

ASHMOLE



ACADEMY

A Specialist School for Science & Music



THE SIXTH FORM PROSPECTUS 2016



Mr Brown with the Head Girl and Head Boy

ASHMOLE



ACADEMY

A Specialist School for Science & Music

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Welcome

Dear Post 16 Students and Parents/Carers,

Welcome to Ashmole Academy. I trust that our Sixth Form Prospectus will help you make the most appropriate decision about continuing education Post 16.

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 the 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 and hope that the information provided in this prospectus enables you to make the best choice for you in terms of courses and institution for continued education Post 16..

DERRICK BROWN | HEAD TEACHER





The Sixth Form Curriculum

Introduction

ASHMOLE ACADEMY OFFERS STUDENTS THE chance to continue their education in an outstanding school.

"...standards in sixth form are outstanding. Students value the excellent guidance and support they receive from subject teachers and tutors. This very effective partnership of teachers and students working together is at the heart of high attainment in the sixth form."

[Ofsted]

Ashmole provides an environment in which students can thrive. When students apply for a place in the sixth form it is a demonstration of their desire to continue their education in a school where excellence is a habit. All Post 16 courses require the student's whole hearted commitment in order to achieve the best possible result. The school is proud that so many of its students in Year 11 will seek to return to the Sixth Form.

General Advice

When considering Post 16 courses, parents/ carers and students need to take into account the student's intended career pathway. As most students seek to go to higher education, university

course entry requirements need to be considered when choosing 'A' level or BTEC courses.

The Sixth Form Curriculum Structure

Ashmole's Post 16 curriculum is divided into two distinct provisions:

- 'A' Level
- Business BTEC Extended Diploma [internal students only]

The majority of Sixth Form students follow 'A' level courses, which are also available to external students.





'A' Level Programme

This programme is designed for those students who have achieved high success at GCSE and plan to follow their 'A' level programme by securing a place at university or other higher educational institutions.

- In Year 12 all students will follow four subjects chosen from a large number of choices. At the end of Year 12 students will take the AS examination.
- In Year 13 some students will continue with four subjects at A2, however there is an option to 'drop' one subject if they so wish. Progression from Year 12 into Year 13 is dependent upon students meeting the admissions criteria.

Students are required to achieve at least three AS passes at grade D or higher in order to return to Year 13.

Extended Project Qualification

All Year 12 students will be encouraged to complete the Extended Project qualification.

BTEC Extended Diploma

Students can choose the BTEC Extended Diploma in Business. The programme takes the time of three 'A' Levels. The BTEC Extended Diploma Programme is delivered over 2 years. Students must successfully pass Year 12 in order to continue into Year 13.

Year 12 Choices

Some subjects are very similar in style and content. Exam boards do not permit certain combinations of subjects to be examined at the same time. Additionally some combinations are not compatible with the breadth of study required for Advanced work. Therefore subjects which Ashmole will not permit to be studied together are:

- Drama and Media Studies

Students have the opportunity to discuss their subject choices at a guidance interview.





Admission Criteria

GCE (Advanced) Criteria

The A Level Programme requires students to take 4 AS Levels in Year 12.

To gain entry into the Sixth Form students must have at least five or more GCSE passes at grade C or above, including Maths and English. In addition, most subjects have an extra compulsory admission requirement of grade B or higher in the subject specified. These additional admission criteria are shown in the table. Passes at BTEC 1st Certificate or Diploma including a merit or distinction are not included as suitable for A level.

Please note there are no GCSE retakes in the Sixth Form.

Entry to Year 13

Entry to Year 13 is dependent upon students achieving at least 3 AS passes at grade D or higher. As some units are coursework and controlled assessments, the grade D criterion applies to the written examination modules that make up the AS result.

Those students who successfully meet the entry requirements to join Year 13 are required to maintain a 3 A level programme with Extended Project Qualification or 4 A levels highly recommended..

BTEC Extended Diploma Entry Criteria

Entry to the BTEC National Extended Diploma Programme is restricted to Year 11 students of

“Exceptionally good work in basic skills and enterprise education promotes students’ effective preparation for the future lives and employment.”

OFSTED REPORT

Ashmole Academy.

In order to qualify for the BTEC National Extended Diploma Programme students must achieve five or more GCSE passes at grade C or above including English and Maths.



