





An Ashmole Academy Trust School Excellence is a Habit

PROSPECTUS

ASHMOLE ACADEMY

An Ashmole Academy Trust School

Cecil Road Southgate, London N14 5RJ Tel: 020 8361 2703 • Fax: 020 8368 0315

Email: office@ashmoleacademy.org Web Site: www.ashmoleacademy.org

> **CEO** Mr D Brown MA. MBA. DipEd

Associate Head Teacher Mr T Sullivan

DEPUTY HEAD TEACHERS

Mr B Dhinsa Deputy Head: Educational Standards

Miss J Hart Deputy Head: Professional Development

> **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. ITRUST 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 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

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/CEO

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 2017.

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 oversubscription 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 70. The places are for Advanced courses only. It is anticipated that the maximum capacity in Year 12 will be 232.

Students must meet the general entry requirements of at least 5 or more A*-C at GCSE with a GCSE grade of 5 or above in GCSE 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



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.

A TASHMOLE 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

A NAIM 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 or Spanish
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
Computing
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	
German	Spanish	
Graphics		

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.

English Faculty English

English is a powerful subject: it not only allows us to express and explore deeper issues such as war and the complexities of human relationships, but also equips us with essential tools which enable us to understand and interact with the world around us. At Ashmole Academy we want all students to share our view that success in English is fundamental to success in adult life.

Reading

Promoting a love of reading for pleasure is a key focus for the English team. Students in Years 7-11 spend 10 minutes reading at the start of every lesson in order to promote regular reading habits, stimulate discussion about themes and narrative techniques and allow students to share their passion for their chosen book or genre.

All students in Years 7-9 receive a Kindle as part of their English equipment. We expect all students to read widely and often and our Kindles come preloaded with a range of texts suitable to age and ability, which support our curriculum and provide opportunities for extended reading proven necessary for success. This initiative is enhanced by a Key Stage 3 Guided Reading Programme to support reading at home.

Curriculum

We are proud of the diversity and challenge of our programme of study; exposure to a wide range of texts begins in Year 7 as each of our students engages with our English literary heritage, as well as contemporary writing.

Students in Years 7 and 8 enjoy a fortnightly library session where they can access the library resources with guidance from the librarian and develop their key literacy skills through our tailored programme of study.

All English lessons in all key stages have a strong focus on developing and maintaining students' skills in spelling, grammar and punctuation.

Key Stage 3

Year 7 begin their English studies with an exploration of non-fiction texts. A key element of the new GCSE specification, students will encounter a wide range of materials including biographies, journals and newspaper articles on the topic of 'Journeys'. Later in the year, having studied poetry

written by a wide range of poets including those traditionally under-represented, they will write their own poems and be offered the opportunity to perform them at our annual Poetry Festival. Year 8 students will hone their analytical skills studying Shakespeare's Much Ado About Nothing and Orwell's dystopian adventure Animal Farm.

Key Stage 4

Throughout Years 9-11, students will follow the AQA syllabus. All students will study GCSE English Language and GCSE English Literature.

English Language includes the study of literary and non-fiction texts from the 19th-21st centuries and tests students on comprehension, analysis and writing skills. English Literature requires students to analyse an anthology of poetry, a Shakespeare play, a classic English text and a modern novel. More detail about each of these courses and the specific texts we will be examining, can be found on the AQA website.

Key Stage 5

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

Assessment

Students are assessed regularly on their skills in literacy, reading comprehension, writing and speaking and listening. Assessments take place each half term and all year groups are examined at the end of the academic year, either through internal or public examination. Year 13 continue to have a coursework component at A Level.

Grouping & Setting

In Year 7, students are taught in mixed ability form groups. In Years 8-11, students are taught in sets. There are two bands, each containing four classes. Years 10 and 11 have four classes in one band and five in the other. Students are placed into sets based on their progress assessed throughout the year and in end of year tests. Sets are reviewed at the end of the first half term. Any further changes are rare.

Teaching and learning is differentiated in both lessons and homework to maximise progress for students of all abilities. In addition, Gifted and Talented students hone their skills by participating in extra-curricular booster groups, debating, reading groups and attending theatre performances in and out of school. We are often visited by authors who discuss their work and the craft of writing. This year, a small group of students have attended a creative writing workshop run by a local author.

Extra-curricular

Students benefit from a wide range of activities which promote their engagement with language and literature. These include debating, reading groups such as Mad for Books and shadowing the Carnegie Book Award, a poetry festival and theatre visits.

