



Prospectus

Excellence,
Aspiration & Care



Ashmole
Academy



A member of
Ashmole
Trust

We are proud to share that The Sunday Times has ranked us among the Top 400 Secondary Schools in the UK. In a remarkable achievement, we have been named the 2nd highest riser nationally, climbing an impressive 143 places to secure a ranking of 193rd.

This recognition reflects our unwavering commitment to our core values of Excellence, Aspiration, and Care. It is a testament to the dedication of our students, staff, and wider school community.



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CEO	Head Teacher
Mr T Sullivan	Mr B Dhinsa
Deputy Head Teachers	
Mr S El Sayed Head of Sixth Form & Quality of Education	Mrs R McLaren Safeguarding & Inclusion
	Mr B Ramsland Raising Standards & Innovation
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,

Ashmole Academy is a unique school that remains committed to delivering its motto: Excellence, Aspiration, and Care for both its staff and students. Our conscientious, determined, and expert staff are highly committed to delivering high standards of Inclusive teaching and learning by supporting each and every one of our students to maximise their potential.

All students are set high aspirations and are empowered to achieve these by demonstrating the School Values: Endeavour, Reflection, Professionalism, Responsibility, Respect, and Co-operation. These values highlight the emphasis we place on Achievement, Behaviour, and Community – collectively known as the ‘ABC of Excellence’.

Our A Level and GCSE examination results are exceptional. At GCSE, we consistently and significantly outperform in all four key performance indicators, both locally and nationally. The Progress 8 score remains close to 1, indicating that on average, our students achieve one grade higher than expected across eight qualifications, including English, Mathematics, and English Baccalaureate subjects, compared to students nationally.

Although we are a large secondary school with over 1,800 students, we make every effort to know our students and recognise each student’s talents and personalities. The role of the pastoral team, and in particular the Personal Tutor, is key to ensuring that every student feels supported and cared for.

Our school building, constructed in 2004, continues to benefit from ongoing investment in facilities to provide a fantastic learning environment. We offer a broad range of extracurricular activities and are proud of our numerous sports teams, who continue to win regional titles.

I am extremely honoured to be the Head Teacher of Ashmole Academy and greatly appreciate the commitment of all our staff in providing students with an inspired educational experience.

Mr Balbinder Dhinsa
Head Teacher, Ashmole Academy



Admission Criteria

Introduction

Ashmole Academy is a secondary academy with a Sixth Form located in the London Borough of Barnet. This is part of Ashmole Trust, which also runs Ashmole Primary School on the same site. The Trust is responsible for admissions and sets the admission arrangements each year in line with the School Admissions Code 2021.

This policy applies to admissions for Years 7 to 11. Separate arrangements apply for Sixth Form admissions; please see our 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

The Published Admission Number for Year 7 is 261 pupils. Of these, 20 places will be allocated to children with an aptitude for music.

Music Aptitude Places

- 20 places are allocated to children who demonstrate musical potential through a listening test and audition.
- No previous musical experience is required.
- Tests and auditions are held annually; dates and details are published on our website.
- Parents must apply for an aptitude place via e-admissions by the deadline.
- Unsuccessful applicants for aptitude places will be considered for regular places.

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 | 4 | Ashmole Primary Feeder School |
| 2 | Children with a Sibling at Ashmole Academy | 5 | All Other Children |
| 3 | Children of Employees of Ashmole Trust who work at Ashmole Primary School or Ashmole Academy | | |

A sibling is defined as a brother or sister (including half-, step-, adopted, or foster siblings) living at the same permanent address.

Child's Home Address and Distance

The child's permanent home address is used to determine priority by distance. The Academy may request proof of address to ensure fairness and compliance with admissions rules. More information on address verification is available on the Admissions section of our website.

Distance to the Academy is measured in a straight line from the home to the school's main gate using the council's computerised geographical information system.

Admission Appeals

If a place is not offered, parents have the right of appeal to an independent panel.

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 will be automatically added to the waiting list for Year 7 (if a lower preference school has been offered).

Waiting lists are held until the end of July of the same school year in which they would otherwise be admitted. Children's positions will be ranked solely in accordance with the order of priority, rather than by the date they were added to the waiting list.

Details of the appeals process and waiting list management are on our website.

