

D'OVERBROECK'S

OXFORD

Information for international students
for entry into Sixth Form
2019



WELCOME TO D’OVERBROECK’S

d’Overbroeck’s is a leading independent day and boarding school in Oxford. We have a worldwide reputation for the quality of the teaching and learning at the school and for an environment where students feel happy in their studies. Our Sixth Form has over 330 students, mainly from the UK but also from over 30 different countries. We are delighted to welcome international students who add enormously to life at the school and go on to top universities such as LSE, UCL, Imperial and Oxford.

d’Overbroeck’s is a very successful Sixth Form and this success comes from people working together. We want you to be yourself and feel happy here. That’s why we don’t have a uniform so you can feel comfortable in your own clothes and why we use first names - because we are all working together. You will find your ideas are listened to, that teachers encourage you and that by working in small classes everyone gets to share ideas and discuss things easily. For some students (UK as well as international) this is very different from their old school but it is a change they welcome and enjoy.

Academic achievement and skills

Success for us means academic achievement. Our students do extremely well academically and go on to top universities. They then go on to excellent careers in a wide range of fields such as medicine, economics, law, media and engineering. However we want learning to be enjoyable and for you to have the opportunity to really explore your subjects in depth. We also want you to have the opportunity to develop skills that are crucial for success in the modern world; presentation skills, team working, critical thinking and problem solving skills. The way we teach encourages all these things and more! You will find lessons involve active learning where you are engaged and working with others to develop your own ideas and approaches.

Beyond A levels

Outside of the classroom you will have many other opportunities to excel and enjoy your time here. For example, you can take our d’Overbroeck’s Plus programme which enables you to look ahead to your studies at university. You can join our Oxbridge or Medics programme and research your own extended project (which is much valued by universities). You will also have enrichment sessions where, through workshops and speakers, you will think about the world beyond your A levels and important issues for you as an individual and for society in general. You will also have sports or activities twice a week and we have a long list each term of wonderful activities for you to choose from. We are sure you will find something – whether it be football or debating, swimming or yoga, running or art – that will interest you.

Joining us

The majority of students in the Sixth Form are new to d’Overbroeck’s so it will be easy to make friends. You will be studying in classes with an average of 8 students (maximum 10) so you will get to know your classmates very well. You will also make friends in your chosen activities and sports, on trips and in your boarding house.

We organise a range of events when you arrive such as a BBQ to help you meet people and there is a busy social programme of events and trips for you so that you get to know others well, along with Oxford and the UK.

Boarding in Oxford

In your boarding house you will be part of a community of Sixth Form boarders. Everyone will be a similar age and all will be new to the school. You will be looked after by a Head of House and you will quickly make friends, many of whom will remain friends for many years to come.

You will, of course, be based in Oxford and there is so much for you to do here; the city is full of social, cultural, sport and leisure activities. London is only one hour away so we are easy for you to get to from the airport.

So welcome to d’Overbroeck’s and Oxford. We very much look forward to welcoming you here to study.



Alasdair MacPherson
Head of Sixth Form

“We set ourselves the goal of offering an outstanding sixth form education, and we mean this in the broadest possible sense.”

ALASDAIR MACPHERSON, Head of Sixth Form

LIVE AND STUDY IN OXFORD

Known as ‘the city of dreaming spires’, Oxford is a beautiful and historic city with a long-standing and prestigious academic reputation.

Oxford is also a modern, thriving centre of culture and technology. It is a very safe, student-friendly city with two universities as well as many schools and colleges and plenty for students to do. For example, students can visit the world famous Ashmolean and Pitt Rivers Museums, see contemporary art at Modern Art Oxford or visit The New Theatre, Oxford Playhouse or Pegasus Theatre for dance, drama and musical performances. The University of Oxford offers public talks to which we can take our students, giving them a taste of the intellectual challenges which they can embark on by studying at this hub of learning. Our students can also benefit from a reduced fee for membership at the world famous debating chamber at the Oxford Union.

There are many parks in Oxford and the University Colleges are well worth a visit. Students can also go punting but if they would like to be more active, there are swimming pools (indoor and outdoor), an ice-skating rink, running tracks, bowling arcades and, of course, the many sports and activities clubs run by d’Overbroeck’s. We even run our own club called ‘Discover Oxford’, specifically to introduce our students to everything Oxford has to offer. And if that’s not enough there are many famous places to visit nearby including Blenheim Palace and the retail outlet Bicester Village.



OUR SIXTH FORM TEACHING SITE: 333

We are a school that thrives on the ideas and interests of our students and encourages them to think for themselves. “Well made heads not full ones” (Michel de Montaigne) is our aim or perhaps this should be amended to, “well made and happy heads” because we believe very strongly that laughter and happiness is a vital part of education.

That is why we value the ideas of each student and why students and staff are all on first name terms. The education of our students is a collaborative approach and to enable this we don't try to force thinking or personalities into boxes.

So, intellectual and individual space has always been important and what we added last year is more physical space with our brand new Sixth Form teaching site.

Located at 333 Banbury Road, our Sixth Form building includes Biology, Physics and Chemistry labs, several light and airy Art spaces (including Photography, Textiles and exhibition space), a large Common Room/Cafeteria, a top floor Library which looks out over the treetops towards central Oxford and a Hall which is used for events, performances and student dining and incorporates Music practice and recital spaces. Immediately across the Banbury Road is Islip House, our new Boarding House, providing accommodation for Sixth Form boarders.

Ultimately, d’Overbroeck’s is about people not buildings and what matters most is our ethos built as it is on personal relationships, on a relative lack of formal hierarchies, and on a strong belief that the individual, every individual, is at the heart of the school. Nevertheless, at 333 you will be studying in an environment where there is space to create, perform, socialise and enjoy your learning.