ADMISSIONS CRITERIA

Subject	Additional GCSE Criteria
Art & Design: Fine Art	B
Biology	AA in Core and Additional Science or B in Biology & one other science subject
Chemistry	AA in Core and Additional Science or B in Chemistry and one other science subject
Drama & Theatre Studies	B in Drama if studied
Economics	B in English Language and B in Maths
English Literature	B in English Language and English Literature
French	B in French
Further Maths (must be studied with A level Maths)	A* in Maths
Geography	B
German ^^	B in German
Product Design: Graphics	B (in either Resistant Materials, Graphics or Textiles)
History	B in History and B in English Language
Mathematics	A
Media Studies	B in Media if studied or B in English Language
Music *	B (or at least grade 5 in performance)
Physical Education	B in PE if studied or B in Additional Science
Physics	B in Maths and AA in Core and Additional Science or B in Physics and one other science subject
Psychology	B in Additional Science or one other science subject and B in English Language
Religion, Philosophy & Ethics	B in Religious Studies if studied or History or Geography
Sociology	B in History or Geography or Religious Studies (full course) or B in English Language
Spanish	B in Spanish
BTEC Extended Diploma in Business (internal students only)	C in Business if studied or Merit in BTEC Business

^^ German may run if sufficient numbers choose the subject. Some years there are insufficient student numbers

* Music will be offered through a consortium arrangement if possible

Courses and options are subject to alteration and cancellation

Subjects chosen for A level must be studied at GCSE unless otherwise indicated.

Admissions Procedures

Ashmole Students

The following is the programme for applications to the Ashmole Sixth Form for students who are currently members of Year 11.

1. Initial meeting with personal tutor will occur before Christmas exploring progress at GCSE and starting to consider Post 16 destinations.
2. During the week beginning 2nd November 2015 students will receive an Application Form. This should be returned by **Friday 22nd January 2016**.
3. During the Spring Term students will be interviewed by a senior member of staff who will be able to give additional advice.
4. Before GCSE written papers commence, students will be informed whether their application is appropriate.
5. On Friday Wednesday 31st August 2016 after GCSE results are known, students who have been offered a provisional place must attend the Enrolment Day to confirm choices. Decisions will be finalised after this process. It is essential that students attend on this date.

Non-Ashmole Students

1. All applications should be received by **Friday 22nd January 2016**.
2. Successful applicants will be given an offer provisionally subject to exam results. All candidates who are offered places must attend the Enrolment Day, Wednesday 31st August 2016, bringing evidence of all qualifications, when courses are confirmed.
3. It is acceptable to make an application to the Sixth Form on the Enrolment Day. Proof of the applicant's qualifications will be required together with their birth certificate and/or passport.

4. Applications received after the Enrolment Day will be treated as a late application and only considered if the student meets the criteria and if there is a place available.
5. If students are unable to attend on the Enrolment Day due to medical or religious grounds they must contact the school and an alternative date will be arranged.
6. Student must be under 19 years of age at the start of their Sixth Form programme of study.
7. Students must have the right of abode in England

What happens if a particular subject becomes full

The school has limited resources. There is therefore a limit on the number of teachers and classrooms available and on the number of subjects and classes offered in the Sixth Form. In addition, there has to be a limit on class size, beyond which larger groups may result in detriment to the examination prospects of the students studying the subject. Ideally, Sixth Form groups should be kept to around 20 students with few reaching 24 students.

If a subject becomes full, every effort will be made by the school to explore with the students ways to resolve the difficulty considering alternative choices. However, if, after that process, the subject remains full, offers of places will be made in order of

- Looked after students
- Students for whom places on appropriate courses are available, and then
- GCSE point scores.

Students who have special needs

Year 11 students who have a statutory statement of Special Educational Needs will receive guidance regarding the transition from Year 11 into Post

16 education, arranged by the Head of Learning Support. A part of that guidance will involve impartial advice, considering the most suitable options for the student to choose Post 16, with these options being those that are most likely to lead to successful employment or continued further/higher education.

Students with a statutory statement of Special Educational Needs may apply to study courses available in the Sixth Form, complying with the entry criteria that are applicable to all students.

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 welcomes applications from those with disabilities. We work with parents and carers to meet fully the needs of all students.

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 Able, 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. These students would enter the Sixth Form with a significant amount of A* grades at GCSE.

In an increasingly competitive world, it is important that we guide and support our able learners so that their applications for higher education and employment are as enriched as possible. In response, we have recently created a bespoke programme for our able learners called the Ashmolean Programme.