Media

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

Curriculum

At KS5 students have the opportunity to study A Level Media Studies with AQA. The course is split with 50% of the marks awarded for coursework and 50% for an end of year examination. AS Media Studies requires students to develop their understanding of the four key media concepts and apply these in their coursework portfolio, as well as applying them in a formal examination. A2 Media Studies requires students to develop a wider conceptual understanding of the media and work independently on coursework and examination tasks.

Grouping & Setting

Media Studies is taught in mixed ability groups.

Extra-curricular

Students are given the opportunity to attend Film Club, where they can learn more about the media and film industry. The focus is on exploring different film genres and directors, as well as teaching students about the technical elements of film making.

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 not only 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 8-11. 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 the areas upon which they need to improve. At the end of each academic year, they either take an internal or external examination.

Extra-curricular

The faculty organises a range of clubs, including a Chess and Logic Club and a Gifted and Talented Club. Students participate in the UK Maths Challenge at Junior, Intermediate and Senior level. 'Aftermath' activities stretch the most able mathematicians.

Science Faculty

Curriculum

In Years 7 and 8 students follow stimulating and absorbing topics which promote a wide understanding of Science and the links between different scientific disciplines. At the beginning of Year 9 students will begin their study of Key Stage 4 topics in Science. Students will study important topics in Biology, Chemistry and Physics. These include Chemistry topics on the atmosphere, pollution and materials; Biology topics considering aspects of genetics, disease and how to keep a healthy balance in life; Physics topics including aspects of energy and forces. Pupils will then follow one of two pathways: Triple Science or Combined Science (Trilogy). Pupils studying Triple Science will be working towards achieving GCSE's in Biology, Chemistry and Physics. Pupils following the Combined Science pathway will be working towards two GCSEs in Combined Science

Sixth Form 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 and interactions and how we may study these attributes.

Assessment

Students are assessed regularly on all aspects of their Science knowledge, including the way in which Science works. Assessment takes place part way through and at the end of each half term. Assessments will be linear in nature so will feature content previously covered within each key stage. All year groups take key examinations or public examinations towards the end of an academic year. Students will also be assessed on the way they conduct practical activities.

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 term. 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.

Extra-curricular

Students are able to take part in many Science centred extra-curricular activities with some focus on examination performance. Younger students can join a Science Club and perform innovative experiments. Students of all ages will also have the opportunity to take part in national competitions.

Each year we also host guest lectures from a range of professional scientists aimed at a range of age groups, often using specialist equipment not normally found in schools. The school celebrates Science Week each year and actively promotes Science to the wider community, including local schools, parents and friends of Ashmole.

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. It also equips the student with the skills required for further study and later for work and leisure. The student is offered an insight into the culture and civilisation of French, German or Spanish-speaking countries, with the aim of promoting international understanding.

All classes have regular ICT lessons where they are able to work independently on grammar, listening or reading activities to improve their language skills. Pupils have frequent opportunities in all lessons to practise their speaking skills and improve their confidence in this area. A Level classes also benefit from conversation classes with additional language classes.

Grouping & Setting

All pupils study either French or Spanish in Year 7 and are taught in their form groups. At the end of Year 7, pupils are placed in sets based on ability. The two most able groups in each half of the year are offered the opportunity to study Spanish as well as the language learnt in Year 7 from Year 8 onwards (double linguists). This will continue until the start of the GCSE courses towards the end of Year 9.

Teaching and learning is differentiated in both lessons and homework to maximise progress for students of all abilities. In addition, Gifted and Talented students in Years 8 and 9 have the opportunity to gain an understanding of the origins of European languages through studying Latin as an extra-curricular class. Those who continue for 3 years may progress to a GCSE equivalent in Latin.

Assessment

In Years 7-11, 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 as it forms one fifth of the English Baccalaureate. This language can be French, German or Spanish: Spanish and French are only available to those who have studied that subject in Year 8. The double linguists may choose to study two languages at GCSE level and students have the opportunity to study French, German and Spanish to A Level.

In Year 9, a small group of pupils who have been identified as at risk of not achieving an A*-C in a modern foreign language, are offered the opportunity to study "Everyday Spanish", a basic course aimed at passing a GCSE in that subject.

Extra-curricular

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, in the suburbs of Paris. An exchange has been recently established with a grammar school in Berlin and there is a trip to the German Christmas markets on alternate years.

