



Colchester Royal

Grammar School

Sixth Form Prospectus

'East Anglia State School of the Decade'

'East Anglia State School of the Year for Academic Excellence'

The Sunday Times

Foreword from the Headmaster



A very warm welcome to Colchester Royal Grammar School (CRGS).

Named both the East Anglia State Secondary School of the Decade and East Anglia Secondary School of the Year for Academic Excellence by *The Sunday Times*, CRGS is a selective day school for boys aged 11 – 18 years and co-educational in the Sixth Form. It is one of very few state boarding schools, with a family-style boarding house designed for 30 Sixth Form students. Founded in 1206 and granted two Royal Charters, by Henry VIII in 1539 and by Elizabeth I in 1584, it has a history of scholarship dating back to the sixteenth century.

'Pupils say school is a safe and enjoyable place to be' (Ofsted, Feb 2022) and central to the ethos of our school are the core values: Compassion, Respect, Generosity, and Support. Not only does CRGS focus on students attaining academic success through lessons that are designed to stretch

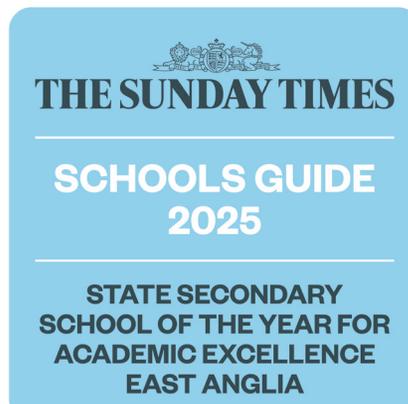
and inspire, but we also pride ourselves on our pastoral support. There is a broad extracurricular timetable that includes sport, music, theatre, a programme of distinguished external speakers, field trips, visits to museums and galleries, and trips abroad. We aim to promote our students' spiritual, moral, social, and cultural development, guiding and encouraging them to become well-rounded, confident and talented young adults.

'Pupils feel listened to' (Ofsted, Feb 2022) and the wide range of student-led, staff-supported clubs and societies all help to encourage and shape our Equality, Diversity and Inclusion work, these include Afro-Caribbean Society, Christian Union, Asian Society, FemSoc and LGBTQ+ Society. The Student Support Hub, run by the Student Welfare Manager, offers a designated safe space where students can talk about any concerns and are offered support from the School Counsellor, the School Mental Health Nurse, and the Chaplain.

CRGS regularly features in the top ten of schools in national performance league tables for A level achievement, and is considered the leading state grammar school for Oxbridge entry, with students achieving 43 Oxbridge offers in 2025. We welcome applications from students who enjoy academic challenge and enrichment, and encourage parents and carers of prospective students to attend one of the school's Open Evenings to get a feel for this special educational environment.

In the meantime, we hope that the information in this prospectus will convey the family atmosphere, the professionalism, and the pursuit of excellence which can all be experienced at CRGS.

John Russell
Headmaster



Vision, Values and Ethos

Vision

To be the UK's leading selective state secondary school, where gifted students from diverse backgrounds achieve their full academic potential and develop into well-rounded citizens and future leaders.

Mission

We strive to provide the best possible education to academically able 11–18-year-olds by creating a supportive and inclusive environment, where high calibre teaching staff raise the personal and professional aspirations of all students and help them to reach their full potential.

Our Priorities

The school seeks to help each student achieve the greatest all-round development and success of which they are capable and to promote the academic, personal, social, moral and spiritual development of each.

Academic progress, development and care for the individual are our core priorities:

- We strive to raise the aspirations of all students, and so to encourage, extend and inspire them, that they develop an ethos of equality, exceptional academic success and far-reaching personal vision that has the benefit of others at its core;
- We care for the individual as a whole and about their personal development through enrichment and exposure to life and academia outside the taught curriculum. This is a cornerstone of our provision, complementing the emphasis on academic achievement and understanding of others, and demonstrating the richness of the school's provision for its students.



Core Values

We are dedicated to providing an exceptional education for our students and aim at excellence in all that we do. High standards and expectations permeate every aspect of school life and are evident in our respect for others, and in the conduct, achievement and attitude of our students. We expect our students to show behavioural and moral leadership that is robust and resilient.

We stand up for our values, actively and consistently promoting them as follows:



Compassion, by nurturing an awareness and consideration of the needs of others, developing empathy, understanding and acceptance of other's views. Being welcoming of difference.

Respect for others, developing consideration and thoughtfulness in everyday life. Growing self-respect with qualities such as courtesy, commitment, good humour, industry, integrity, loyalty, pride in achievement, pride in appearance, self-confidence, and resilience.

Generosity, in our thoughts and deeds, through the gift of time and care for those around us and wanting others to do well. Diversity is valued and celebrated, and equality and inclusion central to our ethos.

Support for each other through staff and student mentoring in both academic and pastoral care, membership of student councils, the creation of clubs and societies reflecting the interests and needs of fellow students and through dedicated service to the community.



Equality, Diversity and Inclusion

"You can't be what you can't see"

Marian Wright Edelman

American activist for children's rights and founder of the Children's Defence Fund

At CRGS, we take our duties under the Equality Act 2010 seriously. We work tirelessly every day to prepare our students for life in modern Britain by maintaining a trusting, secure and happy environment where everyone is treated with respect.

CRGS promotes students' spiritual, moral, social, and cultural development, with a specific emphasis on promoting Equality, Diversity and Inclusion (EDI). Our school is committed to not only eliminating discrimination, but also increasing our community's understanding of, and appreciation for, diversity.

All students and staff have equal opportunities and rights and we always treat each other with respect. All members of our community have a fundamental right to live their authentic lives free from harassment, discrimination and intolerance. All members of the school community have a responsibility to promote equality of opportunity, experience and treatment: we are upstanders not bystanders, calling out discrimination and intolerance whenever we see or hear it.

We are proud that our school community consists of a diverse range of people – employees, students, parents, carers and visitors. We celebrate our differences, understanding them and enjoying the diversity this brings.

Alongside the staff EDI group, a wide range of student-led, staff-supported clubs and societies also help shape our Equality, Diversity and Inclusion, including the Afro-Caribbean Society, Asian Society, Christian Union, FemSoc and LGBTQ+ Society. Our Senior Prefect Team and representatives from our student groups are in ongoing conversations with both Mr Russell and the staff EDI Group to share their experiences of life in our school and contribute to the development of our inclusive ethos.

Our Equality, Diversity & Inclusion group includes the Deputy Heads, Head of Boarding and teachers from a wide range of subject areas. You can contact the group directly via their dedicated email address: equalities@crgs.co.uk.

For further information on our EDI work, please visit www.crgs.co.uk/228/equality-diversity-and-inclusion



Pastoral Provision

Safeguarding, Wellbeing Support and Pastoral Care

We aim to create an ethos in which the special status of the Sixth Form is recognised. This is recognised both by the strong relationships formed between staff and students, and the facilities available exclusively for the Sixth Form.

Many Sixth Form students quickly find themselves involved in a wide variety of activities, from attending clubs and societies, to participating in music and drama, taking part in trips (UK and abroad), and mentoring younger students. The development of character and skills for life matters as much to us as academic success, as we aim to produce the next generation of leaders in society.

Our Sixth Form students come from a wide variety of schools in the local area and further afield. Approximately 50% of our Sixth Form are new joiners to the school; a third of all Sixth Form students are female.

Academic and pastoral support for Sixth Form students is provided by the Head of Sixth Form, the Heads of Years 12 and 13, the Sixth Form tutors, and the Designated Safeguarding Leads attached to the Sixth Form. Students also have access to The Student Support Hub where they can gain support from the Welfare Manager, the Special Educational Needs and Disabilities Co-ordinator (SENDCO), a Mental Health Nurse, School Counsellor and Chaplain.

In the Sixth Form, students are organised into separate Lower and Upper Sixth tutor groups. Tutor groups are determined by options. Tutors are responsible for the general care and conduct of their tutor groups under the co-ordination of the Head of Year. They support and monitor the welfare, academic progress and extracurricular involvement of the students in their tutor groups.

There are weekly Personal, Social, Health, and Economic Education (PSHE) lessons for all Sixth Form students, in which statutory Health Education (HE), and Relationship and Sex Education (RSE) are taught. The course aims to equip young people with the knowledge and skills necessary to navigate their way through, and thrive in, modern Britain. Each year group will cover a range of topics that fall into three main strands: Health and Wellbeing, Relationships, and Living in the Wider World.

Special Educational Needs and Disabilities

"I can only thank everyone for being so inclusive and for making my son feel so welcome." Parent

Colchester Royal Grammar School takes a whole-school, inclusive approach to students with Special Educational Needs and Disabilities (SEND). Students with SEND receive additional transition support before admission to the school. During key transition years, pastoral professionals work together to carefully monitor students to identify those who require additional support. Students' needs are identified using the four areas of need:

- Communication and Interaction
- Social Emotional and Mental Health
- Cognition and Learning
- Sensory and Physical

Support is then tailored to help each individual student achieve all-round development and success throughout their time at Colchester Royal Grammar School.

High standards of conduct and courtesy are insisted upon. Relationships of mutual respect between staff and students, and between the students themselves, are encouraged and expected. First-time visitors often comment on the atmosphere of purposeful calm and consideration for others.

Rewards

The school actively seeks ways to recognise and celebrate the good conduct and achievement of our students. This is done in a number of ways including spoken praise, written feedback, reports, displays of work, positions of responsibility, emails home, assembly notices, sports colours, newsletter and magazine articles, and via our social media platforms. At our annual Speech Day in the Summer Term, prizes are awarded for general contributions to the life of the school as well as for academic successes.

Students whose conduct exemplifies any of our four Core Values can be awarded Compassion, Respect, Generosity and Support (CRGS) points which can be accumulated for bespoke rewards at the end of each term. To ensure that every student is committed to our Core Values, students are encouraged to nominate each other for CRGS points.

