



ASHMOLE



ACADEMY

An Ashmole Trust School

PROSPECTUS

Ashmole



ASHMOLE ACADEMY



An Ashmole Trust School

Cecil Road, Southgate, London N14 5RJ
Tel: 020 8361 2703

Email: office@ashmoleacademy.org
Website: www.ashmoleacademy.org

CEO

Mr T Sullivan

HEAD TEACHER

Mr B Dhinsa

DEPUTY HEAD TEACHERS

Mr S El Sayed

Deputy Head:

Head of Sixth Form & Quality of Education

Mrs R McLaren

Deputy Head:

Safeguarding & Inclusion

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 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. These are Endeavour, Reflection, Professionalism, Responsibility, Respect and Co-operation. They show 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, to include English, Maths and English Baccalaureate qualifications compared to students nationally.

Although we are a large secondary school with over 1800 students, we make every effort to appreciate each student's talents and personalities. The role of the pastoral team and in particular the form tutor is key to ensure that each and every one of our students feels supported and cared for.

The school building was built in 2004, and we continue to invest in the buildings and facilities in order to provide a fantastic learning environment. We offer a broad range of extra-curricular activities and we 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 appreciate the commitment of all of our staff to provide our students with an inspired educational experience.

Mr Balbinder Dhinsa | Head Teacher



Admission Criteria

Introduction

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

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

Equality and Inclusion

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

Published Admission Number ("PAN")

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

Aptitude Places

The 20 places of the 261 available places in Year 7 will be allocated to children who show an aptitude for music, namely those who have demonstrated potential to develop musical skill and who will benefit from the music related facilities of the Academy. No previous knowledge or experience of musical practice or theory is necessary nor are candidates restricted by address in order to apply for the listening test.

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

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

Children who are unable to attend on the set date for a compelling unavoidable reason (for example, compulsory religious observance, medical or disability related reasons, or the loss of a close relative) will be

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

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

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

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

Regular Places

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

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

1. Looked After and Previously Looked After Children

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

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

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

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

2. Children with a Sibling at Ashmole Academy

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

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

same core family unit as a sibling to the applicant child. For the avoidance of doubt, a child of a friend or extended family member (for example, a cousin) living at the same address as the applicant child will not be a "sibling" for the purpose of this policy.

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

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

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

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

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

4. Ashmole Primary Feeder School

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

5. All Other Children

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

Child's Home Address

The child's home address will be the child's permanent home address, i.e. the address at which the child normally lives. Where a child lives with parents with shared parental responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence. If a child's residence is split equally between both parents, then parents will be asked to determine which residential address should be used for the

purpose of admission to school. If no joint declaration is received and the residence is split equally by the closing date for applications, the home address will be determined to be the address at which the child is registered with the doctor, however, all evidence will be taken into account and each application will be assessed on a case by case basis. No other address (including a business address) will be accepted.

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

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

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

Please refer to our "Guidance for Verification of Child's Home Address for Oversubscription Distance" for additional information on locality applications. This can be viewed on the Admissions Section of the School website at www.ashmoleacademy.org.

Distance Measuring

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

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

Admission Appeals

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

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

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

Waiting Lists

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

Where an application for in-year admission or admission to a year group other than Year 7 is unsuccessful, parents will be asked if they would like their child's name to be added to a waiting list for that year group.

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



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

OFSTED REPORT 2021

Aims

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 and Co-operation. They show the emphasis we place on Achievement, Behaviour and Community, collectively known as the “ABC of Excellence”.

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 and their character, as well as their achievements, whilst at the same time exemplifying the behaviours we desire in our community.

Values Education

At Ashmole every individual is valued for who they are and what they contribute to the school. Values Education supports the personal and social development of every pupil through the school. We believe that all members of our community should be aspirational, supportive of each other, persistent, reflective and willing to engage at all times. Our aspirational values will ensure that everyone in our community is committed to success for all.

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 life-long 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 well-being.
- 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 his 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

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

OFSTED rated Behaviour and Attitudes as Outstanding

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

The quality of pupils' work is first rate."

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 making every effort to give 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, in recognition of the fact that different academic disciplines have different knowledge structures with distinctive traditions.

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

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 and Year 8. These two languages are French and Spanish. At the end of Year 8, many students choose to continue studying both languages, some choose to specialise in one.

Students also study a wide range of other more cross-

curricular subjects and personal and social education topics. These are taught in the PSHE lesson or through timetable suspension activities. Topics covered include British Values, Citizenship, Careers, Environmental Awareness, Healthy Living, Money Management and the new RSE curriculum.

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, English, 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 in Years 7, 8 and 9.