“I couldn’t have wanted to go to a better Sixth Form! Inspiring teachers and amazing people!”

PAST STUDENT



Photograph courtesy of Harris Associates, Leeds

CURRICULUM

A levels are the national examinations in the UK for students before university. Students receive grades (A* and A are the highest and D and E are the lowest). Universities require students to achieve certain grades. The more demanding the degree course and the more competitive the university, the higher the grades required to gain a place. The University of Oxford, for example would typically require A*s to offer a student a place. All students starting in the Sixth Form are expected to choose four subjects for the first year. They may then continue with these four in their second year or more commonly will drop one subject to focus on three for A level. The better the three grades in these subjects, the more choice the student has.

Many students are uncertain of exactly what they want to study for A level and in a number of cases will be taking subjects they have never studied before. By taking four subjects in the first year they can maintain breadth in their education and explore their options before they finalise their three A level subjects. The feedback from this year’s students was that they valued studying four subjects in the first year; in a significant number of cases the subjects the students carried on with in year two were not the ones that they thought they would continue with at the start.

Students can choose four subjects in almost any combination; this flexibility means they can study subjects that engage them and that play to their strengths. Studying something you enjoy is likely to lead to a much more successful outcome than being forced to take a subject because of option blocks. We will provide a great deal of support to help students choose the right subjects given their background, their skills and their university and career ambitions.

In addition to their studies in class, students will benefit from speakers, visits, workshops and conferences that are part of their course in many subjects. This will enhance their learning in the classroom and ensure their studies are relevant, active and engaging.

Students may also benefit from:

- Academic extension: In the first year we offer a range of d’Overbroeck’s Plus programmes in a range of subject areas. This allows students to go beyond A level and explore their interests in greater depth. The aim is to build research skills, develop critical thinking further and introduce students to what studying a subject at university is likely to involve.
- Building on our d’Overbroeck’s Plus Programme, students then specialise in particular areas depending on the courses they are applying for. We have specialist programmes for the most competitive courses and universities. For example, we have an Oxbridge programme and a Medics and Law programme.
- Additional support on specific areas of study: Our Independent Learning Skills course is available to all students who would like to work for short periods of time on specific skills such as organising their revision, structuring an essay or note taking.
- Subject workshops: These are offered by a number of departments at relevant times during the academic year. They include support sessions for those wanting help with a particular aspect of the subject.
- Extended Project classes: The Extended Project is an exciting option for students wanting to pursue a particular area of interest. There are general classes to develop research skills and each student has a personal supervisor to support their work. Most of the projects focus on a written report in a particular academic area, but they have also included the writing of a poem, a short novel, a film, dance choreography and a musical composition.
- Enrichment: We have an enrichment session each week for all Lower Sixth students. These sessions include speakers, workshops and activities and are designed to help students develop the study skills they need for Sixth Form life, help them engage with issues in the wider world, develop greater resilience and prepare for university and their careers.

A TYPICAL WEEK IN THE LOWER SIXTH

In the Lower Sixth, students study four A level subjects. They have three lessons of one hour and one lesson of one hour and fifteen minutes in each subject per week. In addition there will be preparation for lessons and homework. In their second year most students will continue with three subjects for A level. In the Upper Sixth there will be five lessons a week per subject.



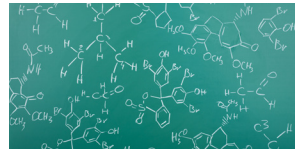







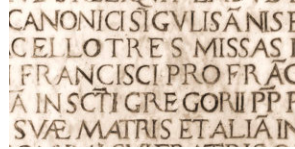







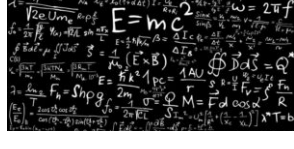





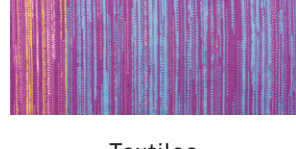
In their first year students will also take part in their chosen sports and activities twice a week and participate in the Enrichment programme. Subject workshops are also often available to support students in their studies. Students may also join the d’Overbroeck’s Plus programme allowing them to pursue their studies beyond A level in their chosen field. Lunch will be served daily in the hall for those who have opted-in.

Food and drink are available to purchase from the cafe during the day.

	08.35 - 09.35 Period 1	09.45 - 11.00 Period 2	11.10 - 12.10 Period 3		12.10 - 13.00 Lunch	13.00 - 14.00 Period 4	14.10 - 15.10 Period 5	15.15 - 16.15 Period 6	> 16.15
Monday	Biology	Art	Independent Study			History	Extended Project Class	Psychology	
Tuesday	Art	Independent Study	History			Psychology	14.05 - 16.15 Sport and Activities		
Wednesday	Independent Study	History	Independent Study	Meeting with Director of Studies		Independent Study	Biology	Art	Subject Workshops
Thursday	Psychology	Biology	11.05 - 12.40 Sport and Activities			12.40 - 13.35 Lunch	13.35 - 14.50 Plus Programme	15.00 - 16.15 Enrichment	
Friday	History	Psychology	Art		12.10 - 13.00 Lunch	Independent Learning skills	Biology	Independent Study	

LIST OF A LEVEL SUBJECTS

We believe it is very important that students can find the subjects they enjoy, that suit their strengths and that prepare them effectively for their future career. That's why we offer a wide range of subjects and, unlike most schools, students can usually choose these in any combination. If you study the subjects you enjoy, you are more likely to succeed. Students and parents have many opportunities to discuss subject combinations because we believe it is vital to get these decisions right.

