



CAMBORNE SCIENCE & INTERNATIONAL ACADEMY



AN INDEPENDENT STATE ACADEMY . CORNWALL

LEARNING TO BE EXTRAORDINARY...





At CSIA, emphasis is placed on respect for, and value of, the individual. Students of all talents and abilities are helped to achieve their full potential in a friendly and purposeful environment. I commend our academy to you. It is a very effective, dynamic and supportive learning environment. We have a national and county reputation as a leading edge academy. We can assure you of a warm and friendly welcome.

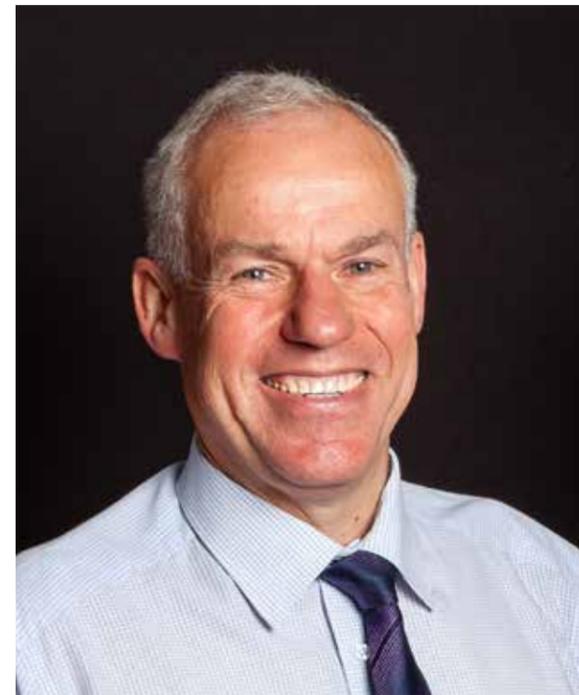
“ The Science specialism and the quality of science are ‘Outstanding’ in all respects. ”

“ Deeply impressive school ”

- comment in visitors book by Sir David Carter, Regional Schools Commissioner September 2014

- ◆ In a recent independent survey of CSIA parents/carers 95% stated they would recommend the Academy to other parents, and was deemed by parents to be ‘outstanding’ for exam results, discipline, teaching quality, facilities and leadership/management - June 2016
- ◆ Cornwall’s most consistently high performing state secondary school.
- ◆ In 2016 CSIA achieved 70% A*-C grades in English and Mathematics, compared to 63% nationally (England state-funded schools).
- ◆ In the same year the Progress 8 measure for Year 11 students was +0.22, significantly above the national average, and placing us in the upper quartile for performance nationally (Schools in England). CSIA Year 11 students were also in the top 10% nationally for Progress 8 in Open element (non EBacc) subjects.
- ◆ Our Year 11 students also achieved significantly above national average performance in English Language, English Literature, Mathematics & Statistics and numerous Science subjects for 4.5+ (C+) grades and 7+ (A+) grades.

LEARNING TO BE EXTRAORDINARY . . . A VIEW FROM THE PRINCIPAL



IAN KENWORTHY
PRINCIPAL

Since taking up my appointment as Principal of CSIA I have had the privilege to lead this school through a period of phenomenal change and improvement. This is an outstanding school and one which we believe can offer your son or daughter a quality educational experience. This will prepare them well for the challenges of their future lives. We are proud of our academy, our local community and Cornwall.

We gained academy status and became an independent state school in April 2011. Academy status is granted by the Government to those schools deemed to be high-performing and led by a strong leadership team and governing body, capable of managing the school independently. This has given us new freedoms and powers to further enhance all the great opportunities available to our students and staff.

We are a very dynamic establishment which ‘dares to be different’. We constantly ask the question “How can we do better?”, and could never be described as complacent. We have an excellent reputation and are consistently heavily subscribed. We are extremely well resourced and have many excellent facilities for staff and students. At Camborne Science & International Academy we have the very highest expectations of all our students. We believe we provide a secure, supportive stimulating and challenging environment

in which all students can thrive and achieve their potential. We set traditional high standards of discipline and behaviour, regarding our Discipline Code as firm but fair. We are proud of the fact that discipline in our academy is outstanding, a fact supported overwhelmingly by our parents/carers in our recent independent survey.

As an academy we are committed to developing the whole student. Whilst good academic qualifications are vitally important, they alone do not guarantee success in our ever demanding world. Self-confidence, leadership, determination, resilience, initiative, self-reliance and teamwork are all important personal qualities keenly sought by employers and university admission tutors.

We place a heavy emphasis on providing opportunities for all our students to develop their personal skills and qualities. The students at CSIA make a significant contribution to the leadership and management of their school through their year councils and the whole school council known as ‘Student Voice’. Through these councils our students are given a real say in the running of their school. Over the years they have led some significant initiatives, which have had a major impact on our school. Student Mentors in Year 10 work closely with new students in Year 7, ensuring they settle quickly into their new learning environment. We also have a team of Prefects in Years 10 and 11, who contribute to the smooth running of the school. In the VI Form we have a Head Boy and Head Girl as well as the VI Form Council.

The success of any student’s educational experience relies on a strong partnership between the student, the school and home, each acknowledging their important roles and responsibilities.

At CSIA we place a great emphasis on this partnership and pride ourselves on our good communications with parents. Again an aspect of our school deemed to be outstanding in our recent parent/carers survey. We would regard ourselves as open and welcoming, where parents feel involved and very much part of our learning community.

