



*An Ashmole Academy Trust School  
Excellence is a Habit*

# PROSPECTUS





## ASHMOLE ACADEMY



### An Ashmole Academy Trust School

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#### EXECUTIVE HEAD TEACHER

Mr T Sullivan

#### DEPUTY HEAD TEACHERS

Mr B Dhinsa

*Deputy Head:*

*Educational Standards/Behaviour*

Mr S El Sayed

*Deputy Head:*

*Head of Sixth Form and Curriculum*

Mrs R McLaren

*Deputy Head:*

*Inclusion and Safeguarding*

#### CHAIR OF GOVERNORS

Mrs A Walling

#### **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,

At Ashmole we strive for excellence in everything that we do - the quality of education and care for young people, our facilities and resources, and our attitude to improvement.

Our academic performance has been consistently excellent for a number of years, both in terms of raw results and our "value added" progress. These figures place us as one of the top comprehensive schools in the country. This is achieved by creating an environment where children are here to learn, are consistently challenged, and where all our teachers and support staff are motivated and eager to facilitate opportunities for all students to improve.

At Ashmole we care. It is imperative that a school is more than a place to pass exams, it is also important that we prepare students for their future.

Our pastoral care is outstanding, student focussed and wide reaching. Students, through their time

at the school, are nurtured and supported on their individual journeys. The safeguarding of all students is an absolute priority, creating an environment that is safe and inclusive. We have a clear set of six values that form the bedrock of both our reward systems and behavioural standards.

We see close co-operation and communication between home and school as essential if our young people are to gain the maximum benefit from their schooling. We value our place in the Southgate community.

At Ashmole we provide the space and opportunities for young people to become the best that they can be – to never settle for second best or mediocre. We are relentless in our pursuit of excellence, and to give students all the opportunities to fulfil the maximum of their potential.

Thank you for your consideration.

**Tim Sullivan** | Executive Head Teacher



# Admission Criteria

## Introduction

Ashmole Academy ("the Academy") is a secondary academy with a sixth form located in the London Borough of Barnet. This is part of Ashmole Academy Trust Ltd, a multi academy trust ("the Trust") which also runs Ashmole Primary School, on the same site as the Academy. The Trust is the "admission authority" for the Academy and therefore responsible for determining and implementing the admission arrangements for the Academy each year in accordance with the School Admissions Code 2021 ("the Code") and other legislation. The Trust delegates this responsibility to the Local Governing Body of the Academy ("the Governing Committee").

This Admission Policy applies to admission to Years 7 to 11 at the Academy. There is a separate Admission Policy for Years 12 to 13 (the sixth form); please see the website for details.

## Equality and Inclusion

The Academy is fully inclusive and welcomes applications for the admission of children of all abilities and needs, including those with special educational needs and disabilities. The Academy fully complies with its responsibilities under the Equality Act 2010.

## Published Admission Number ("PAN")

The published admission number ("PAN") for Year 7 at the Academy is 261 pupils. Of these, 20 places will be allocated to children with an aptitude for music.

## Aptitude Places

The 20 places of the 261 available places in Year 7 will be allocated to children who show an aptitude for music, namely those who have demonstrated potential to develop musical skill and who will benefit from the music related facilities of the Academy. No previous knowledge or experience of musical practice or theory is necessary.

Children for whom an aptitude place is sought will be invited to attend a written musical aptitude test at the Academy. The test will take approximately forty minutes to complete, and will consist of approximately sixty questions relating to music, including pitch, shape, volume, lengths of sound, texture and speed of sound.

The school will display the dates of the aptitude tests on the Ashmole Academy website [www.ashmoleacademy.org](http://www.ashmoleacademy.org) by 1st January each year. Parents are invited to view the website for confirmation of dates and further information.

Children who are unable to attend on the set date for a compelling unavoidable reason (for example, compulsory religious observance, medical or disability related reasons, or the loss of a close relative) will be offered one alternative date. Parents should notify the Academy of the reasons for the inability of their child to attend and the reasons

for this as soon as possible, and provide supporting evidence where relevant. It will be for the Governing Committee to decide whether it is satisfied that the reasons stated are compelling and that one other date should be offered. The Governing Committee will make decisions fairly and consistently and having regard to the need to make reasonable adjustments for disabled pupils as required under equalities legislation.

