, happy and engaged way. The Sixth Form also provide advice and guidance to students considering study abroad.

Oxbridge Applications

Our Oxbridge students are given specialist advice on these challenging applications. From the Spring Term onward in the Lower Sixth, weekly meetings advise on personal statements, admissions tests and if the application is successful, mock interviews in November of the Autumn Term of Upper Sixth.

Medical Applications

Our potential medics, dentists and vets are guided through the vigorous application process including preparing for the university medical admissions tests.

Interview preparation, at the same time as the Oxbridge applicants, will boost confidence and technique and we also run a practice for Multiple Mini Interviews (MMI) which universities are adopting to shortlist students for this competitive area of study.

Engineers

The School also guides aspiring engineering students through their application, personal statement and the Engineering admissions test for university and industry.

Apprenticeships/Degree Apprenticeships

We encourage students to look at apprenticeship, degree apprenticeship and school leaver programmes for local, national and international companies and agencies. This is aided by advice from the careers team who will help with CV, cover letter and interview technique.

Armed Forces There is always a number of applicants for the armed forces, usually at Officer entry. We have a good relationship with these careers services and a large number of alumni are willing to give direct advice to guide our students on how to prepare prior to application and interview.

Careers

Some students take advantage of school leaver intern programmes with companies such as KPMG, JP Morgan or L'Oreal. We help prepare students for the lengthy and competitive process and ask our alumni already in those companies to give 'live' advice.



Results and Destinations

We are justifiably proud of our examination results and university destinations, but these are by no means the only measure of our success; our purpose is to help our pupils grow as independent, confident individuals with ambition and purpose and the well-rounded education your child receives at Ryde ensures resilience, confidence and a desire to learn both in and outside of the classroom.

We celebrate excellent A Level and IB results every year and students go on to universities across the UK and abroad. A guide to where our latest cohort gained places can be found opposite.

Results

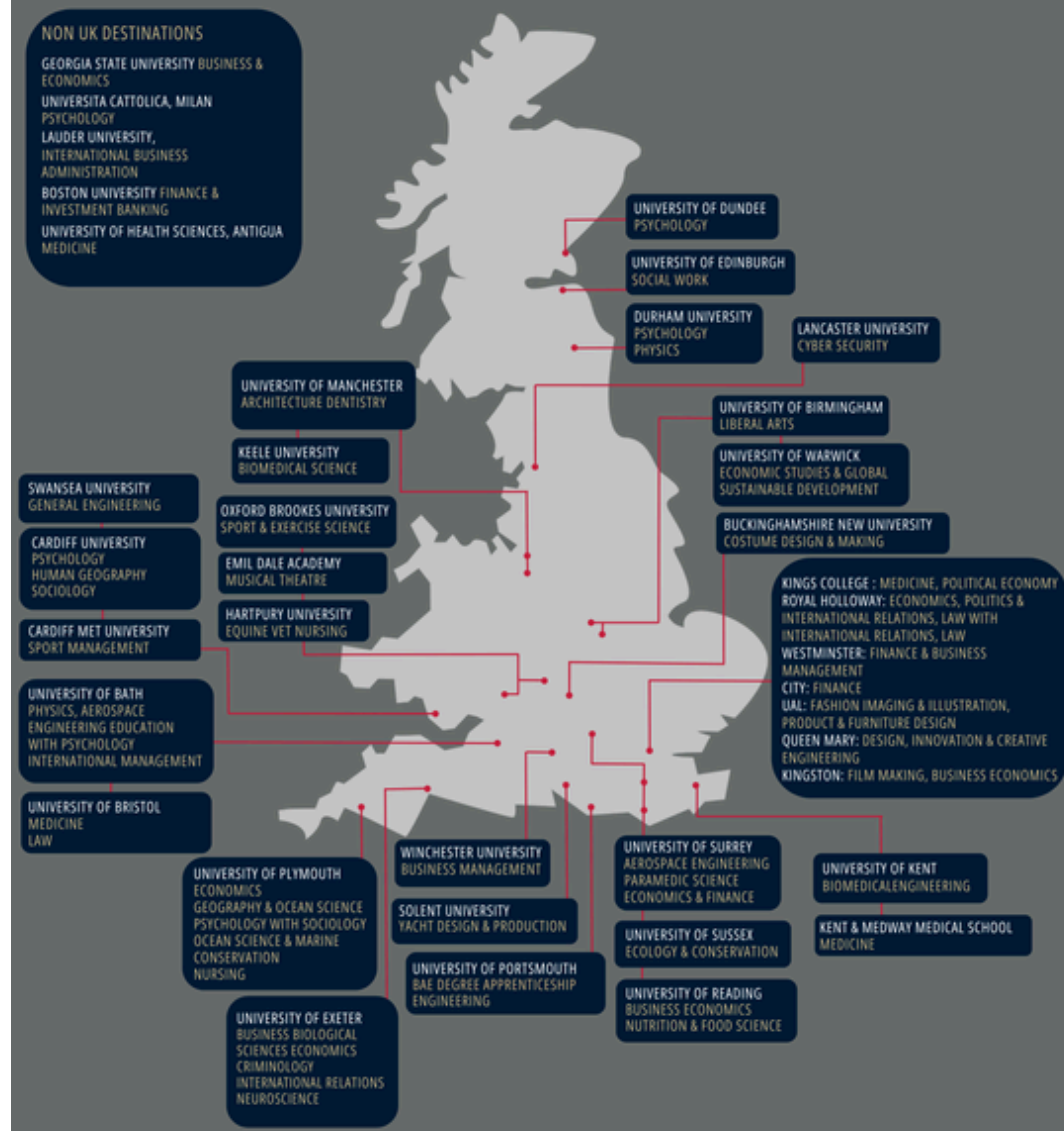
Ryde School pupils have achieved an excellent set of A Level and IB examination results in 2025. This A Level cohort attained **35.9%** of grades at A*-A and **66.0%** of grades at A*-B, the highest grades at this level since 2016 (excluding Covid-adjusted years).

The IB Diploma Programme grades

issued earlier in the summer were also very impressive with the average score of those achieving the Diploma being **35** points - above the global average.

The IB Career-related Programme grades

were the best results the School has ever achieved with **83.3%** pupils gaining a distinction or better in the BTEC part of their programme and an average of **150.1** UCAS points per pupil - higher than three A grades at A Level. available.



Admissions

At Ryde, we have tried to make our admissions process as simple and straightforward as possible.

Our Admissions Team is here to help you every step of the way. Whether you have a quick question about registering or want to chat about school life, we are always happy to help.

Initially, we like to offer the chance for you to meet our Head Master or our Head of Sixth Form, to give you an opportunity to talk about Sixth Form life at Ryde.

Securing your place

Should you wish to reserve a place in our Sixth Form, we will then require a £300 fee. We usually issue offers by the end of the Spring term, subject to GCSE results meeting our entry requirements.

We will contact your current school for references and details

about your predicted GCSE grades, and if everything meets the requirements we have, we will request signed acceptance forms be returned with a deposit, which should be paid by the beginning of May. Late applications are welcome, if places are available.

Entry Requirements

Pupils should achieve at least five GCSEs subjects at grades 9 to 5 with a 6 needed for most A level and Higher Level IB subjects. Initial subject choices are made in December and finalised shortly after. Once you have received subject confirmation **this is a guarantee** allowing pupils to focus on their GCSEs.

Upon receipt of your GCSE results you must send them to us to confirm your place. If the results were not as expected please also contact us as our wide offering at Sixth Form allows some degree of alternate choices.

