



Dronfield Henry Fanshawe School

"Success with Care"



Sixth Form Prospectus



"Outstanding."

"The sixth-form provision is a real strength of the school"

- Ofsted, July 2023

Vision Statement

Dronfield Henry Fanshawe School strives to provide a high-quality educational experience for all students, through an enriching curriculum that enables them to acquire a deep knowledge of the world in which they live, so that they can develop a love for learning and can thrive personally, economically and academically, in life. The school aims to engage and inspire the students of today, from Y7 to Y13, to grow and develop into rounded citizens that become positive, caring and successful members of society and are equipped to become the leaders of tomorrow.

Core Principles

The following core principles embody the ethos of Dronfield Henry Fanshawe School and the learning environment that we aim to achieve:

- Develop students into happy, caring, healthy, confident, courteous, articulate and independent learners with a strong moral compass, who can succeed in life
- Ensure students demonstrate the DHFS 3Rs by being responsible, resilient and reflective
- Offer a broad and balanced curriculum that is inspiring, motivating, challenging and relevant for all abilities and prepares students for their role as future citizens of the world
- Allow students to experience lessons of the highest quality delivered by dedicated and highly skilled professionals
- Equip students with the necessary skills, knowledge and values to make outstanding progress, in the broadest sense throughout their school journey, irrespective of starting point and celebrate and encourage high aspirations both in and out of the classroom
- Deliver care, guidance and pastoral support for all students so that they are safe within a well ordered and disciplined environment
- Celebrate what makes us unique through embracing diversity and equality of opportunity, promoting the DHFS family through respect and acceptance
- Develop strong relationships with parents and carers so that an active triangle of partnership exists between student, school and home
- Work with students, parents, carers and the community to ensure a sense of pride and care in Dronfield and the wider area.



Dear Students, Parents and Carers,

Welcome to our Sixth Form prospectus. I hope that it provides you with an insight into our work, ethos and learning resources as well as providing information about life in the Sixth Form at Dronfield Henry Fanshawe School (DHFS).

Sixth Form students are our most senior students and play a full part in the life of our school. They contribute to the leadership of DHFS by undertaking distinct offices within the school and act as role models for younger students. Student Leadership is a very important feature of our school and offers a real chance to provide the 'student voice' with elected students working under the leadership of our Head Students along with their senior team and our staff Senior Leadership Team. We also value highly and recognise the critical importance of the home-school partnership and the vital role that parents and carers play in the education process.

We work hard as a school to enable every person to be able to achieve their best, believing and ensuring that every member of our community matters and is valued for the unique contribution they make to our school. We welcome and celebrate diversity. We also challenge all within our community, adults and students, to give of their best at all times in an environment where commitment outweighs compliance.

Students are provided with both challenge and support in order that they may achieve their full potential across a wide range of curricular and additional opportunities. Our students move on from Sixth Form to take up a wide range of opportunities with the majority gaining places on sought after courses at recognised universities. Other students take up apprenticeships or employment in a diverse range of fields. Whatever they do, they are well prepared to make their contribution to their world and to do so with a strong moral compass nurtured during their time with us at DHFS.

I hope that the information in this prospectus and on our website will encourage you to visit us and become part of our community. I look forward to working with you in the future.

Mr M J Cooper
Headteacher



Dear applicant,

We welcome you to the Sixth Form at Dronfield Henry Fanshawe School. This booklet introduces you to the curriculum in our Key Stage 5. We are a large secondary school of 1900 students with approximately 300 students enrolled in the Sixth Form. It is one of the largest and highest achieving Post-16/Sixth Form centres in Derbyshire schools and nationally.

The students who join us for their Post-16 education must want to attend and be **prepared to do the hard work necessary to achieve success**. The course you will follow will be determined by your:

- * Aptitude
- * Attitude to learning and homework
- * GCSE qualifications
- * Career aim.

Each of you will be considered as an individual. The staff will help you choose a course of studies most suited to your needs and abilities. We realise that academic excellence is only one form of excellence and that we need to develop the many and varied talents of all the students who join us. **We do however, look for each student to make a commitment to their studies and to the school overall. Sixth Formers are our senior students, and we expect them to play a leading role in the school.**

We continually strive to offer the most comprehensive and flexible curriculum possible, the best resources and dedicated, well qualified teaching staff.