				
Art	Biology	Business	Chemistry	Classical Civilisation
				
Computer Science	Drama	Economics	English	Film Studies
				
French	Further Maths	Geography	Germany	History
				
History of Art	Italian	Japanese	Latin	Mandarin
				
Maths	Media Studies	Music	Music Technology	Philosophy
				
Photography	Physical Education	Physics	Politics	Psychology
				
Religion, Ethics, Philosophy (REP)	Russian	Sociology	Spanish	Textiles



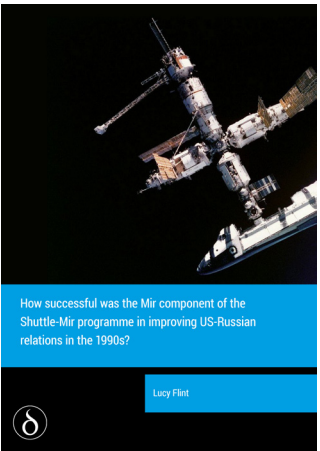


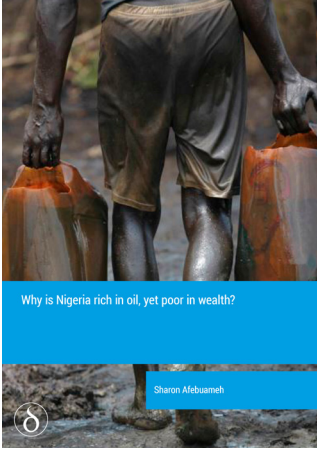
EXTENDED PROJECT QUALIFICATION (EPQ)

The Extended Project Qualification has proved to be hugely successful and popular. It is a free-standing qualification that allows a student to embark on a largely self-directed and self-motivated project. d'Overbroeck's offers every student in the Sixth Form the opportunity to pursue an EPQ, in addition to studying for their A levels. In 2018, our EPQ students achieved excellent results, with 78% gaining A*/A grades.

An EPQ:

- gives students the opportunity to choose their own topic to research
- makes students responsible for their own learning and development
- inspires and motivates students completing the project
- gives them greater confidence and a sense of achievement
- teaches new skills, such as independent research, project management, self-directed learning and multimedia presentation techniques

As one of the first schools in Oxfordshire to introduce EPQs into the Sixth Form, our experience of the qualification has been wholly positive. As well as providing students with a competitive edge when applying to top universities, the EPQ offers students a genuine opportunity to engage in high level research or to plan and produce a creative product, all in a supportive environment.

			
Why has populism had more success on the right in France but on the left in Greece? Daria Sipos	1848: coincidence or contagion? Why did so many European states experience revolution in the spring of 1848? Jamie Jackson-Jessell	How successful was the Mir component of the Shuttle-Mir programme in improving US-Russian relations in the 1990s? Lucy Flint	What reasons could there be for Charge-Parity violation? Mirza Baig
			
'Models of Beauty': a short film and series of photographs that reflect on and critique the impact of standard conventions of female beauty in the western world. Audrey Moneth	'Finding Ember': a novel. Eric Galland	Can neurobiological treatments replace psychotherapy in the near future? Anastasia Simenikh	Why is Nigeria rich in oil, yet poor in wealth? Sharon Albuameh

“Producing an EPQ during my time at Sixth Form meant I was prepared for the kind of coursework we had to produce while at uni, both in terms of written work and university presentations.”

SPORTS & ACTIVITIES

Our sports and activities programme is an important part of Sixth Form life. It enables students to balance their studies with other interests. Students can train and compete against other schools in individual or team sports and/or pursue other interests that range from Dance to Debating (and Model United Nations), Volunteering to Yoga.

Students must take part in two sports or activities each week (on Tuesday afternoon and Thursday morning). They can choose the ones they would like to participate in from a whole range of options each term.

Our sports and activities are very much inclusive, allowing everyone the opportunity to develop their interests. They are also designed to develop important skills such as teamworking and communication skills and to enable students to socialise with others from across the Sixth Form. The options open to students in our sports and activities programme change each term. We review the programme each year and try to respond to students’ interests; for example, we recently started a highly successful Polo club and last year we introduced a club for those who would like to do voluntary work. At the start of each year we have an activities fair where students can find out about each club before deciding what they would most like to do.

We use excellent sport facilities within the city. Students are transported to and from these venues.

In addition to the regular weekly programme, we also arrange a variety of one-off activities/trips at various points in the year. These vary from local events to major international expeditions such as our very popular annual ski trip (February half term) as well as more ambitious trips further afield that we run in most years. These have included trips to Zambia, Namibia, Iceland and China.

SOCIAL EVENTS

We also offer a wide range of social activities throughout the year that students can take part in. These can include group visits to the cinema or to the theatre. It can be fun (but quite competitive!) with events such as laser gaming, go-karting, punting and trampolining. We also have trips to places of interest such as Bath and to big events such as The Clothes Show or key sporting fixtures. At the start of the year we organise a welcome barbecue to help everyone settle in. As with everything we do we work closely with students to make sure we develop a programme that reflects their interests.

Typical sports and activities in the Sixth Form include:

Aerial Silks	Knitting
Art Club	Korfball
Badminton	Lawn Bowls
Basketball	Mindfulness
Beach Volleyball	Model United Nations
Board Games	Music Technology
Boot Camp (Fitness training)	Netball
Chess	Orchestra
Choir	Photography
Circuits	Polo (Horse)
Comedy Writing Club	Psychology Film Club
Computing	Robotics
Cookery	Rock Climbing
Creative Writing	Rounders
Cricket	Running
Dance	School Production
Debating	Social Studies Discussion
Economics Society	Sports Leadership Programme
Film Club	Spinning
First Aid	Squash
Football 5-a-side	STEM
Football Squad Training	Swimming
Golf	Tenner Challenge
Gym	Tennis
Hockey	Volunteering Service
Ice Skating	Yoga
Judo	
Juggling	

MUSIC & DRAMA

Music and Drama are important elements of life at the school. In the Sixth Form students can choose to study A level Drama, Music and Music Technology and we have many students who go on to great success in these areas. However, whether or not a student is studying these subjects at A level, there are many opportunities to be involved in music and drama. Our approach is inclusive - we encourage and support all students who are interested, excited and inspired by the performing arts.