The choice of secondary education is a vitally important one both for parents and students. We hope that, having read our prospectus, you will be encouraged and inspired to visit us so that you can see for yourself the outstanding opportunities we offer every student. Our highly regarded Sixth Form Centre offers parents and students choosing CSIA continuity and progression from the age of 11 to 19.

LEARNING TO BE EXTRAORDINARY . . . WHAT DOES IT MEAN?

CARPE DIEM - SEIZE THE DAY

MAKE YOUR LIFE EXTRAORDINARY

We want our students to believe that their lives can be extraordinary. This is about educating them to have confidence, self-belief and a 'can do' philosophy. We encourage our students to think 'out of the box' and be willing to adopt a 'dare to be different' attitude. Whilst we live in a world which presents our students with many challenges, they need to know and appreciate that it is an amazing place which offers them great opportunities to develop themselves, help others and conserve our environment and planet. For those with the drive, passion, imagination, self-belief and a willingness to go that extra mile, the world can be their oyster. We want our students to believe they can be destined for great things, with their eyes full of hope.

“ You can if you think you can. ”

We are committed to:

- ◆ Creating opportunity
- ◆ Promoting achievement
- ◆ Encouraging responsibility

We believe in:

- ◆ Nurturing personal development in a happy and disciplined environment

As a Science Academy we will:

- ◆ Promote a vision of Science and Mathematics that puts our students in contact with scientific activities and events at regional, national and international levels
- ◆ Give students and other learners in our community the greatest opportunity to excel by providing a broad range of courses
- ◆ Develop key scientific, mathematical and technological skills





“Learning is the acquisition and development of memories and behaviour including skills, knowledge, understanding, values and wisdom. It is the goal of education and the product of experience.”



WHY IS CAMBORNE SCIENCE & INTERNATIONAL ACADEMY SPECIAL?

- ◆ Cornwall's first Specialist Science College, with an enviable national and international reputation for excellence.
- ◆ One of Cornwall's first Independent State Academies, with the freedom to provide the very best educational opportunities for our students and staff.
- ◆ An 11-19 academy with a highly regarded VI Form Centre, affording progression from Years 7-13.
- ◆ An enviable reputation for the high number of students progressing to university - many obtaining places at the most prestigious universities in the UK.



- ◆ An academy committed to working with the global community, affording students a real perspective on their education. We currently hold International School Award status (Gold Standard), very strong collaborative links including student and staff exchanges with schools in Japan, Singapore, South Korea, Australia, Canada, Thailand, and China. CSIA sits on the 'Executive Board' of the prestigious 'International Science Schools Network' (ISSN). A select organisation representing the top 40 leading science schools from around the world.
- ◆ An academy which is large enough to offer our students a very broad curriculum and extensive facilities, but also a strong sense of community where the individual feels valued, safe and secure. An academy where students are treated as individuals, each a special person.
- ◆ A highly motivated, dedicated and well qualified team of teachers and support staff who care deeply about our academy community and the young people in their care.
- ◆ An academy which has a well resourced and focused 'Gifted and Talented' provision. We seek to identify individual student's talents and gifts, providing rigorous challenges and enhanced opportunities.
- ◆ Able students can thrive at CSIA and are given the support they need to excel.
- ◆ A commitment to providing our students with an exciting range of extra curricular activities, particularly in sport, music and drama, as well as educational trips and visits, both locally, nationally and internationally.
- ◆ Outstanding facilities for the use of students, staff and the local community - e.g. ICT, Fitness and Dance Studios.
- ◆ An academy that makes no apology for setting very high traditional standards with regard to student behaviour, conduct and dress code. We would expect all parents and students choosing CSIA to uphold and support our behaviour and uniform policies. Our students' behaviour has been described as outstanding. This is how we intend it to remain.
- ◆ An academy where all students can achieve: we obtain excellent examination results with exceptional value added figures.

LEARNING TO BE EXTRAORDINARY . . . WHAT WE BELIEVE IN

SAFEGUARDING

Our school community has a duty to safeguard and promote the welfare of children. This means that we have a Child Protection and Safeguarding Policy and have procedures in place to ensure that Child Protection issues are dealt with efficiently and appropriately.

All school staff are aware of our procedures, and parents and carers are welcome to read the policy by following the link on the school website. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that concerns about our students are discussed with their parents/carers first, unless there is reason to believe that this is not in the child's best interests.



This is a progressive and happy academy with a welcoming ethos.

A good place to be!

ACADEMY ETHOS & VALUES

We are a very popular and highly regarded academy with a reputation for providing a high quality educational experience for all our students.

We believe that the provision of a caring, understanding, but at the same time, high expectation framework is the essential foundation upon which every student is encouraged to develop their individual skills and personal attributes. To this end, the academy pursues every opportunity to promote student-teacher and parent-teacher relationships which, in turn, promotes levels of achievement throughout the academy.

We want our students to take a pride in their achievements, their academy and the local community. We publicly and privately recognise success in all areas of work so that any kind of progress or personal development is encouraged.

We believe that everyone deserves to have a pleasant working environment and we have invested heavily in new buildings, furnishings and equipment in order to support the work of students and staff.

We believe in listening to our students and their parents. We operate an 'open-door' policy for parents who are encouraged to speak to us on any matter they wish. We work hard to keep parents informed and we involve students in decision-making via the Student Leadership Team. Students are encouraged to accept responsibility and develop a caring attitude through working as mentors and prefects.