Further Information

For full details of the admission criteria, including how we verify addresses, the appeals process, waiting list arrangements, and all other information, please visit:

<http://bit.ly/4nZobgs>



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Pupils are highly motivated and work hard to achieve and learn successfully.

”

– Ofsted Report 2021



Ashmole Values

We aim to promote a culture of educational excellence and aspiration, from within a community enriched with our values. We have a set of six values that underpin all that we stand for in the school.

These are:



Endeavour



Reflection



Professionalism



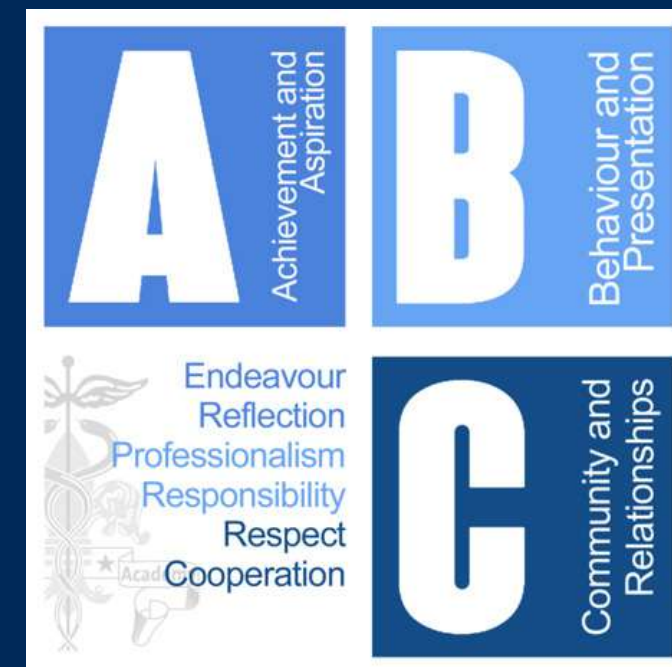
Responsibility



Respect



Co-operation



Our rewards system encourages and celebrates students who demonstrate these six values within a community ethos of excellence, aspiration, and care. Rewarding students acknowledges their effort, character, and achievements while exemplifying the behaviours we desire in our community.

Pastoral Care:

Part of our school motto at Ashmole is about Care. We understand that students thrive academically and personally when they feel cared for within a community. At Ashmole all students are assigned to a form group and a Personal Tutor who will guide them through their Lesson One Personal Development time. Students' Personal Development sessions are structured with a weekly theme and question that engages them in critical thinking and the world around them.

Students have two Personal Development sessions per week which focus on supporting students' understanding of the British Values and Social, Moral, Spiritual and Cultural issues. These sessions focus on discussion and debate, encouraging our students to have an opinion and speak in a professional way to their peers.

We want our students to develop their Oracy skills and feel confident in leading group discussions. They will have the opportunity to undertake a research task and then present this to their class. Students benefit from this curriculum as they are able to speak more articulately across their classes throughout the day.

Each week, Personal Tutors lead a 'Belonging' session where students' efforts are praised. This session also allows the Personal Tutor to develop positive relationships with their tutees through discussions about their hobbies and

interests. We also encourage team spirit with inter-form competitions, rewarding the forms who consistently demonstrate our school values. Students are rewarded each year during these sessions with Bronze, Silver, Gold, Diamond or Platinum merit badges to wear when they have gained achievement points.

As a school we are committed to keeping our students informed and developing their engagement in the world around them. Each year group has a specific Focus Day throughout the academic year that addresses issues which may affect them, to encourage thought-provoking discussion and give them the opportunity to hear from external speakers who are experts in their field. These Focus Days are flexible to meet the changing needs of our students and the fast-paced world that they live in.



Our Core Values Consist of Three Elements:



Achievement and Aspirations

- To empower students to acquire, demonstrate, articulate, and value the depth of knowledge and skills that will support them to learn as lifelong learners.
- To participate in and contribute to the global world and practise the core values of the school: **Endeavour, Reflection, Professionalism, Responsibility, Respect, and Co-operation.**
- Inspire students to instil high aspirations, develop a desire to learn, be creative, innovative, and achieve well.
- To equip all our students with the skills needed to become literate, fluent, well-rounded, and passionate readers.
- We aim for students to leave our school equipped with the required maths and literacy skills to thrive in later life.