The programme involves a variety of activities. Able, Gifted and Talented 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 visit and many tasks provided by subject areas. Our able students are also mentored after attainment checks/exam results.

Year 12 Gifted and Talented students are invited to the Ashmolean Lecture Series. This focuses upon varied topics in a formal style. Topics range from film and politics through to environmental issues and economic growth. In addition, we have visits from outside speakers. Over the last year they have included academic staff from UCL, LSE, Imperial College, Kings College and the University of Oxford.

Year 12 students also run a Council to discuss and develop the needs of able learners across the school.

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. Each faculty has a named staff member who supports the needs of able learners.

Most of our Able, Gifted and Talented students are likely to follow a university career at prestigious institutions such as Oxford, Cambridge, Imperial College, LSE and other Russell Group Universities. The UCAS process formally starts in Year 12. The school fully supports students in their ambitions. The school also runs specialist programmes preparing exceptionally Able, Gifted and Talented students for university, including specific training and advice programmes for Oxbridge entry, and for those wishing to study medicine, dentistry, veterinary science and law. Our Medical Society (MEDsoc) meets weekly to prepare for applications and interviews. In addition, students will receive specialist support through HUMsoc (Humanities) and MATHsoc (Maths and Engineering) as well as advice regarding university applications.

Students are encouraged to attend our 'Able, Gifted

and Talented' clinic on Wednesdays after school. Teaching staff and individual mentors also advise on such matters.

The school has a team of specialist staff for Gifted and Talented students including a Gifted And Talented Manager and Co-ordinator.

