

A Specialist School for Science & Music

PROSPECTUS

Ashmole



The head teacher's visionary and incisive leadership of the school has resulted in excellent standards. He is ably supported by an effective and enthusiastic leadership team."

OFSTED REPORT

ASHMOLE ACADEMY



A Specialist School for Science & Music

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HEAD TEACHER

Mr D Brown MA, MBA, DipEd

ASSOCIATE HEAD TEACHER

Mr T Sullivan

DEPUTY HEAD TEACHERS

Ms C Barnes

Deputy Head Teacher: Inclusion

Mr B Dhinsa

Deputy Head Teacher: Educational Standards

CHAIR OF GOVERNORS

Mrs G Daniels

Ashmole Academy is a No Smoking Site.

The information contained in this Prospectus was correct at the time of publication. The school reserves the right to make changes in the best interest of maintaining high standards.

Dear Parents,

WELCOME TO ASHMOLE ACADEMY. I TRUST that our prospectus will help you make a decision about this vital stage in your child's education.

Ashmole is a high performing 11-19 mixed school that seeks to provide the highest quality of education and the highest standard of academic success for its students. We have around 1500 students on roll and a Sixth Form of around 380 students. We place emphasis on all areas of the curriculum being highly successful. However, within that, we seek to stress extracurricular Music and at Sixth Form level, Science and Maths as particular aspects of the schools provision.

At Ashmole Academy, young people are valued. We regard academic success as vital and work very hard to ensure that all students fulfil their true potential. We have very high expectations from all our students. Ashmole Academy is also a caring school. We create an environment of tolerance and respect where aspirations and responsibilities of individuals are emphasised. We expect students to show care and respect for others.

Close co-operation between the home and school is essential if our young people are to gain the maximum benefit from their schooling. The school's strong pastoral support system enables us to develop effective home-school relationships that are beneficial to the student concerned.

Education is about preparing young people for their future. Our students leave school to go to university, college or to start a career in their

chosen field of employment. To assist in the preparation for that future, the school has an extensive Sixth Form provision covering a wide range of courses, career facilities and a well proven system for helping our young people with their university applications. We also have a dedicated gifted and talented team to ensure that aspirational Oxbridge students or those wishing to pursue a career in medicine for example, are highly successful in their ambition.

Ashmole is a forward looking school, keen to strive for further improvements in the quality of education we provide. We recognise that the quality of facilities can help students excel. We therefore have the very best in terms of accommodation and resources providing superb opportunities for the students to increase their enjoyment of school life, as well as having the latest teaching opportunities. In 2014, the new Sixth Form Centre, with a Starbucks Café, a social learning area and a high tech study centre suitable for e-learning was opened.

I thank you for considering Ashmole for your child and will look forward to meeting those of you who choose to come to Ashmole Academy next September.

Derrick Brown | Head Teacher



Admission Criteria

Admission to Year 7

The admission of pupils is controlled and administered by the Governing Body of Ashmole Academy. Pupils will be admitted normally at age 11 and without reference to ability. The published admission number will be 232.

The admissions arrangements provide that when applications for admission exceed the number of places available, places will be offered in accordance with the following criteria:

- a. Children who are 'looked after' under provision of the Children Act 1989 and including those children who have previously been looked after, meaning children who were adopted, or the subject of a residence order or special guardianship order, immediately following having been looked after.
- b. Children who have a sibling at the academy at the time at which the application for admission to the school is made.*
- c. Sons and daughters of members of staff (teaching and non-teaching) who have been employed for 2 years or more at the time at which the application for admission to the school is made.
- d. Up to 20 children who show an aptitude for music.**
- e. Any other children, priority being given to proximity of a child's home to Ashmole Academy, as measured by the Local Authority in a straight line from the Head Teacher's office to the applicant's home, those living nearest to Ashmole Academy having the highest priority.***

The criteria will be taken in order of the list above. Where there are more applicants than places within criterion (a), (b) and (c), or in the event of tied scores in criteria (d), then the distance criterion at (e) will apply.

The Admission Forum, or the local authority, may require the academy to admit a child exceptionally, either outside the normal admission arrangements or in excess of the published admission limit, in order to protect the interests of vulnerable children and those with challenging behaviour. These pupils will be shared between schools in ways that are fair, objective and transparent.

Waiting List

Applicants who are unsuccessful will be given the option of going onto a waiting list. In the event of a place becoming available, criteria (a), (b) and (e) will be applied at the time the place becomes

available, to those on the waiting list. The waiting list will be kept until 31 December 2016.

Late Applications

Applications received by the local Authority after the closing date from families who have relocated to the area will be considered under criterion (a) and (e) only and providing the application is received before decisions have been made on offers by Governors. Other late applications will be placed on the waiting list and offers made if places become available, according to the over-subscription criteria.

* Siblings would include half, step, adoptive and foster siblings provided they also live at the same address as the sibling already at the academy at the time at which the application for admission to the school is made.

** Each candidate applying under this criterion will be invited to attend a written musical aptitude test at the academy.

The test is of approximately 40 minutes' duration and does not require any previous knowledge of music or music theory. There will be 60 questions to include pitch, rhythm, texture and melody.

Candidates will be notified in advance of the test date and venue. Those unable to attend on this date due to compelling religious, medical or other reasons will be offered one alternative date.

Candidates who achieve the qualifying mark in the test will be invited to an audition to perform a single piece on their chosen instrument or vocally. This will be a free choice of piece, which should last no longer than three minutes. As there is a free choice of instrument and piece, candidates of all abilities and all cultures will have equal opportunity to succeed. The purpose of the audition is not to assess ability but rather to determine whether the candidate has the capacity to learn or develop musical skills and benefit from the facilities at the academy.

Those candidates invited to audition will be given an individual appointment during the school day.

*** This criterion relates to the student's recognised permanent home address and place of residence at the time of the closing date for applications to the Local Authority. Documentation should be included to verify this address. The offer of a place may be withdrawn if the address given is found not to be the permanent address. Where a child lives



with parents with shared responsibility, each for part of a week, the child's home address will be taken to be the address of the main parent/carer eligible to receive Child Benefit and Child Tax Credit.

*** The new school admissions code (September 2013) stipulates that schools must inform parents of the outcome of the musical aptitude test before parents submit their local authority CAF (Common Application Form). Dates for musical aptitude will therefore be set before this time.

Admission to Year 12

Each year there are places available for external students to join Year 12 who are transferring from Year 11 at a previous school. The number is dependent upon the number of Year 11 Ashmole students wishing to continue into Year 12 but it is anticipated that the minimum number of places available will be about 50. The places are for Advanced courses only. It is anticipated that the maximum capacity in Year 12 will be 220.

