



# ADDEY & STANHOPE SCHOOL

Prospectus 2015 - 16



*This is a good school. Students behave exceptionally well and feel extremely safe. Student achievement is good in both Key Stages 3 and 4. By the time they leave, their attainment is consistently above average.*



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# WELCOME TO ADDEY & STANHOPE SCHOOL



**Jan Shapiro**  
Head Teacher

**I am proud to be the Head Teacher of Addey and Stanhope School. It is a privilege to be leading the school through its next stage of development.**

Addey and Stanhope is rich in tradition and history. It is a high-achieving school with strong standards where students feel safe and happy and where they are supported by excellent teaching, a curriculum that caters to their individual needs and provides them with a range of enrichment opportunities. We are a small school where all students are known as individuals and where their gifts and talents are nurtured, their interests extended and their learning supported.

The school is ambitious for every pupil, and we will work tirelessly to help them achieve their goals throughout their school careers from Years 7 to 13 and beyond. We teach all our students to be resilient, confident, and considerate: young people who make a difference to their communities and who are equipped to become well-rounded young adults. On behalf of our dedicated governors, staff and students we warmly invite you to be part of our future.



# 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.

1715

1894

2016

**We are a non-denominational school. We believe that the purpose of an education at Addeys is:**

**TO DEVELOP** in each student a strong character based upon justice, courage and a clear morality

**TO EMBED** the ability to learn, think critically, reason, understand and evaluate

**TO EQUIP** students with the skills and knowledge necessary to maximise employment choices

**TO INTRODUCE** students to a range of opportunities to develop their interests and abilities in order to choose a safe, healthy and fulfilled lifestyle in the context of being a good citizen in a changing world

**TO BE AWARE** of the environmental impact of their choices



*Students show highly positive attitudes in class, and their excellent behaviour makes a strong contribution to their learning and progress.*



We are a school which reflects, and is enriched by, the diversity of our local community and works very closely with families to ensure the best possible education for each child. We are a school community which values education and fosters a passion for collaboration and independent learning as we feel these are the skills and attributes that will enable our students to be successful in the 21st century. We aim to nurture confident, caring, participating students who value and celebrate equality and diversity and who respect all members of the school community. However, most importantly, we aim for our students to enjoy education as we know this will help them succeed.



*Teachers' knowledge of their specialist subject is strong. They succeed in communicating their expertise and enthusiasm.*



## TECHNOLOGY SPECIALIST SUBJECTS





**Our technology specialist subjects are: science, maths and design & technology. Because we live in a digital age, we also believe that confidence with ICT is important.**

Addeys has defined technology as any mechanism or activity which helps prepare our students for their lives within the 21st century world. We encourage our students to recognise that technology and a technological approach to learning is important in all their studies and extra-curricular activities. Our school ethos underpins this definition and the school aims for our students to:

- Become creative problem solvers with the confidence to take risks with their learning.
- Become independent learners working resiliently and constructively with others.
- Develop the emotional intelligence and knowledge required to be successful at whatever they do.

## SCHOOL ORGANISATION & CURRICULUM

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.



*Students well developed skills in reading, writing, mathematics and ICT ensure they are well prepared for the next stage of their education and future education.*

*Parents and carers are highly supportive of the school.*



**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.**

### KEY STAGE 3

The school offers the full National Curriculum. In order to provide an appropriate curriculum for all students, setting by ability has been introduced as follows.

**Maths Years 7 - 11. English Years 7 - 11. Science Years 8 - 11**

We review our Key Stage 3 curriculum regularly to take advantage of the resources that London provides to enrich our children's education. The syllabi for Religious Education and Sex Education are available from the school, if any parent wishes to withdraw their child from these subjects or from the collective worship part of the regular assembly they should write to the Head Teacher.

### KEY STAGE 4

Students in years 10 and 11 have individual timetables, devised in consultation with parents and carers, teachers and careers advisors. We offer a wide range of GCSE courses in conjunction with Lewisham College. We achieve above the national average for 5+ A\*- C grades including English and Maths.

### KEY STAGE 5

We have a high achieving 6th form offering exceptional care, guidance and support. There is a rich extra-curricular programme as well as multiple opportunities to develop leadership skills designed that when students leave Addeys they are responsible young people who are able to contribute to the wider world.





*Students say they are happy to come to school.*



## MEETING THE NEEDS OF ALL THE CHILDREN

## PARENTAL INVOLVEMENT

**We know that if our students are going to be successful in school, we must work closely with families and our students.**

We contact families when their children achieve academically, socially or in sports and music, and we always ensure families are quickly contacted if there is a problem. Parents and carers are able to track their child's progress through frequent contact with the school at parents' evenings and assessments sent home. We also have active parent governors on the Governing Body who reflect parents' views. The school is committed to working with parents, carers and the community to safeguard all our children. Outstanding attendance at school is vital if children are to achieve well. The school does not authorise absence for holidays except in exceptional circumstances.

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

Our commitment is to ensure we meet the needs of all our students. For our more able 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 are working closely with local primary schools and with Higher Education institutes to ensure that high academic achievement is maintained and all children reach their potential.

## STUDENTS WITH DISABILITIES

**Students with disabilities apply to the school under the school's admissions criteria. If the student has a statement of special educational need they are given a higher priority.**

Unfortunately some parts of the school are not fully accessible to students with mobility issues. The fire alarm system is appropriate for students with visual and hearing impairment. Additional information is available from the school.



*The school is an exceptionally harmonious community*



## EXTRA CURRICULAR ACTIVITIES

**Extra-curricular activities are an important part of all students' education and the school provides a wide range of clubs and events that students can participate in.**

These include educational visits, concerts, sports competitions, curriculum clubs, field trips, school journeys, visits to the theatre and art galleries and inviting speakers and artists into the school to enrich the curriculum. Trips to France and Germany are regular events in the school calendar. We know many children enjoy and develop through the performing arts and we have an active choir, orchestra and annual school play. Our students participate in a lot of sport and are outstandingly successful in athletics and football.

# ADMISSION POLICY 2016

**Addey & 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 flats) 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.

THE CURRENT ADMISSION NUMBER  
FOR THE SCHOOL IS

# 120

## 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.

## 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.



## Head Teacher – Jan Shapiro

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