Dress and Appearance

A feature of the CRGS Sixth Form is the insistence on formal standards of dress and appearance. We think this creates a business-like atmosphere which is a good preparation for the world of work beyond.

Sixth Form students should wear formal business attire: either a suit (suit-style jacket, shirt and tie, and smart trousers) or a jacket of a formal style and skirt or trousers. If skirts or dresses are worn instead of trousers, they should be formal in style, adhering to the 'business attire' focus of the Sixth Form dress code. Bare midriffs are not considered appropriate. Facial hair must be neatly groomed.

Students' hair must be neat and tidy. Students may wear discreet earrings and jewellery. Visible body piercings, including tongue piercings or visible tattoos are not acceptable. Nose piercings are not acceptable unless worn for religious or cultural purposes.

Misbehaviour

Sanctions, where necessary, could involve the removal of privileges, or extra time at lunchtime or after school. The school will try to resolve any problems before they become serious. Direct contact from parents/carers over any concern is welcomed. In exceptional cases, the Headmaster may suspend a student for a fixed period, or permanently.



Curriculum and Reporting

Teaching

The school aims to maintain the range and depth of subjects appropriate to a selective school. There is regular emphasis on traditional whole-class teaching, but use is also made, as appropriate, of a wide range of other teaching approaches, including group work, self-study and personalised learning. We aim to develop independent, reflective, and effective learners, developing teaching and learning practices that enhance students' cognitive, emotional, and social development. This attention to each individual student and to their educational development, needs, and success, is fundamental to our ethos.

Independent work and research are an integral part of the Sixth Form, and are promoted among timetabled subjects as well as the Extended Project Qualification, if chosen. To encourage good independent study routines, students are allocated directed study time with staff supervision within their chosen A levels in addition to their timetabled lessons.

Curriculum

This is an academic Sixth Form offering courses of A level study only. All students follow four timetabled A level courses in Year 12 and will usually continue with four in Year 13, although it is possible for students to specialise in three A levels at this stage if they wish. The core subjects offered at A level are:

- Art
- Biology
- Chemistry
- Classical Civilisation
- Classical Greek
- Computing
- Economics
- English Literature
- French
- Geography
- German
- History
- Latin
- Mathematics
- Further Mathematics
- Music
- Physical Education
- Physics
- Religious Studies
- Spanish
- Technology

In addition to these core timetabled subjects, further enrichment opportunities are available to students, providing them with the opportunity to study other subjects such as Politics, Philosophy and English Language. These subjects are taught in a condensed format for particularly motivated students and require a higher degree of independent study than core timetabled subjects.

At the end of Year 12, students are also introduced to the optional Extended Project Qualification (EPQ). These projects allow students to undertake a large piece of independent work, under the guidance of teaching staff. The independent nature of the EPQ develops students' research and project management skills as well as developing subject knowledge in a specialist area, and is therefore excellent preparation for university.

Recording and Reporting Progress

Continuous records of students' assessed work are maintained by teaching staff. These allow for detailed monitoring of academic progress. Early in the Autumn Term, staff undertake a progress review of all students and the tutor team discuss progress with students individually. This allows students to raise any concerns and for extra support to be put in place where needed. For new students to the Sixth Form, this review often provides reassurance that progress is as expected.

Parents/carers regularly receive reports in electronic format. Each year group has a parents/carers evening where parents/carers may discuss their child's progress with subject teachers and tutors. There is also a general information evening at the start of term for Year 12 students and their parents/carers.

Future Planning Programme

Careers Guidance

Students are provided with considerable support and guidance when deciding upon their future plans after CRGS. Substantial time is provided within the PSHE programme to consider alternative pathways, including school leaver programmes, higher level apprenticeships and further academic study. This programme makes good use of CRGS alumni, with recent leavers returning to give talks to the students. There is also a programme of mentoring offered by the Old Colcestrian Society. This provides students with the opportunity to access alumni working in senior positions within a wide range of sectors across the world. There is an in-house careers library and students are able to access individual appointments with careers advisors.

Support for University Applications

During Year 12, students are introduced to the process of applying to university, with a series of presentations and workshops from experienced staff and visiting speakers. This helps students consider the courses available and look at a range of universities, as well as the financing of their chosen course, and the detailed steps that need to be taken to complete a competitive UK university application through UCAS.

The UCAS logo is displayed in a large, bold, black font. The letter 'A' is stylized with a red triangle pointing upwards, forming the top of the letter.

A number of students also opt to undertake overseas applications. Students in recent years have been successful in securing places at universities in the United States, Canada, Ireland, the Netherlands and Hong Kong.

Support for Fast Track University Applications

Many Sixth Form students opt to undertake a Fast Track university application and the extra demands of these applications require additional support. These are applications to UK universities for Medicine, Dentistry, Veterinary Science, or any course at the University of Oxford or the University of Cambridge. These applications have an earlier deadline and require most students to undertake an entrance exam as well as a stretching interview process. In a typical year, over 50 CRGS students are successful in securing places on Fast Track courses with the support of very experienced staff who guide them through the process.

In addition to specialist departmental help to develop personal statements and prepare for specialist university entrance tests and interviews, the school also organises a dedicated Fast Track day, 'Super Saturday', held in November for students to practise their interview skills with external interviewers.

Degree Apprenticeships

In recent years we have had a number of students who have been very successful following school leavers programmes, for example, internships at Morgan Stanley, and the BDO school leavers apprenticeship programme. Degree apprenticeships have been awarded to students by: Dyson, Allen & Overy, and J P Chase Morgan.



Extracurricular Activities

The school has an outstanding reputation for extracurricular activities, and students are encouraged to make full use of the opportunities available which in turn promotes a growth mindset. Early in the Autumn Term, a list is published which showcases a sample of the weekly clubs, societies and other extracurricular activities on offer for students. These comprise both staff-led and student-led activities and many are run for the Lower School by the Sixth Form.

Student-led societies from 2024-2025 include:

- Afro-Caribbean Soc
- Art Soc
- Charity Soc
- Chemistry Soc
- Chess Club
- Classics Soc
- Computing Soc
- Debate Soc
- Dentistry Soc
- Economics Soc
- Engineering Soc
- Fashion Soc
- Feminist Soc
- Film Club
- History Soc
- Law Soc
- LGBTQ+ Soc
- Literature Soc
- Maths Soc
- Medicine Soc
- Model UN
- Modern Foreign Language Soc
- Neurodiversity Soc
- Physics Soc
- Social Sciences Soc
- South Asian Soc
- Vet Soc



Academic Enrichment Opportunities

The Sixth Form have enrichment opportunities on Tuesday and Wednesday afternoons, in addition lunchtime clubs and societies. We promote a holistic approach to learning and encourage the arts for their own sake. The annual school musical is student-led and a highlight of the school calendar.



The school organises trips and exchanges throughout the year. Trip destinations in previous years have included France, Germany, Italy, Greece, Turkey, Spain, Switzerland, Iceland, Russia and China. Numerous theatre trips and occasional visits by theatre groups support our curriculum in English, Modern Languages, Art and Classics. School productions provide many students with valuable experience of the theatre.



We are able to attract varied high profile speakers, including in recent years Sir Garfield Sobers (cricketer), Sir Laurie Bristow (former Ambassador to Afghanistan, and President of Hughes Hall, Cambridge) and Professor Robert Winston (Imperial College).

Art, Music and Sport

Art

We celebrate the arts in all their forms, from the historical to the contemporary, from two-dimensional to three-dimensional disciplines and with an array of exciting materials, processes and techniques. Workshops become more advanced at A level and a more sophisticated combination of materials and mixed-media are explored and encouraged to suit the individual's subject matter. Our intention is to take students on a journey of self-discovery through a carefully designed curriculum map that allows for emotive, aesthetic and personal responses, whilst also providing an insight into how artwork can be valued and applied to a career within the creative industries, to prepare them for their next steps. Students are provided with the opportunity to study life drawing, visit galleries, attend artist-led workshops both in school and at Firstsite, and we offer 1:1 support to generate portfolios for successful entry into university. We value students' achievements and celebrate and recognise these throughout the year, on display and in the summer exhibition and private view.

Music

Music is at the core of the school's extracurricular provision and there is something for everyone to get involved in. The Music Department occupies the whole of Elyanore House with performance and practice rooms. Each week, over 100 students have one-to-one lessons with our visiting staff, often working towards practical and theory of music qualifications. The George Young Studio is used for our larger ensembles and our historic Main Hall for concerts and the annual school production. Tours of the UK and abroad are arranged for our orchestra and choirs giving our musicians an opportunity to experience performing in unique places. Recent destinations have been Trinity College Chapel, Ljubljana Cathedral, and St Mark's Basilica in Venice. Student voice is at the heart of what we do and suggestions for pieces, ensembles and musical productions are always welcome. If you love music, this is the place to be!

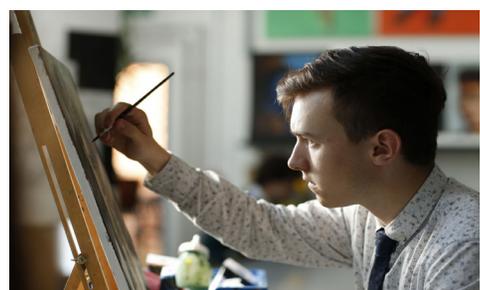
Sport

The school is outstanding in the state sector for sporting provision and achievement. We aim to:

- provide a worthwhile experience of traditional team games, and thereby to give enjoyment, promote fitness and foster teamwork and commitment;
- cater for a variety of students' interests and aptitudes, by providing a range of individual sports;
- promote a climate of individual and team success in sport;
- encourage students to continue with sport, for its benefits of physical and social enjoyment, on leaving school.