Students must meet the general entry requirements of at least 5 or more GCSE passes at grade C or above, including both English and Maths. In addition, most subjects have an extra compulsory admission requirement of grade B or higher in the subject specified. The 6th form prospectus has full details.

Offers of places will be given following attendance at the enrolment day and evidence that the entry requirements have been met. Advanced students are required to follow a minimum course programme of four AS levels in Year 12.

Over subscription will be determined by three criteria. These are:

1. Looked after students as in (a) above
2. Students for whom places on appropriate courses are available, and then
3. In order of GCSE point scores.

Aims of the School

To achieve this we will:

Maximise Achievement

- promote excellence in all teaching;
- demand the best from each student in every area of school life;
- foster personal qualities of hard work, determination and initiative;
- value success and achievement, and challenge underachievement;
- encourage the development of lively and enquiring minds;

Provide a School Fit for the 21st Century

- provide a broad and balanced education for each student;
- help each student to develop the skills to continue to learn throughout life, including communication skills, numeracy, IT capability, problem solving and the ability to work with others;
- appreciate the international and technological nature of human relationships in the 21st century;
- provide a learning environment fit for teaching in the 21st century in a school which is at the forefront of good educational practice;
- provide a sixth form centre for its senior students offering a wide range of academic and vocational courses;

Develop Civic Responsibility and Community Involvement

- respect the cultural diversity of our society;
- build relationships within school upon trust, understanding, tolerance, care, consideration, respect and responsibility for oneself and others;
- provide opportunities for students to develop self discipline, initiative and responsibility, and to contribute to society;
- develop a working partnership with the local community and business;
- develop a working partnership with parents, which involves them fully in the education of their children.

We promise to develop a caring and tolerant school community working together to achieve the success of all its members.

We appreciate your help in achieving these aims.

Provide a scientifically rich learning environment

- To help students become scientifically well informed citizens so that they can contribute to environmental and ethical debates in a world in which the influence of science is constantly increasing.
- To develop science, mathematics and other curriculum opportunities within the school so that students of all abilities can understand the range and possibilities of the subject for informed career choices.
- To make extensive use of technology to increase learning and to develop skills that will prepare our young people for independent life-long learning.
- To create resources that will extend the knowledge and experience of our science and mathematics students so that their attainments in core areas will improve.
- To raise standards of achievement in the science subjects and mathematics for all students across the ability range, and to increase post 16 participation in science and mathematics.
- To increase an appreciation of modern technology through the development of a range of teaching resources for use by Ashmole and its partner schools.
- To develop enthusiasm among our students to give them the confidence to compete in scientific and mathematical challenges
- To provide leadership and support to our partner schools that can enable them to initiate and develop an appreciation of science opportunities by enhancing their access to scientific and ICT resources.
- To establish relationships with professional organisations, including local businesses, with resources and expertise that we can draw upon to improve our perceptions of the uses of science.
- To provide a centre for scientific activities for the use of members of the local community.

AT ASHMOLE ACADEMY, WE AIM TO ENABLE students to develop to their fullest potential in all areas of school in order to prepare them as far as is practicable to be responsible members of society. We create a friendly environment but insist on strict standards of behaviour and courtesy. We provide a school community which is rich in variety and diversity, where young people of both genders, of all abilities and from diverse cultural backgrounds work together to achieve their personal best.

To this end, whilst recognising the importance of the home and society in the learning process for students, we seek to:

- Ensure that every student achieves their very best, in terms of academic success, personal development, creative expression and sporting achievements.
- Equip each and every student with the skills and knowledge to become a full citizen in the 21st Century through work, leisure, community involvement. and life long learning.
- Provide a safe and caring school for students to grow and develop, in a community that promotes learning as a partnership between teachers, parents, students and the community as a whole.
- Create a scientifically rich learning environment.



Behaviour and Discipline

AN AIM OF THE SCHOOL IS TO CREATE A friendly environment while insisting on strict standards of behaviour and courtesy. The ethos of the school is founded on the quality of relationships between all who work and learn here. Such relationships are characterised by mutual respect, consideration and common courtesy, irrespective of position, gender, race, disability or culture. We all value the positive atmosphere generated at Ashmole Academy.

We aim to treat each person as an individual and expect each person to achieve high standards, displaying honesty, integrity and politeness in all situations. The school has a uniform and appearance code and requires students to arrive at school fully prepared for work.

Through good models of adult behaviour, consistent approaches in dealing with students and constant encouragement to develop self esteem, we aim to engender self-discipline and autonomous adherence to high standards by all. Our strong, efficient pastoral system supports the positive working attitudes in the school.

The Head Teacher and school staff implement behaviour and discipline practices which are made explicit to students in their school planners and through assemblies and tutorial programmes. The implementation of these practices will involve both sanctions and rewards. Rewards and sanctions will be implemented consistently whilst recognising that the Head Teacher must have regard to the individual situation and the individual pupil. The Head Teacher will use his professional judgment in the implementation of these practices.

The Governing Body has a firm policy against violence, being in possession of dangerous, offensive or illegal weapons, smoking, drugs, alcohol use and solvent abuse. The school openly condemns and will exclude, including permanent exclusion, for such offences. The school will take action against negative attitudes and values including bad manners, racism, sexism, bullying and anything that goes against the school's aims, code of conduct and rules.

Principles

At Ashmole Academy we believe that the following behaviour from adults and students will encourage even higher standard of behaviour.

- Punctuality
- Clear, appropriate preparation for lessons
- Clear communication
- Clear guidance on the use of sanctions and praise
- Consistent use of praise and sanctions across all years
- Mutual respect and support
- Listening to and valuing the opinions of others.
- Opportunities for student involvement at all levels
- Adults setting high and appropriate standards in behaviour, dress and expectations

Around the School

- All members of the school community should treat one another with respect
- Punctuality from all is absolutely necessary
- Courtesy at all times is essential in corridors and at doors

Concerning Work

- Any work produced should always be the best effort possible
- All work produced whether in books, for display or for reference must be treated with respect

At Ashmole Academy we value

- Telling the truth
- Keeping promises
- Respecting the rights and property of others

- Acting considerately towards others
- Taking responsibility for one's actions
- Self discipline
- Our own skills and the skills of others and will actively encourage pupils who follow these principles
- Achieving or exceeding your personal best

We reject

- Bullying
- Cruelty/Violence
- Cheating/Deceit
- Defiance/Rudeness
- Disobedience/Irresponsibility
- Vandalism/Graffiti
- Prejudice and Discrimination including race, gender and disability
- Dishonesty/Theft
- Substance Misuse
- Illegal Activities
- Disruption of, or damage to, the learning of others
- We will take action against pupils who practise these behaviours including exclusion, particularly where serious breaches occur or misbehaviour is repeated.