If you would like to take advantage of the opportunities we offer and are willing to make the required commitment, we invite you to join us.

Mr M Howell (Director of Sixth Form)
Email: mhowell@dhfs.uk

Mr L Stuart (Assistant Director of Sixth Form)
Email: lstuart@dhfs.uk

Mr L Lomas (Assistant Director of Sixth Form)
Email: llomas@dhfs.uk

X: @DHFS_SixthForm

Tel: 01246 412372

A copy of this prospectus will be available on the school website (www.dhfs.uk). Please see the Sixth Form portal by clicking on the Sixth Form tab on the website.

We look forward to you joining us in September.

Mr M. Howell
Director of Sixth Form

“Leaders of the sixth form are ambitious for all students. Expectations are high, and students strive to meet the expectations set.”
– Ofsted, 2023



DRONFIELD HENRY FANSHAWE SCHOOL

GUIDANCE PROGRAMME FOR YEAR 11 STUDENTS SEPTEMBER 2025 - AUGUST 2026

October 2025

Students receive the Sixth Form prospectus, course booklet and the 'How to pick A Levels' booklet. All resources are uploaded to the Sixth Form admissions page of the school website.

November 2025

Sixth Form Open Evening – **Wednesday 12th November** - This is an opportunity for applicants and their parents/carers to find out more about the Sixth Form and the courses available.

December 2025

Applications must be completed no later than **31st December 2025** using the online application form on the school's website.

February - March 2026

Some auditions may take place in music and drama.

The Sixth Form team will process all applications. Successful applicants, where SPR/most recent school report projections meet entrance requirements, will be made a conditional offer of a place. Our intention is that offer, and letters of rejection, will be sent by the end of March where possible.

April - July 2026

Some applicants might receive additional meetings to discuss course choices/changes, potential clashes or suitability, for example, if SPR/report projections have changed. Applicants who have not been offered a place but now meet the entrance requirements (SPR/latest school report) may wish to have their applications reconsidered.

July 2026

Week commencing 20th July, we run some taster days where new Y12 students will begin and trial their courses and A Level/ Level 3 Vocational summer preparation work will be distributed to students.

August 2026

GCSE Results Day – **Thursday 20th August** – for internal and external applicants.

If students achieve suitable grades they should complete the Transition Form in their GCSE packs (internal applicants) or by downloading from the website (admissions). A formal unconditional offer will then be made. If a student would like to change a subject they can indicate this on the Transition Form. If students, who did not receive a conditional offer, achieve results that meet the entrance requirements they will be able to fill in a Transition Form on **Thursday 20th and Friday 21st August** so a place can be considered (subject to availability). If students do not achieve the required minimum entry grades because there are extenuating circumstances they wish to be considered, then they may wish to appeal to the Headteacher for a place using the QR code on the Transition Form. The appeals process might include reviewing the applicant's GCSE profile, GCSE grade and score in a particular subject and additional information from subject and pastoral staff. As such the appeal might not be completed until when school restarts in September, specific dates will be included on the Transition Form, however we aim to inform all appeals before the start of term.

In your results pack and on the website, you will find a Transition Form, this must be completed immediately to secure your place in the Sixth Form. The deadline for submission will be Friday 28th August. If a Transition Form is not received by this date, the student will be removed from registers. The form can be downloaded from the Sixth Form portal on the school website (Admissions).

September 2026

Y12 students enroll in the Sixth Form.

DRONFIELD HENRY FANSHAWE SCHOOL

CHOOSING A COURSE

Your final choice of a course is the result of a long process of consultation and negotiation. We suggest that in choosing a course you should ask yourself some questions.

- (A) Are these subjects ones I would enjoy studying?
- (B) Is this a satisfactorily balanced group of subjects?
- (C) Do my career plans require me to aim for specific qualifications?
- (D) Will this combination of subjects enable me to continue with the kind of higher education or training I may like to take up when I leave school?
- (E) Have I the ability to achieve a good grade in these subjects?

WHAT SUBJECTS DO WE OFFER?