Rugby, cricket and football are played to a high standard as extracurricular games, and in these there is a full programme of school matches with state and independent schools, throughout the 11-18 age range. Other extracurricular sports include athletics, badminton, basketball, cross-country, fencing, netball, tennis and table tennis.

Curricular and extracurricular sport is taught and supported by experienced PE teachers, with additional support from other staff members who have coaching qualifications. The school has strong links with local clubs, with which many of the school's students, past and present, have been or are associated.



Facilities

Colchester Royal Grammar School is half a mile from Colchester town centre in its own secured grounds full of trees and mature gardens. The Sixth Form have their own dedicated area within the school, including a common room which has recently been extended and refurbished; the Sixth Form sunken garden has been relandscaped with the installation of two outdoor table tennis tables.

The school is a mixture of traditional and contemporary school buildings: the Main Hall has a large stage with a sound and lighting system, a grand piano and a pipe organ; state-of-the-art science blocks hold ten laboratories for Physics, Chemistry and Biology; computer suites and computers within subject areas are available to all students; a beautiful Victorian building houses the well-stocked library and resources area.

An ongoing programme of remodelling and redecoration ensures an attractive and welcoming working environment: the Design & Technology block has been upgraded to provide modern spacious food technology facilities; a dedicated Art block provides a light and airy space for students to work in; a new building for Chemistry and Computing has extended the range of science laboratories, as well as providing new air-conditioned computer laboratories; and our new multipurpose performance studio is used for activities as varied as school productions, visiting lectures, political debates and Young Enterprise competitions. The school multi-gym has been extended and new gym equipment has been funded with considerable support from the Parents' Association. The school kitchen, attached to the Sixth Form common room, has been newly renovated this summer.

The extensive playing fields are half a mile away and include pitches for all the major sports – rugby, football and cricket – as well as hard and grass tennis courts, a netball court and a pavilion with changing facilities. The school also has its own outdoor heated swimming pool and gymnasium.



Links with Parents and Carers

Special emphasis is placed on making good relationships with parents/carers. Once places have been offered to external applicants (usually in February), a social evening is arranged in April for parents/carers and an Induction Day is organised in July for students.

Once students have started at CRGS, parents/carers have the opportunity to discuss their child's welfare and progress with teachers either at a formal parents/carers evening or an individual basis. Parents/carers are welcome to visit the school at any mutually convenient time to see the appropriate member of staff, whether it be their child's tutor (normally the first point of contact), Head of Year, Head of Department or the Senior Leadership Team. Written progress reports are sent to parents/carers, and the school keeps in touch with parents/carers through regular emails, termly newsletters, the school website and via social media.

There is a parents'/carers' association called the **Colchester Royal Grammar School Association (CRGSA)**. The committee of parent, carer and teacher representatives, supports and helps the school by organising fund-raising, social and practical activities.

The Old Colcestrian Society (The OCS), founded in 1901 by the then head, Percy Shaw Jeffrey, is the school's official alumni organisation with over 1,400 members comprising former students and staff. Membership spans all ages and across the UK and abroad.

The objectives of the OCS are: to help members to stay in touch with one another and the school through a variety of events; to support the school; and to support past and present students with their studies and their careers. The calendar of events is expansive and encompasses both sporting and social activities, including organising significant cohort anniversary celebrations. There is a black tie dinner every December and a Reunion Day in the summer. The OCS sponsors various group activities such as trips or individual achievements, and the production of the annual school magazine, *The Colcestrian*, which is full of the highlights and activities of current students as well as a range of articles and news items supplied by alumni.

Please visit www.oldcolcestrians.org for further information.



Boarding

“Thank you for the past two amazing years. I’ll miss CRGS, just as I would miss home.” Student

There are 30 boarding places available to Sixth Form students:

- Boarders must hold a British passport or be able to demonstrate their right to a British education
- There are no tuition fees
- Boarding at CRGS attracts a number of motivated students from the UK and overseas
- Students must satisfy the school’s academic entry requirements before applying to board.

Sixth Form Boarding allows students to gain and develop their independence within a safe and secure environment, allowing them a stepping stone before they embark upon their next chapter of university or degree apprenticeships. At CRGS we are proud to offer the highest quality of pastoral care in and out of the boarding houses. Our boarders have access to resources and facilities to achieve above and beyond their own academic targets whilst enjoying their Sixth Form experience, learning invaluable life skills and gaining life long friends.

Boarding Community

The boarding community at CRGS acts as an extended family. There is a clear mutual respect and understanding between students and staff, which allows for a real sense of independence and responsibility.

Boarding staff provide a safe and homely environment for the students to achieve the extremely high academic expectations they aspire to. As experts in pastoral care, the staff support the wellbeing of students and help them to deal with the workload of their academic subjects, as well as helping them navigate teenage life and the modern world. This is achieved through regular one-to-one meetings which provide holistic, parent-style support.

In addition to the timetabled teaching of the school day, additional academic support is available for boarders to access. Boarders can lean on each other, creating small study groups to support one another in their studies.



“The academic achievements of the boarders are exceptional. Boarders primarily go on to study at university after leaving the school. Several boarders have gone on to Oxford University and Cambridge University. The boarders’ education is supplemented by evening and weekend study. Boarders say that this extra study helps them to achieve improved academic results.” Ofsted 2023

Accommodation

There are two boarding houses on the CRGS site. One is conveniently located next door to the school's beautiful library where boarders can study together in the evenings and at weekends. The other is just a short walk across the campus and overlooks the school's outdoor swimming pool. Both houses are furnished with a welcoming common room and good sized kitchen, where boarders can store and cook their own food if they wish.

Boarders have access to well-equipped, clean and cosy rooms. In their rooms they have sufficient storage and bedroom furniture to suit all their needs. Newly refurbished bathrooms are close by. Typically, a Year 13 boarder will be in their own room and a Year 12 boarder will share a room. This encourages socialising, reduces homesickness and fast tracks the life-long friendships that boarders create.

Boarders are given the opportunity to be part of their own personal development and are actively encouraged to ensure their voices are heard. CRGS Boarding is active in student voice representation across the school and in addition half termly boarding council meetings are held. This allows for students to share their views and for staff to make simple, quick and effective changes to aid the boarders' comfort.

Facilities

In addition to the 24/7 pastoral care and a close knit community, the boarders also have access to the whole school in the evenings and at weekends. We run various trips and activities throughout the year. In recent years, these have included trips to the theatre and Christmas markets, crazy golf, ice skating and restaurant visits to celebrate Chinese New Year. We encourage boarders to develop life skills by offering cooking and baking sessions, food hygiene, gym inductions and laundry skills.

GCSE English & Maths

For international students who have not studied the UK GCSE curriculum, as a state-funded school it is a requirement that students must obtain English Language and Maths GCSE (or equivalent) at grade 4. Therefore, during their time at CRGS, international students will study for these GCSE level qualifications alongside their A level subjects.

Fees

The fees for September 2026 are £6,350 per term, £19,050 per annum, fixed for two years. Colchester Royal Grammar School is a state-funded school and there are no additional tuition fees.

"I feel ready to take advantage of the new opportunities because my time at CRGS has shown me how." Student



Admissions Arrangements for Sixth Form

In addition to those who progress from the Colchester Royal Grammar School Year 11 cohort, a number of external students, both boys and girls, are admitted into Year 12 each year. A number of additional places are reserved for boarders.

All students must be under 17 years of age on 31st August of the calendar year of proposed admission, or be progressing directly from Year 11 to Year 12. Students from overseas, who do not follow the National Curriculum and whose age might fall outside this limit due to the educational system followed, will be considered on an individual basis.

Offers of places are made subject to satisfactory performance at GCSE or equivalent examination. The minimum requirement for entry into the Sixth Form is at least 38 points across the best five subjects.

Reformed GCSEs will score according to their numerical grade; unreformed GCSEs will score as follows: A* \equiv 8.5 points, A \equiv 7 points, B \equiv 5.5 points, C \equiv 4 points. Grades below a C are not considered. AS grade B or above \equiv 8.5 points.

A grade 7 (or above) is required in the subjects to be studied at A level.

A reformed grade 5 or above must be achieved in GCSE (or GCSE equivalent, as defined by the DfE) English Language and Mathematics, regardless of whether or not these subjects are being followed at A level.

A reformed grade 8 in GCSE Mathematics is required for anyone wishing to study Further Mathematics at A level.

Priority will be given to existing CRGS students transferring from Year 11 who meet the admissions criteria stated above.

External students must complete and submit the school's official application form by **1st December**, which can be found on the school's website. Predicted GCSE grades will be requested from the applicants' schools. Where predicted grades are not provided by the school, performance in trial examinations will be considered instead of the predicted grades, and the professional judgement of the CRGS staff will be used to make an assessment of the data provided. Applicants who are predicted high grades at GCSE or in equivalent single subject examinations will be invited to the school to discuss their subject choices, although this meeting will not form part of the selection process. Where some GCSE grades have already been achieved, the actual grades will be taken into account.

Students from overseas who do not follow the National Curriculum are admitted on the basis of their academic performance in their current school and, where appropriate, their performance in the school's entrance tests. The professional judgement of the CRGS staff will be used to compare this information with the information provided on other applicants. Students from overseas, who do not follow the National Curriculum and who do not have reformed GCSEs (or GCSE equivalent, as defined by the DfE) in English Language and Mathematics, will be expected to study towards and pass these qualifications before the end of their A level courses, unless taking a higher level equivalent at A level.



Conditional places will then be offered to those students with the highest average points score, based on predicted grades, in their best 8 GCSEs or equivalents, including English and Mathematics. If students have an equal average points score, the number of grade 9s (or A* grades for unreformed GCSEs), predicted or achieved will be used to differentiate between candidates if necessary.

