

ASHMOLE



ACADEMY

*An Ashmole Academy Trust School
Excellence is a Habit*



THE SIXTH FORM PROSPECTUS 2018



Mr Brown with the Head Boy and Head Girl

ASHMOLE



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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 able, 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-Levels 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

The A-Level programme is designed for those students who achieved high success at GCSE and plan to follow the A-level programme by securing a place at university or other high educational institution.

In the 6th Form, all students will follow three subjects, (and for the most able, four if they wish) from a large number of choices.

Entry to Year 13 is dependent upon students passing their end of year examination in Year 12.

Full subject details can be found in the Post 16 Information Booklet on the Academy's website.

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

Minimum Academic Entry Criteria

Current Year 11 students and external candidates must have:

- A-Level: 3 or more GCSE grades at A*-B or the new GCSE grades of 9-6, and at least a grade 5 in English Language and Mathematics.
- For internal Year 11 students only, the Academy offers a BTEC Extended Diploma. The entry criteria for BTEC is: 5 or more GCSE grades at A* - C or the new GCSE grade of 9-5, including English Language & Maths.

In addition, most subjects have an extra compulsory admission requirement as set out in the table on Page 7.

Entry to Year 13

Entry to Year 13 is dependent upon students passing their end of year examination in Year 12.

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 5 or more GCSE grades at A*-C or the new GCSE grade of 9-5, including English Language and Mathematics and C/5 in Business if studied.

“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	6 in Art
Biology	7 7 in Core and Combined Science or 7, 6, 6 in Triple Science
Chemistry	7 7 in Core and Combined Science or 7,6,6 in Triple Science
Drama & Theatre Studies	6 in English Language or Literature and 6 in Drama if studied
Economics	6 in English Language or Literature and 6 in Maths
English Literature	6 in English Language and English Literature
French	6 in French
Further Maths (must be studied with A level Maths)	8 and above in Maths
Geography	6 in Geography
German	6 in German
Product Design: Graphics	C in either Resistant Materials, Graphics or Textiles
History	6 in History and 6 in English Language or Literature
Mathematics	7 in Maths
Media Studies	6 in English Language or Literature
Music	6 in Music and at least grade 5 in theory
Physical Education	6 in PE if studied or 6 in Combined Science
Physics	6 in Maths and 7 7 in Core and Combined Science or 6 in Maths & 7,6, 6 in Triple Science
Psychology	6 in Combined Science or one other science subject and 6 in English Language or Literature
Religion, Philosophy & Ethics	6 in Religious Studies (full course) if studied or 6 in History or Geography
Sociology	6 in History or Geography or Religious Studies (full course) or 6 in English Language or Literature
Spanish	6 in Spanish
BTEC Extended Diploma in Business (internal students only)	5 GCSE passes at grade 5 or higher including English Language & Maths and C/5 in Business if studied

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

Introduction

Ashmole Academy ("the Academy") is a secondary academy with a sixth form located in the London Borough of Barnet which 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 2014 ("the Code") and other legislation. The Trust delegates this responsibility to the Local Governing Body of the Academy ("the Governing Body").

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

Students in Year 11 at Ashmole Academy

Current Year 11 students at the Academy achieving the minimum academic entry criteria are able to transfer to Year 12 to study at advanced level, if they wish. Students are to complete and submit an internal application form by the required date, before the end of Year 11. Further details can be found on the Academy's website.

External Candidates For Year 12

The Academy welcomes applications for admission to Year 12 from external candidates. This Admission Policy sets out the criteria which will apply to applications for the admission of external students, including the minimum academic entry criteria, which is the same for internal students and candidates. External candidates will hereafter be referred to as "candidates".

Equality and Inclusion

The Academy is fully inclusive and welcomes applications for the admission of candidates 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.

Candidates With An Education Health and Care Plan

There are separate statutory procedures in place which govern the admission of candidates with special educational needs ("SEN") for whom an education health and care plan ("EHC plan") has been issued by their Local Authority. Parents/ Carers of candidates with an EHC plan who wish to be admitted to Year 12 at the Academy should make their Local Authority aware of this, so that it can consider whether to propose to name the Academy in the candidate's EHC plan in accordance with the statutory procedure.