Advanced Level AS/A Levels (GCE)

BTEC Level 3 Extended Certificates/Diplomas & Level 3 Diplomas & Applied Diplomas

Academic GCE A Levels, depending on numbers

- Art, Craft & Design - Fine Art
- Art, Craft & Design - Photography
- Biology
- Business
- Chemistry
- Computer Science
- Drama & Theatre
- English Language
- English Literature
- Film Studies
- French
- Geography
- German
- History
- Mathematics
- Further Mathematics
- Philosophy
- Physical Education
- Physics
- Politics
- Psychology
- Sociology
- Spanish
- Technology - Design Engineering
- Technology - Fashion & Textiles
- Technology - Product Design



“Teachers in the sixth form give effective feedback that helps students to learn more. They adjust their plans to meet students’ needs, including those with SEND”.

- Ofsted, 2023

DRONFIELD HENRY FANSHAWE SCHOOL

Vocational/Alternative Academic Qualifications (AAQ)– A Level equivalents, depending on numbers

- BTEC Level 3 Extended Certificate in IT
- BTEC Level 3 Extended Certificate in Music
- BTEC Level 3 Extended Certificate in Applied Science
- Level 3 Applied Certificate/Diploma in Criminology
- Level 3 Alternative Academic Qualification (Extended Certificate) in Food Science & Nutrition