We also run clubs in Turkish, Mandarin and Russian using peripatetic staff and provide exam coaching in these areas, allowing native speakers to sit their GCSEs at Ashmole.

Humanities Faculty

The Humanities Faculty comprises four main subject areas; Geography, Religious Studies (including PSHE, Citizenship and A-level Sociology), History and Business Studies (including Economics).

In Humanities, students enjoy learning important information about today's world and the physical, economic and environmental issues that society faces. All subjects within the Faculty promote key problem solving skills and also develop students' analytical, evaluative and critical thinking abilities. These skills are highly sought after, both in higher education and in the work place.

Assessment

Students are assessed regularly in their Humanities subjects and throughout all year groups. At Key Stage 3, Geography, History and Religious Studies all have 'landmark assessments' every half term. At Key Stage 4, History, Geography and Business Studies sit their GCSE examination at the end of Year 11. Both Years 10 and 11 will sit one RS examination in the summer of 2016.

Sixth Form students can choose Humanities

A-Level courses in Philosophy and Ethics, History, Geography and Economics. All students take the AS examination at the end of Year 12. Their learning in Year 12 forms the basis of the full A-level which is examined at the end of Year 13. Geography and History are examined through a combination of examination and coursework. Economics and Philosophy and Ethics are assessed through 100% examination.

In History, students explore fascinating topics including the witch craze in Britain, Europe and North America c1580 – c1750, Britain throughout the 17th Century, historical interpretations of the First World War and the Russian Revolution.

In Geography, tectonics, coastal management and urban regeneration are a selection of absorbing topic areas and Philosophy and Ethics focuses more on the philosophy of religion and dialogues.

BTEC Business is also delivered at Key Stage 5. This provides students with the opportunity to cover a wide range of Business related topics including finance, recruitment and account management.

Grouping and Setting

History and Geography, Religious Studies and PSHE are all taught in mixed ability form groups at Key Stage 3. At GCSE, mixed ability lessons continue in Geography and History. Business Studies GCSE and Business BTEC are also taught in mixed ability classes. GCSE Religious Studies classes are placed into sets in line with their English classes. At A-level, all Humanities subjects are taught in mixed ability classes.

Gifted and Talented students are able to develop their skills by participating in study groups, joining extra-curricular clubs, taking part in a variety of trips and studying critical thinking.

Extra-curricular

Students benefit from a large variety of extracurricular activities that increase their interest and skills in subjects whilst also developing their role as citizens in the wider community. These include clubs such as the Philosophy and History groups where debating takes place, as well as the Green Council which works on issues of sustainability. As part of the 'Giving Nation Project', Year 8 students complete fundraising activities to develop their enterprising skills and some Business Studies students are able to visit local businesses and learn how they are run. Students also have the opportunity to carry out Geography field work.

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 India, China and Kenya and topics such as the world's oceans, cold environments and weather and climate.

At Key Stage 4 students follow the Edexcel Specification B Course. As part of the course students will complete two field trips, one to a human environment and one to a physical environment; students will be assessed on these studies as part of their GCSE examination.

At A Level students study the Edexcel course. The course includes topics such as Tectonic Processes and Hazards, Globalisation, Climate Change Futures, Super powers and Shaping Places. In addition, students complete an independent fieldwork investigation of between 3000-4000 words.

Grouping and Setting

Geography is taught in mixed ability classes at KS3, 4 and 5. 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 field trips throughout the year for GCSE and A Level courses. In addition the department runs a Green Council which is working towards the Eco-Schools Award.

Religious Studies

Curriculum

Religious Studies helps to increase the understanding and awareness of different faiths, as well as provide the opportunity for 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 of different major world religions and in Year 8 they study ethics and relationships, global issues and questions of Philosophy. In Year 9 they begin their GCSE Short Course following the AQA Syllabus. They include the beliefs and teachings of two major world religions; Christianity and Islam. These religions are then related to two ethical themes; Relationships and Families, and Peace and Conflict.

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 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 as it influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong; it helps students to make sense of the world in which they live; it prepares 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 will 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 new GCSE Edexcel History Syllabus which, in part, focuses on the 20th Century after WWI. The main areas of study include modern history units such as Germany 1918-1939 and the Cold War 1943-1991. Students will also study the Medieval Period, focusing on the reigns of King Richard I and King John. Finally, the GCSE course will include a thematic unit, which will cover the history of medicine from 1250 to the present. This will also include a special unit on medicine on the western front during the First World War.

