



ASHMOLE ACADEMY TRUST

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Summer 2021

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MESSAGE FROM THE HEAD TEACHER



Dear Parents, Carers, Students and Friends ,

As another extraordinary academic year comes to an end, it gives us time to both reflect and plan for the future.

It seems astonishing that 18 months ago we had never heard of blended learning, lateral flow tests or teacher assessed grades. In a clear demonstration of our collective resilience as a community, we have continued to educate, safeguard and enrich. At the same time we have become a nationally recognised Behaviour Hub school, developed an excellent model to further the equality in the school, as well as our

relentless pursuit of academic excellence.

Also, within this edition we reflect on the contribution to the school of Mr Brown as he begins a long and well earned retirement after so many years of commitment to the school.

Looking forward we have the summer school for Year 6 pupils joining us in September, results days for Year 11 and 13, and whatever the next year throws at us. The one thing I can be certain of is that together as a community we are ready for anything. Have a lovely well-earned summer break.

Tim Sullivan | *Head Teacher*

MESSAGE FROM THE PRIMARY HEAD

Dear Parents and Carers

I hope you are all safe and well. I had hoped that by the end of this academic year, all restrictions would have been lifted and that we could end the year on a more positive note, however, this was not to be the case!

I wanted to take this opportunity to say how proud I am of our whole school community; parents and carers, teachers and support staff and especially our pupils – your attitude and work ethic has been nothing short of amazing. We have supported each other through lockdowns with online learning, where we all became experts on Google Classroom and Zoom.

Pupils continue to work extremely hard in the Covid Catch-up programmes. Our main focus this term continues to be their wellbeing and to keep working hard in all areas of the curriculum. The wellbeing of the children at Ashmole Primary has always been imperative to our school ethos and this is especially important after such a challenging year for us all.

There has been no official end of year tests or SATS such as the Y1 Phonics Check, KS1 SATs or the Y4 times table check. However, staff have been working tirelessly to keep the children focussed on the year's curriculum, subjects, key learning objectives and their pupil targets. It is important that Covid catch up programmes continue throughout the new academic year.

We all know that these have been difficult times but we will all come through this stronger. Thank you to Tim Sanders (Chair of Governors) and to all the governors for their amazing support as always. We all look forward to 19th July when things will surely be even better!

Whatever your plans are over the summer, I wish you all a relaxing and enjoyable time.

With my very best wishes.

Chris Tofallis | *Head Teacher, Ashmole Primary*



Happy Retirement

DERRICK BROWN RETIREMENT



I have worked with Derrick Brown for nearly a quarter of a century and have therefore been able to witness his extraordinary dedication to Ashmole Academy Trust and its whole community first hand.

Throughout his time at Ashmole Mr Brown has had an unstoppable drive to improve results for children under his care, making Ashmole one of the most successful secondary comprehensives in the UK. Any obstacle in his way towards this goal was removed. The building of the new school, the drive towards an outstanding Ofsted certification or the creation of the Primary School and Multi-Academy Trust all stand as witness to his vision and single mindedness.

His contribution to my development as a Head Teacher was both generous and patient, and without the solidest of foundations he has put in place, my job would be so much more difficult.

I wish him a long, happy and restful retirement.

Tim Sullivan | *Head Teacher*

After completing my PGCE in June 1999, I remember my lecturer saying there was a vacancy at Ashmole School in Southgate. He told me to go and visit to see if I liked it. I called the Head of Technology at the time and arranged a tour of the school. At the end of the tour I met the Head Teacher, Mr Brown. He welcomed me and asked if I wanted a job! 21 years later I am still here! I have seen the school grow so much during my time with Derrick Brown as Head Teacher and have been fortunate to be offered many management and leadership roles, all of which have provided me with the skills I need today. I would therefore like to thank Derrick for these opportunities in helping me to develop through these years. Ashmole Academy is such a huge part of my life and my family's. I wish Derrick a happy and healthy retirement.

Rushma McLaren | *Deputy Head Teacher*

When I was a Head of Department, I was so grateful to Derrick for his willingness to set up an exchange between Ashmole and a French school. He was involved from the very start when we first visited the school in Le Raincy, getting to know the Head Teacher and French teachers who were involved in the project. Derrick would say that language learning has never come easy to him, but that never stopped him greeting our visitors with a few well-rehearsed words in French. He was also very patient with me when I had to act as his translator! The exchange ran successfully for many years, with Derrick always taking the time to look after our French visitors who always spoke so highly of him and the support he gave to the exchange.

Clare Moon | *Senior Assistant Head Teacher*

I joined Ashmole Academy in September 2007 as a teacher of science and left in 2020 as a Deputy Head Teacher. Over the course of the thirteen years I spent at Ashmole Academy, Derrick gave me so many opportunities to develop and grow, for which I am incredibly grateful. He had a knack for spotting when I was getting bored or restless and promptly finding a new challenge for me.

I was lucky enough to be directly line managed by Derrick for the duration of my time as part of the Leadership Team. I have no doubt that my growth as a professional is due to this relationship. No matter how busy he was, Derrick always gave me his time, our meetings were never cancelled, moved or rushed. However frustrating I sometimes found our conversations (usually around a plan for staff training), I can hand on heart say he was the best line manager I have had.

Derrick has had an unrelenting and focused vision for what the school could and would be. Working alongside him, I was able to gain the benefit of his vast experience. He could always tell an anecdote as to why a particular course of action would succeed

or go wrong and as a result I was able to learn from his past mistakes and successes.

Derrick was focused on building a school that was outstanding, but more than that, allowed the students who attended to be the best they could be. He took Ashmole on a journey of improvement to become the institution that it is today. I wish him all the best, he leaves behind a legacy which he should be immensely proud of.

Jen Hart | *Former Deputy Head Teacher*

When I arrived at Ashmole, the Library was housed in a large Portakabin and by the time I retired I had a state of the art, air-conditioned purpose-built library. Much of this was down to the leadership and support of Derrick who always appreciated the importance of Literacy and a quiet place to study.

Throughout my career at Ashmole, Derrick always strove to give every student the opportunity to achieve and enjoy their days at school. With this in mind, one of the highlights has to be of him and I performing 'Gangnam Style' at an end of term do. Although it wasn't a very professional performance, it made everybody who saw it laugh. What could be better?

Derrick I wish you a long and healthy retirement.

Jean O'Carroll | *Librarian 1994-2008
Sixth Form Study Centre Coordinator
2008-2013*

Derrick was an incredible Head Teacher and instilled the highest standards in his staff. As a result of his continual drive for the best possible results, he made Ashmole an extremely successful school. I wish him a very happy retirement.

Best wishes,

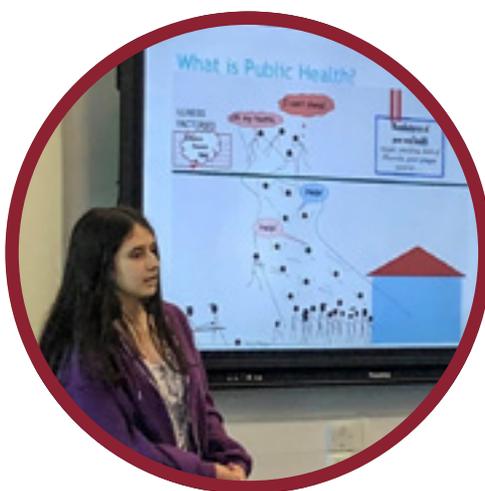
Jean Sargent | *Former Assistant Head Teacher*

MEDSOC UPDATE

Since January our Year 12 MedSoc with over 40 members has been delivering hot topic presentations and leading debates every week. I have been impressed with their dedication and research, with topics ranging from the risks and benefits of water fluoridation to the impact of Brexit on the NHS.