MUSIC

All students who are interested are actively encouraged to take part in the musical life of the school. The Music Department has two main ensembles (an orchestra and a choir) and a number of smaller ensembles (vocal groups, bands etc) and students are encouraged to form their own groups if they so wish. Students are also encouraged to perform in concerts run by the department. We have regular performances throughout the year and there are many opportunities for students to develop and demonstrate their talents. Instrumental tuition is available.

DRAMA

The annual school production

Every year we mount a full-scale production which is open to all of our students from Year 7 to 13. We alternate yearly between a musical and a straight play, which allows students with different talents to shine in a big-budget production that challenges and stretches their acting abilities. We aim to ensure that everyone who auditions is given a part while the audition process itself is friendly and unthreatening – indeed, at times we cast plays from workshop sessions without having to hold “proper” auditions at all. Last year we put on a tremendous performance of ‘The Crucible’ (pictured right); this year it’s ‘Legally Blonde’.

We treat our production as if it were a professional one. Plays are chosen to allow for interpretative scope and we are constantly commended by audiences on the strength of our concepts, designs and interpretations and we feel that, for the students, it helps bring classic works to life in imaginative, exciting and cutting-edge ways.

Students can also become involved in areas such as lighting and costume design.

Theatre trips & workshops

We are lucky in many ways to be situated quite close to the centre of Oxford. We frequently take students to the Playhouse theatre to see productions. Additionally, we have organised several trips to the West End in London and to the Royal Shakespeare Company in Stratford-Upon-Avon.



The Crucible, performed in 2018

BOARDING IN THE SIXTH FORM

Boarding is an important part of life in the Sixth Form. Around half of our students are boarders. Lower Sixth students live in one of our boarding houses. These all provide a welcoming and friendly environment in which to live and study.

Each house has a Head of House who looks after their students and whom you can contact if you have any questions. We also have a boarding assistant in each house to help with activities and day to day life, and a school nurse and two day matrons who look after the general health and wellbeing of students. Our Heads of House have years of experience of boarding at d'Overbroeck's and other schools and create a sense of community within their houses. There will be regular house meetings to share information and also small groups to discuss house rules, catering and activities so that students can be involved in helping within the house community.

Each of these boarding houses has only Sixth Form students, creating a community of students of the same age who are studying and living together. Rooms for boys and girls are in separate parts of each house, however there is a large social area, with TV, Table Tennis and other games, where students can relax after study period or before dinner. On some weekends boarders will enjoy our social and activities programme which includes BBQs, punting, cinema visits, trips to other cities and games. Students will also have some free time to catch up on studies, socialise and relax with friends and explore Oxford.

Breakfast, lunch (if you have opted-in) and dinner are provided at 333 where there is a range of excellent food. In the Houses students may also prepare their own light snacks – there is a microwave, kettles and toasters. In the evenings there is a study period from 7 to 9pm (Monday to Thursday) and all students must be in their rooms by 10pm during the week.

Boarding provides an opportunity for students to begin to get used to life at university in terms of living with others and managing their free time and studies. Being in Oxford, students have access to tremendous facilities whether these be sports facilities, galleries, theatres, cinemas or cafés. Oxford is very much a student city, providing a safe environment with plenty for students to see and do in their free time.

A limited number of spaces are available for those who require weekly boarding.

Full boarders may leave on occasion at weekends with the written permission in advance of their parents or guardians. We do not have exeat weekends. Students cannot stay in boarding houses during half terms or other holidays. Host families are available on request.

Oxford has excellent transport links. It is easily accessible by bus, train and car. 333 is just minutes from Oxford Parkway train station and 15 minutes by bus to the city centre and transport links there.



“The boarders’ personal development is strongly promoted and they show high levels of maturity. Boarders state that the experience provides a very effective preparation for the next stage of their lives.”

INDEPENDENT SCHOOLS INSPECTORATE

OUR BOARDING STAFF



Kate
Head of Residential Boarding

Kate was brought up in Oxford and on leaving school studied at UCL to become a Speech and Language Therapist. Returning to Oxfordshire, she worked in the NHS for many years until a career change led her into Educational Publishing sales, also in Oxford. Most recently, Kate has worked at Harrow School where she was a Resident Matron in a Boarding House looking after 70 boys. Kate says that she enjoys working with boarding students because they are young, fun and extremely enlightening!



Caroline
Head of House, Hayfield House

Caroline originally trained as a Photo Lithographer at Reading College of Art and worked in the printing industry and studio film planning. Travelling has always been a passion within her family and after a 2 year sabbatical sailing and living on islands around the world, Caroline changed career to work at a school for the deaf in Newbury. She spent 6 years there and was impressed by the importance of clear communication when supporting her year group. Alongside this she studied for an NVQ promoting independence for teenagers and has also helped run an after school club at the famous Norlands Nanny Training College.



Warren
Head of House, Nash House

Warren has been involved in education for over 15 years including stints of living and teaching in schools in countries as diverse as Canada, Poland and Japan, as well as the UK. In addition to his experience in boarding, he also has considerable experience of teaching in a variety of different schools, ranging from state comprehensives, grammar schools and private schools in London and Kent. He was born in the UK but grew up in Canada and returned permanently to the UK in 2003, where he obtained his teaching degree. He spent over 10 years working in finance at the Royal Bank of Canada in Toronto with a short spell working in the Japanese Embassy in London.