Taking into account choices for A level study, applications will be declined or placed on a waiting list where the school considers the size of teaching sets to be detrimental to the education of the group and where it is not financially or educationally desirable for the Governors to alter the balance of the school's staffing or to appoint additional staff. In these situations, where an individual subject's capacity is deemed to be 'full' but there are still places available in the Sixth Form, places may be offered to lower ranked students who wish to study subjects where there is capacity in order to maximise the viability of pre-published courses.

In cases of oversubscription, and if further discrimination is necessary, first preference will be given to a 'looked after child' or a child who was previously looked after (see note below) who meets the grade requirements. Following this, preference will be given to the applicant living closest to the school by straight line distance as defined by the LA.

Decisions will be made and communicated to applicants by the end of February Half Term. Applications received after 1st December will be considered after the first tranche of offers have been made. Any vacancies arising in the Summer Term will be filled in August on the basis of the actual GCSE results achieved, following the same criteria as detailed above.

In the case of boarding applicants, an interview will be held to seek to establish whether the applicant is suitable for a boarding place.

Overseas applicants must be considered to be, at the time of starting their schooling, residing legally in the UK who are British (or Irish) citizens or those whose passports have been endorsed to either show they have the right of abode in this country or to show that they have no restrictions on working in the UK, or must meet one of the other published eligibility for funding conditions. For further information, please go to www.gov.uk website and search 'funding regulations for post-16 provision 2024-25' published on there.

Note: A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

Appeals

Parents/carers wishing to appeal against the refusal of a place should submit a Notice of Appeal form that can be found on the Essex County Council website by following this link - <https://www.essex.gov.uk/after-your-school-offer/appeals>. The Clerk will then inform parents/carers of the appeals procedure and dates for the appeal hearing.

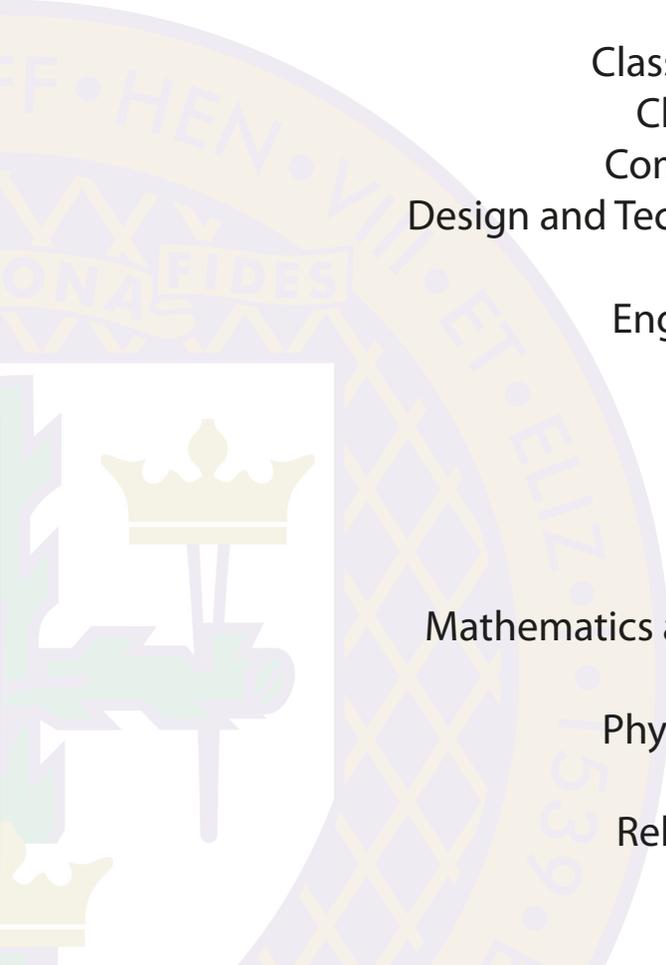
Key dates

Applications open: Tuesday 21st October 2025
Deadline for applications: 1st December 2025
Decisions communicated: February Half Term 2026



Sixth Form Courses (2025-26)

List of Courses Available



Art
Biology
Chemistry
Classical Civilisation
Classical Greek
Computer Science
Design and Technology (Product Design)
Economics
English Literature
French
Geography
German
History
Latin
Mathematics and Further Mathematics
Music
Physical Education
Physics
Religious Studies
Spanish



Art

Eduqas A651QS

The Art Department offers a Fine Art course at A level which is designed to develop students' personal creative practice and critical understanding. We specialise in developing students' visual language skills in drawing and painting in a wide range of materials, with opportunities for three-dimensional work, ceramics, photography and computer graphics. Successful students will need to show a commitment in their studio practice and an independent engagement with their art.

The department gives information and advice on suitable courses, presentation of portfolios, and the conduct of interviews for those wishing to prepare for higher education at art schools, universities and other colleges. Group and independent visits to art exhibitions and opportunities for life drawing are encouraged. The department also puts on an exhibition of work by the students in the Summer Term.

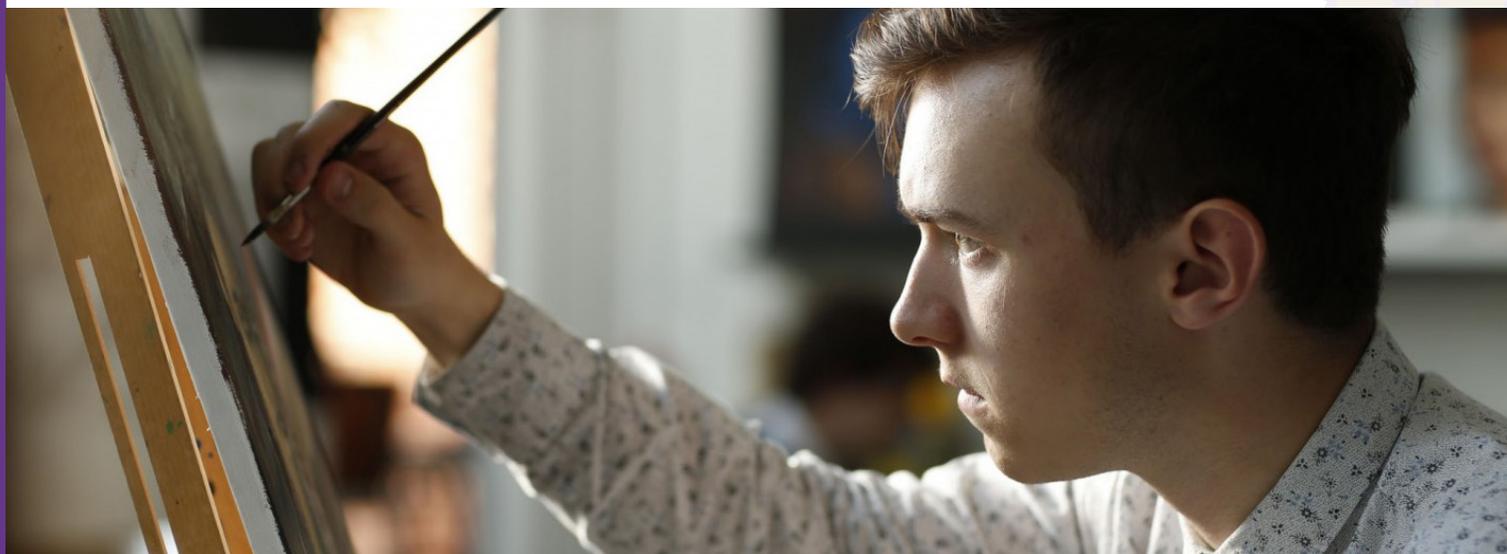
The Art course's aims are to develop students':

- intellectual, imaginative, creative and intuitive powers;
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- understanding of the inter-relationships between art, craft and design and an awareness of the contexts in which they operate;
- knowledge and understanding of art, craft and design in contemporary society and in other times and cultures.

Component	Weighting	Method of Assessment
A level Component 1 Personal Investigation Practical work & personal study	60% of A level	Internally set Internally marked Externally moderated
A level Component 2 Externally Set Assignment Preparatory studies 15 Hour period of sustained focus	40% of A level	Externally set Internally marked Externally moderated

Beyond A level

We have a proud record of enabling students to develop their visual and communication skills leading to careers in fine art, art history, architecture, advertising, graphics, 3D, product design, animation, computer animation, fashion and textiles, film, television and the media, arts education and administration. Others use the exam to broaden their creative educational experience and develop their problem solving skills in support of their university entrance.



The following topics will be taught in the first year of the course: biological molecules, cell biology, the immune system, plant and mammalian transport systems, biodiversity, genetics and evolution. In the Summer Term, the ecology component of the course will be taught – energy and ecosystems, population biology. There will be an opportunity to go on a field trip during the term in order to enhance practical skills. Alongside these topics genetics is introduced specifically for Medical students interested in the BMAT.

On return in Year 13 the following topics will be taught making up the rest of the A level course: photosynthesis, respiration, the nervous system, control of the heart, muscles, homeostasis, DNA and protein synthesis, gene expression, the human genome project, recombinant DNA technology, DNA probes and genetic fingerprinting.

During the two-year A level course there will be a series of practical assignments that will need to be completed to ensure a pass on the A level certificate. Other practical work will take place to enhance learning and to develop practical skills.

Overall the course will aim to develop biological knowledge beyond GCSE or IGCSE and use the knowledge to explain biological observations or experimental data.

Students have an opportunity to go on a field trip to RSPB Minsmere in Suffolk during the term in order to enhance practical skills. Some students participate in the Biology Olympiad which takes place in January.

Paper 1	Paper 2	Paper 3
2 hours	2 hours	2 hours
35%	35%	30%
Year 12 topics Extended response question	Final year topics Comprehension question	All topics Practical skills and data to interpret Essay

Beyond A level

A large number of students use the A level to enter the fields of medicine or dentistry and sports science. An increasing number, however, are going on to read Biological sciences which include Biochemistry, Ecology or Marine Biology. The course equips students with a problem solving mind, an ability to analyse and evaluate data along with, we hope, an appreciation of the natural world!