Our most recent hot topic was delivered by Eliana – she explained the importance of public health measures, analysing research on the impact of adding folic acid to flour and bread in order to reduce neural tube defects in foetuses. We have also welcomed Leicester University, who delivered an online session on applying to Medical School, discussing the process as well as how different universities select candidates for interview and offers. This was invaluable as the students gained first hand insight into how their applications are used, as well as the importance of aptitude tests and detailed research into universities before making their final choices.

In July we will be working with Ashmole's Director of Performances, Mr Tozzi, to develop confidence in public speaking, as well as



considering body language and the importance of both verbal and non-verbal communication through role play. This will mirror the activities that are used in interviews at medical and dental skills and we are excited to work in collaboration across departments.

Over the coming weeks we look forward to welcoming a number of guest speakers, including alumni who have recently qualified as doctors, in addition to first year medics Sherryn and Vanisha. We are incredibly grateful to our ex-students for continuing to support our current cohort, with a number offering to act as mentors to our Year 12s as they begin their UCAS applications.

Miss Moll | MedSoc Lead Teacher

SCIENCE TALK

Emily Miedzybrodzka, a final year PhD research student, visited Ashmole from Cambridge University to give a talk to Year 12 students about her career path through academia. The expansive talk included Emily's experiences of; applying to study Natural Sciences at Cambridge, working for the World Health Organisation, securing funding for her PhD research as well as an overview of what it means



to be a post-graduate student. The talk was very interesting giving the Year 12 students an insight into the life of a real-life Scientist!

OXBRIDGE TALK

On Tuesday 18th May, as a part of the on-going Oxbridge sessions run by Mrs Lawrence and Mrs Gray, we had the opportunity to meet with and ask questions of Aled Jenkins – a student at Oxford University.

Aled is an Ashmole alumnus and is currently taking a masters in Mathematics at Lincoln College, Oxford. This event was a great experience; not only was this very informative, allowing us to gain a first hand insight into the Oxbridge application process and the student life at Oxford, but further (as a prospective Oxbridge Mathematics applicant myself),



I found this immensely reassuring and encouraging. I wish Aled the very best in his upcoming final exams and (with a bit of luck), I hope that in a few years I myself may be giving a similar talk.

Jack | 12 SUS

YEAR 12 CAMBRIDGE TALK



On June 8th, the Oxbridge group enjoyed a talk from Will Robinson, a former History student at the University of Cambridge, about his experiences at university. He shared his observations on university life, as well as the Oxbridge admissions process, in a clear and illuminating style. We were also able to ask questions, which Will answered thoughtfully, often embedding anecdotes from his time as a student.

After graduating from university, Will is now working in journalism where he broadcasts on live radio as well as writing articles. It was interesting to see how he linked the skills that he acquired as a history student, researching and summarising important information, to the work he does today, presenting and commenting.

Although studying at university takes a lot of hard work, Will emphasised the opportunities he had to take part in activities outside of academics, such as the student radio. He also emphasised how valuable it was to learn to be responsible for your own schedule and to live independently.

To conclude, I very much enjoyed the talk – many thanks to Mrs Lawrence and Mrs Gray for organising this excellent event.

6TH FORM NEWS

The end of school celebrations for Year 13 students was a wonderful way to end to a very different academic year for all involved. On a sunny and bright day, our students enjoyed the normal end of school festivities and we loved seeing so many engaged in our highly competitive Year 13 Rounders Tournament! We wish them the very best and are certain that they will go on to be incredibly successful in the future.

Year 12 students have been working diligently in preparation for their end of year examinations and have impressed us with

their professional attitudes. We look forward to celebrating their academic successes at the end of the year.

We also look forward to the launch of our UCAS programme where students begin to fully consider their plans for the future. The programme is launched with a day off timetable where students will be given an opportunity to research different university courses and institutes as well as giving information on other possible career pathways, such as apprenticeships. Students will be given plenty of guidance on how

to successfully prepare for their UCAS applications and that support will continue as students transition into Year 13.

The first Sixth Form Sports Day was held on Friday 9th July and the students enjoyed taking part in a competitive sports environment or as a supportive spectator.

Mr El Sayed | *Deputy Head Teacher*

Mrs Hammond | *Senior Assistant Head Teacher*

Mr Littleford | *Assistant Head Teacher*

UCAS LAUNCH DAY

An exciting day talking about the future! Huge thanks to Brian Butler for his informative and engaging talk about university admissions and how to write a personal statement.

All of year 12 then spent time with their tutors registering with UCAS, competing in our Kahoot university quiz and gathering the information and skills they will need to make their next step a success.

One to one meetings will follow in September to help students make the best choices for them, whatever their plans are after Ashmole.

Emma Ocloo | *6th Form Student Guidance Manager*



EQUALITY AT ASHMOLE

We have been overwhelmingly impressed by the support from our students, staff and parents in our journey to improve Equality throughout the school. We are so pleased that the first Equality strand we reviewed which was Race has had some substantial improvements, all of which have come from our staff and the Equality Committee members. This has been most welcome. There is still a lot to do however the journey we have embarked on will hopefully be well deserved for our community in their efforts and will be reflected back into working towards the Gold Equality award for the school. I would like to thank all the Equality Committee members. Your efforts, time and commitment must be commended and I look forward to continuing working with you all in the future.



Mrs McLaren | Deputy Headteacher



Equality in the workplace starts at school

Whilst at school, my curriculum did not in any way reflect my history, culture or indeed my gender in any material sense. Upon leaving school, I had no idea as to what I wanted to do, but I knew I wasn't quite ready to work. I sort of fell into law, viewing it as a pretty decent career that would make my parents proud. It was not an easy path, the studying was fine, but obtaining a training contract, which was required at that time to qualify as a solicitor, was particularly difficult. If you had not attended the 'right' schools and/or universities, and unfortunately in some cases, if you did not have the right sounding surname or look, certain doors, particularly those in the larger city law firms, were invariably closed to you.

On the face of it a lot has changed since then. Some large city firms have already removed the heavily weighted focus that the recruitment teams place on exam results at A-level, recognising the connection between privately educated candidates and a lack of ethnic diversity. As a result of this, they have introduced a more competency-based style of application process. Some firms are cultivating relationships with schools – state as well as private – at an early stage, in the hope that those students will go on to work at their firms. Nonetheless, statistics show that BAME and female representation in city law firms at senior levels, are still vastly underrepresented.

I now spend a great deal of time liaising with legal institutions and city law firms, finding ways to encourage and increase diversity

in their workforce. I have recently worked with a Magic Circle law firm, in developing and delivering a programme to encourage social mobility and diversity in all respects. The programme is one of many schemes that this particular firm has created in an attempt to address the lack of diversity within its walls, and whilst this is progress – in leaps and bounds, it still surprises me to think that nearly twenty years post my own qualification, there is still a need for schemes of this nature. It seems more work is required from the ground level upwards, or in other words, starting at school.