After the test has been taken, children who achieve a mark of 45 or above will be invited to attend an audition during which they will need to sing or perform a piece on a musical instrument of their choice. Should fewer than 100 pupils achieve a mark of 45 or above, the Governing Committee will invite the next highest scoring children to attend the audition until 100 pupils have been invited to attend the audition. In the event of a tie that results in more than 100 pupils qualifying to be invited to attend the audition, all the pupils subject to that tie will be invited to attend the audition. Children will be free to choose the piece they perform, which should last no longer than three minutes. If the piece chosen runs up to three minutes, the child will be asked to stop the performance at that point. Each child will be given their own appointment for their audition, which will not take place in front of any other children. Again, the purpose of the audition is not to assess the child's ability to sing or play the musical instrument, but rather to determine whether the child has the potential to learn or develop musical skills as a student of the Academy.

After all of the auditions have taken place, each child's aptitude for music will be graded in relation to their performance at the audition. This will be done by a panel which consists of the Academy's music teachers and an independent music specialist. The pupils will then be ranked and the top 20 highest ranked children will be allocated an aptitude place.

In order to apply for an aptitude place, parents must apply through e-admissions ([eadmissions.org.uk](http://eadmissions.org.uk)) and submit it to the local authority on or before the application deadline in the usual way. Children who are unsuccessful in achieving an aptitude place will then be considered for a regular place with all other applicants (see below).

## Regular Places

The remaining 241 places will be allocated to all other children whose parents have expressed a preference for the Academy in the Common Application Form, including those children who were unsuccessful in achieving an aptitude place.

Where more applications are received than there are places available, the available places will be allocated in the following order of priority: :

### 1. Looked After and Previously Looked After Children

Looked after and previously looked after children

will be allocated places under this category by reference to the proximity of the child's home address (as defined by this policy) to the Academy, with those living nearer receiving higher priority.

A "looked after child" is a child who is in the care of the local authority, or is being provided with accommodation by a local authority in the exercise of its social services functions at the time of application. A "previously looked after child" is a child who was in public care, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order immediately after being in public care, as well as those children who appear (to the Governing Committee) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

To be included in this category, the application must be supported by the relevant Local Authority's Children's Services Department. In the case of a previously looked after child:

- a copy of the adoption, child arrangements or special guardianship order must also accompany the application for admission where a child falls under this criteria because they are subject to such an order; or
- for a child who appears to the Governing Committee to have been in state care outside of England and ceased to be in state care as a result of being adopted, parents should provide evidence to support their application under this criteria. Failure to do so will result in the child being placed into the next category that applies.

### 2. Children with a Sibling at Ashmole Academy

Children who have a sibling at the Academy at the date of application will be allocated places under this category by reference to the proximity of the child's home address (as defined by this policy) to the Academy, with those living nearer receiving higher priority.

A "sibling" will include a full, half, step, adopted and foster brother or sister, as well as a child of a parent's partner with whom he or she has been cohabiting as if they were husband and wife or civil partners for a period of at least one year at the application deadline, and in all cases the sibling must be living permanently at the child's home address (as defined by this policy) and being brought up within the same core family unit as a sibling to the applicant child. For the avoidance of doubt, a child of a friend or

extended family member (for example, a cousin) living at the same address as the applicant child will not be a “sibling” for the purpose of this policy.

In order to apply under this category, parents must ensure that full details of the sibling are stated within the Common Application Form. Failure to do so will result in the child being placed into the next category that applies.

### 3. Children of Employees of Ashmole Academy Trust Ltd who work at Ashmole Primary School or Ashmole Academy.

Children with a parent who has been employed by the Trust for a) a period of at least two years at the application deadline, whether based at Ashmole Academy or Ashmole Primary School, or b) who were recruited to fill a vacant post for which there was a demonstrable skill shortage, will be allocated places under this category by reference to the proximity of the child’s home address (as defined by this policy) to the Academy, with those living nearer receiving higher priority.

For the avoidance of doubt, a) and b) above do not denote an order of priority – all children falling within this category will be treated equally, applying the tie breaker where necessary.

