

**ASHMOLE**



**ACADEMY**

*An Ashmole Trust School*



**THE SIXTH FORM**

**Prospectus 2025**



Mr Dhinsa with the Head Students

**ASHMOLE**



**ACADEMY**

***An Ashmole Trust School***

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# Welcome

*Dear Post 16 Students and Parents/Carers,*

Ashmole Academy Sixth Form is for students who have high aspirations and strive for excellence. We are proud of our reputation and expect our students to be both hard working and diligent. We place the students at the centre of everything we do and provide the very best academic and pastoral support.

Our A-Level teachers are committed to providing an atmosphere in which they deliver high quality teaching and produce excellent feedback and support, but at the same time recognise the need to develop our students as independent learners. We have an established ethos in which students are guided on how best to prepare for each of their lessons and after each lesson, consolidate their knowledge and understanding. We encourage them to become the subject expert by using their independent study sessions to both improve their examination technique and complete super curricular tasks.

The Academy provides excellent UCAS guidance, including writing personal statements, interview techniques and support for entry admission tests. A specialist team is dedicated to providing a range of speakers to inspire students and offer a variety of university trips.

I am thrilled that the Ofsted inspection in December 2021 rated the Sixth Form provision as Outstanding. They recognised that our curriculum is demanding and students' work is of a consistently excellent standard.

**MR BALBINDER DHINSA** | HEAD TEACHER



# The Sixth Form Curriculum

## Introduction

ASHMOLE ACADEMY OFFERS STUDENTS THE chance to continue their education in an outstanding school.

*"Staff are highly aspirational for their pupils, including for sixth-form students. Staff have especially strong professional relationships with pupils."*

OFSTED REPORT 2021

Ashmole provides an environment in which students can thrive. When students apply for a place in the Sixth Form it is a demonstration of their desire to continue their education in a school whose motto is Excellence, Aspiration and Care. All Post 16 courses require the student's whole hearted commitment in order to achieve the best possible result. The school is proud that so many of its students in Year 11 will seek to return to the Sixth Form.

## General Advice

When considering Post 16 courses, parents/ carers and students need to take into account

the student's intended career pathway. As most students seek to go to higher education, university course entry requirements need to be considered when choosing A-levels.

## A-level Programme

The A-level programme is designed for those students who achieved high success at GCSE and plan to follow the A-level programme by securing a place at university or other higher educational institution.

In the Sixth Form, all students will follow three subjects, (and for the most able, four if they wish) from a large number of choices.

## BTEC Extended Diploma

Students can choose the BTEC Extended Diploma in Business. The BTEC Extended Diploma Programme is delivered over two years. Students must successfully pass Year 12 in order to continue into Year 13.

Full subject details can be found in the Post 16 Information Booklet on the Academy's website.

## Year 12 Choices

Many courses that students wish to study at university are based upon the knowledge and skills the students have learnt at Key Stage Four and Five. For this reason, some A-level subjects are more frequently required for entry to degree courses than others. We recommend students pick a broad range of subjects in line with what they both enjoy and have had prior success in at GCSE. Certain subjects such as English, Maths and the Sciences may provide a wider range of degree course options in the future, however this is dependent on both the degree and the university at which they may wish to study.

## Independent Study

At our Sixth Form, independent study plays a crucial role in ensuring academic success and preparing students for life beyond school. All students are expected to engage in Preparation and Consolidation Work as an essential part of their learning process.

- Preparation Work is set by teachers to help students get ready for upcoming lessons. This





might include reading, research, or completing tasks that give students a foundation to actively participate and engage in class.

- Consolidation Work focuses on reinforcing the concepts and skills covered in lessons. Students are expected to reflect on their learning, practise applying their knowledge, and fill any gaps to ensure a deep understanding of the material.

Alongside these regular assignments, students will be guided in Examination Technique. We believe mastering how to approach and tackle examinations is as important as knowing the subject content itself. Students will learn essential skills like time management, question analysis, and effective revision strategies tailored to specific examination boards and formats.

Furthermore, we encourage students to go beyond the curriculum through Super-curricular Work. These are activities that extend their subject knowledge in innovative and challenging ways, such as attending lectures, reading beyond textbooks, and completing personal projects. Engaging in super-curricular activities helps develop critical thinking skills and demonstrates a genuine passion for learning, which is invaluable for university applications.

By combining preparation, consolidation, examination technique, and super-curricular exploration, we equip students to take ownership of their studies and excel in their academic journey.