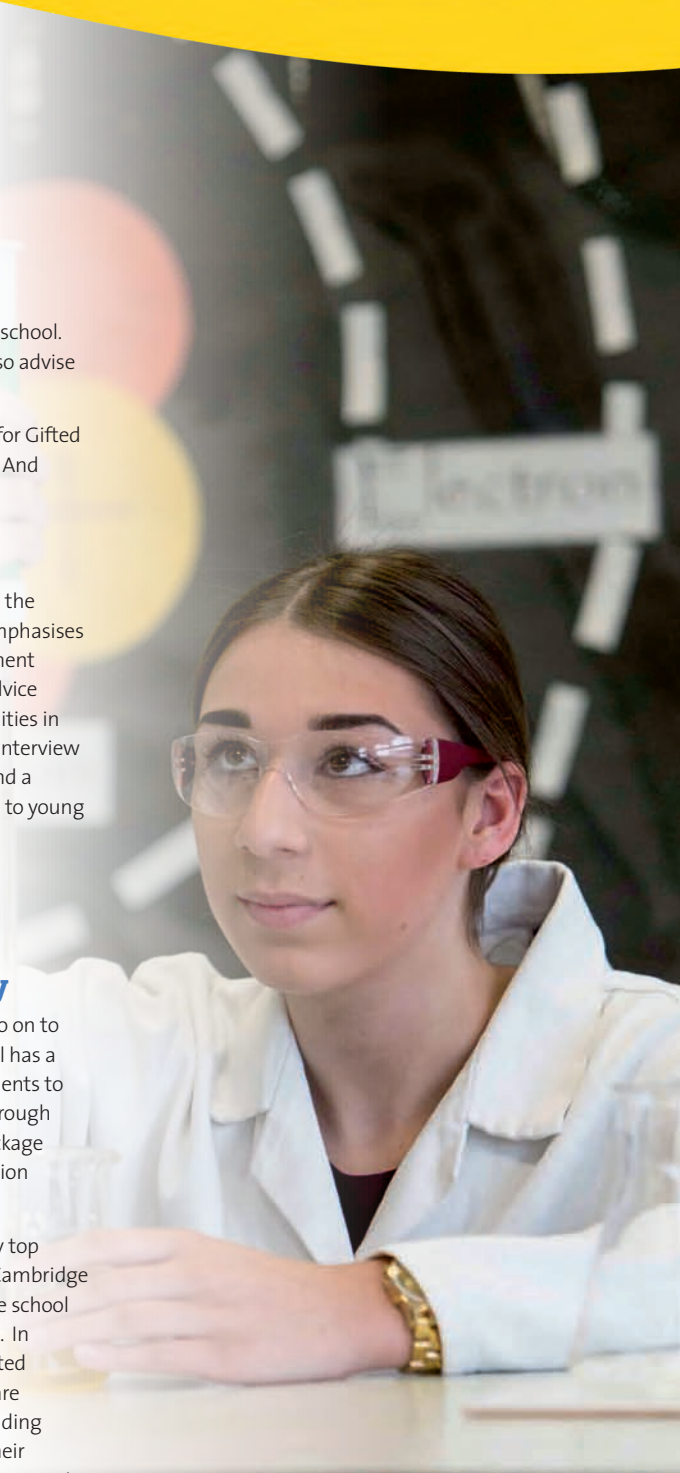
PSHE

PSHE work in the Sixth Form builds upon the Years 7 to 11 programme. Careers work emphasises progression either through the development of understanding of UCAS procedures, advice regarding Further Education or opportunities in employment. Students participate in an Interview Skills programme, a Citizenship course and a number of other activities of importance to young people.

University Careers Guidance and Application to University

The vast majority of Ashmole students go on to university. To support students the school has a comprehensive programme helping students to prepare their application to university through the UCAS programme. As part of this package students attend the UCAS Higher Education convention.

The school has extensive links with many top universities, including Imperial, LSE and Cambridge colleges, whose admission tutors visit the school to assist students with their applications. In addition, Ashmole has a gifted and talented curriculum where exceptional students are supported with a range of activities including specialist staff assisting students with their application to highly prestigious universities such as Oxford, Cambridge colleges and Imperial.





Facilities & Activities at the Academy

THE ACADEMY HAS EXTENSIVE FACILITIES taking advantage of a £14 million building programme completed in 2004. These facilities include a dedicated suite of Science laboratories, an outside classroom, a Technology block, a Performing Arts Centre, a large Library with computer facilities, an Editing Suite and other areas dedicated to subjects such as Languages, Humanities and Mathematics. The school also has a suite of Art rooms including an Art Graphics area and a dedicated set of ICT rooms. Sporting facilities are extensive with a Gym, Sports Hall, Multi-games area (tennis, basketball and netball),

an all-weather pitch and sports fields for rugby, football, cricket and athletics.

In 2014 a state of the art Sixth Form Centre was opened which is complete with a modern social learning area and a high tech study centre with the latest computer and tablet technology. Situated in the social area is also a Starbucks café for the use of Sixth Form students.

Sixth Form students have the opportunity to purchase iPads through the school at a very competitive price to assist their research and learning.

“Excellent teaching, excellent staff, excellent environment.”

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Aims of the School

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.

Dear Future Ashmole Sixth Formers

By attending Ashmole you will become a student part of a dynamic, successful environment. Having been here since Year 7, we have been welcomed into a thriving, academic community full of support from staff and students. Over the years, Ashmole has helped transform its students into bright young adults with excellent achievements, ready to make their transition from sixth form to university.

We are fortunate enough to have a new sixth form centre with a range of fantastic facilities. The study area upstairs provides students with a focused learning environment, where you can concentrate on your studies and also get a taster of the independent learning approach which is required at university. Moreover the Starbucks and lounge area downstairs allows students to relax or continue with group study. Recently the iPad scheme has been introduced for sixth formers, which has enhanced our learning and level of creativity in the classroom.

There is a huge variety of extra-curricular activities for students to get involved with ranging from a number of sports clubs to music and drama events, such as the annual school production. There are also a number of opportunities to enrich your intellectual interests by attending different societies including MedSoc, Debating Club and Philosophy and Politics Club. Whatever your interest, there is something for you.

Although preparing for higher education is daunting for every student, Ashmole will make sure to cater to your every need, bringing out your maximum potential and ensuring that you have the best possible preparation for life at university.

Good luck and we wish you all the best!

*Sophia Karydis and Julian Prow
Head Girl and Head Boy*

Behaviour & Discipline

AN AIM OF THE ACADEMY 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. While Post 16 students do not wear uniform, students must comply with the published dress and appearance code.

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 standards 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 Academy

- 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
- Public Disorder

We will take action against students who practise these behaviours including exclusion, particularly where serious breaches occur or misbehaviour is repeated.

Sixth Form students are required to be excellent role models for younger students. Their position as student leaders requires them to adhere firmly to the expectations of the school. Sixth Form students are therefore required to show high standards of behaviour and a positive attitude at all times.

Dress Code

Post 16 students are student leaders in a school community. Their dress and appearance must therefore be appropriate to support and encourage the ethos of the school and the uniform and appearance policies in operation in Years 7 to 11.