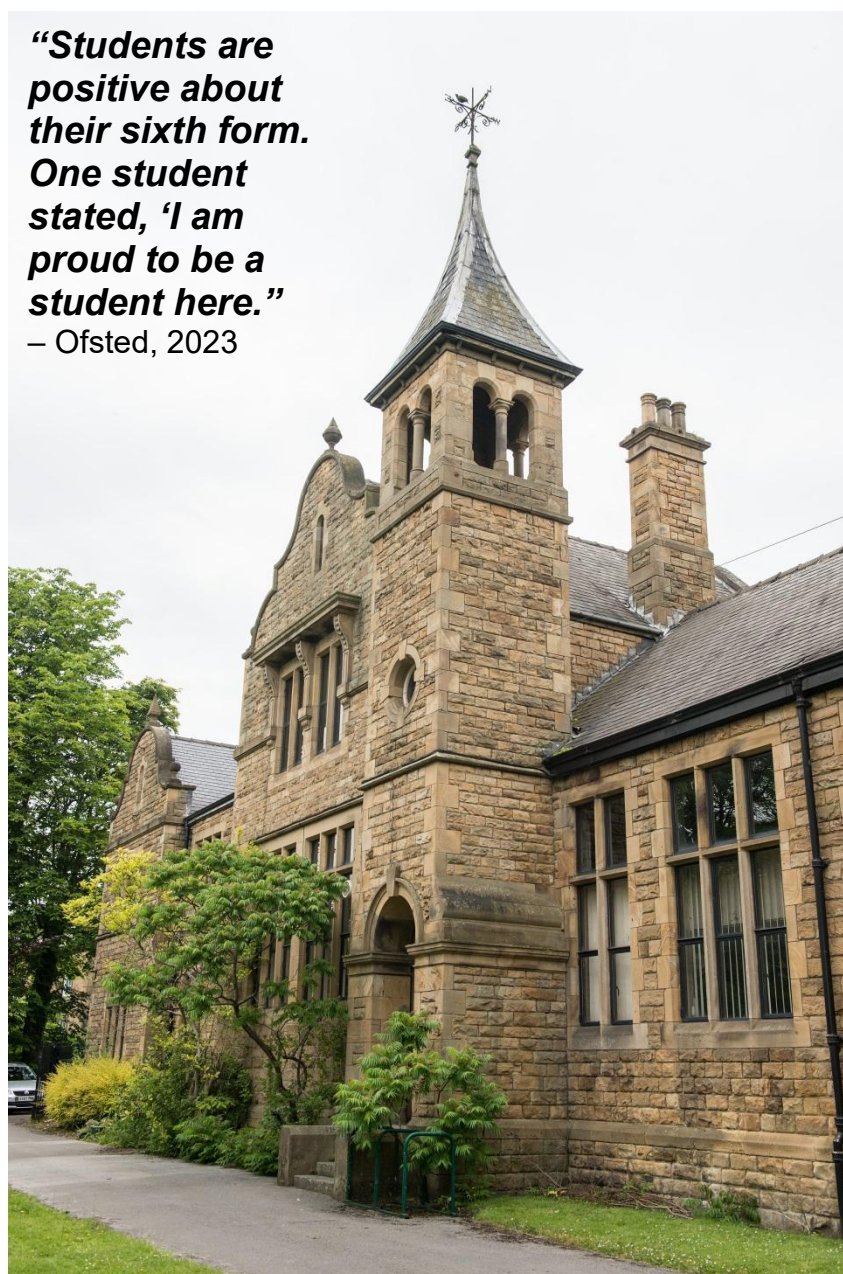
Other Courses/Enrichment

- Complementary Studies – EPQ (Extended Project Qualification), Core Mathematics (ideal for students who wish to study maths but not A Level maths). In addition to this, students will follow a course of study including Futures and PSHE (including 10hrs of statutory RE).
- Enrichment activities including Work Experience, Mentoring Schemes including Buddy Reading and Peer Listening, Young Enterprise, Duke of Edinburgh, sports activities and helping in lessons.

The above courses will be offered for September 2026 but subject to demand and staffing. Additional courses may be available and will be advertised.

“Students are positive about their sixth form. One student stated, ‘I am proud to be a student here.’”

– Ofsted, 2023



WHAT MAKES UP THE SIXTH FORM CURRICULUM?

Linear A Levels and Level 3 Vocational/Alternative Academic Qualifications (AAQ):

As of 2018, all A Levels in England were reformed. The changes moved A Levels away from modular examinations towards a linear approach, all examinations for the full A Level take place at the end of the two years of A Level study. It also includes the decoupling of AS and A Level so that they are separate qualifications.

What will make up the curriculum package of our Advanced Level students in September 2026?

- All GCE students will likely follow three AS/A Levels/Alternative Academic Qualification (AAQ) qualifications plus optional enrichment curriculum.
- Students will not be allowed to undertake only two A Levels or equivalent, unless a bespoke package is required.
- Students with an average grade of 7 are **advised** to consider a four AS/A Levels plus enrichment curriculum course of study. They are encouraged to consider a contrasting subject for their fourth option e.g. a student taking three science subjects may consider music, Spanish or theatre studies.
- Coursework will be completed and module tests taken during Y12. At the end of this year, students on a course with an AS component will gain an AS qualification. We view Advanced Level study as a two-year programme but following the publication of the AS/Y12 examination results, all students study programs are reviewed, and the 2nd year of study programme will be agreed. In Y13 students work towards the final year level and at the end of the two years gain a full A Level/equivalent.
- **The school recommends that D grades at AS/Y12 are an appropriate minimum grade for A Level progression, due to the more challenging nature of Year 13 study. A grade D demonstrates a minimum depth and understanding for progression in all subjects, where an AS examination is not taken, SPR data will indicate whether a student is demonstrating appropriate understanding and skills in the subject.**



“There is a love of reading at the school”. – Ofsted, 2023

DRONFIELD HENRY FANSHAWE SCHOOL

WHERE DO OUR STUDENTS GO?

Whilst university is still the main choice of most of our students, many more are deciding to either take a gap year or to gain further qualifications through school and college.

September 2025 Data

75% to University	Science, Tech, Engineering, Maths (STEM)	28%
	Medicine/Nursing and Therapies/Health	9%
	Humanities	2%
	Business Related and IT	9%
	Arts/Media/Drama/Design	7%
	Law/Criminology/Psychology/Sociology	9%
	Education	6%
	Sports	2%
	Languages/English/Combined	3%

Over 39% of students progressed to Russell Group universities

25% - Other	Deferred university place/Gap Year/Employment	15%
	Further Education/Y14 (including Art Foundation)	5%
	Apprenticeships	5%



“students achieve exceptionally well and are very well prepared for their next steps”.
- Ofsted, 2023

COMPLEMENTARY COURSES

These courses make up our CORE curriculum and are compulsory elements of the curriculum. For many years educationalists, employers and politicians of all parties have been stressing the importance of a broad education. Whilst our aim is to help all students to realise their potential academically, we have designed courses which broaden each student's educational experiences and enable them to acquire new skills. These include:

Extended Project Qualification (EPQ)

Extended Project Qualification (EPQ) allows students to extend their abilities beyond the A Level syllabus and prepare for university or their future career. It is worth half an A Level so can be used to earn extra UCAS points. An increasing number of universities are including the EPQ in their offers to students. "Nearly 1 in 5 successful applicants to Durham had completed the EPQ" - *The Sunday Times* 16 Feb 2014.