We believe in the provision of a curriculum which is matched to the needs of our students and is in tune with the 'world of work'. A great deal of effort goes into ensuring that our students undertake appropriate courses

We offer a broad, balanced and exciting curriculum which offers a richness of opportunity for all our students.

- ◆ We set very high standards of discipline with a very traditional approach. Good student-teacher relationships mean that students respond positively and believe the system is fair and works to support them. Permeating everything we do is the message that we all need to respect the needs, aspirations and views of everyone around us.
- ◆ We expect all parents sending their son or daughter to CSIA to support, **in full**, our high standards regarding discipline and uniform.
- ◆ We are an academy at the heart of its community and we are looking to further develop the community's use of our premises and facilities. We have excellent links with our primary feeder schools.

In summary, Camborne Science & International Academy offers a secure, supportive and friendly learning environment, a place where both students and staff can take full advantage of the opportunities available to them.

LEARNING TO BE EXTRAORDINARY . . . HOW CAN I BE PART OF IT?

ACADEMY ADMISSIONS

Camborne Science & International Academy is an 11-19 mixed comprehensive academy which attracts students from a large number of Primary Schools over a wide area. The academy's VI Form has traditionally attracted many additional students at 16+ from all over West Cornwall.

Students will be admitted to the academy at age 11+. Camborne Science & International Academy is an all ability academy. The academy is the admitting authority and participates in the Local Authority scheme for applications into Year 7 at the start of the academic year. The designated student admission number for our academy is 285 in each of Years 7 to 11.

Parents who wish to seek advice on enrolment of their child(ren) in the academy (other than Year 7 students starting the academic year in September) should contact the academy directly.

TRANSFER FROM PRIMARY SCHOOL

Parents/carers wishing to enrol their child(ren) from local primary schools should refer to our Admissions Policy on the school website and contact Cornwall Council School Admissions for further advice and information.

During the summer term all new students are invited to spend a full day with us. They will meet their form tutors and other key staff, experience a number of lessons and familiarise themselves with the school. This visit has proved to be very successful in dispelling any worries students may have about a change of school. In addition, all students securing a place at Camborne Science and International Academy will have the opportunity for an individual 'welcome' meeting with a member of the Senior Leadership Team.



TUTOR GROUPS

Great care is taken by the academy when allocating students into tutor groups. There are approximately 28 students in each tutor group, and the tutor will see the students every day and be responsible for their wellbeing and general progress throughout their time in our academy. The tutor will generally stay with their tutor group throughout the five years in main school, allowing the opportunity to build a very strong partnership with parents/carers - communicating and meeting with them regularly. Directors of Key Stage, particularly for our main entry in Year 7, will liaise with the previous school to successfully allocate students to a tutor group.

We get many students joining from beyond our catchment area, sometimes only one or two from distant primary schools. We pride ourselves on how well these students are looked after and, as a result, they quickly settle in and make many new friends.

ADMISSION TO CAMBORNE SCIENCE & INTERNATIONAL ACADEMY VI FORM CENTRE SCHOOL

All applications will be considered by the academy. For a student to be offered a place on their chosen course their predicted GCSE grades must meet the course entry requirements, as laid down in the VI Form prospectus. They must be seen to have demonstrated a commitment to study in Years 10 and 11 and have a good record of behaviour, attendance and punctuality – all are pre-requisites for any potential Camborne VI Form student. Entry to our VI Form is not automatic.

Each year Camborne Science & International Academy VI Form welcomes a significant number of students from other schools or academies. It is our experience that students joining Camborne VI Form from elsewhere quickly settle into our friendly and welcoming community life and have done very well on their chosen courses.

On receipt of a student's application, the academy will approach the student's current educational establishment for a reference. This will be followed by an invitation to attend an interview to discuss their application. A full VI Form Centre prospectus and an application form can be obtained by contacting the VI Form Administrator on 01209 720228.



THE HOUSE EMBLEMS



MAORI



ABENAKI



AZTEC



MASAI

HOUSE SYSTEM

Our established house system has four houses: Abenaki, Maori, Masai and Aztec. All are tribal names of civilisations with a rich cultural heritage, and the choice of names celebrates our international ethos and desire to learn and respect other cultures.

The house system aims to foster loyalty and commitment to the house and its special ethos; encourage even greater participation of students in a variety of competitions and challenges from sport to drama and music; to add a degree of healthy competition in achievement and rewards and foster an even higher sense of belonging and teamwork.

Each tutor group is allocated to a house, and each house has a house leader, supported by a number of student officials.



- “ The head of department sets an excellent example. Staff are clear about their roles and responsibilities. Management is systematic and robust with such features as the evaluation of teaching and monitoring of performance being secure and understood well. ”
- “ Students make outstanding progress that is well above the national average. Students are keen to answer questions and show confidence in tackling the work. Their behaviour is outstanding and they show good relationships with each other and with teachers. ”
- “ Teachers deploy a wide range of techniques and plan lessons that are highly engaging and relevant to the lives of students. Lessons are well resourced and information and communication technology (ICT) is used well to explain. ”
- “ The curriculum is rich and balanced with a good range of courses to meet the needs of students. Many students experience science events in locations overseas and their experiences and the materials they produce enhance the work of students in school ”



Science and Mathematics are key elements of a young person's education in the 21st Century. At Camborne Science & International Academy we make sure that our students get the very best opportunities in these areas.

We were the first designated Science College in Cornwall. Since then, we have developed a national and international reputation for excellence and innovation in the teaching of Science and Mathematics.