At A level, students continue with Edexcel and will start by studying revolution in early modern and modern Europe. This includes a breadth study of the causes and long term consequences of the English Civil War 1625-1701, as well as a depth study of the Russian Revolution 1894-1924. The A Level will also include a third unit on the witch craze in Britain, Europe and North America, c1580–c1750. Finally, A Level students will also complete coursework on historical interpretations of the First World War.

Grouping and Setting

History is taught in mixed ability classes at Key Stage 3, 4 and 5. 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.

PSHE

Curriculum

Personal, Social, Health and Education (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 and how to develop healthy lifestyles and demonstrate safe behaviours. There is also an emphasis on promoting the British Values of democracy, the rule of law, individual liberty and mutual respect as well as a tolerance of those with different faiths and beliefs.

Young people learn the importance of developing good relationships and respecting the differences between people.

In studying PSHE and Citizenship, students will improve their skills of enquiry, communication and participation. They will also grow in confidence and realise that they have a responsibility to make the most of their abilities.

Students study PSHE and Citizenship throughout their school career. In Years 7 and 8, students have classes once in a two week cycle, with an extra collapsed day in Year 8. From Year 9 to Year 11 the subject is taught through a series of collapsed days, where students are taken off timetable to discuss issues concerning health, work related learning and citizenship. In Key Stage 5 students learn PSHE and Citizenship through their tutorial programme and from external speakers who talk to them about a range of subjects.

Grouping & Setting

Pupils are taught in mixed ability groups.

Assessment

Students are assessed as to how well they can apply their knowledge but more often as to how well they construct their ideas and thoughts about particular issues that they study. Students are given opportunities to discuss, to give presentations, to participate in group activities and to show leadership skills.

Business Studies

Curriculum

Business Studies provides students with knowledge of how the world of business operates. In addition to knowing how to deal with finance, marketing, production and the 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 GCSE Business Studies at KS4 and the BTEC Level 3 Extended National Diploma at Sixth Form for internal students only.

Grouping and Setting

Business is taught in mixed ability classes at KS4 and KS5. 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. In the Sixth Form we offer a variety of clubs introducing the Student Investor Challenge.

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 only offered in the Sixth Form at A Level. Along with the study of institutions and their functions, pupils also study research methods and their appropriateness for investigating different people and aspects within society.

Throughout the course, pupils will ponder questions

such as 'why people commit crime', 'whether there is an ideal family structure' and try to determine 'what the reasons are for differences in the performances of pupils from different backgrounds'. They will also examine the role and functions of institutions in our society through the perspective of Functionalism, Marxism & Feminism.

Grouping and Setting

Sociology is only taught at Key Stage 5. All groups are mixed ability.

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 facilitates a student-led Feminist Society which both applies and builds on content covered across the course. Pupils are also given the chance to conduct their own project as part of a competition that will allow them to better understand the research process.

Economics

Curriculum

Economics is offered at Key Stage 5. Economics enables you to look more deeply into the world around you – how and why it functions the way it does. It can also give you new perspectives on some of the most topical and challenging problems facing the world today. During AS Level, students study both Micro and Macroeconomics, firstly looking at how work markets function as well as how they fail. In addition to this, students explore macroeconomic targets and how different variables affect the ability of the government to meet the targets. During A2 Level, students can investigate different market structures in more detail as well as evaluate the issues of and solutions to inequalities in the labour market.

Universities and employers regard economics as a 'numerate' discipline. Students typically go on to study Economics, Law, Management or other Business related courses. Also students often study courses combined with a wide variety of other subjects such as History, Mathematics or a Language because of the strong logical base that the subject provides.

Grouping and Setting

Economics is only taught at Key Stage 5 and 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 will be expected to complete improvement prompts based on these assessments, ensuring that they know how to improve their work.

Extra-curricular

In the Sixth Form we offer a variety of clubs introducing the Student Investor Challenge as well as an Economics Debate Club.

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 extracurricular activities.

Art

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. We pride ourselves 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 in which we live. Art and Design can enrich the human condition and is essential to our lives.

At KS₃ we focus 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 KS4 we offer GCSE Art. Students continue to learn to develop their skills in both two and three dimensions using a variety of specialist materials.

At KS5 we offer A Level Fine Art. Students develop skills even further to be independent learners, creative thinkers and skilful Artists 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 KS3. Art is then taken as an option in KS4 and 5.

