

***There is an amendment to the 6th form prospectus.
Please see below for further details.**

16th December 2016

Dear Parent/Carer & Students,

To Year 11 Re: Year 12 Courses 2016/17

As you may be aware, there is considerable change occurring nationally with the move away from Modular A Levels to those with just a terminal examination. There are a number of significant consequences stemming from this change. The first is the increased importance of securing success in the A Level. In addition to being a harder exam, the content and style of assessment is often also more challenging, requiring more time being dedicated to the A Level.

The second important change relates to AS. This examination no longer counts towards the A Level. In fact, the assessment style and content is often somewhat different, as it is a standalone qualification, with the concern that studying the AS may distract from the A Level. All Universities have also stopped requiring AS in applications.

The introduction of these A Level reforms is being staggered nationally, some subjects during 2016/17, with all subjects being reformed from September 2017.

As a consequence of these national changes, Ashmole Academy has decided to modify its A Level provision for September 2017 to maximise the success of the students in the new reformed A Levels.

The changes are as follows:

1. The Academy will no longer require students to take AS examinations at the end of Year 12. Instead, all students will sit an internal end of year examination which has to be passed before continuing into Year 13.
2. Students are required to study a minimum of three A Levels for the duration of the 6th Form. The most able, if they wish to study four A Levels may do so.
3. The teaching time allocated to A Levels will be increased.

I trust that parents/carers & students are content with the changes. However if you wish to discuss any matters in relation to this letter, or have concerns or issues about the changes being made, please let us know by contacting Mr E Sayed, Assistant Head Teacher.

Yours sincerely,

Mr D Brown
Head Teacher

ASHMOLE



ACADEMY

*An Ashmole Academy Trust School
Excellence is a Habit*



THE SIXTH FORM

PROSPECTUS 2017



Mr Brown with the Head Boy and Head Girl



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Excellence is a Habit

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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 | CEO



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.

BTEC Extended Diploma

Students can choose the BTEC Extended Diploma in Business (internal students only). 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

Many courses that students wish to study at University are based upon the knowledge and skills the students have learnt at Key Stage Four

and Five. For this reason some A-Level subjects are more frequently required for entry to degree courses than others. These are called facilitating subjects. Facilitating subjects opens up a wide range of options for study at university and are highly regarded by the Russell Group Universities.

Facilitating subjects:

Biology, Chemistry, English Literature, Geography, History, Physics, Modern and Classical Languages, Maths and Further Maths.

At Ashmole we highly recommend students who are considering Russell Group Universities to study at least two facilitating subjects, where relevant, to keep a wide range of degree courses open.



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 meet the general entry requirements of at least five or more A*-C at GCSE with a grade 5 or above in English Language and Maths. 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.

BTEC Extended Diploma Entry Criteria

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

In order to qualify for the BTEC National Extended Diploma Programme students must achieve five or more A*-C at GCSE with a grade 5 or above in English Language and Maths.

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

OFSTED REPORT





ADMISSIONS CRITERIA

| Subject | Additional GCSE Criteria |
|---|---|
| Art & Design: Fine Art | B |
| Biology | AA in Core and Additional Science or ABB in Triple Science |
| Chemistry | AA in Core and Additional Science or ABB in Triple Science |
| Drama & Theatre Studies | 6 in English Language and B in Drama if studied |
| Economics | 6 in English Language and 6 in Maths |
| English Literature | 6 in English Language and English Literature |
| French | B in French |
| Further Maths (must be studied with A level Maths) | 8 and above in Maths |
| Geography | B |
| German | B in German |
| Product Design: Graphics | B (in either Resistant Materials, Graphics or Textiles) |
| History | B in History and 6 in English Language |
| Mathematics | 7 |
| Media Studies | B in Media if studied or 6 in English Language |
| Music | B in Music and at least a grade 5 in Theory |
| Physical Education | B in PE if studied or B in Additional Science |
| Physics | 6 in Maths and AA in Core and Additional Science or ABB in Triple Science |
| Psychology | B in Additional Science or one other science subject and 6 in English Language |
| Religion, Philosophy & Ethics | B in Religious Studies (full course) or B in History or Geography |
| Sociology | B in History or Geography or Religious Studies (full course) or 6 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 |

Courses and options are subject to alteration and cancellation

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

“Throughout my Ashmole experience I have felt fully supported and the teaching has been inspiring”

YEAR 13 STUDENT

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 14th November 2016 students will receive an Application Form. This should be returned by **Friday 20th January 2017**.
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 Thursday 31st August 2017 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

Each year there are places available for external students to apply for the Sixth Form. These students will be in Year 11 at another school.