The learner will either produce a 5,000-word research project or create an artefact and write up their research findings. They will also:

- identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use select information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.



"Pupils have a wide range of opportunities to develop their leadership skills. Pupils feel that they have a voice and that leaders respond to their needs."

- Ofsted 2023

DRONFIELD HENRY FANSHAWE SCHOOL

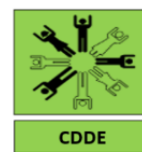
Core Maths Qualifications

The core maths qualification has been introduced so that all learners have the option to maintain the study of mathematics until the age of 18. It will suit students who achieve a 5 or 6+ in GCSE maths. We recommend that any student doing a science A Level but not A Level maths, should consider this qualification to support their studies. Due to the importance of studying mathematics beyond GCSE level, we would expect most students to choose to follow this course (if they are not already studying A Level maths).

Personal Development - Spiritual, Moral, Social and Cultural Life of the School (SMSC), including British Values

Through our Personal Development Curriculum, DHFS students have access to a broad range of experiences and knowledge that develop their moral compass, interpersonal skills and social awareness empowering them to build safe, happy and fulfilling lives. We work with students to ensure that they: understand and appreciate the diversity and richness in the world around them; value and take pride in their role as responsible citizens of the future and understand the impact they can have in society. We help students to confidently step out of their comfort zone, embracing individual differences and showing compassion. We support them to make balanced decisions, carefully weighing up evidence before forming an opinion. All of this takes place through our Personal Development Curriculum, which is delivered in PSHE lessons, assemblies, mentor time, extra-curricular and enrichment activities and reading weeks, as well as in all subject classrooms at DHFS. Six 'Big Ideas' underpin this work. They are:

- Rights, Responsibilities and British Values
- Life Beyond School (Citizens of the Future)
- Celebrating Differences, Diversity and Equality
- Staying Safe
- Health and Wellbeing
- Democracy, Society and the Rule of Law



In PSHE only, we also cover **Relationships and Sex Education** as a Big Idea.

Dronfield Henry Fanshawe School is an active member of the local community and local organisations. We pride ourselves on the positive contributions our students make in the local area and encourage our students to be upstanding members of their society. Recent examples of this include work with Sheffield's Holocaust Memorial team, The Dronfield Eye, the town-twinning group (Sindelfingen) and a local GP surgery.

In mentor time, our vertical mentor groups allow us to have a more personalised learning and support system, encouraging a family ethos in which students respect and get to know one another. Through mentor time students will lead conversations, debate issues and learn about current affairs, as well as exploring SMSC topics and British Values through our 'Reading Together' programme, with their mentor. Every year students from across the school raise thousands of pounds for charities and other good causes, for example recent contributions were made to a local wildlife charity, as well as to charities supporting aid in war-torn countries.

DRONFIELD HENRY FANSHAWE SCHOOL

PSHE

In the Sixth Form, PSHE is taught in compulsory, weekly sessions, with the same high level of classroom expectation as found in other subject areas in the school. Students will work in a PSHE book to store their notes and complete assessed tasks. Although there is no National Examination in PSHE, it is a compulsory part of the Sixth Form curriculum and prepares students with the vital life skills to navigate the wider world safely. The compulsory Religious Education curriculum for Key Stage 5 is also embedded within relevant PSHE lessons across the Key Stage. The PSHE faculty also work closely with the Sixth Form Student Leadership team to ensure that PSHE lessons embed topics and information that meet the needs of the student body and are relevant to students' lives.