### Tailored UCAS Guidance

We provide personalised, one-to-one guidance to support students through every step of the UCAS application process. Each student is assigned a dedicated tutor who offers tailored advice on choosing courses, writing personal statements, and preparing for interviews. This individualised support ensures students can confidently present their strengths and aspirations.

To further enhance the application process, we schedule collapsed days dedicated to UCAS preparation. These days allow students to focus solely on refining their applications, receiving feedback, and completing their submissions without the distraction of regular lessons. Additionally, we organise UCAS event visits to universities and higher education fairs. These visits provide invaluable insights into university life, course offerings, and entry requirements, helping students make informed decisions about their future. Our comprehensive UCAS support ensures that students are well-prepared and equipped to

secure offers from their chosen universities.

### Personal Development

At our Sixth Form, we are committed to supporting students' personal development alongside their academic growth. Our Form Time activities are designed to promote personal wellbeing, encourage leadership, and build key life skills such as resilience, teamwork, and effective communication.

We also offer a diverse range of societies and extra-curricular clubs to help students explore their interests and develop new talents. Whether students are passionate about the arts, science, debating, or community service, there are numerous opportunities to engage with like-minded peers and deepen their subject knowledge.

Our strong focus on physical and mental wellbeing is reflected in our variety of sports clubs and events, allowing students to stay active, compete, and build team spirit. From team sports to individual challenges, we encourage all students to participate, regardless of skill level.

These opportunities help students develop confidence, independence, and well-roundedness, preparing them for life beyond Sixth Form.



# 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 Ashmolean 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 Ashmolean Scholar Programme is an extracurricular provision designed to help Year 12 students immerse themselves in an individual A-level subject they are genuinely interested in, and go beyond the curriculum. By engaging with the programme, students can expect to develop a deep interest and understanding of their subject as well as independent thinking and learning skills.

It is also a chance for students to work alongside teachers and fellow students who are equally passionate about their chosen subject. Moreover, the programme seeks to prepare students for

pathways towards the most challenging and rewarding courses at the top universities, including the Russell Group universities and Oxbridge.

## Who can join the programme?

Every A-level subject has its own Scholar Programme and all Year 12 students are welcome to apply to one subject they study at A-level. The programme best suits students who are willing to go beyond what is taught in the classroom, progressing towards becoming an expert in their chosen subject and making them an excellent candidate studying at a higher level.

## Why become an Ashmolean scholar?

Ashmolean scholars become part of a team of like-minded students, who together, develop a deep interest and understanding of their subject. Students extend and stretch themselves beyond the curriculum. By the end of the programme, scholars will have a wealth of evidence and experience that will help enhance their applications to study similar

subjects or courses at university.

Throughout the year, scholars are invited to attend mini lectures delivered by teaching staff, fellow scholars and visiting speakers. The Ashmolean Lecture Series covers a range of topics, some directly related to a specific subject and others multi-disciplinary, and the overarching aim is to broaden Scholars' understanding of the world around them and challenge them to think deeply. There is also an opportunity to ask questions of the experts, developing skills in oracy and promoting curiosity.

Throughout the programme, Scholars complete a portfolio, collating information and experiences they have gained throughout their experience, during the programme. This is a rich and interesting document that looks similar to extended research completed at an undergraduate level. The portfolio becomes the stimulus for completing the Ashmolean Project Competition, an opportunity to win prizes in recognition of their efforts and achievements. The competition involves an entirely independent project of each individual or team's design, presented to a panel of judges for a chance to win a £75 prize. By the end of the programme,





scholars could also be selected as their subject's Scholar of the Year, and winners will receive a £50 prize. Scholars of the Year will then be put forward for the main Head Teacher's Ashmolean Scholarship Award. The recipient of this top award will receive the top prize of £250.

Recent projects have included: 'Was the universe finely tuned for our existence?'; 'How will AI affect the future' and Anti-War protests in the 20th and 21st centuries?.

### Oxbridge Programme

A successful Oxbridge programme has been developed for able students with aspirations to apply to Oxford or Cambridge. This bespoke programme begins in Year 12 and provides individual advice, guidance and support for potential Oxbridge applicants. The programme includes assessment test practice, interview skills and specialist mentoring. Weekly debating sessions are run by the Scholar team to support the interview process. We have established close links with the University of Oxford and, in addition to regular talks with our liaison there, Year 12 students have the opportunity to visit Oxford to see what life at the university is like. There are also opportunities to attend short residential courses at Oxford.