When an email was circulated by Mrs McLaren in the autumn term of 2020, in the wake of the horrific killing of George Floyd, discussing the creation of a Student Equality Committee and asking if parents were interested in being part of a parent committee, my interest was piqued.

The committee had (and continues to have) regular zoom meetings with both Mrs McLaren and Mr Dhinsa, that enabled parents to express their views and concerns relating to the first characteristic of this committee, which was race equality at school. I am incredibly impressed with the work this committee has put together in such a short space of time. Prior to one meeting, a lengthy document was circulated for parents to consider. It was produced by staff members, and it reviewed every subject within the school's entire curriculum – including pastoral areas – for every year group and contained suggested learning materials that

incorporated issues that resonated with aspects of the Black Lives Matter campaign. Staff members have considered how diversity and historical fact could be introduced in every pertinent subject studied at Ashmole, so that students of all cultures, creed, and gender can see themselves more accurately reflected throughout history and now in contemporary times. I have discussed this with many of my peers and I do not know of any other school in our local vicinity and surrounding areas that has taken such in-depth and thorough measures.

The next leg of the Equality Committee's journey lies in gender equality and challenging low-level banter. Another vitally important step, as these are the students who will in the not-too-distant future, filter out into workplaces, where inappropriate and often hurtful 'banter' is rife, and can have an incredibly negative impact on the lives of others.

The proof is of course in the pudding however, and I look forward to hearing how effectively these measures have been incorporated and implemented within everyday school life. I am already aware of the good things that the Student Equality Committee has put into place. I'm proud to say that I will continue to support and be part of the Ashmole Parent Equality Committee that is working towards making the world (starting with school) a better place for our children.

Marsha Francis | Parent

EQUALITY AT ASHMOLE



A few weeks ago – we marked the one year anniversary since the murder of George Floyd and just over a month ago, on April 22, the UK honoured Stephen Lawrence and a legacy of change – for the first time ever – on **Stephen Lawrence Day**.

Upon reflection – I know that I am forever changed. ...because of the events which occurred in relation to George Floyd. I felt compelled to start a conversation within my community which would drive and or enact some change in matters relating to racism. I could no longer be silent and by extension become complicit with maintaining the status quo. The time was now to shine a light and create awareness within my community which included work, home and school circles...

In reaching out to the team at Ashmole Academy, I have found them to be open and receptive towards learning and taking steps to improve the learning and pastoral landscape for our future community of influencers and disruptors.

How do we get there?

- ▶ By creating safe spaces for our children so that we can enable awareness, discussion and tools to support the school community as a whole.
- ▶ By encouraging diversity of thought – as a community we know that, when there is greater participation from all, there is

a better outcome on solutions for issues raised.

- ◆ We have already seen from Ashmole their commitment in progressing with a review of their curriculum, funding and support for teachers and active participation with all student years and parents' groups with the introduction of both a Student & Parents Equality Committee.
- ▶ By providing a balanced perspective on education with representative examples through curriculum reviews and inclusion of diverse cultures across the school community.
- ▶ And most importantly by creating allies... within the school environment... This buzzword is on everyone's lips right now, but what does that mean?

At its core, the word "ally" is a verb, an action word. It's also a constant state of being: unwavering, even when times are tough. It means being brave, and calling things out that are not right.

It means educating yourself, challenging your perspectives, and potentially being the lone voice in the room. That's not easy. Nevertheless, this is not just the work of other people ...like Kings and Queens, PMs, Presidents and Premiers; it's all of our work – and yes! I'm speaking to our minority communities as well. I know it's not our

job to always be the teachers, to explain, decipher and educate, and it can be tiring and frustrating, but we have to be invested and must be part of the solution, too.

What are the steps toward allyship?

1. **Educate yourself** – You can't be an effective ally if you don't know what you don't know. We all need to educate ourselves about inclusion and ways to be effective allies.
2. **Get to know people** – Take the time to have a chat with someone you don't know, who could teach you something about who they are and what their community is all about.
3. **Be active and get involved** – Call out something you see that isn't right. But remember, it's about helping people understand and see different perspectives, not confrontation. For example, let a member of staff know when you've heard or seen something that didn't sit right with you.

There is loads of work to be done, absolutely...and sometimes it can seem overwhelming, but know this... *"Not everything that is faced can be changed, but nothing can be changed until it is faced".

**quote taken from James Baldwin*

Caroline Gibbs | Parent

“The hinge that squeaks loudest, gets oiled first”

2020 was a year that has forced the world to rethink how humanity should behave in terms of protecting the environment, providing healthcare and in our dealings with each other – our fellow human beings.

Whilst many people have been bravely calling for this 'rethink' for hundreds of years, the issues are now impossible to ignore. As a society we know more about the environment and healthcare than ever before. Similarly the issue of racial injustice has also been pushed into the limelight by the brutal killing of George Floyd (and the shocking number of unlawful killings prior and since).

Working backwards from this tragic event, it's now easier to identify the steps that got us to that point. Long before the dangerous mix of racism, privilege and power that allowed Derek Chauvin to commit this murder, there was a young boy growing up, going to school and

trying to make sense of the world.

What would we tell young Derek if we could talk to him now? Wouldn't we try to educate him better? Education is more than grades. It's learning about the world, history and why things are the way they are – so that you can think about them and even challenge them.

But what if Derek Chauvin's education actually helped him to kill George Floyd many years later? What if, within its curriculum, it supported a deeply-held belief in white-supremacy and black inferiority? We know that it did. And we know that people are dying because of it.

Now imagine a young George Floyd, learning that same curriculum. How might he see himself? How might he expect to be viewed by society? What does he think life has in store for him?

With a better education, Might George Floyd be alive with his family today? Would a better education have helped George Floyd to occupy a different place in society – maybe a business

owner, an engineer or a teacher? His life might have been very different too. Would a better education have helped Derek to value George's life more? I think so.

Schools have the opportunity to step up and take action to ensure that their curricula improve the visibility of contributions to art, science, literature and philosophy from diverse sources. Schools can tackle the uncomfortable history of Empire and how it impacts the present day. Schools can acknowledge unconscious bias and enable pupils to challenge things that aren't right – because they know better.

At Ashmole, I commend Mr Sullivan, Mrs McLaren, the wider SLT and governors for putting in the work in to promote diversity and equality throughout the curriculum. It's an extremely encouraging step, along the road to a fairer, happier world. So well done. As I'm sure everybody is, I'm excited to see the results of these changes in years to come – for all of us.

Kwame Lestrade | Governor



“As a parent on the Diversity and Equalities Committee, I have been blown away by the efforts the staff and students have made to embrace diversity and embed new ideas into all aspects of school life. Original initiatives ranging from extra-curricular activities and training to new ways to report concerns or incidents have given this enterprise real depth and value

Nadia Sheltawy | *Parent*

Racism is a strange concept. I have never understood how one can feel fear or hatred towards another person because of their race. Racism actually started from colonization. Having more resources than the invaded land made those invaders feel superior, and some

people still feel that they are superior, which is completely wrong and disgusting. Race should not define a person, and it's surprising how many people can't seem to understand that. The equality committee wants to help educate more people within the school and make everyone feel safe and respected. So please, if you see an act of racism, report it. If you really do not feel comfortable reporting it, attempt to educate those involved. Changing people's views can be long and infuriating but if we do not try, how will we improve as people in society? Thank you for taking the time to read this and I hope you will consider taking the time to educate people! Every confrontation helps educate more and more people.