Relationships and Sex Education (RSE)

As a school that values the role that parents and carers play, we encourage parents/carers to share and discuss their child's RSE learning with them at home, details of which can be found on the school website. Parents and carers were consulted in policy making and are consulted whenever policy is reviewed or updated. There is a parent/carer RSE group that can feedback to PSHE leaders.

It is our goal to create a school where our young people feel good about themselves and are likely, as young adults, to be secure, informed and responsible in their relationships and sexual behaviours and more likely to have fulfilling, respectful relationships. We want our students to be responsible, happy and feel safe, to be caring, respectful and polite.

We follow national and local guidance and guidelines and work closely with the RSE/Wellbeing Advisors at Derbyshire County Council, for example undertaking their BERT Award (Building Effective Relationships Together), in which we are currently at Silver Award status.

We will work in active partnership with parents/carers, value their views and keep them informed about RSE provision. For more information, please refer to the school's Sex and Relationship Policy, available on request or via our website.



“Pupils are responsible, resilient and reflective learners. Behaviour at the school is exceptional. Relationships between staff and pupils are extremely positive.”

“Pupils are respectful. Pupils have a positive attitude to their education. As a result, attendance is high”. – Ofsted, 2023

“The curriculum for pupils’ personal development is very impressive. The school focuses on six ‘big ideas’. These are six areas where pupils learn how to be well-rounded and respectful citizens. As a result, leaders have ensured that pupils are very well prepared for life in modern Britain”.

– Ofsted, 2023

DRONFIELD HENRY FANSHAWE SCHOOL

SIXTH FORM

We expect students to display due respect for themselves, other members of the community and visitors. Students (and parents/carers) sign a contract to agree that they will arrive **punctually**, attend **regularly** and carry out instructions with regard to **work** and **meet deadlines**. We have introduced electronic lesson registration and students will be expected to attend all lessons, study periods, supervised study periods, assemblies and mentor periods each morning.

ENTRY REQUIREMENTS

Our minimum Sixth Form entry requirements for all courses in the Sixth Form are **5 x 9-5 GCSE grades including English plus subject specific requirements including a specific maths grade**. If you wish to study some subjects, you will need to gain a grade 6 in the subject at GCSE level and some may ask for a grade 7. Please see the entry requirements for each subject in the course booklet. Please note that any vocational qualifications which are more than one GCSE will only be counted as one GCSE equivalent and applicants must secure four other GCSEs.

APPEALS

If you do not achieve these qualifications/grades, you may wish to appeal to the Headteacher using the QR code on the Transition Form. In this case a special contract may be drawn up by the school and progress will be monitored closely. These will only be offered in exceptional circumstances.

FACILITIES

A Sixth Form Centre has been established in C Block named the Hub. This is made up of an ICT suite, rooms for private study, a social/eating area called The Hub and Hub Extension and the Sixth Form office. Other smaller private study areas are available in C Block.

PRIVATE STUDY

An important aspect of Sixth Form work is the acquisition of appropriate study skills and good work habits. So that students can make best use of the time available for study, the library, resource rooms and Hub study areas are set aside for private study. Students are expected to be able to work on their own and to organise their time which is not taken up by classes. All Sixth Form students have time on their timetable which are study periods, at DHFS we do not offer 'free periods'. During these study periods, students will register and work in the Sixth Form Hub area, the library or within faculty areas. All Y12 and Y13 students must attend these study periods and may be directed to where they must work.

PASTORAL AND REVIEW PROCESS

Our pastoral care is designed so that students may feel secure and at the same time develop personal independence and a sense of responsibility. All members of staff help in this process but in addition each student has a House Academic Mentor and a House Progress Leader to provide extra support. There will be a number of review times during the year. Each review represents a snapshot of a student's performance and progress at a given time. Targets will be set and strategies to achieve these will be agreed. Mentor time is an essential part of the week and attendance is compulsory. Each student and parent/carer will be given access to the ClassCharts app which will help the student plan and manage their work. Attendance at assembly is also mandatory. Attendance is monitored by the House Support Managers, Sixth Form Study Supervisor, Director of Sixth Form and Assistant Director of Sixth Form.

DRONFIELD HENRY FANSHAWE SCHOOL

STANDARDS OF DRESS

Sixth Form students are NOT expected to wear school uniform. However, we expect students to dress casually but smartly. It must be appropriate to the school environment and a place of work.