The School Curriculum

THE CURRICULUM IS DESIGNED TO MEET THE needs of students with a wide range of talents and abilities. It is designed to stretch the most able, to provide support for those needing additional help and to provide an education suitable for all students.

Years 7 and 8 – Key Stage 3

During Years 7 and 8 all students follow a broad and balanced curriculum, designed to be challenging and interesting, building upon the foundations from primary school.

Whilst we place much value on students reaching their full academic potential, we also aim to help students enjoy their learning and gain a solid basis for study at GCSE, A-Level and higher education.

ALL KEY STAGE 3 STUDENTS STUDY:

English
Mathematics
Science – a co-ordinated course, comprising aspects of the traditional branches of Science incorporating computing
French or Spanish – In Year 8, the most able students have the option to take an additional language to that previously studied either French, Spanish or German
Technology – including Food, Textiles, Graphics, Resistant Materials
Geography
History
Religious Education
Art
Physical Education and Games
Music
Drama
Personal, Social, Careers, Citizenship and Health Education

All students are initially taught in mixed-ability groups when they start in Year 7. Teaching in ability groups is introduced later depending upon subject and need.

In addition, students receive a grounding in study skills, as well as regular access to computer and library facilities across all subject areas. All Key Stage 3 students will also be issued e-readers that will be personalised for their ability.

Years 9, 10 and 11 – Key Stage 4

All students work towards GCSE examinations in Years 9, 10 and 11. In accordance with National Curriculum requirements all students study a core of:

English
Mathematics
Separate Sciences or Double Science (Incorporating Biology, Chemistry & Physics)
French, German or Spanish
History or Geography
Religious Education
Physical Education

In addition, students follow a Personal, Social and Health Education programme, which includes careers education and citizenship.

The most able students at Science will study all three Sciences (Physics, Chemistry and Biology) giving a stronger basis for their advanced study. Able linguists are able to study two languages to GCSE.

At Key Stage 4, students choose to study a number

of optional subjects. The list of optional subjects is shown in the table below.

KEY STAGE 4 OPTION SUBJECTS:

Art
Business Studies
Drama
Geography
A second language e.g. French, German or Spanish
History
Music
Graphics
Food Preparation & Nutrition
Product Design
Textiles
Physical Education

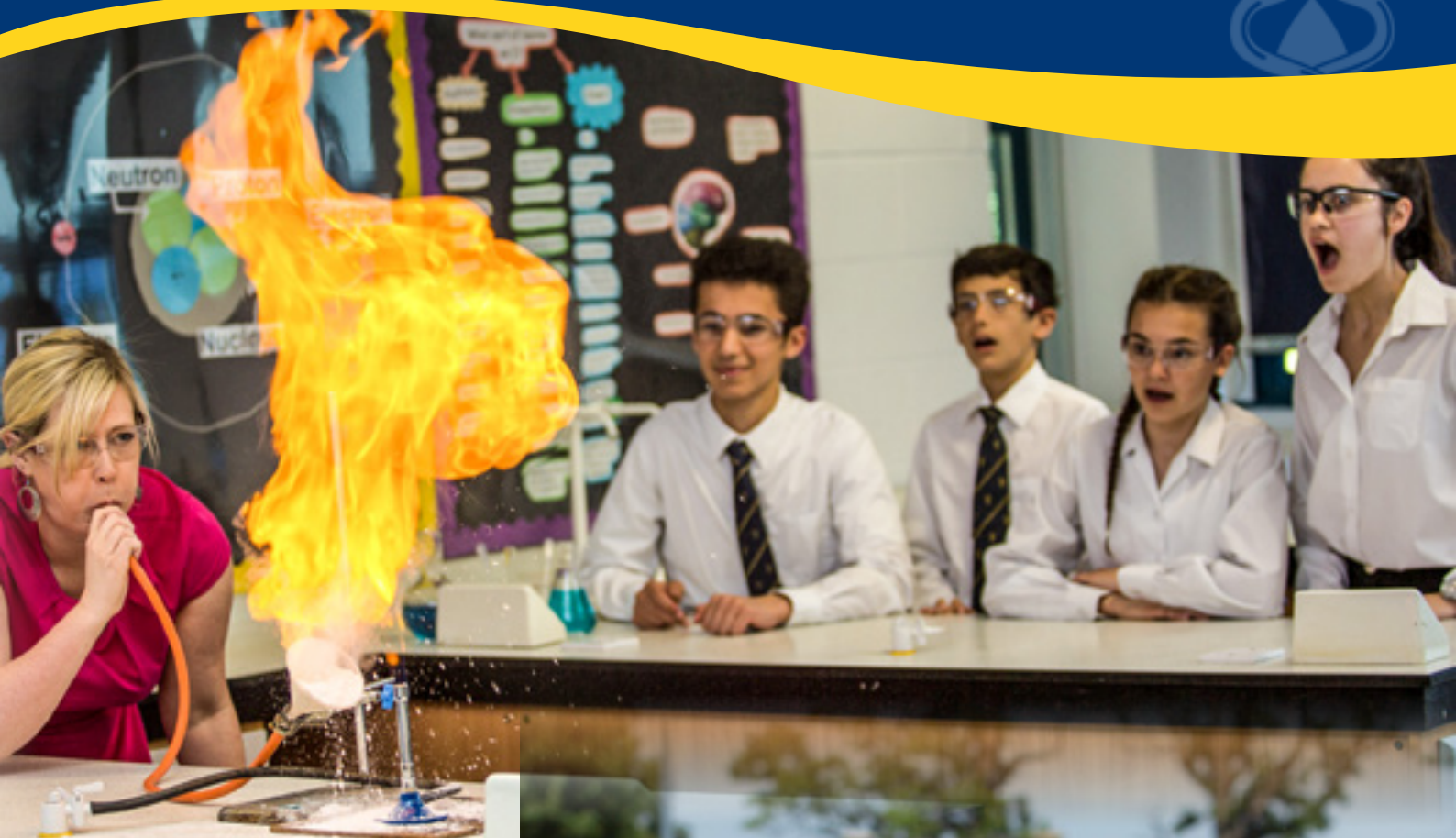
Some students take GCSE and A-Level examinations in mother-tongue languages, as and when we are informed they have reached the required standards.