Sienna | *8J2*

Some of us have been following along the Euro 2020 competition. On Saturday, 12th June we saw the 4th Euro 2020 game (Russia v Belgium), where the Belgium football team were booed for taking a knee to highlight racial injustice, while their Russian refused to before the match.

Boos and jeers echoed around the Krestovsky Stadium as the entire Belgian team, as well as Spanish referee Antonio Mateu Lahoz and the referee team, knelt before kick-off in the Group B game, while the Russian players remained

standing. Belgium striker Romelu Lukaku, whose parents come from the Democratic Republic of Congo, raised his right fist.

The Belgians are the latest international team to take a knee and England have said they would do the same for their opening game of the European Championship against Croatia on Sunday. They did this, and their boos were drowned out by applause.

After a week of public debate and a fierce defence of the anti-racist gesture by a young multi-ethnic England team, fans largely got behind the wishes of the players, and the booing from some sections of the 22,500 crowd were silenced by the time the match kicked off. Those booing were identified as forming part of the England support, with some of the individuals also singing anti-IRA songs before kick-off. They were vastly outnumbered, however, by fans applauding and even cheering the gesture. The gesture has become a familiar sight across a range of sports since George Floyd, who was black, was killed by a white police officer in the United States last year.

Zurriel | *8N1*

One of the absolute highlights of my year has been the focus on equality and diversity within our school community, and I am incredibly proud to be a member of the Staff Equality Committee.

The Equality Committee was established partly in response to the wider political discourse on race equality which saw protests across the UK last summer, and which has led to unprecedented levels of self-reflection for both organisations and individuals. Race equality in our own community was therefore the starting point for the work of the Equality Committee: the level of engagement from students and parents especially has been both amazing and inspiring.

As teachers we are professional “experts” and we are used to sharing our knowledge and understanding with young people. Our knowledge and understanding are based on our own experiences, individually and collectively, combined with all the received wisdom about what is important in education. We are used to being the decision makers and the arbiters of what is important and how things are done.

My involvement with the Equality Committee has shown me that we are not the only experts. Our students and their families are experts too. Their lived experiences – both inside and outside of

our school community – are as important to educational outcomes as the subject content of the curriculum.

The Equality Committee has provided a forum for students, parents, and colleagues to discuss aspects of our school and to consider what is working well and, crucially, what is not. Critical self-reflection can be uncomfortable but it is also liberating, and it is absolutely necessary in order to make progress and to ensure that our school is the best it can possibly be for all.

My direct involvement with students on the Equality Committee has been to explore potential extra-curricular activities that would celebrate and deepen students' understanding about different cultures. Students across all year groups contributed to this discussion, with creative and dynamic suggestions that would almost certainly never have come from the traditional experts.

Sofia (8/S2) suggested a dance club embracing the national dances from different cultures, with the potential to link up with extra-curricular music activities and perform in assemblies. Rachel (8/N2) suggested expanding this to a cultural music festival – as a music teacher I was delighted with both of these ideas!

Olivia (10/V1) and Farah-Mia (7/J2)

proposed learning about and playing sports from a variety of different cultures. A number of students, including Zaynab (9/J2) and Freya (9/V1) and Lyra (7/J1), suggested devising special menus of food from different cultures which could be served in the refectory on days marking important cultural events or celebrations.

Sotiria (9/M1) proposed a book club foregrounding the discussion of important social issues. Charlotte (8/M2) suggested a culture month where students learn about a new culture every day for a month: Eliana (12XMA) added that the form time thought for the day would be an ideal space for this.

These are just a small selection of the ideas proposed by our students: all of them show that staff can learn from our students and the experiences they bring to our school every day. We teach students to listen, but the Equality Committee is a reminder that we need to listen too! I look forward to working with these inspirational young people and colleagues to bring their fantastic and ambitious ideas to fruition.

The work of the Equality Committee is just getting started: exploring, reflecting, critiquing, and improving is an ongoing cycle. Long may it continue!

Mr Christmas | *Teacher of Music and G&T Coordinator Music*

CARNEGIE SHADOWING 2021

Overview

Over 40 students in Year 8 and Year 9 were nominated by their teachers to participate in this year's Carnegie Shadowing. As with many events this year the competition had to adapt. However our students' enthusiasm was clearly unaffected. Over the past 8 weeks students met their peers, teachers and other staff members to discuss the novels; many of these conversations were quite animated as students (and teachers) became invested in defending

their 'favourite' title. The vast majority of us were astounded when 'Look Both Ways' by Jason Reynolds was announced as the 2021 winner on the 16th of June, but this simply highlighted how very differently people respond to works of fiction. For more information on the Carnegie awards and to begin reading the nominated novels and our Ashmole reviews, please visit <https://ashmole.fireflycloud.net/english/the-library>

Ms Nelson | G&T Lead

Carnegie Shadowing 2021

Over these past few weeks, I have thoroughly enjoyed attending the Carnegie sessions. They have inspired me to read books that I normally wouldn't delve into and I believe the themes discussed in the books have really changed my outlook on many things I take for granted in everyday life.

The Carnegie sessions have also introduced me

to many talented authors and different styles of writing such as free verse. They have also inspired me to change the way I look and review books, as I have found myself being far more comparative and analytical.

Overall, I truly believe this was an enriching experience that I am sure I will look back to with all the things it has taught me. Thank you so much to everyone who organised this event.

Zak | 9/1

YEAR 8 — FIRST PRIZE REVIEW 2021



The Girl Who Became a Tree

The girl who became a tree is a metaphor. The poetic words and meaningful illustrations portray Daphne's sadness, she was so drowned in her grief that she found it easier to imagine herself elsewhere. Disconnected. Perhaps because she was so consumed by all her emotions she became very aware of her innermost feelings and emotions, rather than what was going on around her. Due to this, she started to find ways to explore and explain to herself the sadness she felt. Becoming a tree is an interesting yet suitable way to portray all of her sorrow. Lost in all misery she found these lyrical ways to express it. It's definitely not a normal book; I've never read something like it, but I actually found myself liking it. It wasn't gripping or action-packed but it was beautiful and metaphorical, a new and fascinating way to portray the strong deep emotion of sadness.

Maryam | 8N1

YEAR 9 — FIRST PRIZE REVIEW 2021



Clap When You Land

Clap When You Land is a book about two teenage sisters called Camino and Yahaira and their shocking discovery. The Author, Elizabeth Acevedo wrote the story about family relationships and how sometimes parents make mistakes and children realise

they are not as perfect as they thought. She also wanted to show what it means to a family when secrets are discovered and how much strength we might have in us to deal with the difficult times. What I also found quite fascinating about this novel was the fact that it was written from the two sisters' perspectives (dual perspective). This means that we get to see both of the sisters'

thoughts, feelings and emotions. These are also conveyed through the use of the verse -style format. Overall, I thought that this novel was emotional, heart-warming and it's a novel that anyone would sympathise with. I would recommend reading this book if you are 13+, due to the topics that are covered.

