



2021

ADDEY & STANHOPE SCHOOL

Prospectus



WELCOME

I am so proud to be Headteacher of Addey and Stanhope - a school at the heart of the Deptford community, rich in tradition and history. We are a small, caring, consistently high-achieving school that has enriched thousands of lives for over 300 years.

We truly know each and every one of our students. Our work to promote their personal development has rightly been judged as outstanding; our pupils feel happy, safe, and supported: surrounded by an exceptional staff body; excellent teaching; a curriculum that caters to their individual needs; and enrichment opportunities that equip them for successful futures.

Our careers and pathways education is outstanding and nationally recognised as such. Our students go to Oxford and Cambridge, Russell Group universities and undertake quality apprenticeships. We have strong links with Colfe's Independent School and our students have the opportunity to secure fully funded scholarships to the Colfe's sixth form. This is because we work tirelessly to ensure our students get the qualifications they need to progress, and to make their goals and ambitions a reality.


Above all, we are a family at Addey and Stanhope: teachers, students, parents/carers and governors – a family that has the happiness, health and success of our children and young people at the very heart of everything we do. We are rooted in our stated values of kindness, integrity, love, acceptance and respect.

When pupils join Addeys, they become Addeyans for life: 'Once an Addeyan, always an Addeyan'. We are privileged to be supported by old scholars whose lives have been enriched and transformed by our school.

We have consistently high aspirations and expectations for our students. Learning is the most important thing that happens at our school. Staff and students adhere to the 'The Addey's Way'; our code of conduct that lies at the centre of all we do and is our constant point of reference. We expect behaviour that is both engaged and respectful at all times: the essential building blocks upon which our students develop the habits and skills that will help them to learn and thrive throughout the rest of their lives.

During the Covid19 pandemic, our solid commitment to every one of our students and their families, has grown even stronger. We are never complacent, and always ambitious. It is privilege to lead such an aspirational community and we look forward to welcoming the next generation of Addeyans to join our exceptional school.

Jan Shapiro
Headteacher



“The school’s work to develop pupils’ personal development and welfare is outstanding, and supports pupils to exemplify the school’s inclusive values.”

- Ofsted



ETHOS & VALUES

The school's origins date back to 1606 when John Addey left money to support the poor of Deptford. The Addey School was set up in 1821. Our other founder Dean George Stanhope, began his school in 1715. These schools were amalgamated in 1894 on the current site.

Building upon this long and proud history, Addeys is a school which has always served the Deptford community. We focus relentlessly on learning and the successful education of our students and we foster a deep respect for the community in which we are based.

Our annual Founders' Day in March is a key event on the school calendar with the whole Addey's family coming together to give thanks to Addeyans past and present and to celebrate our extraordinary history and exceptional school.

Our strong and growing Alumni network is testament to a community that goes beyond our current school population – a lifelong connection to our Addey's family.

The learning at Addey and Stanhope is a deep learning, a learning that stays with our students for the rest of their lives.



“The Headteacher has developed the school into a pillar of the community.”

- Ofsted

SCHOOL CURRICULUM

The school is based on the year system, where students are admitted into four mixed ability tutor groups in the care of a Head of Year. This provides stability and continuity as they monitor the pastoral development and academic standards of students in their care.

Hearts of Oak Curriculum

Our Hearts of Oak curriculum is our public commitment to our students. We work relentlessly to support our students to become compelling learners who are happy and healthy, who are upstanding and recognise their power to influence change and embody the Addey's family values – both in the school and beyond the school gates.

Our curriculum is an articulation of our values (respect, kindness, integrity, acceptance, love). It is an explicit statement that pastoral support and well-being is as important as the academic curriculum and standards.

Compelling Learning

At Addeys we are driven by 'Compelling Learning'. This is deep, complex and long term learning which can be applied and used in real life situations. Compelling Learning is more than just a means to pass exams but also helps the students develop the habits and skills that will help them learn throughout the rest of their lives.

We have developed the language of Compelling Learning which is used to remind students about

which behaviours are essential for present and future success, both in and out of school.

Key Stage 3

The school offers the full National Curriculum. In order to provide an appropriate curriculum for all students, some subjects are set by prior attainment.

We review our Key Stage 3 curriculum regularly to take advantage of the resources that London provides to enrich our children's education.