In order to apply under this category, the parent who is the employee of the Trust must complete the Common Application Form and ensure that they confirm within it that they are an employee. Failure to take these steps by the closing date for applications will result in the child being placed into the next category that applies.

### 4. Ashmole Primary Feeder School

Pupils at Ashmole Primary School (part of Ashmole Academy Trust) who are transferring into secondary education. Children will be allocated places under this category by reference to the proximity of the child’s home address (as defined by this policy) to the Academy, with those living nearer receiving higher priority.

### 5. All Other Children

Children who do not fall into any of the categories above will be allocated places under this category by reference to the proximity of the child’s home address (as defined by this policy) to the Academy, with those living nearer receiving higher priority.

## Child’s Home Address

The child’s home address will be the child’s permanent home address, i.e. the address at which the child normally lives. Where a child lives with parents with shared parental responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence. If a child’s residence is split equally between both parents, then parents will be asked to determine which residential address should be used for the purpose of admission to school. If no joint declaration is received and the residence is split equally by the

closing date for applications, the home address will be determined to be the address at which the child is registered with the doctor, however, all evidence will be taken into account and each application will be assessed on a case by case basis. No other address (including a business address) will be accepted.

Please refer to the Check List for Ascertaining “Child’s Home Address” for Oversubscription (Distance), which outlines the documents used for verification.

Where there is an issue over whether the home address stated by parents in the application for admission is the child’s home address as defined by this policy, parents may be required to provide additional documentary evidence to resolve the issue. Parents of children whose application relies [in part or in whole] on establishing the child’s home address will be required to provide proof that the address submitted with the application is the child’s home address. Governors reserve the right to withdraw an offer if the offer has been offered in error, a parent has not responded within a reasonable period of time to the offer, or it is established that the offer was obtained through fraudulent or intentionally misleading information. Where the parent has not responded to the offer, the Governing Committee will give the parent a further opportunity to respond and explain that the offer may be withdrawn if they do not. Where an offer is withdrawn on the basis of misleading information, the application will be considered afresh by the Governing Committee, and a right of appeal offered if an offer is refused. Governors also reserve the right to withdraw a place once the child has started at the Academy and at any time during the child’s first term at the Academy, where it is established that the place had been fraudulently obtained. To determine whether an offer or a place has been obtained through fraudulent or intentionally misleading information, the Governing Committee frequently requests additional evidence, which it will check and monitor.

The Governing Committee will refuse to allocate a place under this category where it establishes, after considering such relevant documentary evidence as the Governing Committee requires, that the child’s home address as stated in the application is not the child’s home address as defined under this policy. If the child has changed addresses within 12 months before the date of application, but a property that was a previous home address has been retained (where it is less than 50 miles from the school), the Governing Committee will carefully scrutinise such evidence as it reasonably requires to ensure that an application providing that the child’s home address is that of the property closer to the school is indeed the child’s home address as defined under this policy, and that there has been no attempt to obtain the place through fraud or the provision of misleading information.

Please refer to our “Guidance for Verification of Child’s Home Address for Oversubscription Distance” for additional information on locality applications. This can be viewed on the Admissions Section of the School website at [www.ashmoleacademy.org](http://www.ashmoleacademy.org).

## Distance Measuring

The distance between the child’s home address (as defined by this policy) and the Academy will be measured in a straight line between the address point for the child’s home, supplied by Ordnance Survey, to the school’s main gate using the Council’s computerised geographical information system.

In the case of buildings containing a number of different dwellings (i.e. an apartment block), the distance will be measured from the address point in the building regardless of where within the building the child’s home address is actually located, with the tie breaker being applied as necessary.

## Admission Appeals

Parents have a statutory right of appeal against the refusal of a place (whether during the normal admissions rounds or for in-year admissions) which will be heard before an independent panel. Full details about the statutory right of appeal, including how and when the request for an appeal must be lodged, will be confirmed in the notification letter sent to parents on National Offer Day.

A request for an admission appeal must be accompanied by the grounds for making the appeal (i.e. why it is believed that this Admission Policy does not comply with the School Admissions Code 2021 or other legislation, or was not correctly applied in relation to the application for admission). Before setting out the grounds of appeal, parents are advised to consider the reason for the refusal stated within the notification letter.

