

Excellence, Aspiration and
Care in Partnership

Osidge School & Ashmole Academy: Admission Rationale

2026



**Ashmole
Academy**



A member of

**Ashmole
Trust**

Strengthening Local Education Through Partnership

For over two decades, Osidge School has played a significant role in the transition of local pupils into Ashmole Academy. Between **2000 and 2022**, Osidge consistently sent the highest number of pupils to Ashmole Academy, with an **average of 46 out of 60** students securing a Year 7 place each year.

In **2024**, following the introduction of feeder status for Ashmole Primary, Osidge became the second-largest contributor, with an **average of 41 pupils**, while Ashmole Primary averaged **55 pupils**.

No decision has been made on whether to adopt the proposed change. The Trust welcomes views on the proposal, its potential benefits and effects on other applicants, and possible alternatives, including retaining the current arrangement.

Estimated Impact on Admissions

Allowing Osidge School feeder access could, in theory, take up to **18 additional places** per year. However, this figure is likely lower because:

- Not all students within catchment apply for Ashmole Academy
- Not all students live within the 1-mile priority radius
- Growing popularity and success at Osidge may shift application patterns

For these reasons a realistic estimate suggests that **the increase would likely be no more than 8 pupils per year**.

Addressing Local Needs

- **Ashmole Primary is oversubscribed**, with only 1 in 4 applicants receiving a place
- **Osidge School is undersubscribed** and experiencing downward pressure on pupil numbers
- The two schools are located only **200 metres apart** and serve the same community

Supporting Osidge through feeder access helps preserve balance, opportunity, and sustainability within the local education system.

A Strong and Growing Partnership

The vision of the Trust has always been to ensure equal opportunities for both schools and their pupils. Over the past year, collaborative work between Osidge School and Ashmole Academy has expanded rapidly, including:

- **Joint debating society**
- **SEND and inclusion support**, including a shared dyslexia unit at Ashmole Academy and a joint sports day
- **Collective literacy initiatives**, such as a shared poetry festival
- **Reading and SEN buddy programmes**, supported by Academy Sixth Form students
- **A shared support dog**
- **Joint staff development** and shared teaching and learning resources

Both schools are already led by a **shared Executive Head Teacher**, and this partnership will continue to grow.

Enhancing Transition and Wellbeing

The existing partnership provides a foundation for educational continuity. The proposed feeder-school priority could enable more Osidge pupils to build on these established relationships and shared learning experiences as they move into secondary education.

Through shared learning opportunities and closer working between staff, pupils can develop an early understanding of the Trust's values of Excellence, Aspiration and Care. Greater continuity between primary and secondary education could help pupils move to the Academy with confidence, established relationships and positive learning habits, supporting their progress and contributing to the Academy's culture and educational outcomes. The collaboration directly benefits:

- Educational continuity
- Student safety
- Wellbeing and inclusion
- Community cohesion

Concerns about pupils travelling long distances are addressed through the **1-mile radius criterion** within the admissions policy.

Supporting Osidge's Continued Development and Educational Excellence

The Trust wishes to build on Osidge's strengths and support its continued development as a valued school at the heart of the Southgate community. Sustainable pupil numbers help provide a secure basis for investment in skilled staff, teaching resources and a broad range of learning opportunities

The proposed feeder-school priority could help attract more families to Osidge and support:

- High-quality teaching and improved educational outcomes for pupils
- Retention and development of experienced teaching and support staff
- Sustained investment in learning resources, curriculum opportunities and pastoral support
- The continued contribution of a valued and historic school to the local community