“Biology is my favourite subject: it encapsulates the beauty of life and highlights just how extraordinary we are to come from one single cell to highly complex organisms. I love learning about all the different topics, especially genetics. It provides me with a wide range of understanding that I can bring to my future career in Biosciences.” Sixth Form Biologist

Chemistry

AQA 7405

Chemistry is the key science for understanding all forms of matter in the universe. It studies the ways in which energy is associated with mass, chemical structure and chemical reactions. A good chemist knows what holds the material world together and how to change it. The products of chemistry make a huge impact on our daily lives. Knowledge of chemistry is fundamental to a whole range of more specialised subsciences. That is why a thorough training in chemistry will stand you in good stead, whatever your future may be. Students intending to study A level Chemistry should have a good grounding in the facts and principles provided by the GCSE course. The A level builds upon this foundation. Students must expect not merely to be fed with information, but be prepared to interpret data and observations, to research explanations and to contribute to class activities. Practical work is used to illuminate the theoretical principles of the course. Mathematical requirements are little more than those needed for GCSE. To study Mathematics at A level would be useful, but is by no means essential (but desirable if studying Chemistry at university level).

Paper 1	Paper 2	Paper 3
Relevant physical chemistry topics Inorganic chemistry Relevant practical skills	Relevant physical chemistry topics Organic chemistry Relevant practical skills	Covers any content Any practical skills
Written exam: 2 hours 105 Marks 35% of A level	Written exam: 2 hours 105 marks 35% of A level	Written exam: 2 hours 90 marks 30% of A level
105 marks of short and long answer questions	105 marks of short and long answer questions	40 marks on practical techniques and data analysis. 20 marks of questions testing across the specification 30 marks of multiple choice questions

Beyond A level

Chemistry to A level is essential for entry to medicine, dentistry and veterinary science courses, as well as to pharmacy, the biological sciences and the material sciences. Chemistry is also useful, though not essential, for entry to physics, engineering, earth sciences, environmental sciences and agriculture. Industry needs chemists for research, development and production. The public services employ chemists in important analytical and forensic science roles. Chemists monitor pollution, the environment and climate. The analytical and logical skills chemists possess are being sought by recruiters in diverse fields such as accountancy, banking, financial services, law, marketing and management. The Royal Society of Chemistry gives detailed career information, www.rsc.org.



Classical Civilisation A level is a subject that has its origins at Colchester Royal Grammar School. The course introduces students to the literature, politics, art and philosophy of ancient Greece and Rome, and explores ideas that have shaped the modern world. The topics covered are diverse and students will read texts such as Homer's *Iliad*, Plato's *Symposium* and the poetry of Sappho, whilst also analysing material culture in the form of art, architecture and coinage. From a discussion of Achilles' heroism, to an exploration of the nature of love, or a debate on the propaganda campaign of Rome's first emperor, Classical Civilisation appeals to a wide range of interests. Classical Civilisation offers students the opportunity to expand their cultural capital whilst promoting the analysis of cultures both familiar but also unusual. Students learn to write coherently, logically and sensitively about foreign cultures, and to develop their communication skills through debate and discussion.

No prior knowledge of the ancient world is assumed and there is no need to have studied Latin or Greek; all material is studied in English.

The A level consists of three written exams, taken at the end of the course.

Paper 1 (40% of the A level): The World of the Hero:

Homer, *Iliad* – books 1,3,4,6,9,10,16,17,18,19,22,23,24
Virgil, *The Aeneid* – books 1,2,4,6,7,8,9,10,11,12

Paper 2 (30% of the A level): Culture and the Arts:

Imperial image

Paper 3 (30% of the A level): Beliefs and Ideas

Love and Relationships

Beyond A level

The scope of Classical Civilisation A level is such that it would support applications for a highly diverse range of university subjects. Inspired by their experience of Classical Civilisation A level, a number of students from CRGS have pursued Classics courses and many universities offer classical subjects that require no previous knowledge of Latin or Greek. In previous years, students taking Classical Civilisation have gone on to study History, English Literature, Psychology, Engineering and a wide range of other subjects at highly competitive institutions, including Oxford and Cambridge. The skills of analytical writing, communication of complex ideas and sensitivity to the nuances of foreign cultures are all skills highly prized by both universities and employers.



Classical Greek

OCR H444

The primary aim of the A level course is to enable students to read the most interesting and important Greek authors with competence, understanding and enjoyment. To achieve this they will study the work of a variety of authors, which may include Xenophon, Thucydides, Homer, Euripides, Sophocles, Aristophanes and Plato. For the translation paper, as well as tackling regular unseen work, students may be asked to prepare translations at home which are then gone over in class. Understanding of the language is reinforced by translation from English into Classical Greek, which is taught from scratch, beginning with sentences and moving on in Year 13 to full prose composition. There will also be four set books to prepare (two each year) for final examination purposes. Work on these will include literary appreciation, approached via class discussion, and written exercises, tests and essays. To prepare for the essay question in the literature papers, some time will also be devoted to the cultural/historical background to the set texts, as well as the prescribed reading in translation.

The A level consists of four components, all of which are examined at the end of Year 13.

01 Unseen Translation (1 hour 45 minutes - 100 marks, 33% of the total A level)

Students will be required to translate one passage of prose and one of verse into English. The verse passage will be set from a named author and students will also be required to scan two lines of the verse text.

02 Prose Composition (1 hour 15 minutes – 50 marks, 17% of the total A level)

Students will be required to translate a short passage of around 100 words from English into Classical Greek.

03 Prose Literature (2 hours – 75 marks, 25% of the total A level)

Students study two prose texts in depth – these may be from the same book and/or author. Additional literature in translation is also studied in order to understand the context from which the set texts have been taken. Exam questions will involve translation, comprehension, literary analysis and an essay.

04 Verse Literature (2 hours – 75 marks, 25% of the total A level)

Students study two verse texts in depth – these may be from the same book and/or author. Additional literature in translation is also studied in order to understand the context from which the set texts have been taken. Exam questions will involve translation, comprehension, literary analysis and an essay.

Beyond A level

Classics has a justified reputation for intellectual rigour, and a degree in Classics fosters skills such as logical thought, problem-solving and the ability to communicate clearly and concisely, both orally and on paper. Since it involves the study of all aspects of a civilisation - language, literature, history, philosophy and art – it promotes the development of a breadth of mind which is often unmatched elsewhere. Classics graduates embark on careers such as law, finance - especially in the City - accountancy, banking, the Civil Service, commerce, industry, marketing, personnel and computing. In short, any career which does not demand a highly specialised degree subject is open to the Classicist.

“My main reason for coming to Colchester Royal Grammar School was to take Greek A level.” Sixth Form Classicist

The emphasis of the course is on computational thinking and problem solving. Computational thinking is a kind of reasoning used both by humans and machines and is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future with computer circuits made of genes. This leads to the question does the natural world 'compute'?

Experimental Computer Science can be done with computers where we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation. Computer Science is about designing new algorithms to solve new problems. In this sense Computer Science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

The course covers the main areas of Computer Science:

Programming Data structures Algorithms Theory of computation Data representation Computer systems Computer organisation and architecture	Consequences of uses of computing Communication and networking Databases Big Data Fundamentals of functional programming Systematic approach to problem solving Non-exam assessment - the computing practical project
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Paper 1 Problem Solving, Programming, Data Representation and Practical Exercise

40% of the total A level marks, 2½ hours on-screen examination

Programming, Data Structures, Algorithms and Theory of Computation

Paper 2 Computer Components, The Stored Program Concept and The Internet

40% of the total A level marks, 2½ hours question paper/answer booklet examination.

Data representation, Computer systems, Computer organisation and architecture, Consequences of uses of computing, Communication and networking, Databases, Big Data, Fundamentals of functional programming

Paper 3 The Computing Practical Project (A Level only)

20% of the total A level marks

Candidates will be required to document the stages of a programmed solution to a real problem associated with a user whose realistic needs should be taken into account when specifying, designing and implementing the solution.

Beyond A level

A level Computer Science can lead to a range of opportunities both in employment and Higher Education. Computing is a constantly changing subject and many students find this exciting. Computers are now widely used in all aspects of government, business, industry, education, leisure and the home. In this increasingly technological age a study of computing, and particularly how computers are used in the solution of problems, is highly sought after by employers and universities.

Design & Technology: Product Design

OCR H406

We follow the reformed OCR Design and Technology course and the Product Design specialism that combines a wide range of analytical and problem solving skills along with designing and making skills. At CRGS we approach Design & Technology as a subject requiring the full 2 years to fully develop a student's understanding and practice of the subject enabling students a solid foundation into technical and designing futures. The course provides an excellent foundation for students who wish to study the subject and related subjects such as engineering or architecture at a higher level.

During the two year course you will study a range of materials, you will develop a technical understanding of how products function and how they are made to appropriately support the design and manufacture of your own design solutions. You will learn about wider design principles and the effect of design on users and the world we live in. You will identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. You will develop your subject knowledge, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. You will develop a critical mind through enquiry and problem solving, exploration, creation and evaluation of iterative designs. OCR encourage freedom in approaches towards designing and making so as not to limit the possibilities of project work or the materials and processes being used. The course require you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design and Technology as a pivotal STEM subject.

A level course

Component 03/04: Iterative design project

Central to this non-examined assessment is the requirement for students to understand and apply processes of iterative designing in their design and technology practice: exploring needs, creating solutions and evaluating how well the needs have been met.

Students identify an engaging and challenging context of their own choice that offers design opportunity or problem to respond to in the development of a design solution. They create a chronological portfolio of evidence in real-time as they design, make and evaluate the project according to the iterative processes of explore, create and evaluate.