KS4

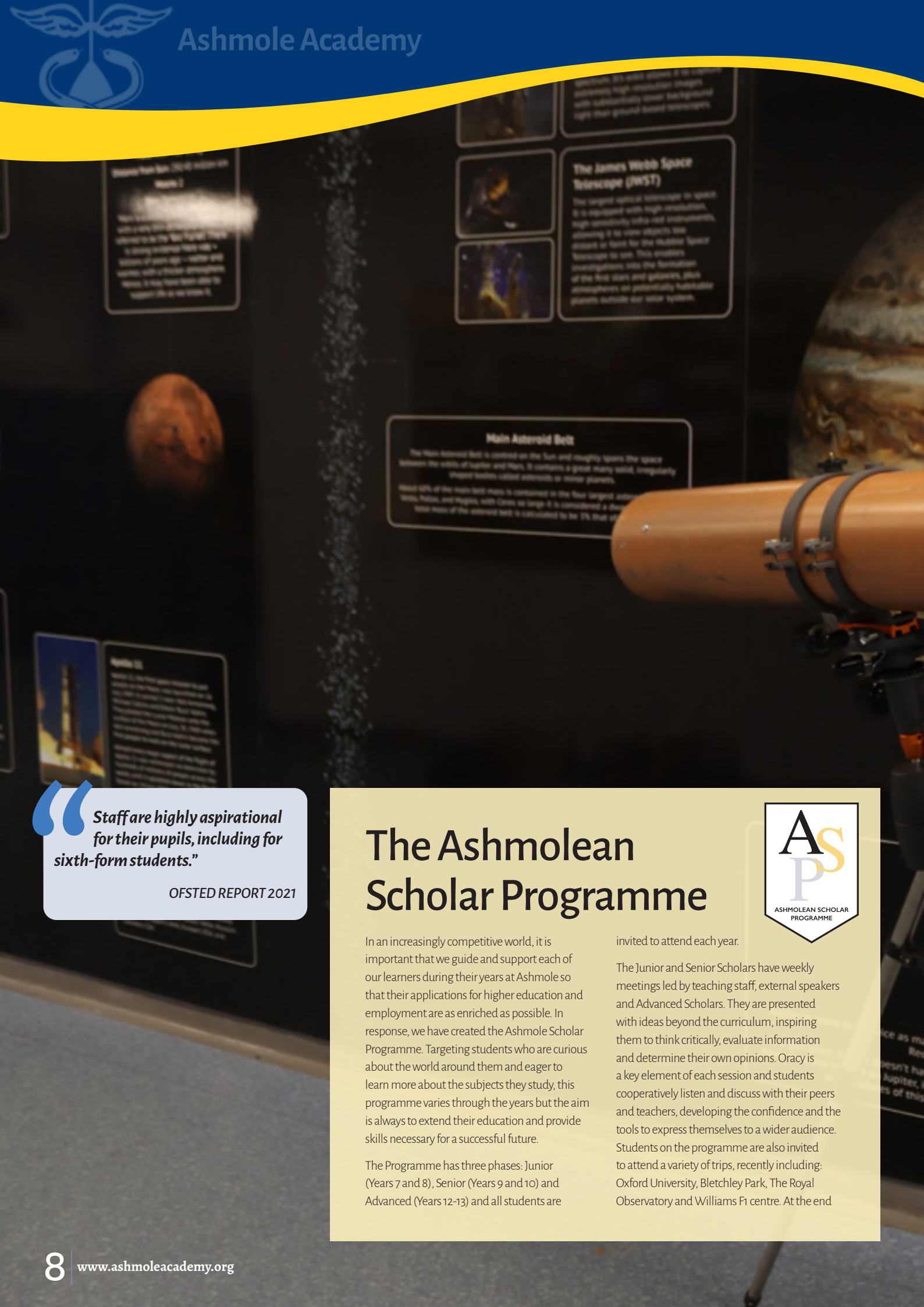
The Key Stage 4 curriculum is designed around a strong academic core, whilst maintaining breadth in terms of the number and range of subjects offered. It covers all the subjects included in the English Baccalaureate (EBacc). The EBacc subjects include English Language and Literature, Mathematics, Science – combined or the three separate Sciences, a Language, History or Geography. In addition, every student may study an 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 the 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 of around 20 A-levels covering all the traditional subjects required by university, as well as many other subjects providing a full breadth of choice. Biology, Chemistry, Physics, English Literature, Mathematics, Further Maths, History, Geography, Economics, 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.

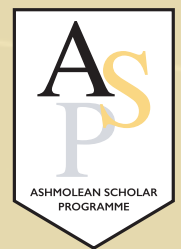
The Academy regards the Sixth Form as not only teaching A-levels but also the pre-undergraduate stage of education, as most of the students will go to university either at the end of Year 13, or after a gap year. The Academy therefore operates specialised preparation programmes for those seeking careers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



“Staff 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. Targeting students who are curious about the world around them and eager to learn more about the subjects they study, this programme varies through the years but the aim is always to extend their education and provide skills necessary for a successful future.

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 a scholar 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 an expert in their chosen field. Alongside this, the Scholar team deliver 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 extra-curricular 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.”

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, Extra-Curricular, Green, Wellbeing and 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 wide reaching and is an area that we are continuing to grow and develop further.

Extra-Curricular Activities

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

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

Regular clubs include Book Club, Art, Maths Challenge, Chess, Languages, Science, Table Tennis and Badminton. Sports clubs, teams and fixtures are open to students in football, netball, rounders, athletics, cricket and basketball. There are also a range of societies and committees for students to join.

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

Opportunities are also provided for musical activities, ensembles and a variety of concerts.

“Leaders run a wide range of opportunities for pupils to develop their understanding of the wider world.”

OFSTED rated Personal Development as Outstanding





University Destinations

UNIVERSITY DESTINATIONS 2024	
UNIVERSITY	% 2024
Russell Group including Oxford and Cambridge	33
Other Top Universities	27
Local Universities	22
Others	18

University Destinations: Courses

UNIVERSITY COURSES 2024	NUMBER STUDYING
Oxbridge	1
Med/Dent & Med Related	16
Law	3
Science & Engineering	92
Maths	7
Business & Economics	58
Humanities	36
Design & Architecture	8
Other	40

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.

A S H M O L E



A C A D E M Y

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