Behaviour and Presentation

- To empower all students to embrace learning, achieve their personal best, and build their resilience and physical wellbeing.
- To foster the development of lively and enquiring minds, to enable purposeful debates and discussions through effective oracy.
- To work together to ensure every child has a positive, happy, and rewarding school experience.



Community and Relationships

- To provide a broad range of opportunities for personal development and growth, empowering students to become active, respectful citizens of the future.
- To create an inclusive, safe, and caring school where everyone can flourish, where **Equality and Diversity** are valued and celebrated within both school and the wider world.
- To work in partnership with our parents, carers, and the local community.





Behaviour and Discipline

An aim of the school is to create a caring and friendly environment while insisting on strict standards of behaviour and respect. 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. 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 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 their professional judgment in the implementation of these practices.

Full details can be found within our Behaviour Policy on the school website.

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

“

Pupils' behaviour is exemplary. They are highly respectful of others and of their teachers.

”

– Ofsted rated Behaviour and Attitudes as ‘Outstanding’

“

The quality of pupils' work is first rate.

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– Ofsted Report 2021





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

As a school, we are fully committed to providing your child an excellent standard of education. Our ambition is to bring vision, energy, very high expectations and enthusiasm for all within an inspiring curriculum. This curriculum will continue to evolve to meet the needs of a dynamic society and incorporate innovative approaches to teaching and learning.

Each subject is underpinned by a set of subject-specific 'Curriculum Pillars', which recognise that different academic disciplines have different knowledge structures and distinctive traditions.

The curriculum pillars are designed to state the purpose of each discipline and the key components of each subject. This provides a shared language for conversations about progress at the subject level. The Curriculum Pillars are referred to in every lesson to enable students to put their learning activities into context and make connections.

KS3

Students follow a broad and balanced curriculum, which goes beyond the requirements of the National Curriculum, covering a wide range of subjects and experiences. The subjects studied include English, Mathematics, Science, Computing, History, Geography, Food & Nutrition, Design & Technology, Art, Music, Drama, Religious Education and PE. The Academy offers two languages at KS3 for every student in Year 7. These two languages are French and Spanish.

Students study a wide range of 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.

In Year 7, students are taught in their form groups. After the first term, students are put into sets for Mathematics. By the start of Year 8, Mathematics and Science are taught in classes of pupils with similar levels of current attainment. The Academy places a strong emphasis on reading and oracy as key skills to develop. All students have reading books or tablets, and a programme devoted to reading, literacy and oracy is a feature throughout the school.

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 arts-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. Some students will also be identified to study English, Mathematics, & Digital Functional Skills Qualifications, which complement their GCSE study of both English and Mathematics. 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 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, Politics, Art, Music, Drama, Fashion & Textiles, Product Design, Psychology, Business, Religious Studies, PE, French, Spanish and Sociology are all subjects on offer at A Level. Business BTEC is also offered in the Sixth Form. Most students will study three A Levels and some will study four. 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 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 who have ambitions to apply to Oxford or Cambridge universities.



Staff are highly aspirational for their pupils, including for sixth-form students.



- Ofsted Report 2021



The Ashmolean Scholar Programme

In an increasingly competitive world, it is important that we guide and support each of our 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 the Ashmole Scholar Programme. This programme varies over the years but aims to extend students' education and provide skills necessary for a successful future. It targets students who are curious about the world around them and eager to learn more about the subjects they study.

The Programme has three phases: Junior (Years 7 and 8), Senior (Years 9 and 10) and Advanced (Years 12-13) and all students are invited to attend each year.

The Junior and Senior Scholars have weekly meetings led by teaching staff, external speakers and Advanced Scholars. They are presented with ideas beyond the curriculum, inspiring them to think critically, evaluate information and determine their own opinions. Oracy is a key element of each session and students cooperatively listen and discuss with their peers and teachers, developing the confidence and the tools to express themselves to a wider audience. Students on the programme are also invited to attend a variety of trips, recently including: Oxford University, Bletchley Park, The Royal Observatory and Williams F1 centre. At the end of each programme, all students are invited to deliver a written or oral presentation about something they have investigated during the course of the sessions. A panel of teachers award a prize for the best submission in each year group.