Assessment

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

Extra-curricular

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.

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. We endeavour to deliver 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. Our 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 is a highly successful department in all key stage areas. We promote 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.

Our equipment is some of the latest and most up to date machinery available, giving students the best possible opportunity in all Technology subject areas. Some of the equipment includes two CAD/ CAM Laser cutters, a Vinyl cutting machine and a 3D Printer. We also have three ICT suites for students to use within the department, all with different design software programs.

The following subjects are taught in the Design and Technology Department:

KS3	KS4	KS5
Product Design	Product Design	Product design
Systems and Control	Resistant Materials	
Graphics	Textiles	
Textiles	Food Preparation & Nutrition	
Food		

Grouping & Setting

In Year 7 students will have two lessons of Technology a fortnight, which will include Product Design, Food, Graphics and Textiles. In Years 8 and 9 students will have three lessons of Technology a fortnight, covering all subject areas.

Students are taught in mixed ability groups in KS3. At KS4 students can continue with the subject as an option in one of the following; Product Design, Textiles, or Food Preparation and Nutrition. At KS5 Product Design with Graphic Products is offered and Product Design as a reformed A Level from 2017.

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 years 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. KS3 pupils are also given the opportunity to explore their own creativity through process Drama units which explore concepts such as alienation and conflict.

At KS4 students follow the AQA Drama syllabus which 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 theatre practitioners such as Konstantin Stanislavski and Bertolt Brecht.

At KS4 pupils 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.

KS5 students build on their understanding from KS4 by becoming experts in the Stanislavski System and are introduced to a broader range of Theatre practitioners. They study a number of pre and post twentieth century plays considering their historical, political, social and cultural context through practical exploration. In addition, they have the opportunity to participate in a number of performances to an external examiner both individually and as part of a group.

KS5 students follow the Edexcel syllabus. Students' contribution to practical exploration and controlled written assignments are assessed by the teacher.

Grouping & Setting

At KS3 pupils are taught in mixed ability classes and teachers assess their skills in developing, performing and evaluating Drama. Drama is an option subject if students wish to continue at KS4.

Assessment

There is a formal Landmark Assessment at the end of each half term. Oral feedback is given each lesson to enable students to progress.

Extra-curricular

The Drama department is also responsible for the annual school production and we encourage participation from students from all year groups, either onstage or behind the scenes. There are also a number of theatre visits throughout the year for exam groups to participate in, giving them a wider understanding of live theatre.

Music

Curriculum

Ashmole Academy achieved Specialist Music College status in 2006. As a result Music has gone from strength to strength, not only within the school but also in the wider community.

Music is a form of communication and personal expression and it is best experienced through participation. Music forms part of an individual's identity and is an integral part of all cultures. At Ashmole students study the music of different cultures with an emphasis on exploring their shared elements.

In Years 7 and 8 students work in mixed ability sets and follow a broad, skills based curriculum with a focus on performance, composition and musical literacy. At Key Stage 4 Music is an option subject and students work towards the Edexcel GCSE course. The key areas of the GCSE course are composition, performance and analysis (listening exam). The performance and composition controlled assessment coursework makes up 60% of the course and the listening exam is 40%. Students taking music as an option subject at Key Stages 4 are expected to participate in the extra-curricular activities within the department and undertake instrumental or vocal tuition.

The department is equipped with two classrooms, a music technology suite, a professional standard recording studio and a number of practice rooms.

Gifted and Talented

Gifted and Talented students are identified by the last ABRSM or Trinity grade taken and passed, and if they have not taken exams, by current attainment. If certain criteria are reached they are invited to join our Music Scholarship Programme alongside those students who have been admitted to Ashmole as Aptitude students. These students are actively encouraged to take full advantage of all the opportunities available to them within the department.

Successful students from the Music Aptitude auditions automatically become part of our Music Scholarship Programme throughout their years at Ashmole. They will also participate in various performances and concerts throughout the year.

Year 7 Music Scholars work towards completing their Trinity Bronze Level Arts Award.

Extra-curricular

Ashmole offers lessons in piano, drum kit, clarinet, saxophone, flute, oboe, trumpet, trombone, French horn, acoustic guitar, electric guitar, bass guitar, violin, viola, cello, double bass and voice. Information regarding fees and applications can be found in the extra-curricular section on this website.