Applications For Admission Outside Normal Age Group

Candidates achieving the minimum academic entry criteria are normally admitted to Year 12 in the September following their sixteenth birthday, having completed Year 11 at their previous school. Candidates who are older or younger than this, for whom funding is still available for the duration of their course, must obtain the Governing Body's agreement before they can be admitted. Where this is the case, the reasons why the application for admission is being made at an earlier or later age than the normal age for entry into Year 12 must be clearly stated on a separate sheet and attached to the completed Sixth Form Application for Admission. The Governing Body will make its decision on the basis of the circumstances of each case and in the best interests of the candidate concerned, with consideration of the statutory factors set out in the Code.

Current Year 11 students and external candidates should note that BTEC 1st Certificates or Diplomas, including those with merit or distinction, will not be taken into consideration when determining whether the minimum academic entry requirements will be met.

For the avoidance of doubt, once the minimum academic entry requirements set out above have been met, all current Year 11 students and external candidates will be considered for a place on equal terms.

Current Year 11 students and external candidates should note that the Academy will not relax the minimum academic entry criteria in any circumstances. The minimum academic entry criteria have been set at the stated level to ensure that only those capable of succeeding at advanced level will transfer or be admitted to Year 12. Where a current Year 11 student or external candidate has special educational needs or a disability which they believed affected the GCSE grades achieved, they must apply to the examination board for their GCSE grade to be adjusted to take this into account, under the examination board's standard procedures in these cases. The Academy will therefore treat the actual GCSE grades achieved as having already been adjusted to take this into account.

Published Admission Number ("PAN")

The published admission number ("PAN") for external candidates in Year 12 is 30.

This means that the Academy will admit 30 external candidates if sufficient applications are received from candidates who achieve the minimum academic entry criteria, however where the number of current Year 11 students transferring to Year 12 is lower than usual, it will be possible for the Academy to admit a higher number of external candidates over the PAN.

Oversubscription Criteria

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

1. Looked After and Previously Looked After Candidates

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

A "looked after candidate" is a candidate in public care at the date on which the application is made. A "previously looked after candidate" is a candidate who was in public care, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order immediately after being in public care.

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 candidate,



a copy of the adoption or special guardianship order must also accompany the application for admission.

2. All Other Candidates

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

Candidate's Home Address

The candidate's home address will be the address at which they live and sleep for more than 50% of their time from Monday to Friday during term time at the application deadline. It will usually be the address at which Child Benefit is claimed or, if ineligible, the address at which the candidate is registered with their G.P. and dentist. No other address (including a business address) will be accepted.

Where there is an issue over whether the home address stated in the application for admission is the candidate's main home address as defined by this policy, parents or candidates may be required to provide documentary evidence to resolve the issue. This may include providing details of the times that the candidate has spent at the stated home address in the three month period immediately preceding the application deadline.

Distance Measuring

The distance between the candidate'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 same point in the building regardless of where within the building the candidate's home address is actually located, with the tie breaker being applied as necessary.

Tie Breaker

Where two applications cannot otherwise be separated because the distance from the candidate's home address (as defined by this policy) to the Academy is equal, the order in which places will be allocated will be determined by random lottery in the presence of a person who is independent of the Academy and the Local Authority.

Candidates With Parents Who Are UK Service Personnel or Crown Servants

The Academy will accept applications for the admission of the candidates who are the children of UK Armed Forces Personnel with a confirmed posting in the area of the Academy, or the children of Crown Servants returning from overseas to live in the area of the Academy, in advance of them arriving. This effectively means that these candidates do not have to be living at the stated home address at the application deadline, as all other candidates do.

The application for admission must be supported by an official letter declaring the relocation date and a Unit postal address or quartering area address, which will be used as the candidate's home address for the purpose of applying this Admission Policy.

Application Procedure

Applications for admission to Year 12 must be made by completing and submitting a Sixth Form Application for Admission. The candidate or their parent/carer must complete, sign and date the application form. Where GCSE results are not yet known, the candidate or their parent/carer must arrange for the candidate's current school to complete their predicted grades, then sign and date that section of the form before it is submitted to the Academy. No information, other than predicted GCSE grades, will be sought from the candidate's current or previous school.