### MedSoc Programme

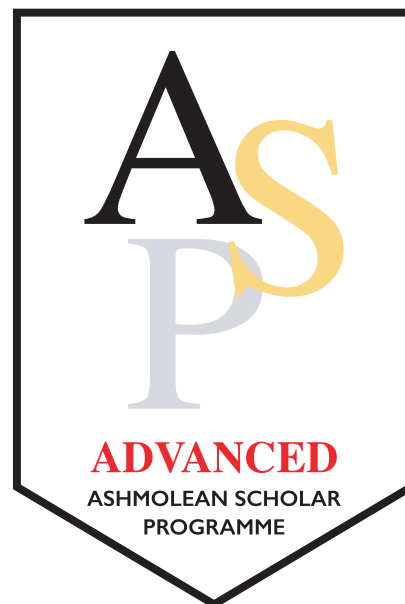
Ashmole's MedSoc is well established and meets weekly to provide extensive information, advice and guidance to aspiring doctors, dentists and vets. This includes in depth preparation work for UKCAT and BMAT. The programme is supported by visits to various institutions which have in the past included the Hunterian Museum and King's College along with workshops conducted by St George's amongst others.

### LawSoc Programme

Students interested in studying for a career in Law are supported by our specialist LawSoc programme. Once again, the programme is supported by visits from representatives of City law firms and Law Schools.

### Science Technology Engineering & Maths

For students with an interest in STEM subjects, the school participates in the UK Maths Challenge and the Biology and Chemistry Olympiads annually. Students who are interested in this area are given encouragement and help in applying to various programmes and summer schools.



*The Ashmolean Scholar programme is highly rated by sixth-form students. They like how it aims to broaden their minds and encourages them to delve into areas of interest"*

*OFSTED rated the sixth form provision as Outstanding*



# Admission Criteria

## Minimum Academic Entry Criteria

CURRENT YEAR 11 STUDENTS AND EXTERNAL CANDIDATES must have:

- To enter a programme of A-Level study, students must have a minimum of five passes at grade 5 or higher at GCSE, three of which must be a grade 6 or higher. Within these passes, there must be a grade 5 or higher in English Language and Maths.

In addition, most subjects have an extra compulsory admission requirement as set out in the table on Page 7.

*“Sixth-form students appreciate the plentiful support they receive for their next steps, for example the recent careers interviews.”*

OFSTED REPORT 2021







## ADMISSION CRITERIA 2025

Students must have a minimum of five passes at grade 5 or higher at GCSE, three of which must be a grade 6 or higher. Within these passes, there must be a grade 5 or higher in English Language and Maths.

Subject	Combined GCSE Criteria
<b>Art &amp; Design: Fine Art</b>	6 in Art
<b>Biology</b>	77 in Combined Science <b>or</b> 7,6,6 in Separate Science (with 7 or above in Biology), 6 in Mathematics and 6 in English Language
<b>Business</b>	6 in Business if studied
<b>Chemistry</b>	77 in Combined Science <b>or</b> 7,6,6 in Separate Science (with 7 or above in Chemistry), 6 in Mathematics and 6 in English Language
<b>Computer Science</b>	6 in Computer Science if studied <b>and</b> 7 in Mathematics
<b>Drama &amp; Theatre Studies ^^</b>	6 in Drama if studied
<b>Economics</b>	6 in English Language <b>or</b> Literature <b>and</b> 6 in Mathematics
<b>English Literature</b>	6 in English Language <b>and</b> English Literature <b>or</b> an average of 6 from both subjects
<b>Fashion &amp; Textiles ^^</b>	5 in either Textiles <b>or</b> Product Design
<b>French</b>	6 in French
<b>Further Mathematics (must be studied with A-level Mathematics)</b>	8 or above in Mathematics
<b>Geography</b>	6 in Geography
<b>History</b>	6 in History
<b>Mathematics</b>	7 in Mathematics
<b>Media Studies</b>	6 in Media if studied
<b>Music ^^</b>	6 in Music <b>and</b> at least grade 5 in theory
<b>Physics</b>	77 in Combined Science <b>or</b> 7,6,6 in Separate Science (with 7 or above in Physics), 6 in Mathematics and 6 in English Language
<b>Politics</b>	6 in English Language <b>and</b> 6 in a Humanities subject
<b>Product Design</b>	5 in either Product Design, Graphics <b>or</b> Textiles
<b>Psychology</b>	6 in a Science subject <b>and</b> 6 in English Language and Mathematics
<b>Religion, Philosophy &amp; Ethics</b>	6 in Religious Studies (full course) if studied <b>or</b> 6 in History <b>or</b> Geography <b>or</b> English Language <b>or</b> Literature
<b>Sociology</b>	6 in English Language and a 6 in Sociology if studied
<b>Spanish</b>	6 in Spanish