The Advanced Scholars begin their journey to be scholars of one of their chosen A Level subjects in October of Year 12. Each subject lead designs a series of activities, trips and opportunities to enable students to become experts in their chosen field. Alongside this, the Scholar team delivers sessions that encourage students to think deeply about complex ideas and aid students in honing their skills

in presenting their opinions in a variety of media and to a wide audience. Advanced Scholars often support the school community by supporting in lessons and running extracurricular clubs. At the end of the programme, students are invited to deliver a face-to-face presentation to the Head Teacher and Scholar lead. A prize is awarded to the winner.

Additionally, subjects also offer a range of additional trips and visiting speakers to encourage breadth of study and an awareness of how the ideas presented in school are reflected in the wider community. We also offer all students access to collated wider reading, visits to exhibitions and research opportunities.

Our Scholars 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 runs specialist programmes preparing 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.



“

Pupils and sixth-form students cannot praise the school highly enough.

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- Ofsted rated the Sixth Form provision as 'Outstanding'

Student Voice

Student Voice is an integral part of how we provide opportunities for students to engage within our community. We believe the key part of this is to enable the student body to be active participants in their cultural and academic life, with a main drive to influence the direction of the school. We take students' views and opinions seriously and actively try to implement all points raised.

We have eight committees that students can join. These are currently:

- Equalities
- Catering
- Site
- Charities
- Extracurricular
- Green
- Wellbeing
- Senior Team

In addition to these, students have the opportunity to discuss all elements of school life by being a Form, Year group or Council representative.

Participation in school decision-making fosters a sense of social responsibility in young people. The impact of this is far-reaching and is an area that we are continuing to grow and develop further.

Enrichment Opportunities

Here at Ashmole we are committed to enhancing students' personal development; helping them build knowledge, skills and attributes needed to keep themselves safe, healthy and prepared for life.

Part of how we provide these opportunities is through our extensive enrichment programme which supports many aspects of students' social, moral, cultural and spiritual education. Our aim is to ensure as many students as possible engage with these opportunities, enabling them to develop personal skills and promote success both academically and beyond the classroom.

Enrichment plays a vital role in developing the whole person, helping students grow in confidence, character, and independence. Through participation, they build many of the school's key values such as responsibility, cooperation, and endeavour. Our diverse programme of opportunities embodies the school values of excellence, aspiration and care that underpin school life at Ashmole.

Our enrichment programme is broad and inclusive, offering opportunities in:

- Competitions and Challenges – Students can take part in a wide variety of regional and national competitions such as the UK Polar Network's Antarctica Flag Design, the Royal Geographical Society Young Geographer of the Year, the Junior, Intermediate and Senior Maths Challenges, and the Mayor of London's Design Future Competition. These events give students the chance to showcase creativity, critical thinking, and problem-solving skills on a wider stage.
- Academic Enrichment – Our Junior and Senior Scholars' Programmes (Years 7–10) and Advanced Scholars Programme (Year 12) offer high-attaining students the chance to extend their learning beyond the classroom. Opportunities include lectures, independent projects, external competitions, and university preparation. In addition, Academic Mentoring enables older students to support younger peers, developing leadership as well as subject knowledge.
- Literacy and Creative Opportunities – Students can join the Carnegie Reading Group, perform in the School Show, Ashmole Poets, or develop their public speaking skills through the English-Speaking Union competitions. These activities encourage confidence, creativity, and a love of language.
- Sport and Physical Activity – From interform sports and athletics to competitive school teams in football, netball, basketball, cricket and table tennis, students are encouraged to stay active, build teamwork and enjoy the camaraderie of sport. Inclusive events such as the Panathlon Competition ensure every student has the opportunity to take part and succeed.
- Clubs and Societies – With a thriving range of clubs, there is something for everyone. Students can explore Astronomy, Chess, Coding, History, Geography, Poetry, Music (including Jazz Band, Barbershop Choirs and Create! Music Technology), and much more. Faith and discussion groups such as Christian Union and ISOC also provide supportive spaces for reflection and community.

Whether through sport, the arts, academic challenge, or leadership opportunities, enrichment at Ashmole provides something for every student to discover and enjoy. Participation enriches their school life, broadens their horizons, and nurtures skills that last well beyond their time with us.





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 Trust'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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Academy**



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Trust**

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