A key feature of our specialist provision is a wide range of courses in Science and Mathematics to suit the needs of our learners at all levels, including:

- ◆ A-Level Mathematics and Further Mathematics, essential for progression onto Engineering degrees
- ◆ FSMQ, AS Level Mathematics for gifted and talented students in Year 11
- ◆ Level 3 Certificate and Extended Certificate in Applied Science
- ◆ GCSE Triple Science



Other features which ensure that this academy is second-to-none in its specialist provision include:

- ◆ A wide range of enrichment activities to stretch and engage our students
- ◆ Google Classroom used extensively across the school so learning can be accessed remotely and used collaboratively



Science and Mathematics are key elements of a young person's education in the 21st Century. At Camborne Science & International Academy we make sure that our students get the very best opportunities in these areas. Furthermore, many aspects of our specialist status have enriched other curriculum areas across the academy. These include:

- ◆ Excellent use of ICT in all subject areas
- ◆ Pioneering use of new technologies
- ◆ Nationally recognised global partnerships with a wide range of schools and countries



LEARNING TO BE EXTRAORDINARY . . . GIFTED & TALENTED

Camborne Science & International Academy has built a reputation for developing the gifts and talents of its most able students. We recognise their very specific needs and, by personalising the educational opportunities afforded to them, enable them to be academically stretched to achieve their potential.

Some aspects of our programme:

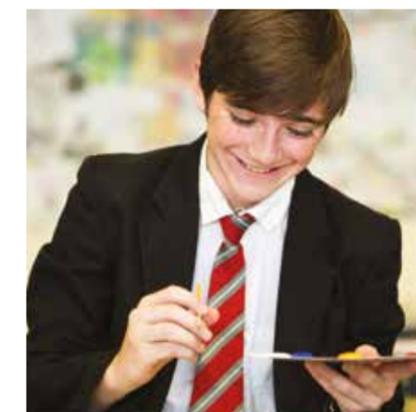
- ◆ From the start of Year 7 students are set in English, Mathematics and Science which allows for a more individualised programme designed for their specific needs. There are also extra enrichment opportunities such as the Maths Challenge programme, Youth Speaks and Creative Writing competitions.
- ◆ The three-year Key Stage 4 programme allows able students to further enrich their studies by delving deeper into the critical concepts required for additional study and the elusive Grade 9 at GCSE. Additional support on how to revise effectively and planning your revision is also available to ensure students are thoroughly prepared to achieve the highest grades. There is also the opportunity to study some subjects at a higher level. Examples include Further Mathematics GCSE, STEP support sessions, bespoke Grade 9 support sessions in Maths and additional self-study modules at A-level.
- ◆ Students are also encouraged to engage and participate in the wide range of extension opportunities and activities available. These include visits to universities and summer schools and access to the Veterinary and Medical Programme within the Nexus Campus, leading to a three day workshop with the Royal Veterinary College. We also enter the Cambridge Chemistry Challenge.
- ◆ Students are actively encouraged to be engaged and involved in the International Programme, particularly in Years 10, 11 and VI Form. This includes both individual scientific research projects with leading universities and participation in Nuffield Research Projects, as well as visits all over the Far East and America. Each year we enter the Singapore Maths Challenge and send our most gifted mathematicians out to compete against some of the top schools in the world.
- ◆ In the VI Form, students have the opportunity to join the Top University Club and complete an Extended Project Qualification. There are also opportunities to visit Oxford and/or Cambridge Universities. During the school year there are regular lectures from leading Professors and students have the opportunity to meet and discuss their research. Many students in the VI Form want to further enrich their studies in their own time and we offer a scholarship programme where the school supports students with finances to support progression onto programmes such as Gap Medics and Projects Abroad.
- ◆ Exceptionally gifted linguists may have the opportunity to study, through distance learning packages, and additional language. These languages could include Japanese, Mandarin, Arabic, Latin, Thai or Korean.

“ Pupils behave very well in the school... no low-level disruption was observed by inspectors. ”

Ofsted 2017

“ Pupils are polite and considerate to each other, and also to staff and visitors. Pupils wear their uniform very well; they are impeccably presented. ”

Ofsted 2017



LEARNING TO BE EXTRAORDINARY . . . WHAT YOU CAN DO FOR US

ACADEMY ATTENDANCE

Regular attendance at school is important for the well-being and future prospects of students.

Young people need to achieve higher educational levels than ever before - absence, for any reason, has a negative effect on learning. Our most exciting initiatives and our best learning experiences count for nothing if our students are not there.

Non-attenders jeopardise future opportunities. Progress whilst in attendance at the academy can lead to a sense of achievement and growing self confidence - persistent absence prevents this.

Appointments with Doctors and/or Dentists (unless emergencies) should be outside of the academy day if possible. Parents are requested not to arrange family holidays during term time. Absence will only be authorised in exceptional circumstances. Parents are requested to complete and submit an Absence Request Form in advance.

At CSIA we monitor individual levels of attendance closely and follow up absences which are not satisfactorily explained. The academy has a Welfare and Attendance Officer, who has responsibility to ensure the academy's attendance record is maintained at its high level. Should your child be unavoidably absent we ask parents/carers to contact the academy by telephone or note on the first morning of absence. Please send in an absence note on the day that your child returns to school.

It is important to remember that an average absence level of 10% is equivalent to missing six months of secondary schooling. 96% attendance is therefore the standard that we expect for all students. Parents/carers can support their children and the academy by insisting that only clearly acceptable circumstances result in absence from school.