The application deadline is **29th January 2018**. Applications will be accepted after this date, but will not be considered until after all applications received on or before the application deadline have been processed and conditional offers made.

Admission Appeals

There is a statutory right of appeal against the refusal of a place 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 letter confirming that the application for admission has been unsuccessful.

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 2014 or other legislation, or was not correctly applied in relation to the application for admission). The reason for the refusal of a place should be considered before the grounds of appeal are set out.

Full details of the admissions policy can be found on the Academy's 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:

- 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.

Ashmole 6th Formers are so well nurtured and inspired to ensure that their full potential is fulfilled, which in turn encourages them to become such well-balanced adults.”

YEAR 13 PARENT



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

Having attended Ashmole Academy since Year 7, it is fair to say we are experts in how it is run. However, when we joined the Sixth Form in 2016, we experienced a whole new side to the school. The Sixth Form building offers a more relaxed and mature learning environment where students can both socialise and remain focused. While the first floor acts as a silent study area (with access to computers and printing facilities), the ground floor contains a lounge area for socialising, as well as a Starbucks providing a variety of food and drink. The centre is open throughout the day and after school hours (including some holidays), for students who want to carry out independent studies. A closer relationship with subject teachers was another aspect that changed with the move to Sixth Form. Not only is the quality of teaching fantastic at Ashmole, but support with studies outside of the curriculum is also easily accessible. Teachers are very approachable and encourage students to come to them with any queries. Also, do not be afraid to talk to current sixth formers about your work, they are all friendly (and hopefully they will know a thing or two about their subjects!).

There is also a variety of extra-curricular activities at Ashmole which enhance learning and extend involvement beyond the classroom. This includes football and netball teams, music clubs and the annual school production. On top of this, there is a range of opportunities to enrich intellectual interests, such as Debate Club, Feminist Society and MedSoc.

At Ashmole Sixth Form, there is something for everyone, resulting in well-rounded and diverse students. We have both felt that the Sixth Form life has really maximised our potential, bringing out the best in our academic ability and preparing us for life at university.

Olivia Carter and Kishan Shukla
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, no 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, teaching and learning interaction face veils are not permitted.

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.



Able, Gifted and Talented

AT ASHMOLE WE INTEND TO PROVIDE AN education suitable for all students and where every child can make excellent progress. In January 2015, the school achieved the NACE Challenge Award. This Award is the highest accolade awarded by the National Association for Able Pupils in Education (NACE). To achieve this the school was visited by NACE inspectors who observed lessons, inspected pupils' work and spoke to parents, staff and governors

To ensure that more able students make excellent progress, we identify them 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 enter the Sixth Form with a significant number of A* grades or grade 8 and above at GCSE.

In an increasingly competitive world, it is important that we guide and support our able learners so that their applications for higher

education and employment are as enriched as possible. To achieve this, we have created a bespoke programme for our able learners called the Ashmolean Programme. The programme involves a variety of activities including opportunities to visit higher education institutions to encourage aspiration. In addition, students can make use of Firefly – our virtual learning environment. The Able, Gifted and Talented pages are filled with suggestions for able students to extend their learning. There are also suggestions for wider reading and exhibitions along with information on events and courses. Each subject area also provides an Able, Gifted and Talented section with resources to extend learning.

Oxbridge Programme

A successful Oxbridge programme has been developed for able students with aspirations to apply to Oxford or Cambridge. This bespoke programme begins in Year 12 and provides individual advice, guidance and support for

potential Oxbridge applicants. The programme includes assessment test practice, interview skills and specialist UCAS mentoring. Weekly debating sessions are run by the Able Gifted and Talented Lead Teacher to support the interview process. Year 12 students also have the opportunity to attend, Lumina, a week-long application preparation course.

MedSoc Programme

Ashmole's MedSoc is well established and meets weekly to provide extensive information, advice and guidance to aspiring doctors, dentists and vets. This includes in depth preparation work for UKCAT and BMAT. The programme is supported by visits to various institutions which have in the past included the Hunterian Museum and King's College along with workshops conducted by St George's amongst others.





LawSoc Programme

Students interested in studying or a career in Law are supported by our specialist LawSoc programme. Once again, the programme is supported by visits from representatives of City law firms and Law Schools.