On entering Years 9, 10 and 11, students will have acquired many of the skills of independent learning. We expect a high level of motivation, in pursuit of examination results.

Years 12 and 13 – Sixth Form

Students apply for a place in the Sixth Form in the November of their Year 11. Guidance meetings are conducted with every application.

The school provides an extensive range of courses in the Sixth Form. The choices cover over 20 Advanced subjects (A Level and AS Level) and a BTEC National Diploma in Business for internal



students only. The school provides dedicated Sixth Form facilities for students' use.

Students in the Sixth Form undertake community service and enrichment, including taking part in weekly PSHE (Personal, Social and Health Education) sessions, and are involved in supporting both the social and academic progress of younger students in the school.

Most of the school's sixth form students intend to go on to university. For those with ambition to apply to Oxford, Cambridge or other prestigious universities, the school provides additional opportunities for the student to practise the additional tests these universities require.

'A' LEVEL COURSES

Art	History
Biology	Maths
Chemistry	Media Studies
Drama	Music
Economics	Physical Education
English	Physics
French	Psychology
Further Maths	Religious Studies
Geography	Sociology
Graphics	Spanish



The School Faculty System

THE FACULTY STRUCTURE CONSISTS OF SEVEN faculties with each faculty having smaller departments within it. Each faculty is managed by an Assistant Head Teacher. Information regarding each of the faculties and the subjects delivered within them may be found in this section as well as links to the course outlines and a summary of the homework tasks set during the academic year.

Science Faculty

Ashmole Academy was one of the first schools to become a Specialist Science and Mathematics school back in 2000. Since that time the school has pioneered the teaching of these subjects to a very high standard. It is well recognised that success and achievement in the areas of Science and Mathematics is vital to the country's continued financial prosperity.

The school has close links with many leading Science and Mathematics organisations such as Imperial College London and the National Medical Research Council. These links enable students at Ashmole to gain valuable enriching experiences of Science at university and research standard.

Curriculum

In Years 7 and 8 students follow stimulating and absorbing context based topics which promote a wide understanding of Science and the links between different scientific disciplines.

From Year 9 many students have the opportunity to study 3 separate Sciences; Biology, Chemistry and Physics. All other students will study at least 2 science GCSEs or their equivalent. Some will follow Science complimented by Additional Science GCSE. This combination is suitable for students to study separate sciences at A-level. It contains topics on the fundamental science theories such as Chemical Patterns, Growth and Development and Electric Circuits.

Finally, other students may study Additional Applied Science following their core Science.

Post-16 students can choose A-level courses in Biology, Chemistry, Physics and Psychology. Biology covers a wide range of plant and animal biology in depth. Chemistry covers the links between matter and properties from an atomic to universal level. A level Physics considers forces, motion and space in depth. Psychology students learn to understand aspects of human decisions an interactions and how we may study these attributes.

Grouping & Setting

In Year 7 students are taught in mixed ability form groups. In Year 8 students are taught in banded groups. Students are placed into groups based on

their progress assessed throughout the year and on end of year tests.

In Years 9 - 11 students are taught in sets. These sets are revised periodically and set changes may take place after each landmark assessment or examination result.

Teaching and learning is differentiated in both lessons and homework to maximise progress for students of all abilities. In addition, Gifted and Talented students attend booster sessions to maximise their performance in examinations and coursework.

Maths Faculty

Curriculum

In Years 7 and 8 students continue to build upon the main four areas studied at Key Stage 2 in their primary schools. These are Numbers, Algebra, Geometry and Data Handling. Students begin to apply their mathematical knowledge to a range of contexts.

In Years 9 - 11 students study the GCSE course, further developing their knowledge. The majority of students will follow the Higher Tier work expecting them to interpret and analyse problems and generate strategies to solve them.

At 'A' Level, students further develop their algebraic and geometrical skills, but also study Statistics and Decision Maths. The most able students have the option to study 'A' Level Further Maths which allows students to study mathematical principles in considerable depth.

Grouping & Setting

In Year 7 students are taught in mixed ability sets until the end of the first half term. Students are then placed in sets based on their ability and this continues throughout Years 8 to 11. Decisions about setting are made regularly to maximise the performance of all students.

Assessment

Students are assessed at the end of each topic and informed of areas they need to improve upon. At the end of each academic year they either take an internal or external examination.

English Faculty

English

Curriculum

The English Department helps students develop their abilities and confidence in reading, writing and speaking and listening. Promoting a love

of reading for pleasure is a key focus, with all students in Years 7 and 8 enjoying one dedicated reading lesson a week with access to the school's well-stocked library. Each student is issued with an e-reader.

At Key Stage 4 students study both the English Language and English Literature. The syllabus includes creative writing, non-fiction texts, a Shakespeare play and twentieth-century novels.

At A Level, students study the English Literature syllabus, which includes the exploration of poetry, prose and drama from a range of periods.

Assessment

Students are assessed regularly on their skills in reading for understanding and comprehensions, writing and speaking and listening. Assessments take place each half term and all years are examined at the end of the year either through internal test and examinations or public examination. There will be no coursework from 2015.

Grouping & Setting

All students are taught in their form groups in Year 7. In Years 8 to 11, students are taught in sets based on their progress assessed throughout the year and on end of year examinations.

Media Studies

The experience of learning about Media Studies and its associated practices is an important part of a young person's education. The Media Studies department strongly believes that the subject of Media Studies makes a unique contribution to the curriculum. Media Studies allows pupils to reflect upon and explore their place in society in relation to others in the world around them. Media Studies can afford students the opportunity to experience new worlds, experiences, people, places and events. It takes popular cultural activities and demands that students move away from simple consumption towards a greater understanding of art and culture.

Curriculum

Media at Key Stage 5 is through A level.

The A level qualification requires students to engage with how the media communicates, whilst encouraging them to comprehend current media debates and theories. In addition, the students develop their production skills by producing a broadcast and print portfolio of work. This taps into the student's individual interests and current medical critical debates.

Grouping and Setting

Media is taught in mixed ability classes.



Extra-curricular activities

The Media Studies Department offers a film club to Key Stage 5 students. The club meets once a week and is an opportunity for students to watch, discuss and review a wide variety of films. Each term has a different focus including particular genres or directors. We also discuss current affairs in the film industry. In addition, we offer weekly coursework support sessions.

Modern Languages Faculty

Curriculum

Studying languages is about learning to communicate in a foreign language in a wide variety of situations. The curriculum is geared towards developing abilities and confidence in speaking, listening, reading and writing in the language studied.