Tara | 9N1

CARNEGIE WINNER ANNOUNCEMENT CELEBRATION

15th and 16th June 2021
Ashmole Library Prizes

All students received a Certificate of participation for shadowing the CILIP Carnegie Award this year and for attending all sessions of our book club.

'Best Speech' Winners

YEAR 8		YEAR 9	
1st	Reeshab 8M2	1st	Jennifer 9J1
2nd	Antonia 8N2	2nd	Tara 9N1
3rd	Romaisa 8N1	3rd	Henna 9S1

'Best Book Review' Winners

YEAR 8		YEAR 9	
1st	Maryam 8N1 <i>'The Girl Who Became a Tree'</i>	1st	Tara 9N1 <i>'Clap When You Land'</i>
2nd	Antonia 8N2 <i>'Look Both Ways'</i>	2nd	Amelia 9J2 <i>'Run, Rebel'</i>
3rd	Romaisa 8N1 <i>'Echo Mountain'</i>	3rd	Zak 9J1 <i>'Run, Rebel'</i>

'Book Champion' Winners

(For having written the highest number of book reviews and for completing book quizzes on Firefly)

YEAR 8		YEAR 9	
1st	Tara 9N1	1st	Isla 8M2
2nd	Velislava 9N1	2nd	Evelyn 9M1
3rd	James 9N1	3rd	Maria 8V1

Carnegie Shadowing 2021

Fortunately, I was one of the pupils chosen to take part in the Carnegie Shadowing Competition this year. This gave me the fabulous opportunity to read a variety of challenging and compelling novels, which I then discussed with teachers and my peers.

Every Wednesday lunchtime, I attended a lunchtime meeting where I conferred with students about our views on the book we were reading. My opinions were articulated and elaborated upon after having the chance to

express them to others and to debate about the books. The novels were certainly some of the finest I have read and it was delightful to write thoughtful reviews which I published on the Carnegie website. I was also able to see other readers' views on the website and it was intriguing to have an insight on why someone may have a contrasting opinion to my own. It was a pleasure to be able to record my book review on Echo Mountain – a book I'd highly recommend reading – which will go on a podcast.

Romaisa | 8N1



HUMANITIES HIGHLIGHTS

Geography

I have thoroughly enjoyed teaching Year 10 this year, both of my classes have impressed me with their wide understanding of Geography and the synoptic links they have made! It's been a real pleasure.

Miss Vaughan

I have been really impressed with 8N2 and their increasing knowledge of the world around them. They are becoming more aware of the issues that face us here in the UK and globally and are making links between issues which adds depth to our discussions. Teaching them online and in class has been a joy through these tough times.

Mrs Sullivan

I loved teaching the Year 9s our new 'Issues around the world' topic last term. They explored contemporary issues such as dead zones, colonial legacies, the cocaine trade and more. The students were not only able to enhance their conceptual and locational knowledge but also evaluated successfully on paper and in discussions!

Miss Chung

I was so impressed by my Year 8 classes earlier this year. The projects they confidently presented in class on Global Challenges were outstanding and really imaginative.

Miss Harrison

I've really enjoyed teaching my Year 9s about plate tectonics and volcanoes – they presented some excellent ideas about why the representation of volcanoes in Pixar's 'Lava' video are unrealistic!

Mr Norfolk

History

I have been so impressed with the resilience and determination of our Year 13 History classes this year. I was especially pleased with how far they have come with their essay planning skills and their willingness to debate almost any historical argument!

Mr Ford

I really enjoyed teaching my Year 8's about 'Migration to the UK', looking at Windrush, Kenyan/ Uganda and East European Waves. This enabled us to reflect on the causes of migration and how well Britain has received migrants and whether this has improved over time. Students were excited to tell stories of their family's migration.

Mr Bray



What was people's experience of living in a divided Berlin?

- 4: To describe what life was like living in East and West Berlin
- 5: To explain why life was different living in East and West Berlin
- 6: To analyse how life was different living in East and West Berlin
- 7: To assess the different challenges that East and West Berliners faced
- 8: To evaluate to what extent life was different in East and West Berlin

Starter –

- Who are these people?
- What are they doing?
- Are they protesting or celebrating?



Divided Berlin



Recap:

- What year was the Berlin wall built?
- Why was it built?
- What impact do you think this had on people living there?

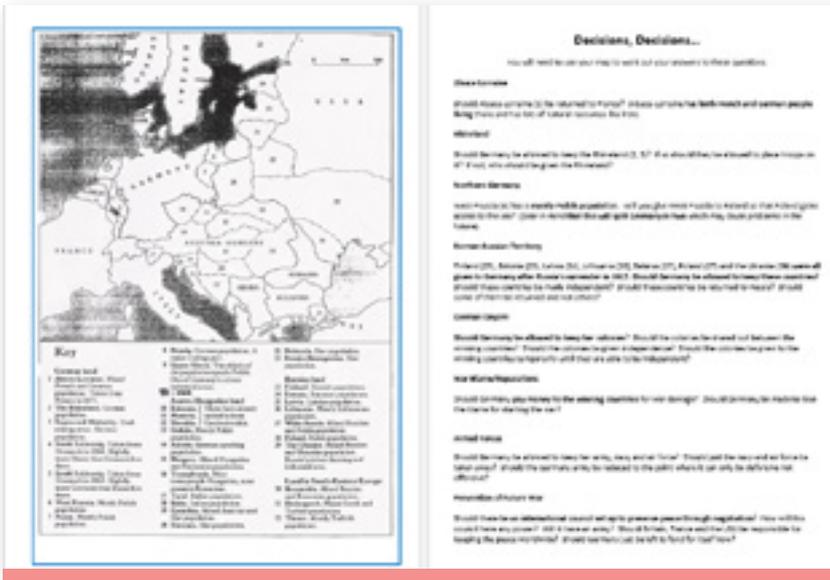


I thoroughly enjoyed teaching the Berlin wall to my enthusiastic Year 9s. They were very interested in the personal accounts of the Berliners and were thoughtful in contrasting the experience of Berliners living in the East and West.

Miss Molla

I really enjoyed re-enacting the Treaty of Versailles with my Year 9 class. Each person in the group represented leaders from France, Germany and Britain and they had to debate what to do with Germany after WWI. There were many heated yet thoughtful discussions!”

Mr Isnardi



I really enjoyed creating an inter-curricular seminar between the History and Religious Studies students in Year 12. It allowed us to delve into more intricate discussions about 17th Century religious tensions, and how these impacted political structures. It was nice to co-teach with a theology expert, and we all learnt a lot from it.

Miss Cork

I loved teaching my Year 9s about the Cuban Missile Crisis. They were very mature and intrigued as we discussed how close the superpowers were to entering a nuclear war.

Mr Louca

Religious Studies

In my first year back at Ashmole I have been so impressed by the quality of arguments, the maturity of listening, and the thoughtful reflection I have witnessed across my classes. These include discussing and debating the following:

The value of religious rules (Year 7); the challenge of evil to God's existence (Year 8); the morality of abortion and euthanasia (Year 9); the merits of peaceful and violent protest (Year 10); the existence of God (Year 12); the existence of the soul (Year 13). It's been an absolute privilege and pleasure to help facilitate this.