- ^^ Music, Drama & Theatre Studies and Fashion & Textiles may run if sufficient numbers choose the subject. Some years there are insufficient student numbers.
- Courses and options are subject to alteration or cancellation and Ashmole Academy reserves the right to change an academic offer if numbers for a specific subject do not meet the threshold, after discussion with the candidate.
- Subjects chosen for A-level must be studied at GCSE unless otherwise indicated.
- Provisional offers are made based on predicted grades.
- The school may also run the BTEC Level 3 National Extended Diploma in Business. The entry criteria is five or more GCSE grades 9-4, including English Language & Mathematics and a 4 in Business if studied. For this course, current Year 11 students will be given priority of places.

*Throughout my Ashmole experience I have felt fully supported and the teaching has been inspiring”*  
YEAR 13 STUDENT

# Admission Procedures

## Introduction

ASHMOLE ACADEMY ("THE ACADEMY") IS A secondary academy with a sixth form located in the London Borough of Barnet which 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 Body of the Academy ("the Governing Body").

This Admission Policy applies to admission to Years 12 to 13 (the Sixth Form) at the Academy. There is a separate Admission Policy for Years 7 to 11.

## Students in Year 11 at Ashmole Academy

Current Year 11 students at the Academy achieving the minimum academic entry criteria are able to transfer to Year 12 to study at advanced level, if they wish. Students are to complete and submit an internal application form on-line through the Academy website by the required date, before the end of Year 11. Further details can be found on the Ashmole Academy's website.

## External Candidates For Year 12

The Academy welcomes applications for admission to Year 12 from external candidates. This Admission Policy sets out the criteria which will apply to applications for the admission of external students, including the minimum academic entry criteria, which is the same for internal students and candidates. External candidates will hereafter be referred to as "candidates".

## Equality and Inclusion

The Academy is fully inclusive and welcomes applications for the admission of candidates 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.

## Candidates With An Education Health and Care Plan

There are separate statutory procedures in place which govern the admission of candidates with special educational needs ("SEN") for whom an education health and care plan ("EHC plan") has been issued by their Local Authority. Parents/ Carers of candidates with an EHC plan who wish to be admitted to Year 12 at the Academy should

make their Local Authority aware of this, so that it can consider whether the Academy is suitable in consultation with the child's parents and the Academy in accordance with the statutory procedure.

Where a child's EHC plan names the school, they will be admitted, provided they meet the school's academic entry requirements, even if this means going over the PAN. Where they are admitted in the normal admission round to Year 12 in September, they will be allocated places within the PAN and the remaining places will then be allocated in accordance with this policy. At other times, they will be admitted over PAN where there are no places available.

## Progression From Year 12 to 13

In the summer of Year 12, students will sit examinations in each of their chosen subjects. Alternative pathways and courses will be discussed and offered if appropriate.

## Applications For Admission Outside Normal Age Group

Candidates achieving the minimum academic entry criteria are normally admitted to Year 12 in the September following their sixteenth birthday, having completed Year 11 at their previous school. Candidates who are older or younger than this, for whom funding is still available for the duration of their course, must obtain the Governing Body's agreement before they can be admitted. Where this is the case, the reasons why the application for admission is being made at an earlier or later age than the normal age for entry into Year 12 must be clearly stated on a separate sheet and attached to the completed Sixth Form Application for Admission. The Governing Body will make its decision on the basis of the circumstances of each case and in the best interests of the candidate concerned, with consideration of the statutory factors set out in the Code.

Current Year 11 students and external candidates should note that BTEC 1st Certificates or Diplomas, including those with merit or distinction, will not be taken into consideration when determining whether the minimum academic entry requirements will be met.

For the avoidance of doubt, once the minimum academic entry requirements have been met, all current Year 11 students and external candidates will be considered for a place on equal terms.

Current Year 11 students and external candidates should note that the Academy will not relax the minimum academic entry criteria in any circumstances. The minimum academic entry criteria have been set at the stated level to ensure that only those capable of succeeding at advanced

level will transfer or be admitted to Year 12. Where a current Year 11 student or external candidate has special educational needs or a disability which they believe affected the GCSE grades achieved, they must apply to the examination board for their GCSE grade to be adjusted to take this into account, under the examination board's standard procedures in these cases. The Academy will therefore treat the actual GCSE grades achieved as having already been adjusted to take this into account.