MONITORING STUDENT PERFORMANCE AND REPORTING TO PARENTS

We have instituted a comprehensive system of Academic Monitoring and Target Setting which is designed to raise standards and keep both students and parents informed of progress.

The management of this process is centred on our extensive database which provides a constantly updated source of information for students, teachers and parents. Performance data is collected from all areas of the curriculum and subject teachers set targets on a termly basis.

Form Tutors maintain an overview of each student's performance and discuss any problems or significant patterns which emerge in the record. A number of parents' consultation evenings are held throughout the academic year.

The process places students at the centre of this work and encourages parental involvement. Both students and parents benefit from this termly review of progress and a focus on 'what needs to be done next' to improve performance.



A STRICT ADHERENCE TO A UNIFORM CODE

- ◆ Black blazer with school logo with house badges
- ◆ White long sleeve or short sleeve shirt/blouse
- ◆ School 'clip on' tie
- ◆ Black 'v neck' jumper (optional)
- ◆ Black tailored trousers/shorts or black school style knee length pleated skirt
- ◆ Black flat leather shoes low heeled, and sensible
- ◆ Black socks, black or neutral tights

A full detailed uniform list is available on request.

LEARNING TO BE EXTRAORDINARY . . . THE ADVANTAGE OF AN 11-18 ACADEMY

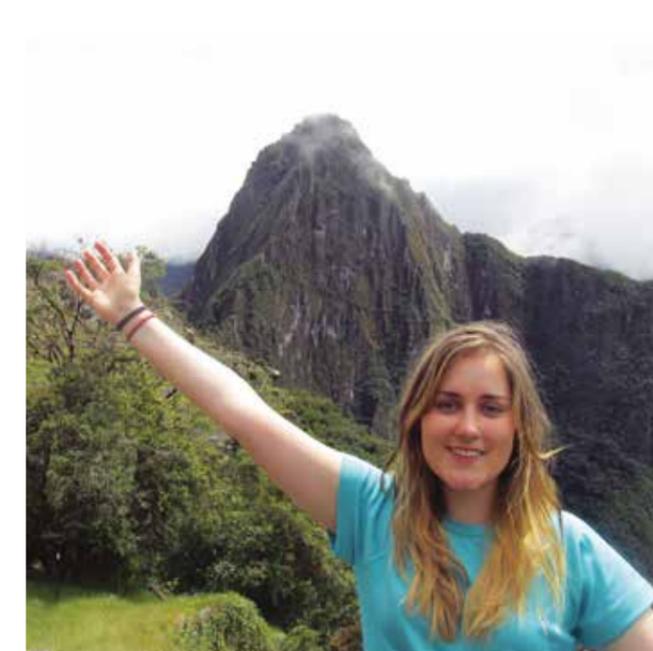
Camborne Science & International Academy has an excellent academic VI Form Centre - we often describe it as the 'jewel in our crown'. Students attending our academy have the opportunity to continue their education with their friends in a supportive, safe environment right up to the age of 18. It is a natural bridge between the end of Year 11 and moving on to university. The two years in the VI Form is a wonderful way for students to develop as young adults, gain in confidence and independence and be well prepared for the next stage of their lives.

The quality of teaching and learning, pastoral care and extra curricular opportunities is second to none. Academically our students do very well, with most moving on to university at the end of the two years. Our students frequently distinguish themselves and, each year, achieve places at some of the most prestigious and keenly sought after universities in the country. Not surprisingly, our VI Form is a very popular choice for our Year 11 students seeking a Post-16 placement. We also attract large numbers of students from other schools who do not offer any post 16 provision.

A separate VI Form prospectus is produced each year and is available on request from the academy.



“ We believe that learning should continue throughout life. Our aim is to provide an environment that is both stimulating and challenging, not only within the VI Form complex, but further afield, in other countries, so that when students leave this academy they have acquainted themselves with cultures and lifestyles different to their own and acquired a thirst for further knowledge that may extend beyond their chosen area of study. Camborne Science & International Academy VI Form is the next step of the journey. ”



LEARNING TO BE EXTRAORDINARY . . . A SPORTING CHANCE

We have a long history of sporting excellence. Individuals and teams from the academy enjoy success at local, regional and national level. A wide variety of activities are available to our students as part of their normal curriculum as well as our extra curricular programme. A purpose-built Health Fitness Suite is available for use during lessons and outside the school day. We also have a state-of-the-art Dance Studio.

Camborne Science & International Academy is the only school in the South West to be awarded Sports Leadership Academy status and to be recognised as a Professional Learning Centre for Sports Leaders UK.

Activities include: - Aerobics, Athletics, Badminton, Cricket (Boys and Girls), Climbing, Dance, Equestrian, Fitness Suite, Football (Boys and Girls), Hockey, Kin ball, Leadership, Netball, Orienteering, Rounders, Rugby (Boys and Girls), Surfing, Swimming, Table Tennis, Tennis, Wheelchair Basketball.

HEALTH EDUCATION

Camborne Science & International Academy encourages the appreciation of a healthy lifestyle amongst its students and staff. This is clearly featured in areas such as Personal, Social and Health Education (PSHE), Citizenship, Physical Education, Food Technology, Science and Health & Social Studies. The academy has been awarded a Healthy Schools award and actively promotes a wide range of extra-curricular activities.

As our students enter adolescence, aspects of sex education are covered in several areas of the curriculum where issues of growing up in a modern society can be tackled in a moral, sensitive and supportive manner.