Key Stage 4

Students in years 10 and 11 have individual timetables, devised in consultation with students, parents and carers, teachers and careers advisors. Our tailored approach has a clear purpose, developing students' personal strengths and addressing their areas for development, ensuring that they have full access to a modern and perpetually changing society.

When children join the school they not only join a year group but also join a school house:

Addeys | **Evelyn** | **Pepys** | **Stanhope**

This means that although they are taught in year groups they connect with a range of students across the school. This nurtures our sense of family and belonging at Addeys, and we are proud of the way our students support each other across the year groups.



**“Pupils’ attitudes to learning
are positive and they are
proud of their work.”**

- Ofsted

PARENTAL INVOLVEMENT

At Addeys we know that a strong partnership with our families makes a great difference in children's education. Parents and carers are an extension of our family and their involvement in school and a productive partnership enables our students to achieve their highest potential.

We contact families when their children achieve academically, socially or in sports and the arts, and we always ensure that families are quickly informed if there is a problem. Parents and carers are able to track their child's progress through frequent communications from the school, at parents' evenings and via assessments sent home. We also have active parent governors on the Governing Body to reflect and give voice to the views of our parents. The school is committed to working with parents, carers and the community to safeguard all of our children.


This includes a programme of well-attended e-safety workshops which raise awareness of the dangers that can come with technological developments and give families the knowledge they need to protect children when they are online.

We have the highest expectations of our students and we work closely with parents to ensure that our code of conduct - the Addey's Way - is adhered to at all times.

We know that all our students have different abilities, talents and needs.

Our commitment is to ensure that we meet the needs of all our students. For high prior attaining students this means differentiated work in lessons and additional courses. In each year group able students are challenged to participate in activities and programmes which will deepen their thinking and broaden their knowledge.

We work closely with local primary schools and with Higher Education providers to ensure that high academic achievement is maintained and that all children reach their full academic potential. We are proud of the progress our students make from their starting points. We are a school that enables all our students to be the very best that they can be.

A photograph of two young boys in school uniforms sitting at a wooden table. The boy on the right is smiling and looking down at a small, grey, cylindrical object he is holding with both hands. The boy on the left is looking at him with interest, his hands clasped together. On the table, there is a blue folder or book with a colorful illustration of a person. The background is slightly blurred, showing other people in a classroom setting.

“The curriculum closely matches pupils’ specific learning needs, develops their well-being and supports them to be good citizens.”

- Ofsted

BEYOND THE CLASSROOM

At Addey & Stanhope we nurture and develop the whole child. We provide additional opportunities that will not only enhance learning but that will also enrich lives. Our extra-curricular programme offers a wide range of clubs and events that students can participate in. These include educational visits, concerts, sports competitions, curriculum clubs, field trips, schools journeys and visits to the theatre and art galleries.

Careers and employability are a crucial focus at Addeys and our work in this area has received national recognition. We have a bespoke and extensive work related learning programme built on solid partnerships with outside providers ranging from artists to experts from industry. We work closely with The Careers and Enterprise Company and the Mayor of London's Office to support our students with careers' advice and 'soft' skills development which are crucial for workplace success.

We run a host of careers & employability events all given by professionals at the top of their game. All these activities aim to increase our students' cultural capital to help them reach their full potential and equip them for the world of work.

Our community and business partners include:

- Colfe's School
- Community Apprentice
- Careers & Enterprise Company

- Duke of Edinburgh's Award
- Envision
- Goldsmiths College, University of London
- Greenhouse Sports
- Inspiring the Future
- Jack Petchey Foundation
- Jimmy Mizen Foundation
- The Prince's Teaching Institute
- Speakers for Schools
- SSAT – The schools and teachers network
- Stephen Lawrence Charitable Trust
- TeachFirst
- Tootoot
- U-Explore – careers guidance solutions for schools
- Urban Synergy
- London Enterprise Adviser Network
- D|Ops Digital
- Skills Builder Hub
- North Highland

University Links

We offer a comprehensive programme of University visits and outreach to our students including Oxbridge and Russell Group universities.



“School leaders are passionate about developing pupils to be future leaders, and encourage them to stand up for what they believe to be right.”

- Ofsted

OUTDOOR LEARNING

At Addeys we are committed to giving our students (and staff) increased opportunities for outdoor learning.