## Published Admission Number ("PAN")

The sixth-form has a capacity of 545. The published admission number ("PAN") for external candidates in Year 12 is 30.

This means that the Academy will admit 30 external candidates if sufficient applications are received from candidates who achieve the minimum academic entry criteria, however where the number of current Year 11 students transferring to Year 12 is lower than usual, it will be possible for the Academy to admit a higher number of external candidates.

## Oversubscription Criteria

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

### 1. Looked After and Previously Looked After Candidates

A "looked after candidate" is a candidate 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 candidate" is a candidate 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 candidate;

- a copy of the adoption, Child Arrangements Order 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. All Other Candidates

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

## Candidate's Home Address

The candidate's home address will be the address at which the candidate 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.

Where there is an issue over whether the home address stated in the application for admission is the candidate's main home address as defined by this policy, parents or candidates may be required to provide documentary evidence to resolve the issue. This may include providing details of the times that the candidate has spent at the stated home address in the three month period immediately preceding the application deadline.

## Distance Measuring

The distance between the candidate's home address (as defined by this policy) and the Academy will be measured by Applica using a computerised

system which provides a match with Ordnance Survey, in terms of a straight line distance between the address point of the child's home and the school's main gate.

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

## Tie Breaker

Where two applications cannot otherwise be separated because the distance from the candidate's home address (as defined by this policy) to the Academy is equal, the order in which places will be allocated will be determined by random lottery in the presence of a person who is independent of the Academy and the Local Authority.

## Subject Oversubscription Criteria

Where more A-level subject place requests are received by external candidates for subject places available, places will be allocated by reference to the proximity of the candidate's home address (as defined by this policy) to the Academy, with those living nearer receiving higher priority.

## Candidates With Parents Who Are UK Service Personnel or Crown Servants

The Academy will accept applications for the admission of the candidates who are the children of UK Armed Forces Personnel with a confirmed posting in the area of the Academy, or the children of Crown Servants returning from overseas to live in the area of the Academy, in advance of them arriving. This effectively means that these candidates do not have to be living at the stated home address at the application deadline, as all other candidates do.

The application for admission must be supported by an official letter declaring the relocation date.

The Academy will use the address at which the child will live when applying our oversubscription criteria, as long as parents provide some evidence of their intended address. We will use a Unit or quartering address, as the candidate's home address when considering the application against the oversubscription criteria, where a parent requests this.

## Application Procedure

Applications for admission to Year 12 must be made by completing and submitting a Sixth Form Application for Admission. The candidate or their parent/carer must complete an application form via the school website [www.ashmoleacademy.org/menu/sixthform/joinus](http://www.ashmoleacademy.org/menu/sixthform/joinus). Where GCSE results are not yet known, the candidate or their parent/carer must, at application, provide details of a referee at the candidate's current school. No information, other than predicted GCSE grades, will be sought from the candidate's current or previous school. The application deadline is **31st January 2025**. Applications will be accepted after this date, but will not be considered until after all applications received on or before the application deadline have been processed and conditional offers made.

## Admission Appeals

There is a statutory right of appeal against the refusal of a place 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 letter confirming that the application for admission has been unsuccessful.

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). The reason for the refusal of a place should be considered before the grounds of appeal are set out.

**Full details of the Admissions Policy can be found on the Academy's website.**



**“In the sixth form too, the curriculum is demanding, and students’ work is of a consistently excellent standard.”**

*OFSTED rated Personal Development as Outstanding*

## Aims

AT ASHMOLE SIXTH FORM, WE PROMOTE A culture of educational excellence and aspiration, from within a caring community, enriched with our whole school 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 and Aspiration, Behaviour and Presentation, and Community and Relationships.

Our Sixth Form rewards system encourages and celebrates students who contribute to our community ethos of excellence, aspiration and care by demonstrating these six values.

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.

All our Sixth Form students are positive role models and aspirational figures for our younger students.

## 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 wellbeing.
- To foster the development of lively and enquiring minds, to enable purposeful debates and discussions through effective oracy.
- To work together to ensure every child has a positive, happy and rewarding school experience.