1. Post 16 students are not required to wear uniform but must dress appropriately for school in a casual but smart manner. They should remember that:
 - a) Tracksuits are banned.
 - b) Wearing hats indoors is forbidden.
 - c) Hooded clothing may only be worn with the hood up in extreme weather conditions.
 - d) Wearing football shirts or scarves are not allowed.
 - e) Inappropriate slogans must not be worn on clothing.



- f) Jeans and trousers are to be smart and without rips or holes.
 - g) Outdoor coats must be removed when in the buildings.
 - h) Shorts are not appropriate for school.
 - i) Skirts and tops for girls should be of an appropriate style and length.
2. Appearance is required to be smart and in line with the main school Years 7 to 11. Specifically:
- a) Boy's hair should be neat and tidy of uniform length (i.e. without a 'step' or patterns cut in it), not cropped, shaven or dyed. Cult or eccentric styles are not permitted.
 - b) Boys are clean shaven.
 - c) Girl's hair should be neat and tidy, avoiding outrageous or cult styles or obvious colourings.
 - d) Body piercings and tattoos are not acceptable. Apart from the ears, no other visible body piercing is allowed, except one small discrete nose stud.

Further Assistance

Ashmole Sixth Form has a reputation for enabling students to achieve excellent examination results and entry into higher education and employment.

We wish to ensure that our students feel secure, successful and find their studies enjoyable and rewarding.

If you require any further information about the Sixth Form, please contact the Admissions Secretary by telephone (020 8361 2703) or by appointment through the School Office.

Complaints Procedure

The school has a complaints procedure. All complaints are dealt with in the first instance by the Head Teacher. If the complaint has not been resolved by the Head Teacher, the complaint can be referred to the Chair of Governors.

Attendance

The most successful students have the best attendance. If students are not present in school they cannot learn. The target for each Year 12 students is 95% attendance. Students who fail to attend school as required may be taken off roll.

All Sixth Form students are required to register at 8.40 am in their tutor room. If they arrive after 8.40 and before 8.50 they will be entered as late by the Form Tutor. All students who arrive after 8.50 must sign in on the 'Late Sheet' designated for their year group. If a student arrives after 9.30, or is absent for the whole day, they must bring a

"Ofsted inspectors observed articulate, confident and mature discussions between the sixth form, school council and members of the senior leadership team."

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written explanation signed by a parent or carer. Lateness without reasonable explanation will incur a formal detention.

The school will not authorise the taking of holidays in school time.

Year 12 students are not entitled to be off-site during the school day unless permission has been granted. However, Sixth Form students are allowed off-site at lunch time. They must wear identity badges at all times on the school site and will only be admitted to the site if wearing their identity badge.





School Term Dates 2016/2017 (Provisional)

AUTUMN TERM 2016

Year 11 – 12 Interviews:	Wednesday 31 st August
First Half:	Thursday 1 st September – Friday 21 st October (First day for Students – Monday 5 th September)
Half Term:	Monday 24 th October – Friday 28 th October
Second Half:	Monday 31 st October – Thursday 22 nd December
Staff Training Days:	Thursday 1 st September Friday 2 nd September

SPRING TERM 2017

First Half:	Tuesday 3 rd January – Friday 10 th February
Half Term:	Monday 13 th February – Friday 17 th February
Second Half:	Monday 20 th February – Friday 7 th April
NB: Easter Bank Holiday Weekend:	Friday 14 th April – Monday 17 th April
Staff Training Day:	Monday 20 th February

SUMMER 2017

First Half:	Monday 24 th April – Friday 26 th May
NB: May Day Bank Holiday:	Monday 1 st May
Half Term:	Monday 29 th May – Friday 2 nd June
NB: Spring Bank Holiday:	Monday 29 th May
Second Half Term:	Monday 5 th June – Tuesday 18 th July (Last day for Students – Friday 14 th July)
Staff Training Days:	Friday 7 th July Monday 17 th July





The School Day

8.40am	Morning Registration
8.50am	Period 1
9.50am	Period 2
10.50am	Break
11.10am	Period 3
12.10pm	Period 4
1.10pm	Lunch
2.05pm	Afternoon Registration
2.25pm	Period 5
3.25pm	End of School



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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Personal Equipment

SIXTH FORM STUDENTS ARE RESPONSIBLE FOR bringing their own basic equipment to school. Sixth Form students are allowed to bring personal items such as mobile phones and personal stereos. However, the use of these items is restricted to the Sixth Form Centre. As with all valuables, students bring such items at their own risk and the school accepts no responsibility for them.