Grouping & Setting

All students study French in Year 7 and are taught in their form groups. At the end of Year 7, pupils are set based on ability. The two most able groups in each half of the year are offered the opportunity to study German or Spanish as well as French from Year 8 onwards (double linguists).

Assessment

In Years 7 to 11, students are assessed on two out of the four skill areas (listening, speaking, reading and writing) at the end of each half-term and the results of these assessments can be used to inform set changes, to ensure that pupils are in a group that is working at their level. In line with government expectations, the vast majority of students are required to study a language at GCSE. The double linguists may choose to study two languages at GCSE level. Students have the opportunity to study French and Spanish to A Level.

Extra-curricular activities

In order for students to experience a foreign language and culture first hand,

the Faculty runs a number of trips abroad. In Year 8, most pupils take part in a study trip to Normandy, in France, to improve their language skills. In Year 9, pupils have the opportunity to participate in the exchange to our partner school in Le Raincy.

Finally, the German Department runs a residential trip to Cologne in Germany to visit the Christmas Market in December.

Humanities Faculty

Geography

Curriculum

Geography helps young people to understand the world in which they live. Students also learn to appreciate the variety of physical and human conditions on the earth's surface and to develop some understanding of the relationships between people and environments. Through the study of Geography students develop a wide range of social, intellectual and analytical skills which help equip them for the world outside. It is studied by all students at Key Stage 3 where students learn about the countries of Brazil and Kenya and topics such as Rivers, Map Skills, and Ecosystems.

Year 9 is an introduction year to the GCSE course where students build up their GCSE skills by studying case studies and completing a practice piece of controlled assessment before starting the GCSE course. At Key Stage 4 students follow the Edexcel Specification A Course. They complete a piece of controlled assessment based on the Docklands area of London following a field visit.

At A Level students study the Edexcel course. They look at a range of topics including the 'World at Risk' and 'Going Global' at AS and complete a field day at Stratford and a residential trip to Juniper

Hall Field Centre. At A2 students investigate the food supply issue and study topics such as biodiversity and superpowers.

Grouping and Setting

Geography is taught in mixed ability classes at Key Stage 3, and 4. Geography is an option subject for GCSE and part of the English Baccalaureate.

Assessment

Students complete an interim and landmark assessment every half term. Students are given feedback on their work based on both of these assessments and complete improvement prompts based on these ensuring that they know how to improve their work.

Extra-curricular

The department runs a number of fieldtrips throughout the year for GCSE and A Level courses. In addition the department runs a Green Council meeting.

Religious Studies

Curriculum

Religious Studies helps to increase the understanding and awareness of different faiths, as well as provide the opportunity for the students to reflect on the impact different beliefs have on their life. Through this, students also develop skills of evaluation and communication both written and verbal. All students study the subject at Key Stage 3 and 4. In year 7 they investigate the various aspects different major world religions and in Year 8 they



study ethics and relationships, global issues & questions of Philosophy. In Year 9 they begin their GCSE Short Course following the AQA Syllabus. They study the relationship between religious philosophy and ultimate questions such as topics about life after death, miracles and God's existence.

Grouping & Setting

Religious Studies is taught in mixed ability classes at Key Stage 3. At Key Stage 4 pupils are grouped according to their English sets. At Key Stage 5 pupils are taught in mixed ability classes.

Assessment

Students complete an interim and landmark assessment every half term. Students are given feedback on their work based on both of these assessments and complete improvement prompts based on these ensuring that they know how to improve their work.

Extra-curricular

The department runs a Philosophy Club every week for Key Stage 5 pupils where philosophical questions are debated. 'The Big Ideas' Club also runs every week for Key Stage 3 pupils when they are invited to investigate, discuss and debate philosophical ideas.

History

Curriculum

History is a study of people in the past. It has a distinct methodology which teaches students how to enquire, understand and interpret the past and the importance of sources as evidence. History raises the awareness of moral, cultural, political, religious, economic and social perspectives of people in the past which may be present in today's society. It is important that all students should learn about history for it influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong, and helps students to make sense of the world in which they live and to prepare students for adult life.

History is studied by all students at Key Stage 3 where they learn a range of topics to ensure a breadth of knowledge. For example in Year 7 students will study Medieval Britain, Medieval Islamic Empire and the Native Americans. In Year 8, students study how Britain developed into the British Empire and slavery. In Year 8 we also introduce students to the History of the 20th Century, looking at key events such as the Holocaust, the apartheid in South Africa and other fascinating topics that have had such an impact on our world.

Students begin their GCSE in Year 9 with an in depth study of World War I and World War II. This prepares them well for the Edexcel Modern History syllabus which focuses on the 20th Century after

WWI. At GCSE students study the Edexcel Modern History syllabus including courses on Germany, the Cold War and Britain in the 20th Century.

At A Level, students continue with Edexcel and study a variety of topics including Britain in conflict during the 17th Century and the Russian Revolution. We feel that History is an exciting and engaging subject that students enjoy at every level of learning.

Grouping and Setting

History is taught in mixed ability classes at Key Stage 3 and 4. History is an option subject for GCSE and part of the English Baccalaureate.

Assessment

Students complete an interim and landmark assessment every half term. Students are given feedback on their work based on both of these assessments and complete improvement prompts based on these ensuring that they know how to improve their work.

Extra Curricular

The department runs a debating club to stretch and challenge our students with contributions from across the Humanities Faculty. Two Year 13 students every year take part in the Lessons From Auschwitz programme.

Business Studies

Curriculum

Business Studies provides students with knowledge of how the business world operates. In addition to knowing how to deal with finance, marketing, production and human resource functions. Students also look at how business operates with regard to central and local government, the EU and the importance of international trade. Business Studies is a subject requiring imagination together with a creative and inquisitive mind, business decisions are often open-ended; there may be more than one way of approaching problems. Students investigate, analyse and interpret results in order to draw balanced conclusions. The Business Studies Department offers a range of courses for Key Stage 4 and Post 16. This includes GCSE Business where students can investigate issues such as how to put a business idea into practice and effective finance management. Students can also study BTEC Level 3 in Business at Key Stage 5. Economics is also offered as an option at A Level for those students who wish to explore the complexity of Macro and Macroeconomics within the UK as well as globally (for internal students only).

Grouping and Setting

Business is taught in mixed ability classes at Key Stage 4 and Key Stage 5. Business is an option subject for GCSE.

Assessment

Students complete an interim and landmark assessment every half term. Students are given feedback on their work based on both of these assessments and complete improvement prompts based on these ensuring that they know how to improve their work.