Our aim is to help students through these developmental years, as their bodies change physically and they seek independence and self-confidence.

We want to encourage family and community involvement in promoting health education and are only too pleased to talk about this topic. The full Sex and Relationship Education policy is available to interested parents.







Our curriculum has been designed to give every student the opportunity to develop to their full potential, both academically and socially.

LEARNING TO BE
EXTRAORDINARY . . .
WHAT CAN WE OFFER YOU

THE CURRICULUM

We believe that it is the nature of the curriculum, combined with high quality teaching, in a caring environment, that is the deciding factor in student success.

Our curriculum has been designed to give every student the opportunity to develop their full potential, both academically and socially. In order to enable greater enrichment and enhance the progression pathways in Key Stage 4, we have moved to a two year Key Stage 3 programme, allowing three years for the completion of Key Stage 4. Our curriculum is broad, balanced and meaningful, offering a wide range of experiences which enable students to develop their skills and talents.

We have high expectations of all our students and we place an emphasis on flexibility, life long learning and preparation for the future.

We offer:

- ♦ A broad and balanced curriculum for all in a happy and disciplined environment
- ♦ Extra curricular activities for all
- ♦ A wide range of teaching and learning styles
- ♦ A planned programme of assessment and target setting designed to monitor and promote achievement
- ♦ A first-class pastoral care system to support students throughout their studies
- ♦ Identified progression routes from primary school through to university
- ♦ A very wide range of courses for all abilities, including the latest vocational developments. Courses include GCSE, AS Level, A2 Level, BTEC, Cambridge Technicals, OCR Nationals and NCFE VCerts.
- ♦ A careers education, work-related and enterprise programme and the opportunity to undertake one week of work experience in Year 10

EQUALITY OF OPPORTUNITY

Camborne Science & International Academy aims to promote equality of opportunity for all, in all aspects of our work. It is part of our philosophy that students are entitled to work in an environment free of inequalities based on gender, cultural diversity, religious differences or physical disability.

Times of the school day are:

08.30 - 08.50	Tutorial/Assemblies
08.50 - 10.30	Period 1
10.30 - 10.45	Break
10.45 - 12.25	Period 2
12.25 - 13.05	Lunch
13.05 - 14.45	Period 3

The school day starts relatively early compared with many other schools. The formal academic day finishes at 14.45 allowing students plenty of time to take advantage of the wide range of after-school clubs and activities. This is particularly beneficial during the short winter days with regard to outdoor sport and fixtures. Many families find the 14.45 finish time convenient if older brothers and sisters have to, on occasions, collect younger siblings from local primary schools which tend to finish later.

Teaching lessons at CSIA last for 100 minutes and there are three lessons per day. This was introduced in September 2009 to support high quality teaching and learning opportunities. They allow 'deep learning' to take place and are particularly helpful for PE lessons and Science practicals and prevent teaching time being wasted as students move from one class to the next - each period is followed by a natural refreshment and comfort break.