Component 01 Principles of Product Design examination paper is worth 26.7%.

Students:

- Analyse existing products;
- Demonstrate applied mathematical skills;
- Demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques;
- Undertake case studies to demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

Component 02: Problem Solving of Product Design examination paper is worth the remaining 23.3%.

Students:

- Apply their knowledge, understanding and skills of designing and manufacturing prototypes and products to given situations and problems;
- Demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

Beyond A level

Past students, a number of whom are working in the design industry, have assured us the Product Design option offers the best broad approach in preparation for future choices.

Familiarity breeds contempt, as the saying goes, and our economic environment is so familiar to us that we all tend to take it for granted. We take it for granted that when we walk into a supermarket there will be packets of tea for sale. Not only that, but we expect a choice of teas. We take it for granted that when we switch on a light or a microwave oven, there will be electricity available to operate them. We have not told the tea planter, the tea shipper, the packer or the supermarket manager, or anyone else about our intention to buy tea, nor have we specified a brand. Nor have we alerted the suppliers of electricity to the needs for generators or power lines.

We take it for granted that when we want something, it will be available. Were this not the norm, were this not so familiar, it would be amazing. Many people expect the economy not only to work, but to work perfectly. They complain when they feel that it fails to meet these exacting standards. The complaint may be that there is too much inflation, or too much unemployment, or too few hospitals. They may well be right, but by concentrating on the apparent shortcomings of our economy, they seem to overlook the fact that it works at all. The purpose of this course is to awaken interest in the whole fascinating question of why and how the economy does work, and come to grips with the major issues of the day.

A level examination consists of three components:

Paper 1: Markets and business behaviour (9EC0/01)

Theme 1: Introduction to markets and market failure

Theme 3: Business behaviour and the labour market

The examination consists of: (a) Multiple-choice and short-answer questions; (b) One data response in a number of parts; (c) An essay from a choice of two.

Duration: 2 hours; 100 marks available; 35% of total A level.

Paper 2: The national and global economy (9EC0/02)

Theme 2: The UK economy – performance and policies

Theme 4: A global perspective

The examination consists of (a) Multiple-choice and short-answer questions; (b) One data response in a number of parts; (c) An essay from a choice of two.

Duration: 2 hours; 100 marks available; 35% total A level.

Paper 3: Microeconomics and macroeconomics (9EC0/03)

Paper 3 will assess content across all four themes.

Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one a choice of two.

Duration: 2 hours; 100 marks available; 30% total A level.

Beyond A level

For people taking jobs after A level, Economics is useful for careers in banking, insurance, accountancy, retail management and many other careers in the financial and business world. It is also a very useful background to have if you are looking for jobs in administration. The Russell Group representing 24 top universities classifies Economics along with their facilitating subjects that provide suitable preparation for entry to university generally. Graduates in Economics have open to them a diversity of careers; some are obvious others are not.

English Literature

OCR H472

A level English Literature is a very popular choice at CRGS: around 40 students opt for the course each year. Results are remarkably high: over the past few years 95% of students have achieved A*, A or B (and 70% have gained A* or A). Studying literature is not easy, but it is intellectually challenging, intensely personal and immensely rewarding. If you enjoy reading and talking about books and the ideas they contain, then this course is for you. You will acquire the valuable and transferable skills of analysis, argument, critical thinking and teamwork; you will be expected to form and voice your own opinions, and to evaluate the opinions of others. English Literature is widely recognised as a highly desirable qualification by employers in all fields and is rated a 'hard' subject by top universities.

A level English Literature consists of three modules, two examined and one coursework:

Unit 1 (exam 40%): Drama and Poetry pre-1900

This two-and-a-half-hour exam will test your knowledge of three texts, one of which must be a Shakespeare play (such as *Hamlet*, *The Tempest* or *Richard III*). You will have to answer a passage question and an essay question on your set play. The second section places a drama text and a poetry text together for comparison. Drama includes Webster, *The Duchess of Malfi*; Ibsen, *A Doll's House*; or Goldsmith, *She Stoops to Conquer*. Poetry choices include Milton, *Paradise Lost* Books 9 & 10; Christina Rossetti, *Selected Poems*; or Chaucer, *The Merchant's Prologue and Tale*. The emphasis in this unit is on seeing more than one side of the coin: you will need to weigh interpretations of the texts against each other. We will take you to see productions of the plays where available.

Unit 2 (exam 40%): Comparative and contextual study

This unit focuses on a topic such as Women in Literature, American Literature 1880-1940, or The Gothic. You will read two complete texts from the board's list, and a range of supporting material. The two-and-a-half-hour exam will ask you to analyse an unseen passage drawn from your topic area, and to answer one essay question chosen from three options on your two complete texts.

Unit 3 (coursework 20%): Literature post-1900

You will study a total of three texts: one prose, one poetry and one drama, all published after 1900 and one of them after 2000; and write two coursework essays (of 1,000 words on one text and of 2,000 words on the other two texts). These might include Duffy, *Feminine Gospels*; Coward, *Private Lives*; and Waugh, *Decline and Fall*; or TS Eliot, *Selected Poems*; Bennett, *The History Boys*; and Plath, *The Bell Jar*. You will be able to select your own essay titles with guidance from your teachers.

Whether you intend to choose similar subjects such as History, Modern Languages or Classics, or to focus on the physical or social sciences, English Literature will complement and support your interests and give you essential skills. Perhaps chiefly, you will become a more rounded and open individual, ready to take an active part in our remarkably rich cultural environment. Please ask any of us for more details of what we can offer. We look forward to seeing you in September.

Beyond A level

As well as traditional 'creative' destinations like writing, acting, journalism, film & TV, publishing and arts administration, a degree in English Literature is widely recognised as providing the core competencies demanded by competitive and well-paid graduate professions such as law, banking, finance (especially in the City), the Civil Service, business and industry, marketing, and human resources. The English Department has a strong record in preparing Oxbridge candidates: our 50% success rate in recent years is twice as good as the national average. Our students regularly go on to read English and related subjects at top-ranked universities in the UK and abroad.

French is a popular A level choice at CRGS and is a good companion to many different A levels for those considering an international career or a future in business. The course develops your skills in the language to a high level while also introducing you to French culture, literature, film and differing trends in society. It is taught through a variety of media and methods and is complemented with the Geneva Exchange and other trips which enable students to really appreciate their learning, as well as applying and broadening their knowledge.

The French course will aim to:

- enhance students' linguistic skills and promote and develop their capacity for critical thinking;
- develop control of the language so that students are increasingly confident, accurate, and independent;
- develop students' ability to interact effectively with users of the language in speech and in writing, including through online media;
- engage students critically with intellectually stimulating texts, films and other materials in the original language;
- develop students' knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken;
- equip students with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic flexibility that will enable them to proceed to further study or to employment.

A level Course

Paper	Outline of content	Weighting towards qualification	Duration	Nature of assessment
1	Listening, Reading & Writing	50%	2 hrs 30 mins	Listening, Reading and Translations
2	Writing	20%	2 hrs	Critical & analytical responses
3	Speaking	30%	21-23 mins	Oral Exam and research presentation

Beyond A level

Combinations of languages remain a very popular choice for specialists, as does combining French with many other disciplines at university and beyond - people with science-based and other choices can continue their studies at universities abroad, for example. French A level can give a student leaning heavily towards the sciences a well-rounded and original appeal in applications, as well as preparing those who love languages to take it even further and on to professional use. The department has a proven track record in preparing students for French study at Oxbridge and an excellent record amongst equivalent schools for achieving top results. Furthermore, the department aims to inspire students in a lifelong journey of the use of language and its transferable skills.

“The quality of A-level French teaching at CRGS is outstanding. Not only did the course put me at an advantage to fellow students when I started my degree, it also laid the foundations for my career. I now work in the City at one of the world's largest international commercial law firms; my languages experience was invaluable in helping me get the job, and frequently presents exciting opportunities at work.” CRGS Alumnus



Geography at A level aims to help students make sense of the world in which they live. It makes them aware of the role of geographical analysis in understanding and solving contemporary human and environmental problems. It introduces them to the main components of Physical and Human Geography and the processes operating within these areas. It seeks to develop a sense of location, an appreciation of change and an understanding of the importance of scale. It equips students with a wide range of skills and techniques in collecting, recording, processing, analysing, interpreting and reporting data. Students are also offered the opportunity of attending a residential fieldwork course.

The course is made up of three broad components:

- a) **Physical Geography:** Water and Carbon cycles, Coastal systems and landscapes, Hazards.
- b) **Human Geography:** Global systems and global governance, Changing places, Population and the environment.
- c) **Geographical Enquiry:** An individual investigation which must include data collected in the field

Component 1: Physical Geography (Written exam - 2 hours 30 minutes – 40% of A level)

What is assessed?

Section A: Water and carbon cycles

Section B: **either** Hot desert environments and their margins **or** Coastal systems and landscapes

Section C: **either** Hazards or Ecosystems under stress **or** Cold environments

Component 2: Human Geography (Written exam - 2 hours 30 minutes – 40% of A level)

What is assessed?

Section A: Global systems and global governance

Section B: Changing places

Section C: **either** Contemporary urban environments **or** Population and the environment **or** Resource security

Component 3: Geographical investigation (3,000 to 4,000 words – 20% of A level – marked by teachers – moderated by AQA)

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Beyond A level

A level Geography is normally required for entry to study for a degree in Geography at university. It is also a very helpful preparation for studying for degrees in Town Planning, Surveying and Environmental Science. Because of the topics it covers and the skills it develops, Geography is useful for a wide range of career options. These include marketing and retail management, banking, insurance, accountancy, publishing and journalism, cartography, surveying, town and regional planning, transport planning, the civil service, local government, travel and tourism.