During the pandemic, children and young people have missed out on a range of formal and informal extra-curricular activities. These play a vital role in enriching children's lives and support personal development and mental well-being. Our outdoor learning programme aims to provide opportunities for students to be, to rediscover self, to play and have fun together.

We have a dedicated Outdoor Learning Coordinator to develop this key area of our COVID recovery plan. Projects include our partnership with The Duke of Edinburgh's Award; maximising the potential of our school camp; a commitment to outdoor learning for all; and aligning this learning with Science, Technology, engineering and mathematics (STEM) learning.

School Camp

Over 70 years ago, a former Art teacher, Henry Wilkins, left the school some land near Hastings in Sussex and a sum of money. The purpose was to enable us to take our students out of London to spend time learning about the rural environment. The money was placed into a trust to ensure that future generations would continue to benefit from this valuable experience.

Every July since then, we have taken groups of students to camp on the land which consists of a wood and a field. Right up until the 1960s, a truck would take all the equipment and the students would cycle! A school hut was built for lessons, dining and activities when the weather let us down. A garage provided a space to cook and a further hut meant that all the tents and equipment could be safely locked away. We have fresh water but no electricity so the students have to manage without their technology! A phone line enables the essential daily contact with school and access to emergency services should the need arise.

School Camp is open to all Key Stage 3 students. Staff volunteer to support Camp by giving up their time from Monday to Friday. It's hard work but so rewarding to see how much the students gain from the experience. They always return exhausted but healthy from all the fresh air, good food and opportunities that Camp provides to explore the local resources. A full program of activities is planned by the experienced Camp leaders to ensure that students have a range of educational opportunities.

“Addey’s camp gives us the chance to experience the countryside and leave behind our technology. It is an awesome opportunity to enjoy nature.”

- Year 8 Student



ADMISSIONS POLICY 2022

Addey and Stanhope is a co-educational comprehensive school whose intake is broadly balanced in gender and reflects the whole ability range. If there are more applications than there are places available, the governors will allocate places according to the following criteria:

1

Applicants in public care (looked after children). A looked after child is a child who is (a) in the care of a local authority or (b) being provided with accommodation by a local authority in the exercise of their social services functions and (c) a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.

2

Applicants with a sibling on roll of Addey & Stanhope School at the closing date for applications and whose sibling is expected to be on the roll of the school at the intended date of admission.

3

Applicants who live nearest to the school. Distances will be measured in a straight line from the home (including flat) to the nodal point as set by the Ordnance Survey for Addey & Stanhope School which is E53707 84 N1769717, using the local

authority's computerised measuring system (with flats being treated in a way described in the local authority's guidance for parents).

4

In the event that two or more identical applicants (ie applicants living the exact home to school distance) qualify for the last available place the place will be allocated by drawing lots.

HOME ADDRESS

In determining where a child lives, we cannot accept the address of grandparents, other relatives or childminders, unless the parents themselves actually live at the same address. Proof of residence may be requested before the definite offer of a place will be confirmed

SIBLINGS

A sibling is defined as a full or half-brother or sister or a foster brother or sister, living at the same address as the applicant.

SEND ADMISSIONS

By law, the secondary transfer process is different for people with an Education Health Care Plan (EHCP). Please follow guidance on Lewisham Council's website.

If your child does not have an EHCP, you need to apply for a place using the central admissions process.

OUT OF THE NORMAL AGE GROUP APPLICATIONS

In very exceptional circumstances the governors of the school will consider a request for admission out of cohort for an older child, including those born in the summer term providing that:

The application must be supported by the child's nursery/primary headteacher and an educational psychologist/specialist confirming that the child has learning delay or difficulty or their social maturity is well below that of his or her peers. In coming to a decision the governors will consider the grounds presented by the parent to support their request as well as the views of the headteacher and any evidence s/he provides. Parents must consider the implications of a deferred transfer as primary/secondary schools are not required to continue to keep the child out of year group and may decide to later educate the child in the correct year.

Any parent/guardian of a child who is not admitted will be given 20 school days to appeal against the governors' decision under the Education Act 1980 and the School Standards and Framework Act 1998.

Our school participates in Pan London's co-ordinated scheme.

**THE CURRENT
ADMISSION
NUMBER FOR THE
SCHOOL IS 120**



“My teachers believe in me at Addeys, anything is possible #LoveAddeys.”

- Student



@Addeys300

Headteacher – Jan Shapiro

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