Emma
Head of Non-Residential Boarding

Emma has worked in the Boarding Office for nearly four years. Emma read History and Politics at SOAS, London University, gaining a 2:1. She has considerable experience of working with young people, both as a piano teacher, a literacy volunteer in her local school and as a Special Needs teacher, having gained a Diploma in Teaching Learners with Dyslexia/SpLD. Emma also spent a year as a researcher to a journalist in Hong Kong and subsequently worked in a PR company after gaining a Diploma from the Institute of Marketing. She lives in Oxford with her husband and has three children, one of whom is working in London and the other two are undergraduates at Bristol University.



Jules
Head of House, Isip House

Jules has been employed in the education sector for around 20 years in which time she has worked in several areas such as behaviour support, management of exams and assessment and whole school development. Finally about 10 years ago she became a Housemistress; her absolute dream job. Jules is passionate about making sure that her boarding house is lively and fun whilst ensuring that her students are well cared for.

PASTORAL CARE

DIRECTORS OF STUDIES

Every student in the Sixth Form has a personal and academic tutor. Somewhat unusually, we use the term Director of Studies to describe this role and we have over 30 Directors of Studies in our Sixth Form.

A Director of Studies will usually be responsible for supervising between 10-15 students. Almost all of the Directors of Studies are also teachers and/or Heads of Department. A student's Director of Studies has a pivotal part to play during the student's time at the school. To be more specific, Directors of Studies will:

- Keep closely in touch with each student in their care, to an extent which enables them to offer help and guidance whenever the need arises. This applies to personal as well as academic issues. Students should feel they can turn to their Director of Studies for help, advice and support at any time.
- Monitor academic progress through regular discussion with both student and subject teachers. In particular, the Director of Studies will keep an eye on commitment, attendance and whether the student is able to balance the competing demands of his or her different subjects.
- Receive reports from subject teachers regularly, discuss these with the students and forward them to parents with comments of their own. We will keep parents informed about progress at regular intervals and more frequently if we judge it necessary or if parents request it.
- Oversee the business of university and other applications.

One of the chief tasks for the Director of Studies is to keep everyone fully informed of how the student is progressing. It has always been our policy to be open, honest and direct in all communication. We feel that it is important that all parties keep in touch with one another. We let you know what is happening and in return hope that you will let us know how things appear from your perspective – particularly if you have any anxieties.

PASTORAL MENTOR

In addition to the Director of Studies, our Pastoral Mentor, Hannah Mungall, plays a vital role in ensuring that each student integrates into the life of the Sixth Form and finds their feet socially. Hannah's primary focus is ensuring that each of our Sixth Form students is in the happiest frame of mind to achieve to their academic potential. In particular, students will be encouraged to join in the events arranged during the first few weeks of term. These will range from trips and external visits to activities designed to ensure that each student has met other like-minded people, has begun to make friends and started to see d'Overbroeck's Sixth Form as their home.

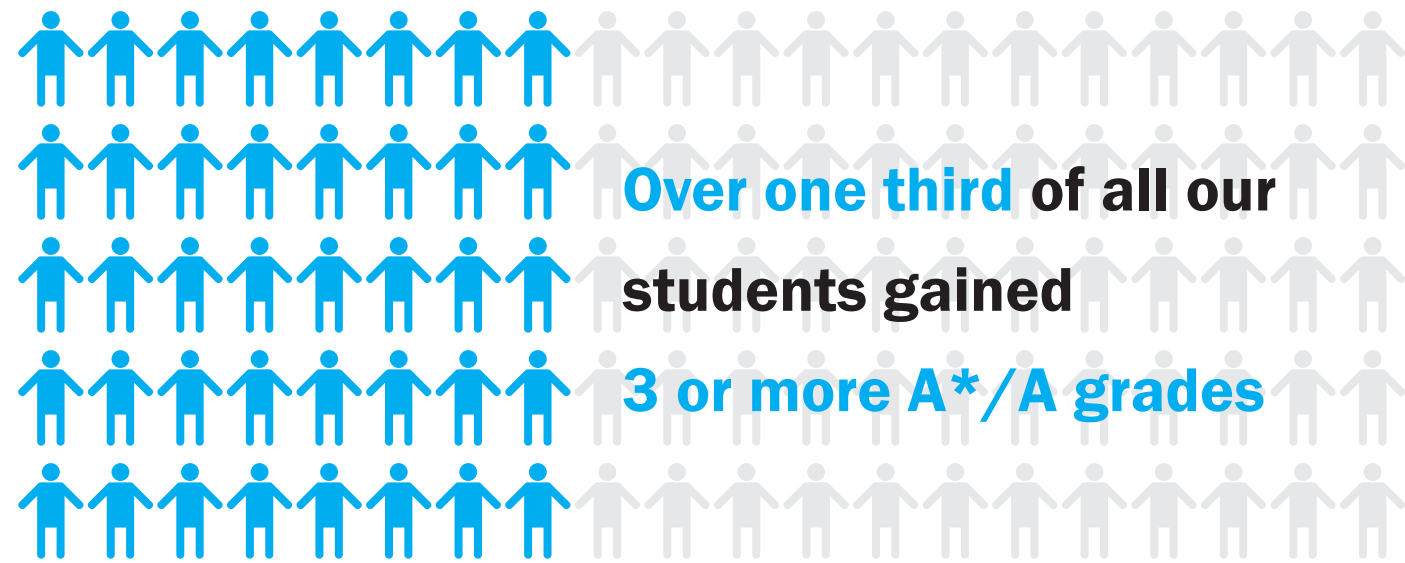
A LEVEL RESULTS 2018

54% of all entries gained **A*/A**

Over a **third** of all our students **achieved 3 or more A* or A grades**

23% of entries achieved **A***

Number of students sitting exams: 120



UNIVERSITY & CAREERS

Sixth Form is an important time in students' lives. It helps the students develop their academic and social skills and is a time when career options may come into sharper focus.