The Academy is required to publish an admission appeal timetable on its website on or before 28 February before National Offer Day.

## Waiting Lists

The names of all children who are unsuccessful in achieving a place in Year 7 [in the normal admissions round] will be automatically added to the waiting list for Year 7 until the end of July of the same school year in which they would otherwise be admitted. After that date, all names will be removed unless the child’s parents notify the Local Authority that they would like their child’s name to be kept on the waiting list going forward.

Where an application for in-year admission or admission to a year group other than Year 7 is unsuccessful, parents will be asked if they would like their child’s name to be added to a waiting list for that year group and, if so, for how long. Waiting lists are not routinely kept for other year groups unless parents specifically ask for their child’s name to be included on one.

The child’s position on a waiting list will be ranked solely in accordance with the order of priority set out in this policy, and not in accordance with the date that the child’s name was added to the waiting list. This means that the child’s name may go up or down the waiting list, as the names of other children are added or removed (**Please note, full details of the Admission Policy can be found on our website**).



## 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:

- maximise achievement by ensuring that every student achieves their very best in terms of

academic success, personal development, creative expression and sporting achievements;

- provide a school fit for the 21st Century by equipping each and every student with the skills and knowledge to become a full citizen through work, leisure, community involvement and lifelong learning.;
- develop civic responsibility and community involvement by providing 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.;
- provide 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 student 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 students at the school;
- develop students' 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 students in every aspect of school life;
- promote values in the way in which adults interact with each other and with students;
- 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.

*The care, guidance and support for students throughout the school are outstanding.*

OFSTED REPORT

## Behaviour and Discipline

An aim of the school is to create a friendly environment while insisting on strict standards of behaviour and courtesy. The ethos of the school is founded on the quality of relationships between all who work and learn here. Such relationships are characterised by mutual respect, consideration and common courtesy, irrespective of position, gender, race, disability or culture. We all value the positive atmosphere generated at Ashmole Academy.

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

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

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

The Governing Committee 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 an 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

### Student 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 students 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 students who practise these behaviours including exclusion, particularly where serious breaches occur or misbehaviour is repeated.





*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”*

PARENT

## The School Curriculum

### KS3

During Years 7, 8 and 9, students follow a broad and balanced curriculum based largely on the National Curriculum covering a wide range of subjects and experiences. The subjects studied include English, Maths, Science, History, Geography, Product Design, Food, Art, Music, Drama, Religious Education and PE. The Academy offers two languages at KS3, often building upon the language studied in Primary School. These two languages are French and Spanish. In Year 8 and 9, our more able linguists are given the opportunity to study both languages. Students also study a wide range of other more cross-curricular subjects and personal and social education topics. These are taught in the PSHE lesson or through timetable suspension activities. Topics covered include British Values, Citizenship, Careers, Environmental Awareness, Healthy Living, Money Management and the new RSE curriculum.

All students start Year 7 in mixed ability groups based on their form. After the first term, students are put into sets for Maths. By the start of Year 8, English, Maths, and Sciences are taught in ability-based groups. This enables the Academy to stretch the most able, whilst ensuring that those who need additional help have both the curriculum and teaching to enable all students to reach the standard of literacy and numeracy required for GCSE. The Academy places a strong emphasis on reading as a key skill to develop. All students have reading books

or tablets, and a programme devoted to reading and literacy is a feature in Years 7, 8 and 9.

### KS4

The Key Stage 4 curriculum is designed around a strong academic core, whilst maintaining breadth in terms of the number and range of subjects offered. It covers all the subjects included in the English Baccalaureate (EBacc). The EBacc subjects include English Language and Literature, Mathematics, Science – combined or the three separate Sciences, a Language, History or Geography. In addition, every student may study an art-based subject with a full range on offer. Students can study all three separate Sciences, both History and Geography and a second Language. Both French and Spanish are offered at GCSE. The Academy provides a wide range of subjects to study at GCSE, in addition to the academic core. These subjects include Computer Science, Business Studies, Sport and PE, Food, Product Design, Textiles, Art, Music, Drama and Religious Studies. Religious Education and PE are compulsory subjects as is a programme of personal and social education, which includes topics such as Careers and Citizenship. To achieve the breadth of the curriculum whilst maintaining a strong academic core, the Academy offers GCSE option choices to students at the end of Year 9.