1. All applications should be received by **Friday 20th January 2017**.
2. Successful applicants will be given an offer provisionally subject to exam results. All candidates who are offered places must attend the Enrolment Day, Thursday 31st August 2017, 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. Students must be under 18 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 25 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 or grade 8 and above.

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 Able, 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 Able, Gifted and Talented students including an Able, Gifted and Talented Manager and a 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 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.”

OFSTED REPORT



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.

Values Education

At Ashmole 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.

Dear Future Ashmole Sixth Formers

If you attend Ashmole Sixth Form you automatically become part of a thriving and welcoming community, where you can study easily and efficiently, as well as enjoy your time here. Since Year 7 we have been aided and supported by the incredible set of teachers and staff here at Ashmole, who continue to provide fantastic support as you enter your final years of study. As a result, Ashmole produces not only academically excellent but also well rounded students, the majority of which are able to go off to university ready and prepared for their transition into young adults.

The new Sixth Form Centre provides all the facilities needed to succeed in your studies. With a silent study area upstairs, students can work in a focused and calm environment, with access to computers and printing facilities. It is open throughout the day and after school hours, making it the perfect place for students to work whenever they need and practise independent study in preparation for university life. Downstairs is a Starbucks and lounge area which sells a variety of food and drink, allowing students to relax with friends or carry out group work or discussions. We also have an iPad scheme which helps to aid students' learning by having access to a vast amount of information that extends beyond textbooks and allows for enhanced creativity in the classroom.

If you want to extend your involvement beyond the classroom, there are a wide variety of extra-curricular activities to get involved in such as the football and basketball teams, music clubs and the annual school production. There are also amazing opportunities to enrich your intellectual interests by attending the vast array of societies which include Debate Club, FemSoc, Philosophy Club and MedSoc. We have something for everyone, giving you a platform to learn new ideas and opinions outside of the curriculum.

We understand that preparing for higher education can be daunting for every student. This is why Ashmole Sixth Form will cater to your every need, providing an environment that will maximise your potential, bring out the best in your academic ability and ensure that you are as best prepared as possible for life at University.

Good luck and we wish you all the best!

Caitriona Gurrie and Theo Tomking
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) Boys' 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) To create a clear distinction between staff and students, boys should be clean shaven. Boys who choose for religious reasons to grow a beard may do so if granted permission by the Head Teacher providing that the growth is of stubble length.
 - 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, not other visible body piercing is allowed; except one small discrete nose stud.
 - e) Headscarves that cover the hair for religious reasons are permitted. Following

consultation and for reasons of health and safety and teaching and learning interaction face veils are not permitted.

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

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.

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.

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 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 2017/2018 (Provisional)

| AUTUMN TERM 2017 | |
|----------------------------------|---|
| Year 11 – 12 Interviews: | Thursday 31 st August |
| First Half: | Friday 1 st September – Friday 20 th October (First day for Students – Monday 4th September) |
| Half Term: | Monday 23 rd October – Friday 27 th October |
| Second Half: | Monday 30 th October – Wednesday 20 th December |
| Staff Training Day: | Friday 1 st September |
| SPRING TERM 2018 | |
| First Half: | Tuesday 2 nd January – Friday 9 th February |
| Half Term: | Monday 12 th February - Friday 16 th February |
| Second Half: | Monday 19 th February – Thursday 29 th March |
| NB: Easter Bank Holiday Weekend: | Friday 30 th March – Monday 2 nd April |
| Staff Training Day: | Monday 19 th February |
| SUMMER TERM 2018 | |
| First Half: | Monday 16 th April - Friday 25 th May |
| NB: May Day Bank Holiday: | Monday 7 th May |
| Half Term: | Monday 28 th May – Friday 1 st June |
| NB: Spring Bank Holiday: | Monday 28 th May |
| Second Half Term: | Monday 4 th June – Thursday 19 th July (Last day for Students – Friday 14th July) |
| Staff Training Days: | Friday 6 th July Wednesday 18 th July Thursday 19 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.”

OFSTED REPORT

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
- Gifted and Talented programme
- UCAS mentoring

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 able, 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 and Boston 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



“Ashmole has always had a welcoming environment which has always kept me motivated in my studies”

YEAR 12 STUDENT

“The teachers at Ashmole Academy have been an inspiration and have had a huge impact on my daughter’s success and academic achievement”

YEAR 13 PARENT

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 Assistant Head Teachers form tutors, learning mentors, a UCAS advisor, an Able, 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.