Lockers are available for Sixth Form use.

Cafeteria System

The Starbucks cafeteria is situated in the Sixth Form Centre and is open between 7.30 am and 4.30 pm for Sixth form students only, selling hot and cold drinks and snacks.

The school refectory sells hot and cold food at morning break and lunchtime with Sixth Form students taking priority in the queue. They eat formal meals in the Refectory, though some prefer to eat in the courtyard or the Sixth form Centre.

The average cost of a two course meal is currently £2.50.

Support and Guidance

- Easter revision courses
- After school and lunch time revision sessions
- One to one tutorials with teachers on request
- Able, Gifted and Talented programme
- UCAS mentoring
- Extended Project Qualification mentoring
- Fortnightly 6th Form bulletin

Responsibilities

- Each student completes a fortnightly duty which could include:
 - a. Helping in lessons
 - b. Library buddy scheme
 - c. Supporting other students with Maths intervention sessions

Able, Gifted and Talented Programme

- MEDsoc – advice and guidance for prospective Medics
- UNIsoc – advice, guidance and speakers to help with university applications
- HUMsoc – advice and guidance for Humanities students
- MATHsoc – advice and guidance for students wishing to study Maths and Engineering
- Opportunities to visit Higher Education Institutions
- Advice and guidance with application to University Summer Schools and Subject Workshops
- Personalised support and guidance for Oxbridge applicants
- G & T drop-in clinic each week
- The Ashmolean Lecture Series – formal lectures run by staff and external speakers
- Visits from aspirational speakers

Enrichment

- Enrichment is about 'enhancing' the curriculum and students general learning experiences. Higher Education establishments and employers are increasingly keen to read references about interesting, well rounded individuals who have experienced of far more than just their academic subjects.
- Enrichment activities are focussed on building up students' portfolios for Higher Education and employment.
- There are a number of enrichment activities that students can be involved with throughout the year such as specialist programme for gifted and talented, performing arts, business, sports, music and many more.
- As well as the variety of different activities enrichment also includes advice on how to find work experience, competitions, visits to museums and attending lectures.

Sixth Form Activities

Trips

- New York Trip
- Theatre trips to National Theatre and Barbican
- Biology field trip
- Trips to National Medical Research Council and Hunterian Museum
- Geography field trip
- Duke of Edinburgh trips
- Higher Education Conference
- Visits to Oxford and Cambridge Colleges
- History trip to Berlin

Extended Project Qualifications

- Students are given the opportunity to complete The Extended Project qualification. The qualification both compliments and extends A Level study. An A* is worth 70 UCAS points and the qualification is highly valued by universities and employers.
- It requires the student to choose a topic and carry out detailed research into that particular area of study. Students then produce either a 5000 word report or a 'product' and a 1000 word report. The 'product' could take the form of a short story, art piece or performance for example. This is then followed by a small presentation to a group of non-specialists about the topic. Students usually choose an aspect of study that links to possible subject choices at university.



“Thank you for what you and your staff have helped our children to achieve.”

PARENTS OF 6TH FORM STUDENTS

“Having a brand new building with such advanced technology and facilities really does have an impact on the learning and general attitude we have towards our school and education.”

6TH FORM STUDENT

Student Welfare

THE SCHOOL IS FIRMLY COMMITTED TO providing a supportive and caring learning environment that fosters academic success where sixth form students enjoy their time at school.

We welcome students joining Ashmole Academy for their Post 16 education. The school appreciates that a move to a new environment is a big step and that students will benefit from increased pastoral care.

The school provides an extensive induction programme for all new students. Each new entrant will be given a buddy who is currently studying at the school. The school also has a student leader as a spokesperson/mentor for new entrants.

For all sixth form students, the school has a team of professional staff dedicated to assisting with student welfare matters. The team includes form tutors, key stage managers, learning mentors, a UCAS advisor, a Gifted and Talented Co-ordinator and the access to a Careers Advisor and a personal counsellor ensuring that every student receives the highest standard of care and guidance.

“We just wanted to say ‘Thank you’ to you all, for the part you have played in helping our daughter to settle in to the 6th Form at Ashmole. She has had a great time.”