Examples of employers talking about Geography graduates include: "Geography produces the kind of rounded candidates we are seeking" (Personnel Manager - International Oil Company); "Geographers have a good mix of skills: practical and theoretical, numeracy and literacy" (Planner); "Geographers fair slightly better than average in making progress in the bank....their balance of literacy and numeracy skills developed in a wide-ranging discipline are something to do with this." (Recruitment Manager of an International Bank)

Detailed information on studying Geography at university and how Geography prepares students for a range of careers can be found on the Royal Geographical Society website, www.rgs.org

German

AQA 7662

German is among the most useful languages to have mastered if you are considering an international career or a future in business. The A level course develops your spoken and written language to a high level while also introducing you to German culture, literature, film and societal trends. The course is taught through a variety of media and methods and is complemented with excursions and trips that enable students to apply and broaden their knowledge.

The German courses will aim to:

- enhance students' linguistic skills and promote and develop their capacity for critical thinking;
- develop control of the language so that students are increasingly confident, accurate, and independent;
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media;
- engage critically with intellectually stimulating texts, films and other materials in the original language;
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken;
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic flexibility that will enable them to proceed to further study or to employment.

A level Course

Paper	Outline of content	Weighting towards qualification	Duration	Nature of assessment
1	Listening, Reading & Writing	50%	2 hrs 30 mins	Listening, Reading and Translations
2	Writing	20%	2 hrs	Critical and analytical response to one film and one set text
3	Speaking	30%	21-23 mins	Oral Exam and research presentation

Beyond A level

Combinations of languages remain a very popular choice for specialists, as does combining German with many other disciplines at university and beyond - people with science-based and other choices can continue their studies at universities abroad, for example. German A level can give a student a well-rounded and original appeal in applications, as well as preparing those who love languages to take it even further and on to professional use. The Department has a proven track record in preparing students for German study at Oxbridge.

“The skills that I developed at German A level inspired me to study German and Swedish at UCL. My languages have taken me to a banking internship in Frankfurt, university in Sweden and Austria, and now a job where I combine both with finance. Studying languages has provided me with many amazing and unexpected opportunities.” CRGS Alumnus

Our role as History teachers is to inspire our students to really engage with our subject alongside teaching high-level analytical skills. Successful A level historians are able to control a mass of facts, arguments and viewpoints in order to present a logically constructed and coherent argument. Prospective students need to be able to express themselves well both orally and in writing and to be keen readers. The department has a proud record of supporting students towards academic success at A level and creating a supportive and friendly atmosphere.

A level Course

A level History consists of three modules, two examined and one coursework. The examined units are studied in parallel over the two-year period.

Unit 1 (exam 40%): Tsarist and Communist Russia

A breadth study on one of the most exciting periods in world history: the last three tsars of the Romanov dynasty, the Revolution, and the Soviet dictatorships of Lenin, Stalin and Khrushchev. Students learn to evaluate historical interpretations, alongside debating and evaluating the influence of monumental political changes on the people of Russia and the Soviet Union.

Unit 2 (exam 40%): The Making of Modern Britain

A depth study of post-war Britain and beyond, looking at the transformation of Britain's politics, economy and society, through periods of affluence, the 'Swinging Sixties', Thatcherism and New Labour. Students will investigate evidence from the time as well as arguing the case for and against some of the most controversial issues in recent British history.

Unit 3 (coursework 20%): The Historical Investigation (NEA)

Students will research and write an essay of 3500 words on a question they develop for themselves based around a 100-year period of their choice. Students relish the opportunity to study an area that they are particularly interested in, and this stands them in good stead for the demands of university.

Beyond A level

The department strongly believes that giving students the opportunity to go beyond the requirements of the syllabus is important to develop well-rounded historians. We have a dedicated and well-stocked Sixth Form History library. We also have a History Society that meets on Thursday lunchtimes, run by a student president, in which talks and discussions are led by students. In the Autumn Term, a University History Club supports students' applications and interviews by encouraging students to explore issues such as the nature of history as an academic discipline. A number of guest speakers visit the school each year to deliver lectures and conduct seminars with students. The department encourages and supports students who wish to pursue an Extended Project Qualification (EPQ) on a historical topic. Every year, a pleasing number of students go on to study History and related subjects at a range of prestigious universities.

"I really enjoyed my History lessons and I learnt a huge amount both in terms of knowledge and as a person. It really made me see why History is so important." CRGS Alumnus

Latin

OCR H443

The primary aim of the A level course is to enable students to read the most interesting and important Latin authors with competence, understanding and enjoyment. To achieve this, they will study the work of a variety of authors, which may include Cicero, Caesar, Catullus, Livy, Virgil, Ovid and Horace. For the translation paper, as well as tackling regular unseen work, students may be asked to prepare translations at home which are then gone over in class. Understanding of the language is reinforced by translation from English into Latin, which is taught from scratch, beginning with sentences and moving on in Year 13 to full prose composition. There will also be four set books to prepare (two each year) for final examination purposes. Work on these will include literary appreciation, approached via class discussion, and written exercises, tests and essays. To prepare for the essay question in the literature papers, some time will also be devoted to the cultural/historical background to the set texts, as well as the prescribed reading in translation.

The A level consists of four components, all of which are examined at the end of Year 13.

01 Unseen Translation (1 hour 45 minutes - 100 marks, 33% of the total A level)

Students will be required to translate one passage of prose and one of verse into English. The verse passage will be set from a named author and students will also be required to scan two lines of the verse text.

02 Prose Composition (1 hour 15 minutes – 50 marks, 17% of the total A level)

Students will be required to translate a short passage of around 100 words from English into Latin.

03 Prose Literature (2 hours – 75 marks, 25% of the total A level)

Students study two prose texts in depth – these may be from the same book and/or author. Additional literature in translation is also studied in order to understand the context from which the set texts have been taken. Exam questions will involve translation, comprehension, literary analysis and an essay.

04 Verse Literature (2 hours – 75 marks, 25% of the total A level)

Students study two verse texts in depth – these may be from the same book and/or author. Additional literature in translation is also studied in order to understand the context from which the set texts have been taken. Exam questions will involve translation, comprehension, literary analysis and an essay.

Beyond A level

Classics has a justified reputation for intellectual rigour, and a degree in Classics fosters skills such as logical thought, problem-solving and the ability to communicate clearly and concisely, both orally and on paper. Since it involves the study of all aspects of a civilisation - language, literature, history, philosophy and art - it promotes the development of a breadth of mind which is often unmatched elsewhere. Classics graduates embark on careers such as law, finance - especially in the City - accountancy, banking, the Civil Service, commerce, industry, marketing, personnel and computing. In short, any career which does not demand a highly specialised degree subject is open to the Classicist.

“Latin is a challenging but incredibly rewarding subject that really improves cognitive ability ... The breadth of Classics at CRGS means there is something for everyone, from mythology to theatre, art to philosophy, literature to history.” Sixth Form Classicist

Mathematics and Further Mathematics

Edexcel 9MA0, 9FM0

A level Mathematics and Further Mathematics will follow a linear syllabus and the work develops the topics found in GCSE and introduces new techniques, e.g. calculus, statistics and mechanics. The A level Mathematics course has to cater for needs in science, engineering, technology, economics and geography as well as being a subject in its own right for mathematics specialists. The A level in Further Mathematics is an extension to this work and provides a real challenge for the most able students. The main aims and objectives of the courses are to enable students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study;
- extend their range of mathematical skills and techniques;
- understand how different areas of mathematics are connected;
- apply mathematics in other fields of study;
- use their mathematical knowledge to make logical and reasoned decisions;
- reason logically;
- generalise mathematically;
- use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy.

Mathematics A level Course

Paper	Outline of content	Weighting towards qualification	Duration	Nature of assessment
01	Pure Mathematics 1	33 1/3%	2 hours	Written examination
02	Pure Mathematics 2	33 1/3%	2 hours	Written examination
03	Statistics and Mechanics	33 1/3%	2 hours	Written examination

Further Mathematics A level Course

Paper	Outline of content	Weighting towards qualification	Duration	Nature of assessment
01	Further Pure Mathematics 1	25%	1 hour 30 min	Written examination
02	Further Pure Mathematics 2	25%	1 hour 30 min	Written examination
03A-D	Further Mathematics Options (Pure, Mechanics, Statistics, Decision)	25%	1 hour 30 min	Written examination
04A-G	Further Mathematics Options (Pure, Mechanics, Statistics, Decision)	25%	1 hour 30 min	Written examination

Beyond A level

Mathematics A level is essential for degree courses in Mathematics, Engineering or Physics and is useful for Chemistry. For students contemplating reading Mathematics at Oxford or Cambridge, Further Mathematics is essential. Most university courses in computer science and operational research require Mathematics A level too. With numbers, statistics and computers so much a part of modern life, it is not surprising that an A level in Mathematics is one of the most generally useful qualifications you can get at school. This is particularly true if you go straight into a job at 18. Careers in which mathematics plays a significant part are: accountancy, actuarial work, air traffic control, architecture, the armed forces, banking, computing and data processing, economics, engineering, meteorology, operational research, management and planning, optics, sciences, statistics, surveying, insurance and teaching.

Music

Eduqas A660

On this course you can opt to specialise in Performance or in Composition, with your preferred option making up 35% of the A level, and the other component making up 25%. In Option A detailed below, a candidate specialises in Performance. In Option B, a candidate specialises in Composition. The standard of performance expected in your final recital towards the end of the course is Grade 7 whichever option you choose.