Mr Sanders

I enjoyed doing some debate work on the nature of suffering with my Year 8 groups. They worked in teams to present a particular view point and a jury from the class made an overall decision about the strongest arguments and winning team. It also made their analytical writing in subsequent lessons so much more in depth!

Mrs Gray

I loved teaching Year 13 about Feminism and Christianity, there were some really interesting and engaging discussions. They showed insight and expanded their ideas, really making me reflect on my own views.

Ms Onley

Business Studies and Economics

Teaching Year 10 Business this year has been lovely! The level of professionalism and dedication that the students have brought to the lessons have allowed them to gain a much better understanding of larger businesses and business concepts such as aims and objectives that we have explored this year!

Miss Sharif

The Year 10 Business BTEC class have been working extremely hard this year on their coursework. They have displayed great endeavor and professionalism in lessons working on their assignments by exploring small enterprises to examine the characteristics, conducting market research, understanding competitor behaviour and investigating factors that contribute to the success of their selected enterprise. They have really demonstrated great ownership of their work which is extremely rewarding to

see. Well done class!

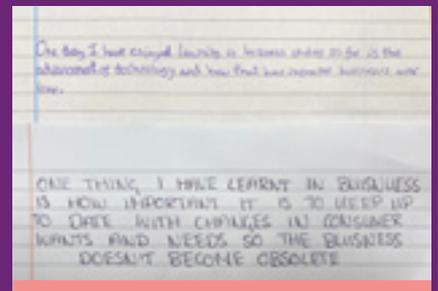
Miss Hatira

It has been an absolute pleasure to teach Year 12 Economics this year. Highlights include watching and debating the Chancellor's Budget, and the talk from the Bank of England economist about monetary policy.

Mr Matjilla

My highlight with the Year 12 Business BTEC class this year has to be seeing their professionalism in adapting to the COVID restriction changes that impacted their Unit 4- Managing an event unit. The students worked extremely hard on planning an event alongside their assignments, and even managed to plan and host a new event online as a social Pop Quiz event for all of the Year 12s.

Miss Hatira



COMPOSE A RAINBOW



The Music Department set a fantastic competition for all music scholars and gifted and talented music students to take part in. The task was to 'Compose a Rainbow'. Students were asked to compose an original piece of music inspired by the image of a rainbow.

With over 30 entries the music department had the difficult task of choosing a winner. They ended up shortlisting tracks that captured the spirit of a rainbow and demonstrated an exceptional level of musical skill.

After careful consideration the Music Department decided on a winner from both KS3 and KS4. The winners were Julien (7/M1) and Jake (11/S1). Both students won a brand new pair of Sony headphones.

COMPOSE A RAINBOW!



Ashmole Music Scholars and Gifted and Talented musicians were invited to enter a competition to 'Compose a Rainbow!'.

The rainbow has long been a symbol of hope and joy, and our young musicians were encouraged to get creative and compose a piece of music using the rainbow as an inspiration. The rainbow is often used to represent communities and togetherness: it became the international symbol of LGBT pride in 1978, and throughout the Covid-19 pandemic we have seen rainbows used to represent our amazing NHS.

The project was a huge success with 28 students taking part across years 7-11. The quality of the music produced by all students was outstanding, with entries in a diverse range of musical styles. The music staff were amazed by the variety of music which was inspired by the image of a rainbow, and we had a very tough time choosing the winners.

Bella (7/S2) impressed us with her beautiful and uplifting pop song "7". Named after the colours of the rainbow, the piece demonstrated an excellent awareness of musical style and featured a variety of catchy riffs that were performed with aplomb. Alex (8/N2) created a low-fi soundscape with a funk influence, building complex textures from a set of relatively simple but carefully created loops.

After much deliberation we were able to whittle it down to two winners, whose music we felt best captured the spirit of a rainbow and demonstrated an exceptional level of musical skill. These winners were Julien (7/M1) and Jake (11/S1), who have both been awarded a brand-

new pair of headphones to help them with their future composing. A huge congratulations to them!

Julien's piece, titled *Julien's Double Rainbow*, was composed over the course of two weeks. Describing his piece, Julien said that he "worked very hard on the project, using voice, spoons, saxophone and shakers. This song is also supporting the NHS and LGBTQ+" which represent the double rainbow referred to in the title. Julien's piece impressed us by conveying an exciting and uplifting mood through a series of catchy riffs that were both expertly composed and performed with flair. The piece has a strong sense of harmony and an overall maturity and sophistication in the writing well beyond Julien's years!

Jake described his composition as an "exploration of ideas on the guitar I would normally not use in jazz or classical playing." The pensive mood of the piece captures the quiet majesty of a rainbow. Jake's music was elegant and stylish and demonstrated a polished understanding of how to compose for the solo guitar. Jake said that "it was a lot of fun trying to create a piece around the image of a rainbow and I can't wait to try my hand at more idea-focused composing in the future."

This is the first time the music department has run such a competition and we are absolutely thrilled with how it went. The musical talent in our school is outstanding and the students have made us very proud! We are already making plans for our next competition!

Mr Christmas | *Teacher of Music and G&T Coordinator Music*

TAKE THE LEAD WORKSHOPS

Over the past 6 months, 25 Year 12 students have taken part in the Old Vic Theatres 'Take The Lead' Scheme. Take the Lead is a free employability programme from The Old Vic for students that uses theatre techniques and creative workshops to build on five core skills: communication, self-management, self-belief, teamwork and problem solving.

The programme is created in collaboration with schools and businesses and draws on The Old Vic's expertise as a theatrical institution to support young people to take ownership over their next steps after school and prepare them for the working world of the future.

Optional: (In one of the workshops students had the opportunity to take on roles of theatre producers and pitch an idea for an original production that could be put on at the Old Vic. This involved looking at budgets, marketing and casting. A senior member of the Old Vic team Zoomed into the session and gave useful feedback for students to consider moving forward.)

A small graduation took place at the end of the final workshop and we are so pleased in how much students have grown in confidence over the course of the sessions. We look forward to the possibility of taking part in this scheme in the future!

Student Quotes

"The 'Take The Lead Workshops' were a valuable opportunity to develop public speaking and presentation skills. I appreciated the chance to work and communicate with my peers to complete the activities set to us. We were also provided with an information booklet with helpful references for further reading."

Maya | *Year 12*

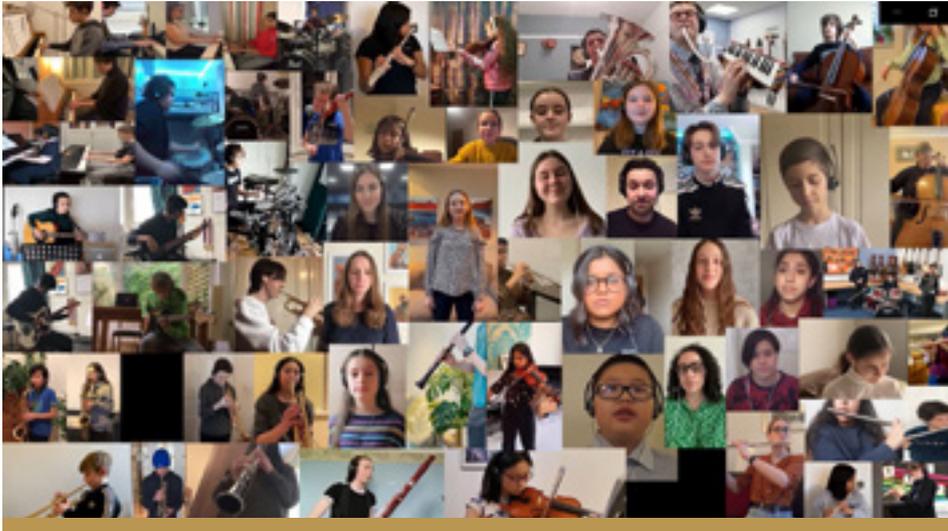
"I found the take the lead workshops a fresh new experience. It allowed me to develop important life skills that I can see being valuable in job or university applications. It was great fun."