PARENTS OF 6TH FORM STUDENTS



RESULTS & ATTENDANCE FOR THE ACADEMIC YEAR 2014 – 2015

GCE 'A' LEVEL RESULTS PER SUBJECT 2015 (AFTER 2 YEARS IN THE SIXTH FORM)



SUBJECT	Entry	A*	A	B	C	D	E	U
ART								
Male	0	0	0	0	0	0	0	0
Female	7	3	0	3	1	0	0	0
Total	7	3	0	3	1	0	0	0
BIOLOGY								
Male	12	3	3	3	3	0	0	0
Female	41	5	11	10	9	4	2	0
Total	53	8	14	13	12	4	2	0
BUSINESS STUDIES								
Male	3	0	0	2	0	1	0	0
Female	2	0	0	1	0	0	1	0
Total	5	0	0	3	0	1	1	0
CHEMISTRY								
Male	15	2	5	1	5	1	1	0
Female	28	2	6	10	6	4	0	0
Total	43	4	11	11	11	5	1	0
D & T - GRAPHICS								
Male	6	2	2	2	0	0	0	0
Female	12	4	5	1	2	0	0	0
Total	18	6	7	3	2	0	0	0
ECONOMICS								
Male	22	1	6	13	2	0	0	0
Female	10	2	5	1	1	1	0	0
Total	32	3	11	14	3	1	0	0
ENGLISH LITERATURE								
Male	12	0	1	7	2	2	0	0
Female	31	3	9	15	3	1	0	0
Total	43	3	10	22	5	3	0	0
FRENCH								
Male	2	0	0	0	1	1	0	0
Female	3	0	2	0	1	0	0	0
Total	5	0	2	0	2	1	0	0
FURTHER MATHEMATICS								
Male	8	0	2	4	1	0	1	0
Female	1	0	1	0	0	0	0	0
Total	9	0	3	4	1	0	1	0
GEOGRAPHY								
Male	10	0	3	5	2	0	0	0
Female	13	1	4	4	3	1	0	0
Total	23	1	7	9	5	1	0	0
GERMAN								
Male	1	1	0	0	0	0	0	0
Female	3	0	2	1	0	0	0	0
Total	4	1	2	1	0	0	0	0

GCE 'A' LEVEL RESULTS PER SUBJECT 2015 (Continued)

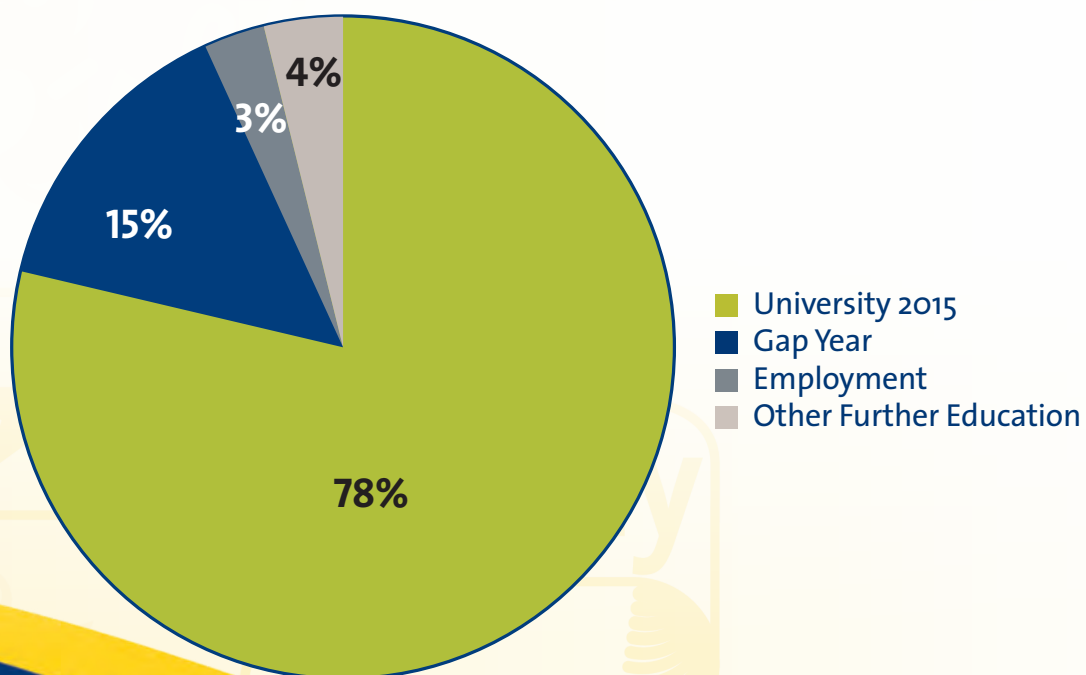
SUBJECT	Entry	A*	A	B	C	D	E	U
HISTORY								
Male	13	0	2	9	2	0	0	0
Female	21	0	9	10	2	0	0	0
Total	34	0	11	19	4	0	0	0
MATHEMATICS								
Male	33	4	11	8	8	2	0	0
Female	27	4	4	9	10	0	0	0
Total	60	8	15	17	18	2	0	0
MEDIA STUDIES								
Male	3	0	0	3	0	0	0	0
Female	4	0	0	2	1	1	0	0
Total	7	0	0	5	1	1	0	0
MUSIC								
Male	4	0	0	0	2	2	0	0
Female	2	0	0	1	0	0	1	0
Total	6	0	0	1	2	2	1	0
PHYSICAL EDUCATION								
Male	5	0	1	1	3	0	0	0
Female	2	0	1	0	1	0	0	0
Total	7	0	2	1	4	0	0	0
PHYSICS								
Male	20	1	2	2	4	6	4	1
Female	6	1	1	0	0	3	1	0
Total	26	2	3	2	4	9	5	1
PSYCHOLOGY								
Male	9	0	2	1	3	3	0	0
Female	21	0	4	9	6	2	0	0
Total	30	0	6	10	9	5	0	0
RELIGIOUS STUDIES								
Male	8	1	0	5	0	1	0	1
Female	10	0	4	2	4	0	0	0
Total	18	1	4	7	4	1	0	1
SOCIOLOGY								
Male	7	0	1	2	3	1	0	0
Female	7	0	0	2	3	2	0	0
Total	14	0	1	4	6	3	0	0
SPANISH								
Male	2	0	0	1	1	0	0	0
Female	9	1	3	4	1	0	0	0
Total	11	1	3	5	2	0	0	0