Extra-curricular

The Business Studies Department ensures that students gain practical experience of the business world, through industrial visits. Visits in the past have included Coca Cola and Thorpe Park. There is also an opportunity of students running his/her own business for a profit. At Post 16 we offer a variety of clubs introducing the Student Investor Challenge as well as an Economics debate club.

PSHE and Citizenship

Personal, Social, Health and Economic (PSHE) and Citizenship helps young people to grow and mature in a range of ways. They develop their knowledge and understanding about becoming informed citizens, discussing both local and global issues that affect today's world. Students are also encouraged to discuss issues regarding their emotional and economic wellbeing, with a particular emphasis on developing a healthy and safe lifestyle. Young people learn the importance of developing good relationships and respecting the differences between people.

Sociology

Curriculum

Sociology is the scientific study of society. It helps students to understand why society works in the way that it does and the extent to which our behaviour – and opportunities – can be shaped by our social class, age, gender and race. Sociology allows students to analyse the society in which we live and encourages young people to question the relationship between individuals and institutions.

Through the study of Sociology, students are taught that there are no right or wrong answers when studying how people live together. They learn some of the methodologies used in social theory and thus develop their ability to analyse and evaluate evidence. Sociology is a popular option at A Level.

Grouping & Setting

Pupils are taught in mixed ability classes.

Assessment

Students complete an interim and landmark assessment every half term. Students are given feedback on their work based on both of these assessments and complete improvement prompts based on these ensuring that they know how to improve their work.



The Arts Faculty

The Arts Faculty offer a diverse range of exciting creative subjects. Students participate in a range of activities in the curriculum and through extra curricular activities.

Art & Design

Curriculum

Art and Design is a means of communication of ideas, concepts and emotions. It is used as a form of recording ideas using the Visual Language in 2D, 3D and Photography in particular.

Students are given the opportunity to develop their ideas in structured projects that teach them specific skills, this enables them to gain independence, confidence, creative thought process and aesthetic appreciation. The Arts Faculty prides itself in enabling our students to create exciting powerful images and objects, along with the ability to evaluate their own work. They are introduced to the concept of historical and contextual references allowing them to increase their knowledge of the wider world we live in.

At Key Stage 3, the focus is on skills in drawing, painting and clay modelling. Students learn to keep a sketch book and how to develop ideas and research other artists.

At Key Stage 4, students can choose to study GCSE Art as an option.

At Sixth Form, the school offers A level Fine Art and Digital Photography. Students develop skills even further to be independent learners, creative thinkers and skilful Artist and Designers.

Gifted and Talented students are given activities that will broaden and deepen their knowledge about art, sharpen their art skills, and offer them learning opportunities to accelerate their learning.

Grouping and Setting

Art is taught once a week in mixed ability groups in Key Stage 3. Art is then taken as an option in Key Stage 4 and in

the Sixth Form.

Assessment

Formal assessment takes place once a topic has finished through Landmark assessments. This is once every half-term. Students are given written and oral feedback on a regular basis.

Extra-Curricular Activities

Students have the opportunity to attend Art Club at lunchtime and after school to participate in various activities from mark making to 3D design and clay work.

Design Technology

Curriculum

Technology at Ashmole Academy is committed to offering creative design opportunities to its students across the four subject areas of Graphics, Textiles, Product Design and Food. The school provides a creative curriculum that allows students to be fully conscious and aware of the technological world that is ever evolving around them. Students are offered the chance to research, analyse and then solve real problems in an innovative and inspiring atmosphere where success is possible for all. The project based curriculum offers students opportunities to personalise their learning, using modern methods that engage, excite and develop their interest.

Design and Technology at Ashmole promotes students to be creative and imaginative in their work and to turn ideas into reality by working to a brief. Students are encouraged to gain confidence in using a variety of different tools and equipment so that they can be used successfully in their work.

The equipment is some of the latest and most up to date machinery available. The following subjects are taught in the Design and Technology Department:

KEY STAGE 3

- Resistant Materials
- Systems and Control
- Graphics
- Textiles
- Food
- IT

KEY STAGE 4

- Graphic Products
- Resistant Materials
- Textiles
- Food Preparation and Nutrition

Sixth Form

- Product design: Graphic Products

Grouping & Setting

Students are taught in mixed ability groups in Key Stage 3. At Key Stage 4 students can continue with the subject as an option in one of the following; Graphic Products, Textiles, Food Preparation and Nutrition or Resistant Materials.

Extra Curricular

The Technology Department holds many after school clubs to complete practical tasks and to make use of the CAD/CAM technology available.

Drama

Curriculum

The Drama Department at Ashmole seeks to embrace the talents of all students. By providing opportunities for students to explore the roles







of actor, director, script writer, designer and critic we endeavour to develop a life-long appreciation of Drama and theatre.

In Year 7 and 8 students learn about theatrical history; Greek theatre, Commedia dell Arte, Shakespeare, and Melodrama. In addition they explore contemporary practices such as physical theatre and modern scripted plays. Key Stage 3 students are also given the opportunity to explore their own creativity through process drama units.

At Key Stage 4 students can choose to study Drama. The Drama syllabus enables them to develop their own skills as theatre makers. During this course they work on units such as; Devising, Acting, Theatre in Education, and Physical Theatre. Through these units they develop an appreciation for the theatre practitioners Konstantin Stanislavski and Bertolt Brecht.

At Key Stage 4 students are teacher assessed on their development of drama and performance skills. They sit an external written examination at the end of the course which focuses on their analytical drama skills.

Sixth Form students can build on their understanding at Key Stage 4 by choosing Drama as an A level.

Grouping & Setting

Students are taught in mixed ability classes and teachers assess pupil's skills in developing, performing and evaluating Drama.

Assessment

There is a formal Landmark assessment at the end of each half-term. Oral feedback is given each lesson.

Extra-curricular activities

The Drama department is also responsible for the annual school production and we encourage participation from all year groups. There are also a number of theatre visits throughout the year for exam groups to participate in.

Music

Ashmole Academy achieved Specialist Music College status in 2006.

Curriculum

The school has excellent Music facilities. In addition to Music as a national curriculum subject the school also operates an extensive musical instrumental and extra-curricular programme.

The school also admits up to 20 students on musical aptitude. These students, together with other talented musicians follow a music scholarship programme receiving additional opportunities to excel in Music. These opportunities involve graded theory lessons, performance opportunities and instrumental tuition.

In Year 7, students are taught in mixed ability form groups. Year 7 students follow a broad, skills based curriculum with a focus on music theory, keyboard skills and singing.