### Community and Relationships

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





Dear Future Ashmole Sixth Formers,

The next two years of your life are arguably the most instrumental in your academic career and choosing your Sixth Form will determine your overall A-level experience. Ashmole is a place brimming with opportunities for all students, allowing every individual to pursue their academic goals and navigate future pathways. Not only do the staff offer their unconditional support within lessons, but will be there to help you thrive throughout each year. This all ensures that the next steps of your academic journey, whether that be university, apprenticeships or work placements, are as smooth as possible when facing these new challenges.

Within Ashmole's newly modernised Sixth Form block we provide a wide range of facilities. Downstairs offers a comfortable learning environment with relaxed seating and booths with access to the Starbucks, where students can enjoy beverages and a variety of hot and cold food without leaving the building. This is a space for students to form new bonds with their peers at break and lunch, or further their studies through meetings with their teachers during study periods.

The top floor houses the silent study area, where students can study independently in a completely silent environment. It consists of an array of computers and multiple seating areas that are ideal for revision, preparation and consolidation or broadening your knowledge beyond the specification. Our Sixth Form also provides online textbooks for STEM students, ensuring they have the best available resources enabling them to succeed, alongside a wealth of books and guides in the library for all students. These environments allow students to experience the undergraduate learning style and develop independent and collaborative working skills, which they will continue to use at university.

Ashmole strives to always support their Year 12 and 13 students both academically and mentally. Our Sixth Form team provides guidance and reassurance to facilitate the transition from Year 11 to the Sixth Form through planned activities during daily form sessions, such as improving productivity during independent study time. Whether it is planned programmes, sports competitions, charity events, or celebratory dinners, our wellbeing is a focus of life in Ashmole Sixth Form.

As a key part of being successful when studying in the Sixth Form, we learn ways to research effectively and expand our knowledge of different subjects and the world around us. The Futures Programme introduces us to the many options available after Sixth Form and guides us to ensure we are ready to make the strongest possible application when the time comes. The introduction of the Ashmolean Scholar Programme allows students to specialise in a subject they would like to take at undergraduate level. For each subject, students are encouraged and given guidance to enrich their passion through different activities, such as creating presentations, leading societies, organising trips and lectures, as well as reading around their subject, exposing themselves to new ideas. Many Year 13s demonstrate their success in the Programme in their UCAS personal statements, with their commitment to such a unique scheme displaying their aptitude and determination as a student.

Giving a voice to our Sixth Form students, we have a selection of Year 12 form representatives working alongside our Senior Team of Year 13 students (elected by students and staff), who feedback queries and any suggestions that arise across the Sixth Form. This allows our community to be the best it can possibly be through regular improvements and readjustments. There are seven committees representing several aspects of school life, each of which are open to students who are interested in enhancing that aspect of the school.

Additionally, providing broader activities for students across the school, a wide variety of clubs are run, many by the new Year 12s themselves. This gives older students a chance to develop their presentation and communication skills, while allowing younger students to learn from them.

Ashmole will offer you a strong, flexible support system and endless opportunities to succeed in whatever you endeavour to do, including your extracurricular passions. Our Sixth Form allows you to expand your horizons, and prepare for the next stages of your life.

**Jennifer and Amy**  
Head Students of Ashmole Academy

**“Pupils and sixth-form students cannot praise the school highly enough. Pupils have lots of opportunities to make their voice heard. They contribute to school life through a range of committees and groups”**

OFSTED REPORT 2021

**“Pupils’ behaviour is exemplary. They are highly respectful of others and of their teachers.”**

*OFSTED rated Behaviour and Attitudes as Outstanding*

# Behaviour & Discipline

**A**N AIM OF THE ACADEMY IS TO CREATE A friendly environment while insisting on strict standards of behaviour and courtesy. 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, irrespective of position, gender, race, disability or culture. 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. While Post 16 students do not wear uniform, students must comply with the published dress and appearance code.

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 pupil. 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 even higher standards of behaviour.

- Punctuality
- Clear, appropriate preparation for lessons
- Clear communication
- Clear guidance on the use of sanctions and praise
- Consistent use of praise and sanctions across all years
- Mutual respect and support

- Listening to and valuing the opinions of others
- Opportunities for student involvement at all levels
- Adults setting high and appropriate standards in behaviour, dress and expectations

## Around the Academy

- 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 pupils who follow these principles
- Achieving or exceeding your personal best

## Dress Code

Post 16 students are student leaders in a school community. Their dress and appearance must therefore be appropriate to support and encourage the ethos of the school and the uniform and appearance policies in operation in Years 7 to 11.