“I am extremely pleased with the high level of teaching that my children have received at Ashmole Academy. The teachers have enabled my children to excel in every way which I feel has helped them develop a passion for learning.”

YEAR 13 PARENT



RESULTS & ATTENDANCE FOR THE ACADEMIC YEAR 2015 – 2016

GCE 'A' LEVEL RESULTS PER SUBJECT 2016

(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 | 8 | 2 | 2 | 3 | 1 | 0 | 0 | 0 |
| Total | 8 | 2 | 2 | 3 | 1 | 0 | 0 | 0 |
| BIOLOGY | | | | | | | | |
| Male | 16 | 2 | 3 | 6 | 3 | 2 | 0 | 0 |
| Female | 35 | 2 | 4 | 8 | 7 | 12 | 2 | 0 |
| Total | 51 | 4 | 7 | 14 | 10 | 14 | 2 | 0 |
| BUSINESS STUDIES | | | | | | | | |
| Male | 3 | 1 | 0 | 2 | 0 | 0 | 0 | 0 |
| Female | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 |
| Total | 5 | 1 | 0 | 3 | 0 | 1 | 0 | 0 |
| CHEMISTRY | | | | | | | | |
| Male | 14 | 0 | 0 | 6 | 3 | 4 | 1 | 0 |
| Female | 24 | 1 | 3 | 8 | 5 | 6 | 1 | 0 |
| Total | 38 | 1 | 3 | 14 | 8 | 10 | 2 | 0 |
| DRAMA | | | | | | | | |
| Male | 3 | 0 | 0 | 0 | 1 | 2 | 0 | 0 |
| Female | 5 | 0 | 1 | 2 | 1 | 1 | 0 | 0 |
| Total | 8 | 0 | 1 | 2 | 2 | 3 | 0 | 0 |
| D & T - GRAPHICS | | | | | | | | |
| Male | 6 | 0 | 1 | 3 | 2 | 0 | 0 | 0 |
| Female | 12 | 0 | 3 | 6 | 3 | 0 | 0 | 0 |
| Total | 18 | 0 | 4 | 9 | 5 | 0 | 0 | 0 |
| ECONOMICS | | | | | | | | |
| Male | 11 | 0 | 0 | 3 | 6 | 1 | 1 | 0 |
| Female | 12 | 0 | 2 | 3 | 5 | 2 | 0 | 0 |
| Total | 23 | 0 | 2 | 6 | 11 | 3 | 1 | 0 |
| ENGLISH LITERATURE | | | | | | | | |
| Male | 7 | 0 | 1 | 3 | 3 | 0 | 0 | 0 |
| Female | 34 | 2 | 5 | 15 | 10 | 2 | 0 | 0 |
| Total | 41 | 2 | 6 | 18 | 13 | 2 | 0 | 0 |
| FRENCH | | | | | | | | |
| Male | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Female | 5 | 0 | 1 | 2 | 2 | 0 | 0 | 0 |
| Total | 6 | 0 | 1 | 2 | 3 | 0 | 0 | 0 |
| FURTHER MATHEMATICS | | | | | | | | |
| Male | 6 | 2 | 3 | 1 | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 6 | 2 | 3 | 1 | 0 | 0 | 0 | 0 |



GCE 'A' LEVEL RESULTS PER SUBJECT 2016 (Continued)