At Key Stage 4, Music is a GCSE option. In the Sixth Form, Music at A level is a choice available.

Extra-curricular activities

As well as music lessons from Year 7 through to Year 13 we have a full range of extra-curricular programmes which includes Voice (a large vocal ensemble), Chamber Choir, Advanced String Ensemble, Jazz Band, Folk Ensemble, Orchestra, Woodwind Ensemble, Samba Band, Rock Bands, Brass Band, Music Technology Club, Guitar Club and Piano Duet Club. The Orchestra plays for the annual school musical.

The school has a large calendar of music events that range from large concerts to smaller chamber concerts every term.

Where appropriate, students are encouraged to take part in external performances and have enjoyed considerable success. Students are also invited to 'Breakfast Music Theory club' to prepare them for a Graded music theory examination.

The school has a team of enthusiastic and successful peripatetic instrumental music staff. The Music Department offers lessons in piano, drumkit, percussion, clarinet, saxophone, flute, oboe, trumpet, trombone, French horn, acoustic guitar, electric guitar, bass guitar, violin, viola, cello, double bass and voice.

Physical Education

The Physical Education Department provides an inclusive range of sporting activities, enabling all students the opportunity to participate in high quality PE, whilst also stretching talented students to excel in sport.

At Key Stage 3 students will participate in football, rugby, hockey, basketball, netball, gymnastics, dance, health related fitness, cricket, rounders and softball. In Year 7 students are taught in single sex, mixed ability classes but in Year 8 students are set.

As students progress throughout Key Stage 4 they have more freedom to choose to specialise in activity areas during core PE lessons. These activity areas include rackets sports, invasion games and aesthetic activities as we aim to meet the needs of all students within our curriculum.

GCSE is also offered as an option choice for students in the Key Stage 4 curriculum.

In the Sixth Form, students may choose to study A level PE.

Student Services Faculty

- Curriculum Support which provides support to those students with special educational needs, especially those students who have a Statement of Special Educational Needs. Students with need, but not a Statement, are generally supported by Faculty staff.
- Pastoral Support which provides support in terms of managing behavioural, social and emotional issues.

Curriculum Support Department

The Curriculum Support Department is managed by the school's Special Needs Co-ordinator who leads a team of teachers, learning mentors and teaching assistances who provide support to students with special educational needs.

The department works mainly with the students whose needs are more significant and require help from specialist staff. Support is provided for a range of learning needs including speech and language and dyslexia.

The department will provide support both in lessons and by running taught programmes themselves.

Pastoral Support

Pastoral Support provides additional help to those students whose needs are non-emotional or social. The Academy has a qualified Counsellor.

Pastoral support is often co-ordinated by a Key Stage Manager, or experienced teacher, supported by a Pastoral Learning Mentor.



Able, Gifted and Talented

AT ASHMOLE WE INTEND TO PROVIDE AN Education suitable for all students and where every child can make very good progress. That action includes provision for our most high performing students, often called able, gifted and talented. To ensure that these students make very good progress, we identify such students on the School Gifted and Talented Register. Such students have all round ability, across the core subjects of English, Mathematics and Science and have developed to a level significantly ahead of their year group. Around 1 in 4 students at Ashmole Academy are identified as 'Gifted and Talented'.

In an increasingly competitive world, it is important that we guide and support our able learners during their years at Ashmole so that their applications for higher education and employment are as enriched as possible. In response, we have created a bespoke programme for our 'Gifted and Talented' students called the Ashmolean Programme. This programme varies through the years but the aim is always to extend their education and prepare them for the future.

The programme involves a variety of activities.

'G and T' students may have the opportunity to visit higher education institutions to encourage aspiration. In addition, students can extend their learning through Firefly – our virtual learning environment. The Ashmolean 'Room' has advice for parents and forums for able students to air and debate their views. The main section is for extending their learning. There are suggestions for wider reading, exhibitions to visits and many tasks provided by subject areas. Our able students are mentored after attainment checks/exam results and we also have a lecture series for our sixth form students.

Obviously, classroom teachers plan for different students' needs through differentiated outcomes and activities. Departments recognise those that have strengths in their subject area and plan accordingly.

In addition to all round ability we have some students who are 'Talented' in particular subjects. These students will also be fully supported to excel in their area of talent by the relevant departments.

Our Gifted and Talented students are likely

to follow a university career at prestigious institutions such as Oxford, Cambridge, LSE and other Russell Group Universities. The school fully supports students in their ambitions. The school also runs specialist programmes preparing exceptionally gifted and talented students for university, including specific training and advice programmes for Oxbridge entry, and for those wishing to studying medicine and law. Our Medical Society meets weekly to prepare for applications and interviews. Teaching staff and individual mentors also advise on such matters. These programmes often start at Key Stage 4, at the time of GCSE option choices, through to Year 13

The school has a team of specialist staff for gifted and talented students including a Gifted and Talented Manager and Co-Ordinator.

Careers

CAREERS EDUCATION IS INCORPORATED INTO the Personal, Social, Health and Economic (PSHE) lessons, collapsed days and tutorial periods with a focus on decision making and self awareness.

This topic is first introduced to students in Year 7, as they reflect on their achievements to date. In Year 8, they explore their aspirations and they prepare to make their option choices. During Years 9, 10 and 11, students explore their career interests and are required to place on record their interests, skills and aptitudes.

Their interests in careers are supported by collapsed days that develop their employability skills and give the opportunity to engage with businesses from a wide range of occupational sectors. A period of work experience is also arranged. All students have access to the Careers resource base in the Library.

In addition, mentoring assists student with regard to post 16 and post 18 options. Senior members of staff act as an advisory team for those looking for places at university or other higher education institutions. Further collapsed days focus on interview skills.

Furthermore, at each key stage, information evenings for students and parents, enable students to be informed about their choices and the career pathways open to them.

Opportunities for impartial advice and guidance are provided from Year 12 to Year 13, at given points throughout the Year. This is delivered by the School buying in qualified Careers Advisers and through our links with Higher Education and Business Sectors. Students are also informed that they visit their local Young Peoples Centre to gain further independent advice and guidance.



Sex and Relationships Education

OUR SEX AND RELATIONSHIPS EDUCATION PROGRAMME INVOLVES two issues. First, the knowledge of physical development and an understanding of aspects of sexual behaviour. Second, the seeking to understand the broader emotional, moral and social implications of attitudes towards relationships and sex. Sex and Relationships Education will appear on our curriculum in a variety of ways:

- (i) through the Sex Education and Relationships programme
- (ii) through the Personal, Social and Health Education programme
- (iii) in a variety of curricular areas

Aims and Content of Sex and Relationships Education

- To foster in students a feeling of self worth, and to develop their personal and social skills

to better equip them to face up to and solve personal problems.