1. Post 16 students are not required to wear uniform but must dress appropriately for school in a casual but smart manner. They should remember that:
  - a) Wearing hats indoors is not permitted.
  - b) Hooded clothing may only be worn with the hood up in extreme weather conditions and not in the building.
  - c) Wearing football shirts or scarves is not allowed.

- d) Inappropriate slogans must not be worn on clothing.
- e) Jeans and trousers are to be smart and without rips or holes.
- f) Outdoor coats must be removed when in the buildings.
- g) In warm weather, shorts which are appropriate for a school environment, may be permitted to be worn at the discretion of the Head of 6th Form.
- h) Skirts and tops should be of an appropriate style and length. Tops should not allow a student's midriff to be seen..

2. Appearance is required to be smart and in line with the main school Years 7 to 11. Specifically:
  - a) Hair must be kept clean, neat and tidy in line with our high standards of uniform.
  - b) Body piercings and tattoos are not acceptable. Apart from the ears, no other visible body piercing is allowed, except one small discrete nose stud.
  - c) Headscarves that cover the hair for religious reasons are permitted. Following consultation and for reasons of health and safety and teaching and learning interaction face veils are not permitted.

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

## Attendance

The most successful students have the best attendance. If students are not present in school they cannot learn. The target for each Year 12 student is 95% attendance. All Sixth Form students are required to register at 8.40am in their tutor room and attendance to all subjects will be recorded separately to registration. If they arrive after 8.40am, they will be entered as late by the Form Tutor. If a student is absent for the whole day, they must bring a written explanation signed by a parent or carer. Lateness without reasonable explanation will incur a formal detention.

### The school will not authorise the taking of holidays in school time.

Year 12 students are not entitled to be off-site during the school day unless permission has been granted. However, Sixth Form students are allowed off-site at lunch time. They must wear identity badges at all times on the school site and will only be admitted to the site if wearing their identity badge.



### Support and Guidance

- Easter revision courses
- After school and lunch time revision sessions
- One to one tutorials with teachers on request
- Ashmolean Scholar Programme
- 1:1 Futures mentoring

### Responsibilities

Ashmole's Sixth Form is part of a larger school community and as such there are a range of ways to contribute: engaging with extra-curricular clubs; taking part in one of our 7 committees; supporting younger students in lessons; peer mentoring; etc.

### Ashmolean Scholars Programme

- MEDsoc – advice and guidance for prospective Medics
- UNIsoc – advice, guidance and speakers to help with university applications
- HUMsoc – advice and guidance for Humanities students
- MATHsoc – advice and guidance for students wishing to study Maths and Engineering
- Opportunities to visit Higher Education Institutions
- Advice and guidance with application to University Summer Schools and Subject Workshops
- Personalised support and guidance for Oxbridge applicants
- Scholar drop-in clinic each week
- The Ashmolean Lecture Series – formal lectures run by staff and external speakers
- Visits from aspirational speakers

### The Futures Programme

This initiative launches in March with around 70 exhibitors from national employers, universities, apprenticeship providers and careers guidance providers visiting us to deliver the Ashmolean Futures Fair. Soon after, parents are invited to an evening event with visiting speakers explaining the various elements of applying to university and apprenticeships.

Each student is then allocated a 1:1 Futures mentor who meets with them regularly to discuss their choices, help them to prepare their application and personal statement and write their reference.

This programme is complemented by:

- guidance from tutors during form time on choosing a career and developing a portfolio to make each student the best possible candidate for their chosen future
- regular use of Unifrog, an online resource of post-18 options and opportunities to develop their expertise

## Sixth Form Activities

### Trips

- New York trip
- Theatre trips to National Theatre and Barbican
- Biology field trip
- Trips to National Medical Research Council and Hunterian Museum
- Geography field trip
- Duke of Edinburgh trips
- Higher Education Conference
- Visits to Oxford and Cambridge Colleges



***“Ashmole has always had a welcoming environment which has always kept me motivated in my studies”***

YEAR 12 STUDENT

***“The teachers at Ashmole Academy have been an inspiration and have had a huge impact on my daughter’s success and academic achievement”***

YEAR 13 PARENT

## Student Welfare

THE SCHOOL IS FIRMLY COMMITTED TO providing a supportive and caring learning environment that fosters academic success where sixth form students enjoy their time at school.

We welcome students joining Ashmole Academy for their Post 16 education. The school appreciates that a move to a new environment is a big step and that students will benefit from increased pastoral care.