<p>Option A: Performing (35%) A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both.</p>	<p>Option B: Performing (25%) A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both.</p>
<p>Option A: Composing (25%) Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.</p>	<p>Option B: Composing (35%) Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.</p>

Listening and Appraising

<p>Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study.</p> <ul style="list-style-type: none"> • Symphony No. 104 in D major, 'London': Haydn • Symphony No. 4 in A major, 'Italian': Mendelssohn 	<p>A choice of one area of study from:</p> <ul style="list-style-type: none"> Area of study B: Rock and Pop Area of study C: Musical Theatre Area of study D: Jazz 	<p>A choice of one area of study from:</p> <ul style="list-style-type: none"> Area of study E: Into the Twentieth Century including two set works: <ul style="list-style-type: none"> Trio for Oboe, Bassoon and Piano, Movement II: Poulenc Three Nocturnes, Number 1, Nuages: Debussy Area of study F: Into the Twenty-first Century including two set works: <ul style="list-style-type: none"> Asyla, Movement 3, Ecstasio: Thomas Adès String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish
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This component includes a listening examination.

Beyond A level

Music A level is excellent preparation for aspiring musicians, whether they want to specialise in performing, or pursue the study of music in a broader way by continuing to study the history of music and composition. Destinations for students studying music in recent years include Cambridge, Oxford, Kings, Bristol, Guildhall, The Royal College of Music and the Academy of Contemporary Music. A number of students have also been awarded choral and organ scholarships. Music A level is considered to be very challenging and rigorous, and is acceptable as a third A level in university offers for almost all subjects, including at Oxbridge. As a fourth A level, it is also well-regarded; for example, UCL describes it as an excellent fourth A level for aspiring medics, as it develops critical thinking skills, empathy, the ability to work well as part of a team, and requires students to work with a high degree of self-discipline and independence.

A level PE provides students with the exciting opportunity to gain a deeper understanding of PE and gives a fantastic insight into the world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide-ranging knowledge into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform and then, through the academic study, gain the knowledge to improve your and others' performance or coaching through application of the theory.

The A level in Physical Education is studied through a range of different contexts and the impact it has on both our and others' everyday lives becomes clear. You will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport. As such you will receive a well-rounded and full introduction to the world of PE, sport and sports science.

A level Course

Paper	Outline of content	Weighting towards qualification	Duration	Nature of assessment
01	Applied anatomy and physiology Exercise physiology Biomechanics	30%	2 hours	Written examination
02	Skill acquisition Sports psychology	20%	1 hour	Written examination
03	Sport and society Contemporary issues in physical activity and sport	20%	1 hour	Written examination
04	Performance or coaching Evaluation and analysis of performance for improvement	30%	Non-exam assessment	Practical performance

Beyond A level

The complete grounding in the subject provides a fantastic base for you to build on when you move on to higher education, employment or further training. Students will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance so improvements can be made. The specifications also encourage the development of strong literacy and numeracy abilities. The acquisition of such a diverse range of skills is of great benefit to you as you continue your education or transfer to the world of work.



Physics

AQA 7408

The course is designed to provide a smooth transition from IGCSE/GCSE Physics or GCSE Additional Science to advanced study. It is structured to develop practical and investigative skills, provide scientific training and encourage the use of information technology. It is essential that those hoping to succeed in A level Physics should have obtained good grades in GCSE Science/Physics and Mathematics. It is desirable that Mathematics is studied alongside A level Physics.

Further information about the course can be found at: www.aqa.org.uk

Core content:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics
- Turning points in physics

Paper	Outline of content	Weighting towards qualification	Duration	Nature of assessment
01	<ul style="list-style-type: none">• Measurements and their errors• Particles and radiation• Waves• Mechanics and materials• Electricity• Further mechanics and thermal physics	34%	2 hours	Written examination
02	<ul style="list-style-type: none">• Further mechanics and thermal physics• Fields and their consequences• Nuclear physics• Turning points in physics• (Assumed knowledge of previous content)	34%	2 hours	Written examination
03	<ul style="list-style-type: none">• Practical skills and data analysis• Student-specific optional topic	32%	2 hours	Written examination

Beyond A level

Physics graduates are employed in a wide range of industries, e.g. engineering, medical areas such as optics and medical physics, in meteorology, computing, materials development, the aerospace industry, telecommunications, energy industries, environmental protection, geophysics, alternative energy such as solar and wind power, noise control and transport engineering.

“Taking Physics for A level was the best decision I ever made.”

Sixth Form Physicist

This well respected and academically rigorous course requires an enquiring mind, an interest in religion and a desire to examine some of the biggest questions in the universe. You do not need to be religious. Students will need to be able to read challenging texts, take notes and discuss and examine a range of different issues.

RS is designed to encourage students to do the following:

- investigate, study and interpret significant religious, philosophical and ethical issues;
- think rigorously and present informed and detailed arguments with well-substantiated conclusions;
- reflect on, express and justify your opinions;
- relate your study to issues in the wider world;
- know and understand key concepts- including beliefs, teachings, the contribution of significant people, religious language, major issues and doctrines and how these are expressed in texts;
- interpret and evaluate religious concepts, ideas, arguments and the views of scholars.

This very popular subject has something extra – real “value added” features: exploring the mysteries of human existence, analysing and evaluating the views of others and substantiating your own, being challenged to seek answers to the mysteries of life and death, looking at issues such as “Does God exist?” and “What happens when we die?“, testing the views of others, including scholars, challenging the evidence and testimonies, being aware of historical, social and cultural influences on the way ideas have developed and of how the past influences the future and facing the challenge of exploring questions that have no definitive answers.

A level Course

Students will sit three written examination papers; philosophy, ethics and New Testament Studies, at the end of Year 13.

Beyond A level

If you want to go on to study the subject at university, there is a huge range of courses available, including Philosophy, Ethics, Theology, Biblical Studies, Abrahamic Religions, Islamic Studies, Jewish Studies, World Religions and Anthropology.

Other related degrees favouring Religious Studies include PPE, History, Psychology, Social Policy, Social Work, Education, Medicine and Law.



Spanish

AQA 7692

Spanish is a popular A level choice at CRGS and is a good companion to many different A levels for those considering an international career or a future in business. The course develops your skills in the language to a high level while also introducing you to Spanish culture, literature, film and differing trends in society. It is taught through a variety of media and methods and is complemented with trips which enable students to really appreciate their learning, as well as applying and broadening their knowledge. The course introduces the student to the many ancient civilisations that span Latin America, as well as the Moorish influences that shaped architecture, art and music in Spain. Current political issues such as Catalonian independence or the continued hard line policies of President Trump towards Cuba and Mexico are explored, together with the reasons and history behind many Spanish dictatorships.

The Spanish course will aim to:

- enhance students' linguistic skills and promote and develop their capacity for critical thinking;
- develop control of the language so that students are increasingly confident, accurate, and independent;
- develop students' ability to interact effectively with users of the language in speech and in writing, including through online media;
- engage students critically with intellectually stimulating texts, films and materials in the original language;
- develop students' knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken;
- equip students with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic flexibility that will enable them to proceed to further study or to employment.

A level Course

Paper	Outline of content	Weighting towards qualification	Duration	Nature of assessment
1	Listening, Reading & Writing	50%	2 hrs 30 mins	Listening, Reading and Translations
2	Writing	20%	2 hrs	Critical & analytical responses
3	Speaking	30%	21-23 mins	Oral Exam and research presentation

Beyond A level

Combinations of languages and combining Spanish with other disciplines are a popular university choice and the department has an enviable record in securing Oxbridge places. Spanish, spoken in 28 countries worldwide and being the second language of the United States, is highly valued by employers.

“It was when I was studying A level Spanish that I became interested in Cuba; I spent a year there whilst lodging with a Cuban family. Having taken a Portuguese conversion module at university, I was able to transfer my knowledge of Spanish to Portuguese and make myself understood in Brazil. I have now secured a job with the Civil Service and credit my success to the confidence that I developed whilst travelling across Latin America.”

Extended Project Qualification (EPQ)

OCR H856

The EPQ is a stand-alone qualification which is equivalent to an AS level.

Students have the freedom to choose and investigate their subject, which can support their practical, work-related approach to learning or be an extension of their A level studies. It provides students with the skills that higher education is looking for, by encouraging independent study, critical thinking and teamwork. It gives students flexibility and choice in the selection of their project topic, how they tailor it to fit their individual needs and how they present the final outcome. It may also be useful when you're applying for university to help you 'stand out from the crowd'.

Undertaking the Extended Project Qualification encourages you to apply appropriate technologies in your studies and it is ideal for improving transferable skills such as planning, research, analysis, and evaluation.



A level Results and University Offers 2025

	Total	A*	A	B	C to E	% A*-A	% A*-B
Art	8	8	-	-	-	100	100
Biology	65	30	23	10	2	81.5	96.9
Chemistry	92	33	35	18	6	73.0	93.5
Classical Civilisation	6	3	3	-	-	100	100
Computing	27	3	21	5	1	77.8	96.3
Design & Technology	4	1	3	-	-	100	100
Economics	67	22	21	21	3	64.2	95.5
English Literature	21	6	8	7	-	66.7	100
French	15	8	4	2	1	80.0	93.3
Geography	16	7	7	2	1	87.5	100
German	7	3	4	-	-	100	100
Greek	1	1	-	-	-	100	100
History	29	7	17	-	-	82.8	100
Japanese	1	1	-	-	-	100	100
Latin	4	1	2	-	-	75	100
Mathematics	157	86	53	13	5	88.5	96.8
Further Maths	70	33	20	15	2	75.7	97.1
Music	6	2	4	-	-	100	100
Physical Education	6	1	1	3	1	33.3	83.3
Physics	74	18	32	17	7	67.6	90.5
Religious Education	16	6	6	2	2	75	87.5
Spanish	4	2	1	1	-	75	100
AS Further Maths	3	-	3	-	-	100	100
Extended Project Qualification	32	13	16	2	1	90.6	96.9
Whole School						78.2	95.7

2025 University Offers	
Oxford	6
Cambridge	37
Russell Group	191
Medicine	39
Dentistry	4
Veterinary	2
All applicants	203





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