We have a number of extra-curricular activities available both during lunchtime and after school including Rock Bands, two choirs, Orchestra, Advanced String Ensemble, Jazz Band, Glee Club, and Advanced and Junior woodwind ensembles.

PE

Curriculum

The Physical Education department here at Ashmole, aim to provide an inclusive range of sporting activities, giving all students the opportunity to participate in high quality PE.

At KS3 students will participate in football, rugby, hockey, basketball, netball, volleyball, gymnastics, dance, hand ball, cricket, badminton, tennis, athletics and table tennis.

The KS₃ curriculum will also enable students to become familiar with foundations of GCSE PE so as to prepare any student for life as a GCSE PE student. Throughout the year, students will be introduced to topics such as the skeletal system, muscular system and training methods to name but a few.

As students progress throughout KS4, they have more freedom to choose to specialise in activity areas during core PE lessons. These activity areas include racket sports, invasion games and aesthetic activities as we aim to meet the needs of all students within our curriculum.

At Ashmole, GCSE PE and A Level PE are all examination options for students.

Grouping and Setting

In year 7 students are taught in single sex, mixed ability classes. In year 8 and 9 students are set by ability. During KS4 Core PE lessons students choose their activity groups. Examination PE Groups are not set.

Assessment

At KS₃ students are assessed every half term on their performance in the sport they are undertaking. KS₃ students will also be tested on the application of rules and tactics in various sports as well as the theory content learned throughout the year. This assessment will be in the format of an end of year exam. The end of year theory exam will contribute 60% of the student's end of year grade. The remaining 40% will be taken by the student's best 3 practical sports throughout the year.

KS4 Core PE is not assessed by performance but on a student's attitude to learning.

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

GCSE PE is a varied course where students are assessed in 3 practical activities making up 40% of the course. There is a large range of sports that can be assessed, not only traditional sports such as football and netball but activities such as skiing. A 90 minute theory exam at the end of year 11 makes up the remaining 60%. The theory course looks at anatomy and physiology, health and skill related fitness, the diet of an athlete and drugs in sport to mention but a few topics.

A Level PE is also offered as a subject at Ashmole. AS PE is a 70%-30% split between theory and practical respectively. The course is divided into 3 separate areas. Students are expected to participate in sports



outside of school which aids their practical grade.

A2 PE also has a 70%-30% split. The theory element has the same components as the AS course with the addition of Socio-cultural and Contemporary issues.

Extra-curricular

We firmly believe in the importance of participation in physical activity at all levels to aid the physical, mental and social development of the participants. We encourage excellence through our celebrated school teams, whilst we endeavour to provide an increasing range of recreational opportunities to suit all abilities and interests. Extra-curricular sports that are offered include football, netball, table tennis, basketball, badminton, athletics, rounders, cricket and tennis.

We are well suited to offer a broad programme for each individual student with excellent facilities, including a full size astro turf, two football pitches, a rugby pitch, an outdoor multi games area, large indoor sports hall and gymnasium.

Student Services Faculty

- Curriculum Support which provides support to the students with special educational needs, especially those students who have a Statement/EHCP of Special Education 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 which 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.

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 an Assistant Head supported by a Pastoral Learning Mentor.

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.

Able, Gifted and Talented

A TASHMOLE 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.

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

'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

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

The programme involves a variety of activities.

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."

OFSTED REPORT

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

N 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

A TASHMOLE 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 and Learning Mentors. 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.

Values Education

A TASHMOLE EVERY INDIVIDUAL IS VALUED FOR who they are and what they contribute to the school. Values Education supports the personal and social development of every pupil through the school. The Ashmole values are Endeavour, Reflection, Professionalism, Responsibility, Respect and Co-operation.

Aims of Values Education

Through the Values Education Programme we aim to:



- Improve behaviour, conduct and self-confidence by developing strong values within the pupils at the school.
- Develop pupil understanding of what values are and why they are important in life.
- Encourage children to 'live the values' in all aspects of their lives both in school and out.
- Promote values to pupils in every aspect of school life.
- Promote values in the way in which adults interact with each other and with pupils.
- Enable children to focus upon the positive aspects of themselves that they can value, thereby reminding them of their individual worth, their worth in the school and wider communities and the worth of those communities themselves.
- To raise standards by promoting a school ethos that is underpinned by core values which support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

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.** 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."

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 Learning Mentors, Form Tutors and Assistant Head Teachers.



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

FTHE 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 Assistant Head for the 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.

* For the full policy, please see the website.

Further Information

F 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 CEO



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