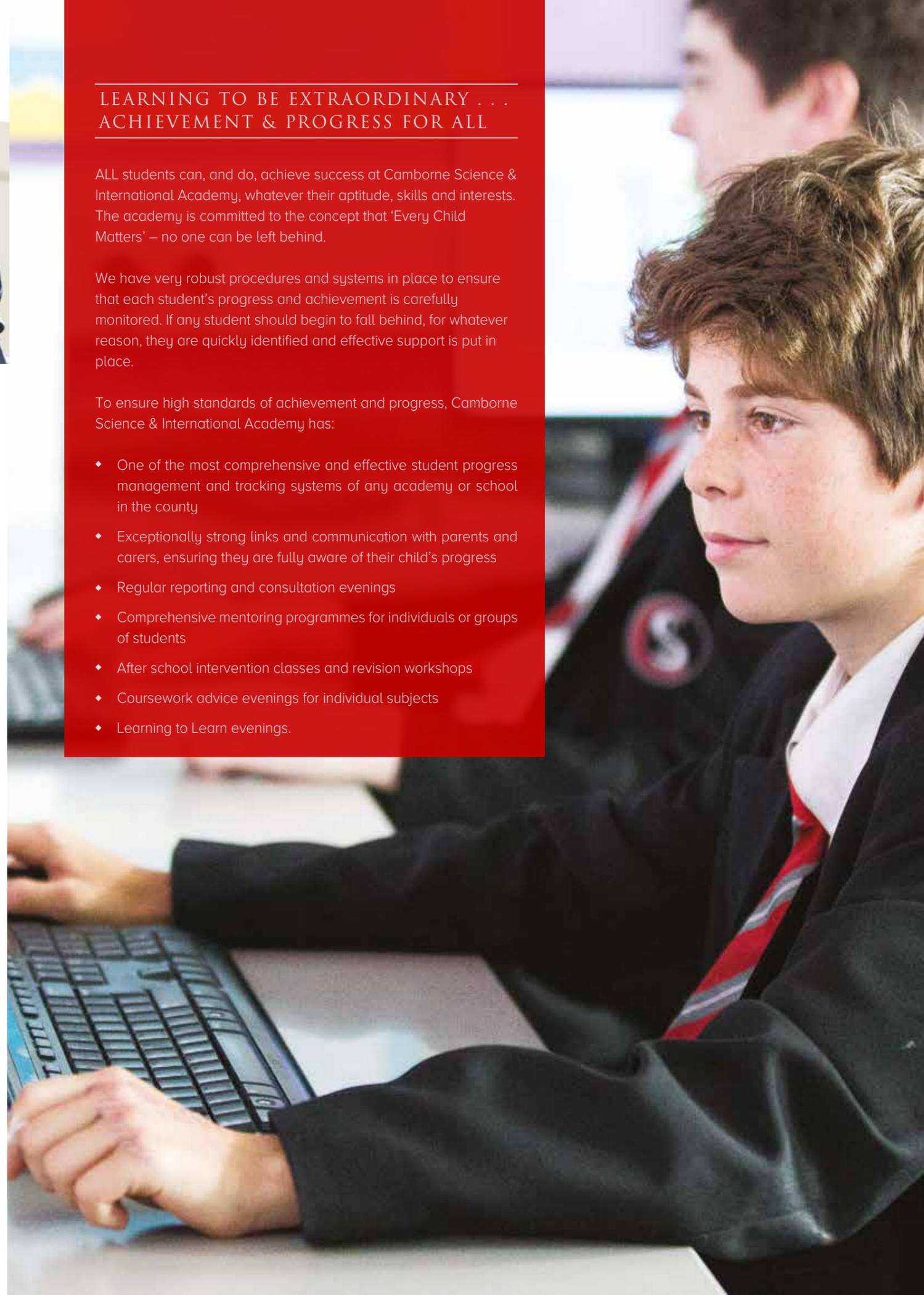
LEARNING TO BE EXTRAORDINARY . . . ACHIEVEMENT & PROGRESS FOR ALL

ALL students can, and do, achieve success at Camborne Science & International Academy, whatever their aptitude, skills and interests. The academy is committed to the concept that 'Every Child Matters' – no one can be left behind.

We have very robust procedures and systems in place to ensure that each student's progress and achievement is carefully monitored. If any student should begin to fall behind, for whatever reason, they are quickly identified and effective support is put in place.

To ensure high standards of achievement and progress, Camborne Science & International Academy has:

- ♦ One of the most comprehensive and effective student progress management and tracking systems of any academy or school in the county
- ♦ Exceptionally strong links and communication with parents and carers, ensuring they are fully aware of their child's progress
- ♦ Regular reporting and consultation evenings
- ♦ Comprehensive mentoring programmes for individuals or groups of students
- ♦ After school intervention classes and revision workshops
- ♦ Coursework advice evenings for individual subjects
- ♦ Learning to Learn evenings.



**LEARNING TO BE EXTRAORDINARY . . .
NEXUS AND THE GIFTED STEM PROGRAMME**

Nexus is home to CSIA's Gifted STEM programme, a unique programme that offers students who are especially able in Science, Technology and Mathematics a chance to thrive and shine in their chosen field of study through a bespoke curriculum designed to engage and challenge gifted learners. Alongside this specially designed curriculum, students experience a rich co-curricular programme that complements the curriculum and deepens and develops the scholarship of these students.

Our aim is to develop young learners who are able to pick and choose from the best courses at the very best universities worldwide; young people who have a wealth of research experience from working with some of the best academics in their field of interest. These young people will be amongst those who devise the solutions for the most pressing problems faced by mankind, and Nexus will equip them for this bright future. We are particularly keen to encourage girls into the Gifted STEM Programme.

THE GIFTED STEM PROGRAMME

The Gifted STEM Programme gives the most able students the opportunity to deepen and broaden their understanding and application of STEM subjects through a bespoke STEM curriculum, which has been specially designed for the most able in these subjects.