Ethan | *Year 12*

"While participating in something that pushed me out of my comfort zone quite so severely was initially daunting, the facilitators created an atmosphere that was supportive. It was nice to have that feeling of camaradery. Not only can I pull off a mean power stance now, but I also know how to prepare for interviews, work in a group, and be more self-disciplined!"

Mabel | *Year 12*

VIRTUAL ORCHESTRA



This year led to the creation of our first ever Virtual Orchestra. We were completely overwhelmed with the uptake, over 75 staff and students joined! 'Make Your Own Kind of Music' by Paloma Faith was the chosen song. The piece was uploaded to YouTube and has now received over 1,400 views.

Please do give it a listen, you won't be disappointed with the magic they all created! Thank you to everyone who was a part of this project, it was a beautiful way to end the Spring Term.

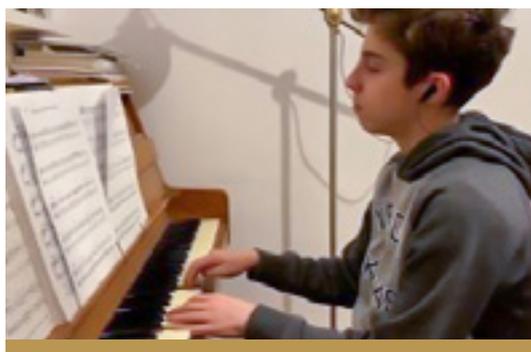
Student Quotes

"I loved being able to participate in my first secondary school music group projects and I am happy that I entered these projects as they helped my wellbeing during the stressful lockdown. I was also especially glad to join the compose a rainbow project because I felt that I was directly supporting the LGBTQ+ and NHS community, this project also encouraged me to make more music."

Julien | Year 7

"Taking part in the compose a rainbow and the virtual orchestra was so fun. I loved seeing everyone singing and playing together when the finished project was shown, it was really beautiful and it went so nicely together. The compose a rainbow challenge was really different, but equally if not more fun. I love song writing and this was a good way to receive feedback on my work and to challenge myself. Thank you so much for putting it on and for letting me enter."

Amelie | Year 9



DRAMA HIGHLIGHTS

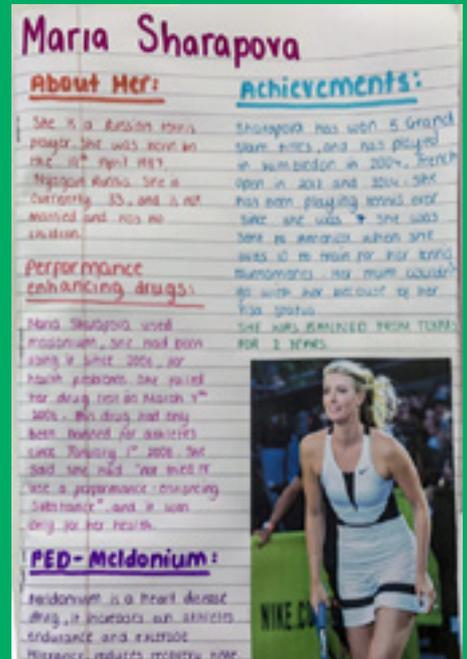
It has been wonderful watching the Year 9s throw themselves into the GCSE Drama course with buckets of enthusiasm – they have been fantastic at creating a variety of work inspired by different dynamic theatre companies and practitioners!

Ms Swinger | i/c Drama

PE HIGHLIGHTS

During Lockdown our Year 11's completed a Performance Enhancing Drugs Project. We were blown away by their efforts and enthusiasm for this Project. We thoroughly enjoyed teaching them all.

Mr Chapman | Head of PE





ASHMOLE PRIMARY

ART



This year during Art week, we decided to explore African Art through dance and mask making, as well as many other fun activities planned for the week. On the day of the workshop, the children decorated their own masks with geometric designs and used their handicrafts to learn an African Mask Dance led by professional dancers. The children worked together as a class to learn and perform this elaborate dance, which will be recorded and placed on the website for parents/carers to watch. The masks were sculpted from sustainable Albesia wood grown in community smallholdings which support the local communities in Africa.

As part of our ongoing plans to add more colour and art to the school, the PTA have created a mural in the stairwell at the far end of Ashmole Primary. This has created an excellent environment where the children are able to experience art through visual communication and help to spread a feeling of positivity during these unprecedented times. The children had to vote for their favourite mural design and the winning design has been painted by an extremely artistic parent at Ashmole Primary. All staff would like to thank the PTA for all their help and contributions since the school's inception.

Mr Osman | Art Subject Leader

MUSIC AT ASHMOLE PRIMARY

Music at Ashmole Primary School is really beginning to take a high profile. We have recorder, glockenspiel, African drumming and ukulele lessons happening for Years 1-4.

Year 3 and Year 4 pupils took part in the Barnet Online Music Festival and have been busy singing and recording the songs this half term before having a fun afternoon singing with other schools. It was a shame it was online but they still had a great time.

As a whole school we have been learning Sing by Gary Barlow in singing assembly with Luna class, and Miss Tibbs teaching us the song using sign language.

Singing practice has been taking part outside and you can hear the sound all around Southgate on a Wednesday afternoon if you listen carefully.

Mrs Toal | Music Lead

EYFS SUMMER NEWS

Reception have had a wonderful year, it has been challenging but the children have shown such resilience under the circumstances, and we now welcome the end of the summer term. Our focus has been on wellbeing and settling the children back into school life. Reception have loved taking part in weekly yoga sessions and as a result, it has helped enhance their concentration, boost their self-esteem and increase their mindfulness. We were very fortunate to enjoy a fantastic visit from the Southgate Fire Brigade. The children had so much fun learning about the different equipment they use, asking lots of questions and they all got a turn at using the hose to spray water.

Our topic for this term was 'animals' and the children have really enjoyed learning about different animals, from farm animals

to sea creatures. The Reception children were so excited to welcome some wonderful caterpillars into our classrooms. Pupils had the opportunity to learn about the lifecycle of a caterpillar and observe them over time until they transformed into beautiful butterflies, before being released into our wildlife garden.

It has been wonderful to see the amazing progress the children have made this year and that is down to their hard work, determination and having a positive attitude towards their learning. They are able to use their phonics knowledge to explore and read a variety of books and are beginning to write their own stories! The children have become so confident at using their maths skills during their play and are now setting their own challenges! We have had a successful year and are so proud of everything the children have achieved.