Higher education and careers guidance at d'Overbroeck's begins almost as soon as students start the Sixth Form. For instance, discussions on future pathways inform subject choice advice: some students know what they want to do and may need specific subjects to help them get there, others have no idea and need subjects that will keep doors open. Whatever students are planning to do after A levels, what they do during Sixth Form can make a difference, so we provide support for them to take on work experience, volunteering, extra research and reading and competitions. All of these activities help both to prepare them for the next stage and give them an extra edge in their efforts to get there.

The aim of our Higher Education & Careers Programme is simple; we run a series of events that are designed to help students make informed choices about what they want to do at the next stage of their educational careers. We aim to ensure that such guidance is accurate, well informed, up to date and impartial. Ultimately, we seek to encourage students to fulfil their personal potential and goals.

The great majority of our Sixth Form students go on to higher education at a university and we see it as a crucial part of our responsibility to devote a great deal of time and resources to guiding and supporting students through the process of gathering information, thinking through the options, making decisions and completing the necessary applications. We are especially keen that parents should feel as well informed and as involved in this process as they wish to be and we run a series of events for them too.

PREPARING FOR UNIVERSITY

Our university preparation programme starts in the Autumn Term and is in full swing by the Spring Term, with talks to students and information evenings for parents. There is usually a trip to the USA College Day in London and a visit to the school from London universities such as Imperial College, UCL, King's College and the LSE. In the Summer Term there is a very busy series of events, including talks from internal and external speakers on applying to university, visits to university open days and personal statement workshops.

We are lucky to have the help of a number of experts at leading universities, many of them current and ex-parents, who come in to talk to our students and parents. During the year, students have as many sessions with their Directors of Studies as they need, and these continue intensively in the Autumn Term of the Upper Sixth where the focus of UCAS preparation becomes much more individual as students get ready to submit their applications. Although the vast majority of our students go on to study in the UK we also prepare a number of students for study in the US and other countries such as Ireland and Australia.

ALUMNI DAY

University open days and websites are useful sources of information, but there is nothing to beat getting that information directly from the students themselves. This is why, at the end of the first year, we invite some of our alumni back to tell our current crop about their experiences of university. Here our students get the chance to talk to them individually about their particular courses and universities.

CAREERS EVENING

Each year we organise a careers event for students across the school. This is an invaluable opportunity for students to discover more about career options and network with people who are leaders in their field. Many of the speakers and presenters (and there are well over 50 of them) are parents of students who are all too happy to pass on their experience and insights.

“It is an amazing Sixth Form which taught me to such a high standard that university didn't seem like such a big step”

PAST STUDENT

TOP 10 UNIVERSITY DESTINATIONS 2018

Most students leaving d'Overbroeck's after Sixth Form go on to UK universities, with the majority going to Russell Group universities. Increasing numbers are choosing to go to university in the US or Europe. Our students also have an impressive record of entrance into prestigious creative courses and institutions such as the Liverpool Institute of Performing Arts, Guildhall and Central St Martin's. Shown below are the top 10 UK university destinations of our students this year in terms of the number of students attending.

1	UCL (University College London)
2	University of Exeter
3	University of Bath
4	University of Leeds
5	City, University of London
6	University of Oxford
7	University of Bristol
8	Imperial College London
9	King's College London
10	LSE (London School of Economics)

MONITORING AND REPORTING

REPORTS

Full progress reports are written and emailed to parents three times in the academic year, once per term. In addition, there will be an interim progress report from your son or daughter’s Director of Studies (including short reports from teachers) midway through the Autumn and Spring terms.

Subject reports are intended to be detailed, frank and informative. They are also written as much for students to see as they are for parents. For this reason, the reports go in the first instance to the Directors of Studies, who will go through them and discuss them individually with each of their students before they are sent out to parents. Each report shows a set of ‘predicted grades’. We use these predicted grades as part of our system for tracking and reporting on students’ academic progress.

You can contact your son or daughter’s Director of Studies whenever you wish.

PARENTS’ EVENINGS

Communication with parents is ongoing so you are always kept well informed. However there is also the opportunity to meet teachers at Parents’ Evenings. There are two of these in the Lower Sixth and one in the Upper Sixth.

ATTENDANCE

Students are obviously expected to attend all their classes punctually. Attendance is recorded in each class. As part of our procedures for keeping parents informed, any absences or lateness are automatically reported to you by email at the end of each week once term is underway.

ALIS

We work closely with the Centre for Evaluation and Monitoring at the University of Durham to measure each student’s progress with us. ALIS is a post-16 monitoring system designed to provide an individualised profile for each student. It provides teachers, students and parents with baseline measures and predictive information to help us ensure everyone is fulfilling their potential. All students will take an ALIS assessment once they start in Sixth Form and this enables us to set realistic targets with students in each subject. Our performance in adding value - i.e. helping students to achieve beyond what one might expect - is consistently outstanding. Regular monitoring enables us to work with students to develop their skills and knowledge, to provide support and to help students maintain the confidence, focus and engagement needed to succeed. On their reports you will see how students’ predicted grades change over time as well as detailed comments on areas of strength and areas to develop.

“My son has gained confidence,
a desire to learn and also a
determination to do well.
He has been very well supported
– academically and pastorally,
and been consistently inspired
to raise his game.”

PARENT

ADMISSIONS

We are delighted to welcome international students to study with us at d’Overbroeck’s. Admission to the school will depend on a combination of factors, including current school reports, discussions at interview, test results and whether we feel the student will flourish academically and socially.

To be considered for a place, students must meet our minimum entry requirements. These are designed to ensure that students have a suitable language and academic level to succeed and progress within d’Overbroeck’s and into Higher Education.

THE APPLICATION PROCESS

All international applicants are required to sit our entry tests in English and Maths.