It will **not**, for example, include:

- Ripped or badly worn jeans
- Footwear without backs (sandals, sliders, flip flops)
- Sports shorts (all shorts should be around knee length, smart in appearance and tailored)
- Team sportswear
- Extremes of hairstyle/jewellery
- Tracksuit bottom/joggers

Students will be provided with a lanyard and ID cards, which must be always worn and visible whilst on site.

ROLE OF SIXTH FORM STUDENTS AROUND SCHOOL

Our Sixth Form students are the senior students and therefore must act appropriately around school. We ask that they set standards of behaviour which other students can aspire to. We will regularly ask students to represent the school body on both internal/external occasions, for example interviews, meetings with local community, Remembrance Day etc. Within the House system a number of Sixth Form students will hold positions of responsibility in their House.

SIXTH FORM LEADERSHIP TEAM

This is a representative council for Sixth Form students, and it plays an increasingly valuable role in the life of the school. A number of representatives from the Sixth Form represent us at the Whole School Leadership Meetings and are involved in the school council leadership groups. Students can apply for Head/Deputy Head Student positions in school in the summer term of Y12.

CAREERS AND HIGHER EDUCATION

We have a well-equipped Learning Resource Centre. Planning, guidance and preparation begins early in Y12 and develops through the course taking the form of lectures, visits to higher education institutions, practical tasks, and interviews. We use the expertise of the Sixth Form team and House Academic Mentors in school, the Local Careers Service and employers.

In Y12 we identify suitable students and encourage them to visit Oxbridge and respected competitive universities, such as Russell Group universities, attend organised lectures and genuinely consider an Oxbridge application. Subject staff, along with the Sixth Form team play an active part in the preparation of students who apply to Oxbridge or for highly competitive courses. We are proud of the quality of guidance, which is confirmed by the large number of our students who are able to progress, on leaving school, into their chosen areas. **Please note that university applications must be completed by December of Y13 and students must be proactive from the end of Y12. Each student must take responsibility for their own careers development. Oxbridge/Medical/Veterinary/ Dentistry has a deadline of October 15th.**

DRONFIELD HENRY FANSHAWE SCHOOL

WORK EXPERIENCE

Students are encouraged to take advantage of work experience placements or other work-related activities, such as work shadowing. This is recorded and added to the students' file and/or reference. Y12 students will complete one week of work experience in July and we also encourage regular placements during Y13.

Any student who is interested in the following careers **must gain a portfolio of experience** whilst in Post-16 education:

- a) Education and Teaching
 - b) Medical careers including Physiotherapy, Nursing, Medicine, Vet Science and Dentistry.
- This will be needed for UCAS applications.



ENRICHMENT ACTIVITIES

These form an essential part in broadening our students' experience. They are comprised of courses such as leisure pursuits, working in local schools and carrying out community work and preparing the Christmas Hamper Appeal for local elderly residents. We actively encourage students to be involved in the life of the school and the wider community, including for example, helping out in lessons and work with elderly members of the community. Please see the **Enrichment Booklet** for more information

SPECIFICATION, COURSE CONTENT AND SUBJECT ENTRY REQUIREMENTS

All course information can be found in the **Course Booklet**. The information given about courses/specification is correct when printed and is subject to change.