- To encourage responsible attitudes and behaviour in the students we teach.
- To provide students with an understanding of the biological elements of reproduction and contraception.
- To provide students with information, knowledge and facts on sexual matters, including HIV/AIDS and sexually transmitted diseases.
- To encourage an exploration of feelings, morality right and wrong and emotions, through small group or class discussion.
- To promote the value of stable relationships and family life.
- To provide students with the knowledge on

“The school successfully achieves its aim of providing ‘a scientifically rich learning environment’; its specialist status has had a significant and beneficial impact on standards and the curriculum.”

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how to manage online safety and avoid risks of over sexualisation and online grooming.

- To support parents in their responsibility for the teaching of this sensitive area.

Conclusion

Our Sex Education and Relationships programme aims to address the needs of young people as they attempt to manage their developing relationships and sexuality. Further details of the year by year content are available from the School Office.



Collective Worship

THE EMPHASIS AT ASHMOLE FOR OUR collective worship is on moral and practical issues. While Christianity and other religions may be mentioned, daily worship is by a personal reflection on a Thought for the Day. Through this the whole year group is able to participate in valuing things of worth.

The aim of the Assembly is to promote the spiritual, moral, social and cultural development of our students, by particularly promoting the individuals self respect and respect for others, while simultaneously being a uniting factor for the year group.

We are able to bring year groups together in our Assemblies to promote a collective ethos.

Withdrawal from Sex Education, RE or Collective Worship

Parents have the right to withdraw their children from the School Sex Education, RE and Collective Worship. Students may not be withdrawn from subjects on the National Curriculum. Please contact the Headteacher in writing if the above applies to you.



Pastoral Care

IN ADDITION TO THEIR ACADEMIC PROGRESS, the social welfare and happiness of every child is important at Ashmole.

Personal development is fostered through social, cultural and charity activities both within and across Year groups.

Every pupil has the right to a happy and safe school environment and we encourage pupils to discuss problems and ask for help in confidence if necessary. The PSHE (Personal, Social and Health Education) programme is central to our pastoral care policy and emphasis is placed on establishing a caring community, where all pupils have equal value.

Disability/Gender Statement

Ashmole Academy welcomes applications from students of all abilities, ethnicity and faith.

Ashmole is fully compliant with the Disability Discrimination Act and welcome applications from those with disabilities. We work with parents and carers to meet fully the needs of all students.

Pastoral Organisation

AT ASHMOLE ACADEMY WE AIM TO ENABLE students to develop their fullest potential in all areas of school life. We place a great deal of importance on the social welfare and happiness of each child as well as their academic progress. Ashmole is a caring environment with clear and consistent boundaries understood by all. Our aim is to allow students to achieve in safety, to be able to be proud of their achievements and to value the achievements of others.

The school is divided into Key Stages and year groups, for the purposes of administration, discipline and pastoral care: this means, each student can take advantage of the wide range of facilities and activities which only a large school can offer, yet at the same time experience the security of a small school.

Each Key Stage has its own team of Form Tutors, Learning Mentors and Key Stage Managers. These teams are overseen by a member of the school's

Leadership Team. The progress, attendance and general welfare of each child is the responsibility of this team.

The Form Tutors see the form groups twice a day and so are able to monitor very closely the progress and welfare of every student in their form group. A small number of students will need more intensive pastoral support and the learning mentors will provide this through regular mentoring sessions. Any further support can be provided by the Senior Tutors and Key Stage Managers.

Charity Work

Every year students and staff raise thousands of pounds for a variety of charities and good causes. Helping others is considered a vital element in our rounded education programme.





Attendance

REGULAR AND PUNCTUAL ATTENDANCE IS required. In all cases of absence a letter from the student's parent or carer giving the dates of absence and reason should be brought by the student on returning to School. This should be handed by the student to the Form Tutor.

Parents are asked to telephone the school each day of their child's absence before 10am. If no such message is received, parents/carers will be sent a text message informing them that their child is not in school. On the child's return to school, they should bring a note from the parent/carer explaining the reason for absence. **The school will not authorise holidays in term time.**

Lateness

STUDENTS ARRIVING LATE FOR ANY REASON must sign in before going to lessons. Frequent lateness is unacceptable; offenders will be required to make up lost time after school. This system is very closely monitored by the Key Stage Manager and Form Tutors.

“The care, guidance and support for students throughout the school are outstanding. It has a significant impact on the personal development and wellbeing of the students and consequently on the high standards they achieve.”
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Public Documents & Charging

PUBLIC ACCESS TO THE SCHOOL'S CHARGING policy determined by the Governing Body and Governing Body minutes of meetings are available

on request from the School Office, as are all other approved school policies.

Information to Parent/Carers wanting to contact the School

IF THE NEED ARISES TO CONTACT THE SCHOOL, please contact the Student Services Co-ordinator for that year group who will liaise with the relevant staff. If the matter is more serious and you are considering contact the Head Teacher, Mr Brown, please contact the relevant member of the Leadership Team responsible for that year group or faculty. You can contact the school by email at staff@ashmoleacademy.org.

If you have contacted the school but have not received a reply back within 2 days please contact Mrs Willmott, the Business Manager on 020 8361 2703 ext. 2207 or email swi@ashmoleacademy.org.

The school expects Parents/Carers and any other family member who has need to contact the school to do so in a courteous and polite manner. Action will be taken where this does not occur.

Making a Complaint

COMPLAINTS ARE FIRST HANDLED BY THE relevant Head of Subject or Key Stage Manager (for a year group). If the complaint is not resolved, the matter should be referred to the Leadership Team member responsible for the relevant faculty or year group. It is anticipated that most complaints will be handled efficiently at this stage.

When making complaints, the school advises that the complainant should be clear and specific as to

what the issue is and provide evidence to support the complaint.

Should the complainant wish to take the matter further, the matter must be referred to the Head Teacher.

Complaints about the Head Teacher are to be referred to the Chair of Governors by writing to her at the school's address.

Further Information

IF AFTER READING THIS PROSPECTUS YOU WOULD like the opportunity to seek further clarification

on any point, please contact the Admissions Co-ordinator.





"We regard academic success as vital and work very hard to ensure that all children fulfil their true potential. We have high expectations for all our students. We expect hard work from each person and are rarely let down."

*Derrick Brown
Head Teacher*

ASHMOLE



ACADEMY

A Specialist School for Science & Music

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