| SUBJECT | Entry | A* | A | B | C | D | E | U |
|---------------------------|-------|----|----|----|----|---|---|---|
| GEOGRAPHY | | | | | | | | |
| Male | 9 | 0 | 1 | 3 | 4 | 1 | 0 | 0 |
| Female | 24 | 5 | 3 | 6 | 7 | 3 | 0 | 0 |
| Total | 33 | 5 | 4 | 9 | 11 | 4 | 0 | 0 |
| GERMAN | | | | | | | | |
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Total | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| HISTORY | | | | | | | | |
| Male | 10 | 0 | 0 | 4 | 5 | 1 | 0 | 0 |
| Female | 20 | 3 | 5 | 9 | 3 | 0 | 0 | 0 |
| Total | 30 | 3 | 5 | 13 | 8 | 1 | 0 | 0 |
| MATHEMATICS | | | | | | | | |
| Male | 29 | 10 | 5 | 8 | 5 | 1 | 0 | 0 |
| Female | 28 | 4 | 5 | 5 | 7 | 5 | 2 | 0 |
| Total | 57 | 14 | 10 | 13 | 12 | 6 | 2 | 0 |
| MEDIA STUDIES | | | | | | | | |
| Male | 3 | 0 | 0 | 0 | 2 | 1 | 0 | 0 |
| Female | 11 | 0 | 1 | 7 | 3 | 0 | 0 | 0 |
| Total | 14 | 0 | 1 | 7 | 5 | 1 | 0 | 0 |
| PHYSICAL EDUCATION | | | | | | | | |
| Male | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Female | 5 | 0 | 0 | 1 | 3 | 1 | 0 | 0 |
| Total | 7 | 0 | 0 | 1 | 3 | 3 | 0 | 0 |
| PHYSICS | | | | | | | | |
| Male | 13 | 0 | 6 | 2 | 3 | 2 | 0 | 0 |
| Female | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Total | 15 | 0 | 6 | 2 | 4 | 3 | 0 | 0 |
| PSYCHOLOGY | | | | | | | | |
| Male | 6 | 0 | 0 | 2 | 1 | 1 | 2 | 0 |
| Female | 27 | 4 | 4 | 7 | 9 | 2 | 1 | 0 |
| Total | 33 | 4 | 4 | 9 | 10 | 3 | 3 | 0 |
| RELIGIOUS STUDIES | | | | | | | | |
| Male | 4 | 0 | 1 | 2 | 1 | 0 | 0 | 0 |
| Female | 25 | 5 | 6 | 8 | 6 | 0 | 0 | 0 |
| Total | 29 | 5 | 7 | 10 | 7 | 0 | 0 | 0 |
| SPANISH | | | | | | | | |
| Male | 4 | 0 | 0 | 2 | 2 | 0 | 0 | 0 |
| Female | 5 | 1 | 2 | 2 | 0 | 0 | 0 | 0 |
| Total | 9 | 1 | 2 | 4 | 2 | 0 | 0 | 0 |

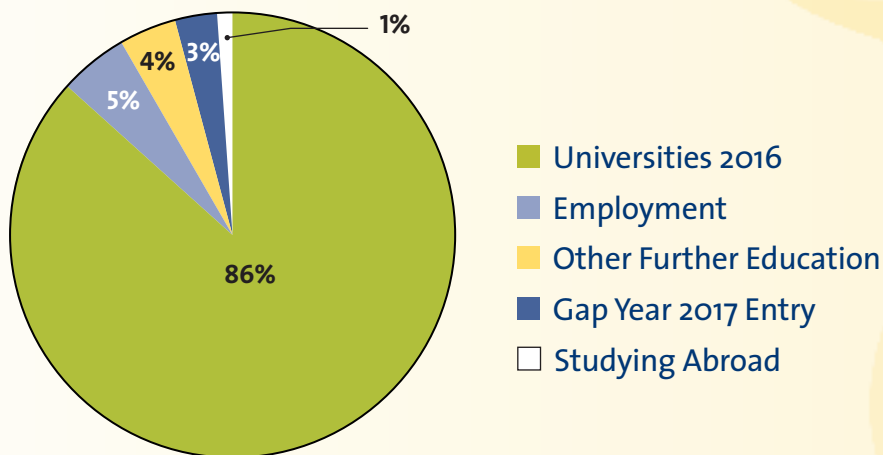
(U = UNGRADED)







DESTINATION OF 6TH FORM STUDENTS (YEAR 13) 2016



AVERAGE POINT SCORE PER A LEVEL STUDENT

| | Number of Candidates | Average Score per candidate (DFE) |
|-------|----------------------|-----------------------------------|
| Boys | 49 | 807 |
| Girls | 95 | 819 |
| Total | 144 | 815 |

'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 |
|--------------------|-------------------------------|---|---|
| 144 | 233 | 22% | 100% |

UNIVERSITY DESTINATIONS 2016

| UNIVERSITY | % 2013 | % 2014 | % 2015 | % 2016 |
|---|--------|--------|--------|--------|
| Russell Group* including Oxford and Cambridge | 34 | 32 | 49 | 36 |
| Other Top Universities ** | 29 | 30 | 26 | 31 |
| Local Universities | 13 | 8 | 3 | 6 |
| Others | 24 | 30 | 22 | 27 |

*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 2016

| COURSES | Number Studying |
|-----------------------|-----------------|
| Medical | 14 |
| Law | 5 |
| Business & Economics | 25 |
| Science & Engineering | 48 |
| Maths | 4 |
| Arts | 20 |
| Humanities | 17 |
| Languages | 12 |



ASHMOLE



ACADEMY

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