Miss Cleary | Reception Teacher

FAREWELL TO MRS CHOWN

After more than 20 years at Ashmole (15 years at the Secondary School and 5 years at the Primary School), sadly, Mrs Chown will be retiring at the end of this academic year. I am sure you will all agree that her leaving will be a huge loss to our school community. Mrs Chown has been with the Primary School from the very beginning and is a much-loved member of staff, not only by pupils and parents, but staff too and we will miss her deeply. Mrs Chown is looking forward to putting her feet up and spending more time with her family. However, she will be popping in from time to time to help out on a voluntary basis! I am sure you will join us in wishing Mrs Chown a very long and happy retirement!



KEY STAGE 1 SUMMER NEWS



Year 1 have had a wonderful summer term so far and are looking forward to finishing the year with more fun and exciting learning opportunities. Year 1 have learnt lots of new skills in Maths, developing their fluency, problem solving and reasoning skills. During Literacy lessons they have developed their stamina for writing extended pieces and are producing some wonderful pieces of descriptive writing. The children have very much enjoyed beginning Spanish lessons this term. They have learnt lots of new Spanish vocabulary through a variety of songs and activities. Both Luna and Nova Class have learnt how to play the recorder

this term with a specialist music teacher. Together with Year 2, they are preparing to perform the songs they have learnt during a live Webinar to their parents. The children enjoyed our WOW Victorian theme day this term. They all dressed up as Victorian school children and experienced what school would have been like during the Victorian times. All of the children took part in many great activities including playing some fun Victorian playground games, we even got to cook together as class. It was a wonderful day for all.

Miss Costas | KS1 Leader/Deputy Head

KEY STAGE 2 SUMMER NEWS

What a fantastic, busy summer term Year 3 and Year 4 have had. It has been full of exciting new topics, interesting learning and lots of additional activities. Both Year 3 and Year 4 have continued to enjoy, and benefit from, the fantastic weekly Yoga lessons, including the relaxing, and yummy, chocolate yoga session. Each KS2 class took part in a series of wellbeing sessions. During these sessions, the children have worked on different skills such as teamwork, cooperation and have focused on how to develop and maintain self-confidence and self-positivity. This has been fantastic considering the time spent away from school during the lockdown period. The children were so excited to re-start our weekly Spanish lessons. They started by recapping their prior learning and moved on to

learn new vocabulary and become more fluent in conversations in Spanish. We all enjoyed the opportunity to take part in an interactive Stomp Workshop where we learnt how to use parts of our bodies to create body percussion. We even learnt a short sequence!

Year 3 have thoroughly enjoyed the cross-curricular humanities topic of Raging Rivers Fantastic Pharaohs all about Ancient Egypt and the River Nile. We are so impressed with the progress the children have made with their map and atlas skills. They have worked hard to locate key areas in Ancient Egypt and have also focused on finding out about the importance of the water cycle and the impact the River Nile has had both in Ancient Egypt and modern-day Egypt.

The children in Year 4 have been learning all about Invaders and Settlers in their History lessons. They have been learning all about the way of life of the Anglo Saxons including village life, types of houses and religions. As a whole class, each Year 4 class has been having Ukulele lessons and it has been wonderful to see the children progress with their new skill and hear the great music they are creating as a whole class.

Mrs Charalambous | Year 3/4 Leader



ASHMOLE PRIMARY PTA (APPTA)

This term we have continued to build our sense of community whilst raising funds for the school. We have run several fun events including an Easter Egg Scavenger Hunt, a Bingo Night and a Quiz Night. We held a Buddy Bear Art Exhibition, showcasing photographs taken by children of their Buddy Bear; these will go into a Buddy Bear calendar ready to purchase in July for the new school year.

We have continued to work with our sponsor, Platinum Estates, to raise much-needed sponsorship funds through estate agent boards, and have run the '21for2021' sponsored challenge.

We have had to postpone our summer fair to Saturday 18th September 2021 due to

current restrictions; instead we will be running a 'Summer Fun Day' in collaboration with the school for all children.

This term we have also streamlined our communications by setting up PTA WhatsApp channels and sharing digital updates about PTA events and initiatives. We have also set up valuable feedback sessions to hear parents' views on what matters to them.

We are looking forward to continuing working with parents/carers and the school to raise further funds and build our community and would like to thank them for their ongoing support.

Celeste Menich | Chair of the APPTA

PRIMARY DATES FOR YOUR DIARY

AUTUMN TERM 2021

1st September	Inset Day
2nd September	Inset Day
3rd September	First Day for pupils
18th September	APPTA Autumn Fair tbc

SOLAR ECLIPSE



On Thursday 10th June, a group of Year 12 Physicists took to the playground with solar viewing glasses in hand, hopeful of seeing the “Ring of Fire” solar eclipse. It didn’t look promising as the cloud cover was very heavy, and after 10 minutes most were ready to give up, however the sun finally peaked out from behind the clouds and a shout went up from one of the students “I can see it!”. The eager scientists quickly donned their viewing glasses and got a brilliant look at one of nature’s most impressive phenomena. The students were all enthralled by the sight and felt very lucky to have been able to see it. Thank you to Mr Costello (Head of Physics) for organising for the students to view the eclipse!

SCHOOL DIRECT

Ashmole Academy runs a very successful School Direct Teacher Training Scheme.

For 2022/23, we will be offering places. If you are a parent or carer who is interested in becoming a teacher or have family/friends who are interested in teacher training, please contact Ms Foye at kfo@ashmoleacademy.org or telephone 020 8361 2703 extension 2206 for an informal discussion.

DATES FOR YOUR DIARY

Summer Term will end for students on Friday 16th July

10th Aug	A Level Results
12th Aug	GCSE Results/Year 12 Interviews
AUTUMN TERM 2021	
1st Sept	Staff Training Day
2nd Sept	Staff Training Day
3rd Sept	First Day of Term for Students
1st Sept-22nd Oct	First Half Term
25th Oct-29th Oct	Half Term
1st Nov -17th Dec	Second Half Term
SPRING TERM 2022	
4th Jan-11th Feb	First Half Term
14th Feb-18th Feb	Half Term
21st Feb	Staff Training Day
21st Feb-8th Apr	Second Half Term
11th Apr-22nd Apr	Easter Holiday
15th Apr-18th Apr	Easter Bank Holiday w/e
SUMMER TERM 2022	
25th Apr-27th May	First Half Term
2nd May	May Day
30th May-3rd June	Half Term
2nd and 3rd Jun	Spring Bank Holiday
6th Jun-20th July	Second Half Term
19th Jul	Last Day for Students
1st Jul	Staff Training Days
20th Jul	Staff Training Days



Follow us via the Academy’s twitter account, **@ashmoleacademy**, for updates on the latest news and events:

JACK PETCHEY AWARD WINNERS



Summer Winners

Ammar | 8/M2

Ammar works at the weekends, helping the homeless.



Erin | 8/M2

Erin volunteers at Ashmole Primary School After-school Club almost every day, and collects and takes food to a Food Bank every week.



Annabel | 8/N2

Annabel is a high grade in several musical instruments such as grade 3 flute and grade 7 piano. In addition, she raised £200 for charity by cutting her hair.



Ruby | 12/MOL

Ruby has been collecting food from people’s doors in the local area every Monday evening, so that it can all be taken to the local food bank in Enfield. She has been doing this since the first lockdown in March 2020.



ASHMOLE ACADEMY TRUST

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