### Sixth Form

Ashmole Academy offers a traditional academic curriculum comprising of around 20 A-levels covering all the traditional subjects required by university, as well as many other subjects providing a full breadth of choice. Biology, Chemistry, Physics, English Literature, Mathematics, Further Maths, History, Geography, Economics, Art, Music, PE, Drama, Product Design, Psychology, Philosophy and Ethics, PE, French, Spanish and Sociology are all subjects on offer at A-level. Most students will study three A-levels and some will study four. BTEC National in Business is also offered to those internal students in the Sixth Form for whom A-level is not suitable. In addition, students take part in community service and enrichment as well as PSHE and Religious Education activities that are organised. There is a dedicated Sixth Form Centre and study area solely for Sixth Form use.

The Academy regards the Sixth Form as not only teaching A-levels but also the pre-undergraduate stage of education, as most of the students will go to university either at the end of Year 13, or after a gap year. The Academy therefore operates specialised preparation programmes for those seeking careers in top professions such as Law and Medicine or have ambition to apply for Oxford or Cambridge universities.



*Staff set consistently high expectations of achievement and students often exceed their targets."*

*OFSTED REPORT*

## 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 highest 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. Around 1 in 4 students at Ashmole Academy are identified as able, 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 able, gifted and talented students called the Ashmolean Programme. This programme varies through the years but the aim is always to extend their education and prepare them for the future.

The programme involves a variety of activities. 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/ carers 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, visits to exhibitions and many tasks provided by subject areas. Our able students are mentored after attainment checks/examination results and we also have a lecture series for our Sixth Form students.

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 able, gifted and talented students are likely to follow a university career at

prestigious institutions such as Oxford, Cambridge, LSE and other Russell Group Universities. The Academy fully supports students in their ambitions. The Academy 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 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 Academy has a team of specialist staff for able, gifted and talented students including an Able, Gifted and Talented Manager and Co-Ordinator.

## 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. Equally, you can inform the school using the parent app, Schoolcomms.

Parents/Carers are asked to telephone the

school each day informing them 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.**

## Punctuality

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.

## Extra-Curricular Activities

Extra-curricular activities take place both at lunchtimes and after school and it is very much hoped that parents/carers will actively encourage their children to attend. Such participation is likely to add positively to self-esteem, academic progress and community involvement.

Activities on offer vary from year to year according to the interest of the students and staff. At present, annual curricular extension trips are arranged to France or Spain and a variety of other countries. Lecture visits and Field Trips are organised in conjunction with certain courses.

Regular clubs include Creative Writing, Art, Maths, Music, Technology, Science, Athletics and Badminton. Daily practices and fixtures are open to all students in football, netball, cricket and basketball.

Weekly drama and singing workshops involve participation and rehearsal for annual performances.

Opportunities are also provided for musical activities, ensembles and a variety of concerts and for participation in religious fellowships.





## University Destinations

UNIVERSITY DESTINATIONS 2021			
UNIVERSITY	% 2021	% 2020	% 2019
Russell Group Including Oxford and Cambridge	52	52	38
Other Top Universities	35	32	45
Local Universities	9	8	9
Others	4	8	8

## University Destinations: Courses

UNIVERSITY COURSES 2021	NUMBER STUDYING
Oxbridge	5
Med/Dent & Med Related	12
Law	12
Science & Engineering	71
Maths	5
Business & Economics	43
Humanities	23
Design & Architecture	9
Other	24

*“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.”*

*Tim Sullivan  
Executive Head Teacher*

## Safeguarding Statement

Ashmole Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The health and safety of all children is paramount. As a school, we will take all reasonable action to ensure the safety and wellbeing of our students. In cases where

the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff must follow the school's Safeguarding Policy, which is in line with the DfE Keeping Children Safe In Education, and inform Children's Social Care Services of their concerns.

## Further Information

If after reading this prospectus you would like the opportunity to seek further clarification on any point, please contact the Admissions Co-ordinator.



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