(U = UNGRADED)





DESTINATION OF 6th FORM STUDENTS (Year 13) 2015



ASHMOLE ACADEMY AVERAGE POINT SCORE PER A LEVEL STUDENT

	Number of Candidates	Average Score per candidate (DFE)
Boys	64	821
Girls	83	864
Total	147	857

'A' level and 'AS' level point scores are calculated as shown below

Grade	A*	A	B	C	D	E
A Level Points (DFE)	300	270	240	210	180	150
AS Level Points (DFE)		135	120	105	90	75

A LEVEL PERFORMANCE

Number of Students	Average Point Score per Entry	Percentage of Students achieving grades AAB or higher in at least 2 facilitating subjects	Percentage achieving at least 3 A* - E grades
147	231.7	22%	99%

Vocational Performance

Number of Students	Average Point Score per Entry	Average Point Score per Student	Percentage achieving at least 3 substantial vocational qualifications
10	204	816	100%

UNIVERSITY DESTINATIONS 2015

UNIVERSITY	% – 2013	% – 2014	% – 2015
Russell Group* including Oxford and Cambridge	34	32	49
Other Top Universities **	29	30	26
Local Universities	13	8	3
Others	24	30	22

*Russell Group represents top 24 UK universities which are committed to latest research. List includes:

University of Birmingham	The London School of Economics and Political Science
University of Bristol	University of Manchester
University of Cambridge	Newcastle University
University of Cardiff	University of Nottingham
Durham University	University of Oxford
University of Edinburgh	Queen Mary, University of London
University of Exeter	Queen's University, Belfast
University of Glasgow	University of Sheffield
Imperial College, London	University of Southampton
Kings' College, London	University College, London
University of Leeds	University of Warwick
University of Liverpool	University of York

** Other top universities includes those not above but in the top 50 of an independent university listing. List includes:

University of Bath	University of Leicester
Brunel University	University of Loughborough
City University, London	Oxford Brookes University
University of East Anglia	University of Reading
University of Essex	Royal Holloway, University of London
Goldsmiths, University of London	University of Surrey
University of Hertfordshire	University of Sussex
Keele University	University of Swansea
University of Kent	University of the Arts, London

UNIVERSITY COURSES 2015

COURSES	Number Studying
Medical	13
Law	1
Business & Economics	14
Science & Engineering	45
Maths	3
Arts	16
Humanities	21
Languages	11



ASHMOLE



ACADEMY

A Specialist School for Science & Music



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