If you need further information or advice

Please contact any member of the Sixth Form team by ringing 01246 412372

Mr Howell – Director of Sixth Form - mhowell@dhfs.uk

Mr Stuart – Assistant Director of Sixth Form - lstuart@dhfs.uk

Mr Lomas- Assistant Director of Sixth Form - llomas@dhfs.uk

Mrs Wright - Sixth Form Study Supervisor – lwright@dhfs.uk

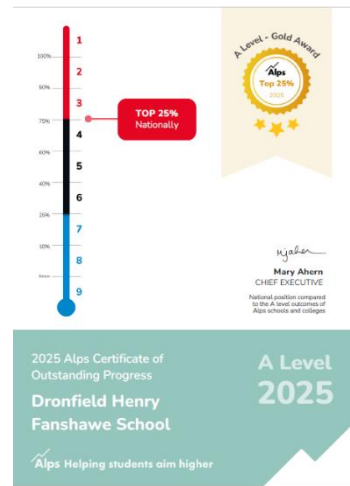
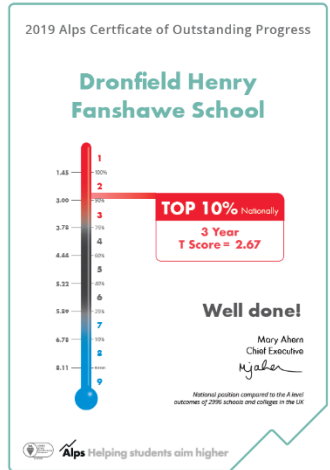
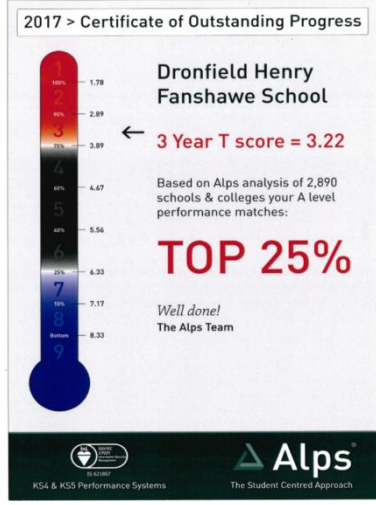
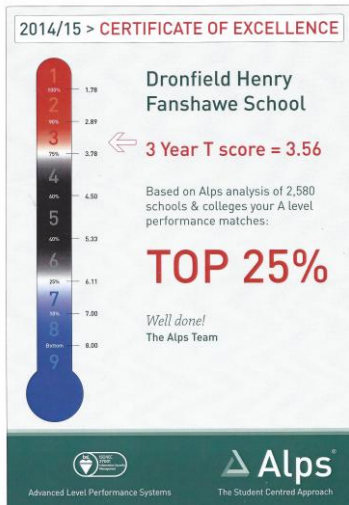
SUBMITTING YOUR APPLICATION

Once you have attended the open evening (12th November 2025) and considered the A Levels and Level 3 Vocational Qualifications we offer, you will be in a good position to complete the application. **Please find the application link on the school website Sixth Form/Admissions.**

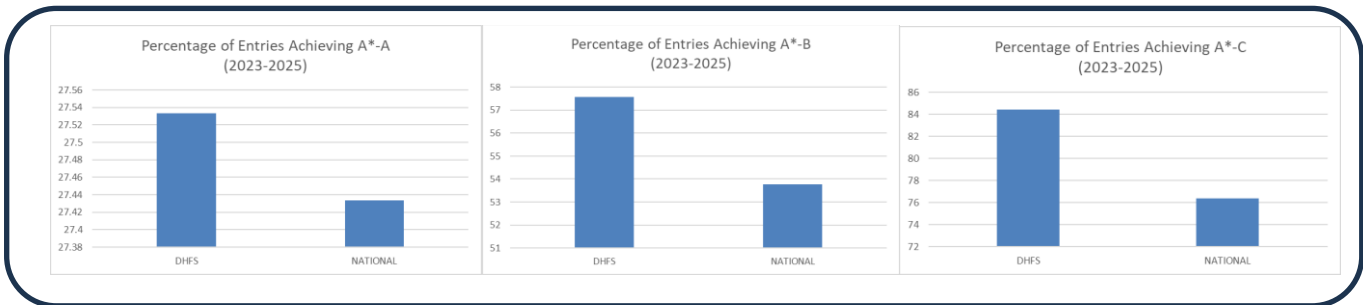
Please complete the application by the 31st December 2025

Progress A Level – progress measures have not been available since 2019

The progress achieved by DHFS students has regularly been within the top 25% to the top 10% nationally, demonstrating consistently excellent progress.



Sixth Form students at Dronfield Henry Fanshawe School regularly exceed their nationally expected outcomes, demonstrating excellent progress whilst studying A Levels at our school.



Dronfield Henry Fanshawe School

Green Lane
Dronfield
S18 2FZ



Tel: 01246 412372

Web: www.dhfs.uk

Email: admin@dhfs.uk

X:@DHFS_SixthForm