Students who are studying for qualifications other than I/GCSEs will be expected to achieve results that are equivalent to strong I/GCSE pass grades (B grade or Grade 6 and above). Students must also demonstrate at least an upper intermediate level of English, equivalent to the upper range of B2 or above on the Common European Framework (equivalent to IELTS 6.0/6.5 and above in all skills).

If you are an international student currently studying GCSEs or IGCSEs, we require a minimum of 6 GCSEs or IGCSEs at grades A* to B or grades 6, 7, 8 or 9. All students will be expected to have achieved at least a C/4 grade at I/ GCSE in both Maths and English.

Students will be tested in both English and Maths, regardless of whether Maths is a chosen A level subject, but the Maths tests differ depending on if this is an A level choice or not.

A level subject choice is dependent on students achieving at least a B/6 grade at I/GCSE in any subject continued from GCSE to A level in the Sixth Form, with the exception of Maths for which an A/7 grade is the minimum requirement and Further Maths for which A*/8 is the minimum requirement.

STAGE 1: THE APPLICATION FORM

The first step in the application process is to complete our application form which you can find at www.doverbroecks.com/apply.

You should include as attachments:

- Recent school reports or transcripts
- Evidence of proficiency in English, if available
- A colour copy of your passport and any current UK visas
- A handwritten personal statement (in which you should tell us about yourself and your family as well as your hobbies, interests and academic ambitions). This is not a test, but is intended to help us learn more about you ready for your interview.

When we receive a completed application, we will invite suitable students to attend an interview and to take our tests in English and Maths. We then require a £100 Registration Fee which includes testing.

STAGE 2: INTERVIEWS AND TESTING

Interviews are an important part of our admissions process. We aim to determine how well a student will fit into studying at d’Overbroeck’s both socially and academically. The interviews are conducted by senior academic staff. We will discuss the course and subjects to be studied, the ambitions and interests of the student and other areas relevant to the student living and working with us.

We strongly encourage all prospective students to come in person to the school for an interview (and testing if required) if at all possible.

Students who are not able to visit d’Overbroeck’s will still be required to have an interview, but this can be done by Skype. Skype interview requirements:

- The student must have a working webcam.
- The student will be required to show their passport as clear identification at the beginning of the interview.
- The interview should take place in a quiet location, free from outside noise or distractions.

If testing cannot take place at d’Overbroeck’s, it must take place in a supervised examination environment at either an agency which holds an agreement with d’Overbroeck’s, a British Council office or at the student’s current school. Tests are marked by us. The student’s results and feedback are usually available 3-5 working days after the test.

When an application has progressed to the testing and interview stage, we will require a contact at the student’s current school so that we can request a confidential reference.

STAGE 3: OFFERING A PLACE

Offers of places are made on the basis of success at each of these stages.

For more information on the application process you can contact our admissions office at international@doverbroecks.com.

FEES 2018-19

INITIAL CHARGES

Acceptance fee and deposit (UK/EU based)	£1,200
Acceptance fee and deposit (Non UK/EU based)	£4,000

The deposit amount will be refunded once the final term’s fees and extras have been settled less the £700 administration fee.

TUITION FEES

Termly fee	£7,950 (There are three terms per year so the annual tuition fee is £23,850)
EAL (English as an additional language)	£1,760 per term (Annual fee £4,280)

BOARDING FEES

Boarding Houses	£4,950 per term (Annual fee £14,850)
Host families	Generally in the range of £3,000 – £4,450 per term. (Annual fee £9,000 - £13,350)

OTHER CHARGES

If you would like more details on the charges listed below, please contact us at sixthform@doverbroecks.com

Lunch	£310 per term (equivalent to around £5 per day)
Instrumental Music / Voice	£33 per 35 minute session

- Trips and visits
- Examination entry fees
- Textbooks
- Optional Insurance Cover

Exceptional arrangements such as supplementary one-to-one teaching, or teaching for a GCSE subject studied in the Sixth Form, will incur additional tuition fees. These will have been agreed with parents in advance.

KEY DATES 2018-19

AUTUMN TERM

Term Starts - Tuesday 4 September 2018
Half Term - Saturday 20 to Sunday 28 October, to allow for progress exams on Thursday 18 and Friday 19 October
Term Ends - Friday 14 December 2018

SPRING TERM

Term Starts - Monday 7 January 2019
Half Term - Friday 15 February to Sunday 24 February 2019 (inclusive)
Term Ends - Friday 5 April 2019

SUMMER TERM

Term Starts - Wednesday 24 April, to allow for mocks on Wednesday 24, Thursday 25 and Friday 26 April 2019
Bank Holiday - Monday 6 May 2019
Half Term - Saturday 25 May to Sunday 2 June 2019 (inclusive)
Term Ends - Friday 5 July 2019

KEY EVENTS IN THE SCHOOL CALENDAR INCLUDE

Welcome Barbecue
Activities Fair
Winter, Spring, Summer concerts
Careers and HE event
Enrichment Festival
End of Year Celebration
End of Year Ball (Upper Sixth)

SOME OF OUR 2018 LEAVERS

Our international students achieve excellent results and go on to top universities. Here are a few of this year’s leavers.



Daria from Romania, now reading PPE at the University of Oxford

- Politics & Government (A*)
- Economics (A*)
- History (A*)
- Mathematics (A*)
- Extended Project (EPQ) (A*)

“I think d’Overbroeck’s stands out through the genuine (and contagious!) passion teachers have for their subjects and the care and attention they give to each and every student.”



Mirza from Pakistan, now reading Physics at the University of Oxford

- Further Maths (A*)
- Physics (A*)
- Mathematics (A*)
- Extended Project (EPQ) (A*)
- French (B)

“I enjoy how we often go outside the syllabus to delve further into the subject. This often leads to a better appreciation of what we are studying.”