Science Technology Engineering & Maths

Students with an interest in STEM subjects, the school participates in the UK Maths Challenge and the Biology and Chemistry Olympiads annually. Students who are interested in this area are given encouragement and help in applying to various programmes and summer schools.

Ashmolean Lectures

Year 12 Able, Gifted and Talented students are invited to the Ashmolean Lecture Series. This focuses upon varied topics outside of their A Level

studies and is delivered by both internal and external speakers. Topics range from film and politics through to environmental issues and economics.

Classroom teachers plan for varied students' needs through differentiated outcomes and activities. Departments recognise those that have strengths in their subject area and plan accordingly. In addition, able students are mentored following attainment checks and examinations. 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 and the UCAS process formally starts in Year 12. The school fully supports students in their ambitions.

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.

Seminar Learning

Ashmole Academy has recently introduced Seminar Learning into the Sixth Form. We recognise that the jump from GCSE to A-Level is vast, and the skill set in order to be both successful studying A-Levels and beyond, needs time and the platform to develop.

Seminar Learning is a small class environment where students and a teacher participate in a round-the-table style lesson where their skills in verbal communication, collaboration, independence and presentation are constantly developed. This style of learning is similar to what students will experience at University. Sixth Form students will attend regular subject specific seminars throughout their A-Level courses.



Support and Guidance

- Easter revision courses
- After school and lunch time revision sessions
- One to one tutorials with teachers on request
- Able, Gifted and Talented programme
- UCAS mentoring

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, sport, 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



“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, Sixth Form Manager, Form Tutors, Learning Mentors, a UCAS advisor, an Able, Gifted and Talented Co-ordinator and Manager 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

Examination Results for the Academic Year 2017

A-Level (GCE):

Congratulations to our Year 13 students who delivered a remarkable set of results, taking them to university education.

- 32% of all A Level examinations were awarded A*/A grades (nationally 26%)
- The Average Points Score per A Level is 38 points (nationally 35)
- 19% of students achieved AAB or higher in at least 2 facilitating subjects (nationally 17%)
- 2 students in particular deserve special recognition for achieving A* grades in all 3 of their subjects
- 23 students achieved at least 3 A*/A grades
- 62 students achieved at least 3 A*-B grades

A LEVEL RESULTS 2017

SUBJECT	% A*-A	% A*-B	% A*-C
Art	43	86	86
Biology	27	46	76
Chemistry	27	63	83
Drama	22	56	78
Economics	32	65	94
English Literature	26	60	93
French	33	100	100
Further Maths	44	67	78
Geography	32	46	77
German	50	100	100
Graphics	26	74	95
History	50	86	100
Maths	43	70	86
Media Studies	13	63	94
PE	17	17	67
Physics	15	40	70
Psychology	11	48	82
RE	45	67	93
Sociology	26	48	82
Spanish	30	60	70
WHOLE SCHOOL	32	61	86



DESTINATION OF 6TH FORM STUDENTS (YEAR 13) 2017

University Destinations:

UNIVERSITY DESTINATIONS 2017			
UNIVERSITY	% 2015	% 2016	% 2017
Russell Group Including Oxford and Cambridge	49	36	40
Other Top Universities	26	31	38
Local Universities	3	6	6
Others	22	27	16

*Russell Group represents top 20 UK universities which are committed to latest research. List includes:

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

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

List includes:

Aston University	University of Loughborough
University of Bath	Oxford Brookes University
Brunel University	University of Reading
City University, London	Royal Holloway, University of London
University of East Anglia	University of Surrey
University of Essex	University of Surrey
Goldsmiths, University of London	University of Sussex
Keele University	University of Swansea
University of Kent	St Georges, London
University of Lancaster	School of Oriental & African Studies, London
University of Leicester	

University Courses:

UNIVERSITY COURSES 2017	NUMBER STUDYING
Oxbridge	3
Med/Dent & Med Related	12
Law	10
Science & Engineering	28
Maths	4
Business & Economics	28
Humanities	30
Languages	2
Design & Architecture	6
Other	21

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.

“Excellent teaching, excellent staff, excellent environment.”
OFSTED REPORT





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, tablets and laptops. 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.



Academy



ASHMOLE



ACADEMY

*An Ashmole Academy Trust School
Excellence is a Habit*



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