The school provides an extensive induction programme for all new students. Each new entrant will be given a buddy who is currently studying at the school. The school also has a student leader as a spokesperson/mentor for new entrants.

For all sixth form students, the school has a team of professional staff dedicated to assisting with student welfare matters. The team includes Assistant Head Teachers, Sixth Form Student Guidance & Support Manager, Form Tutors, Pastoral Mentors, a UCAS advisor, a Scholars Co-ordinator, access to a Careers Advisor and a personal counsellor ensuring that every student receives the highest standard of care and guidance.

### 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 the Children’s Social Care Services of their concerns.



***“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.”***

YEAR 13 PARENT

## DESTINATION OF 6<sup>TH</sup> FORM STUDENTS (YEAR 13) 2024

### University Destinations:

UNIVERSITY DESTINATIONS 2023	
UNIVERSITY	% 2024
<b>Russell Group including Oxford and Cambridge</b>	<b>33</b>
<b>Other Top Universities</b>	<b>27</b>
<b>Local Universities</b>	<b>22</b>
<b>Others</b>	<b>18</b>

*\*Russell Group represents top 24 UK universities which are committed to latest research. List includes:*

University of Birmingham	University of Liverpool
University of Bristol	London School of Economics and Political Science
University of Cambridge	University of Edinburgh
Cardiff University	University of Exeter
Durham University	University of Glasgow
University of Southampton	University of Oxford
University College, London	Queen Mary, University of London
University of Warwick	Queen's University, Belfast
University of York	University of Sheffield
Imperial College, London	University of Manchester
Kings' College, London	Newcastle University
University of Leeds	University of Nottingham

*\*\* Other top universities includes those not above but in the top 50 of an independent university listing.*

*List includes:*

Aston University	University of Leicester
University of Bath	University of Loughborough
Brunel University	Oxford Brookes University
City University, London	University of Reading
University of East Anglia	Royal Holloway, University of London
University of Essex	University of Surrey
Goldsmiths, University of London	University of Sussex
Keele University	University of Swansea
University of Kent	St Georges, London
University of Lancaster	School of Oriental & African Studies, London

### University Destinations: Courses

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



# Facilities & Activities at the Academy

THE ACADEMY HAS EXTENSIVE FACILITIES which include a dedicated suite of Science laboratories, an outside classroom, a Technology block, a Performing Arts Centre, a large Library with computer facilities, an Editing Suite and other areas dedicated to subjects such as Languages, Humanities and Mathematics. The school also has a suite of Art rooms including an Art Graphics area and a dedicated set of ICT rooms. Sporting facilities are extensive with a Gym, Sports Hall, Multi-

games area (tennis, basketball and netball), an FA registered 3G pitch and sports fields for football, cricket and athletics.

In 2014 a state of the art Sixth Form Centre was opened which is complete with a modern social learning area and a high tech study centre with the latest computer and tablet technology. Situated in the social area is also a Starbucks café for the use of Sixth Form students.

**“Excellent teaching, excellent staff, excellent environment.”**  
OFSTED REPORT

## The School Day

08.40-09.00	<b>Form Time/Assembly</b>
9:00-10:00AM	Lesson 1
10:00-11:00AM	Lesson 2
11:00-11:15AM	<b>Y13</b> Break <b>Y12</b> Form Time 2
11:15-11:30AM	<b>Y12</b> Break <b>Y13</b> Form Time 2
11:30-12.30PM	Lesson 3
12:30-1:30PM	Lesson 4
1:30-2.20PM	Lunch
2:20-3.20PM	Lesson 5

## Personal Equipment

SIXTH FORM STUDENTS ARE RESPONSIBLE FOR bringing their own basic equipment to school. Sixth Form students are allowed to bring personal items such as mobile phones, tablets and laptops. However, the use of these items is restricted to the Sixth Form Centre. As with all valuables, students bring such items at their own risk and the school accepts no responsibility for them.

Lockers are available for Sixth Form use.

## Cafeteria System

There is a 'proud to serve' Starbucks cafeteria situated in the Sixth Form Centre which is open between 8.00am and 3.40pm for Sixth Form Students only, selling hot and cold drinks and snacks.

The school Refectory sells hot and cold food at morning break and lunchtime with Sixth Form Students taking priority in the queue. They eat formal meals in the Refectory, though some prefer to eat in the canopy area or the Sixth Form Centre.

The average cost of a two course meal is currently £2.80.

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