Jingyan from China, now reading Maths and Computer Science at Imperial College London

- Computer Science (A*)
- English (A*)
- Further Maths (A*)
- Physics (A)
- Mandarin (A)

“I’ve become a more confident and independent person since I’ve joined d’Overbroeck’s, with support from friends and teachers, and the freedom as well as responsibilities given to me.”



Anastasiia from Ukraine, now reading Psychology at the University of Bath

- Biology (B)
- English (A*)
- Extended Project (EPQ) (A*)
- French (A)
- Psychology (A)
- Russian (A*)

“I chose to live with a host family. My host family is so lovely and caring, I often feel like I’m at home. For me, as a foreign student, it has been great to familiarise myself with the British culture on such personal level and then really become a part of it.”

STAFF



Emma-Kate Henry
Principal



Jonathan Cuff
Deputy Principal



Alastair Barnett
Deputy Principal
(Academic)



Alasdair MacPherson
Head of Sixth Form



Kate Palmer
Head of Lower Sixth



Andrew Colclough
Head of Teaching and Learning



Ursula Boughton
Head of Independent Learning



Nick Haines
Head of Academic Development



Stephen Creamer
Academic Co-ordinator



Hannah Mungall
Pastoral Mentor & Social Events Co-ordinator



Johnny Richards
Director of Sport



Richard Poyser
Director of Music



Joe Swarbrick
Director of Drama



Adam Johnstone
Head of EPQ



Fizza Hussain
Enrichment Co-ordinator



Kate Higgins
Head of Residential Boarding



Emma Brett
Head of Non-Residential Boarding



Nita Goriely
d’Overbroeck’s Plus and Oxbridge Co-ordinator

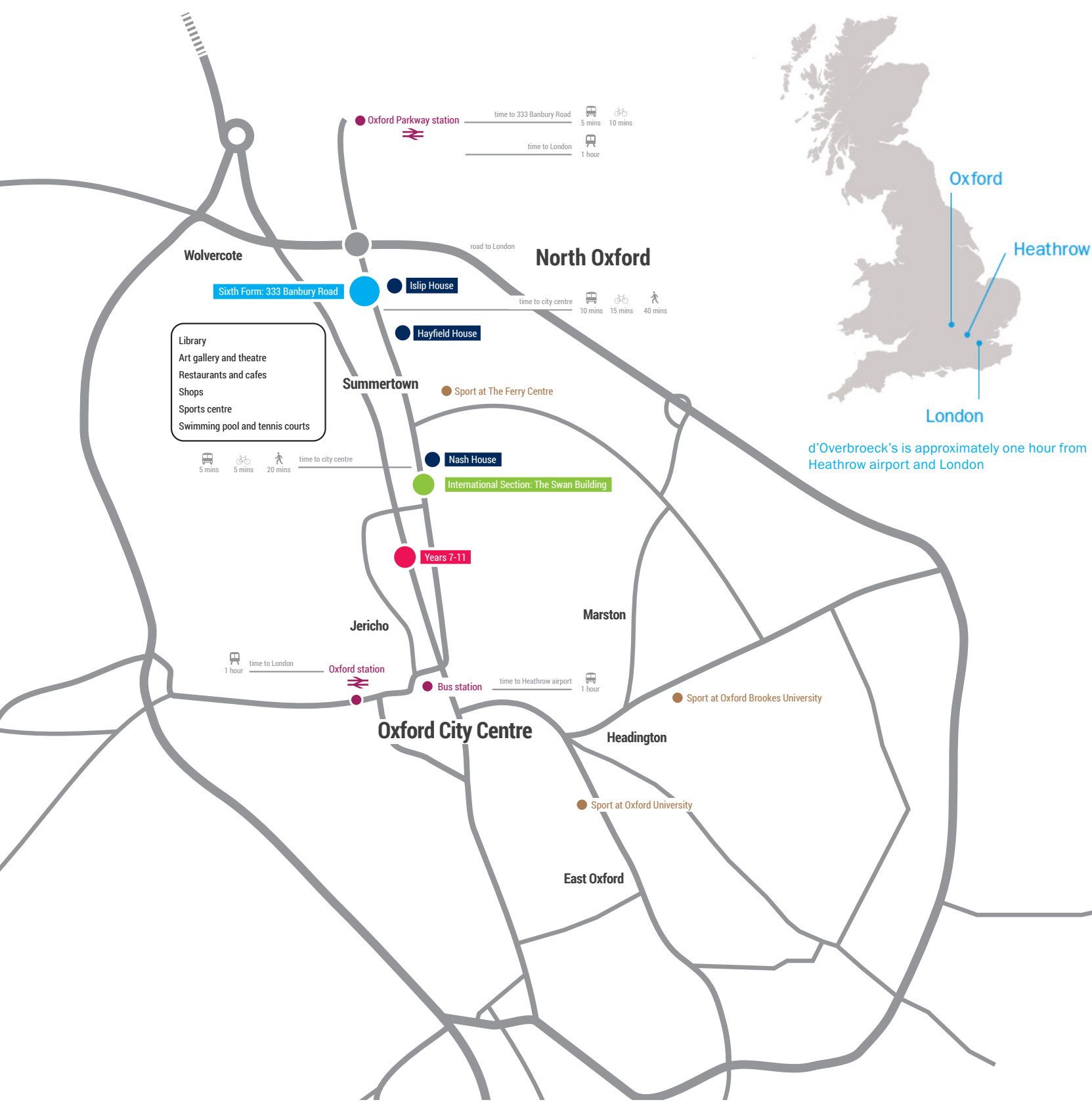


Lynne Berry
Senior Registrar



Anna Mitchell
Registrar

A MAP OF D’OVERBROECK’S FACILITIES



“d’Overbroeck’s is a rare gem and an example of what can be achieved when each person is supported to find the best in themselves”