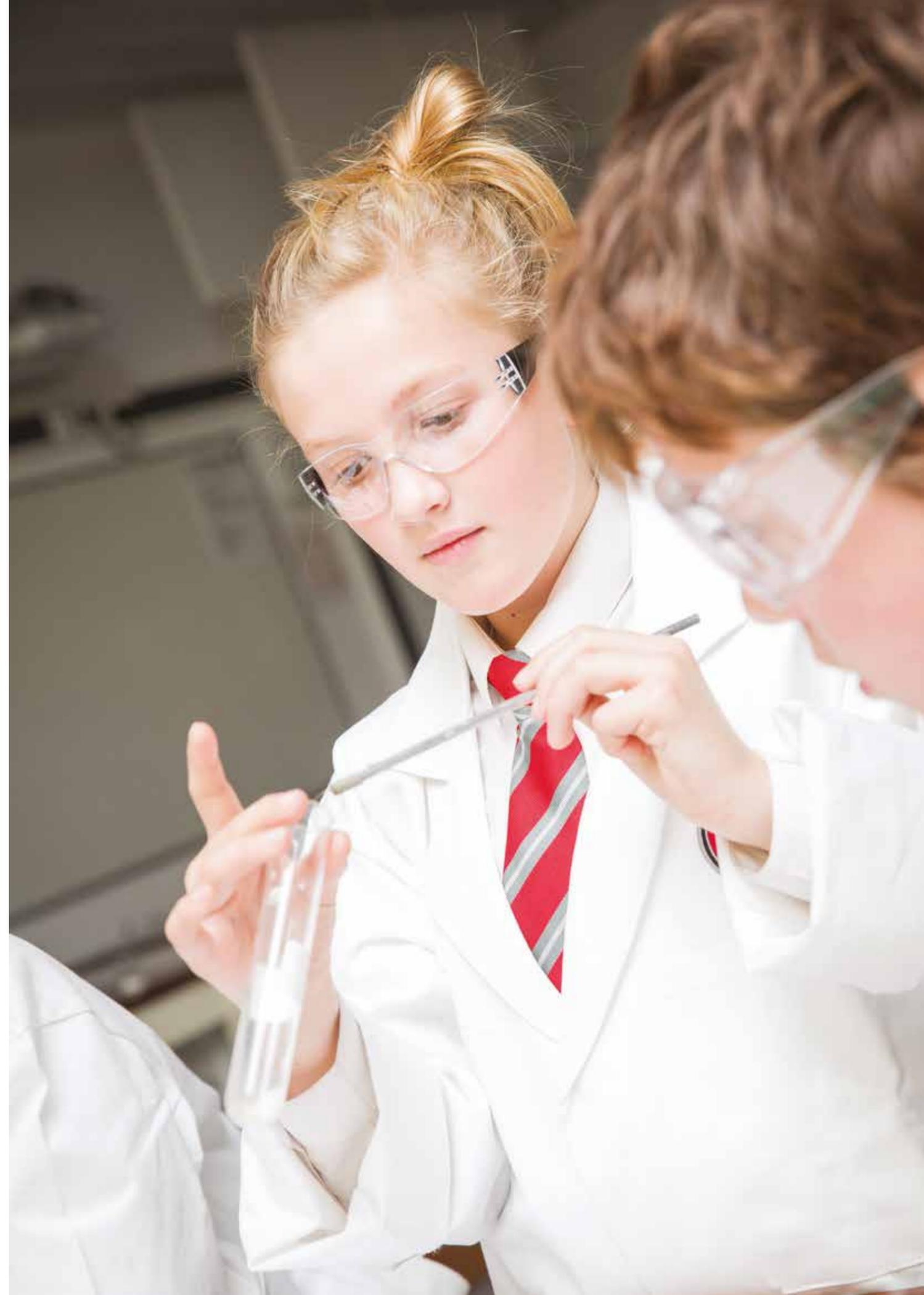
In Year 7 students who are part of the Gifted STEM Programme spend two days per week studying Science and Maths at Nexus with those who are the most able at these subjects, and the remaining three days of the week studying all their other subjects at the main CSIA Campus. As students move up through the school and choose their GCSE subjects, they are likely to spend more time over at Nexus. Students of the Gifted STEM Programme are completely integrated into the life of the main school, with a tutor group on the main campus, and studying subjects other than Science and Maths with a variety of students, not just those from the Gifted Programme.

CO-CURRICULAR PROGRAMME

The co-curricular programme at Nexus is second to none. A wide range of STEM based activities and courses are available. Each activity is run by an expert in that field. Nexus co-curricular activities are open to any student from CSIA, and students who are not already at Nexus will be brought across to Nexus from the main CSIA Campus. Examples of co-curricular activities taking place for Years 7 and 8 in 2017-2018 are; Microbits, Astronomy, Coding and Game Development, Mandarin, Helicopter Engineering, Robotics, the Big Bang Competition and Enrichment Maths. Year 9 are encouraged to choose from either the Extended project Qualification (Level 2) or Young Enterprise. In Years 10 and 11, students may choose to attend the after school Academic Lecture Series to supplement and extend their studies.

Co-curricular time can also be used for music lessons and practising musical instruments.

In Nexus VI, as well as the Academic Lecture series, students aiming for Medicine or Oxbridge are prepared with a programme of after school sessions focused on the BMAT, STEP Examination and UKCAT.



LEARNING TO BE EXTRAORDINARY . . . NEXUS AND THE GIFTED STEM PROGRAMME

THE CURRICULUM

The Gifted STEM curriculum is the only one of its kind in the UK. Best practice in teaching the most able and in STEM education come together in a learning experience that gets the very best out of Gifted learners. Expert staff deliver engaging and challenging content that ensures learners make excellent progress in both Science and Maths, while developing independence and scientific thinking. The curriculum is compacted and much of the repetition is removed, which makes space for students to explore the application of the Science and Maths they are studying, and to experience how this Science or Maths is applied in the world of work and industry.

RESEARCH BASE

Research is an important part of the curriculum for students in the Gifted STEM Programme. Each topic within the curriculum has a research project associated with it, and some of these will involve collaboration with research groups at Universities and Colleges in the UK and overseas. Other research projects will involve students in working with and developing new technologies, through IT and Computer Science or more practically in our fully equipped Design Technology laboratory.



VI FORM

For students in our VI form, Nexus offers a variety of incredible opportunities to develop their understanding and provides a wealth of relevant experiences. Working Groups in areas such as Medicine, Dentistry and Veterinary Science are focused on developing skills in these areas. For example, students in the Medical Working Group will meet with practising doctors, have lectures from researchers at the cutting edge of medical science and will spend time in the Skills Lab at Royal Cornwall Hospital, where students studying for their degree in Medicine learn how to deal with patients. Top University Club ensures students are able to secure places at the most competitive courses at the best universities.

In addition to these opportunities, students can apply to be part of the Gifted STEM Programme in the VI Form, and can access an Oxbridge-style tutorial programme to support them in their VI Form studies, as well as a huge number of additional opportunities such as work with university research groups, international collaborative projects and 'working lunches' with academics to enrich and deepen their learning and experience in their area of interest. For further information about our Nexus VI Form Programme, please see our separate Nexus VI prospectus.

Nexus is an opportunity for students to shine, regardless of their background. We have an active programme to help to identify and support the most able students from disadvantaged backgrounds, and to encourage them to be a part of Nexus.

As part of our drive to encourage girls into STEM, we are working with organisations such as WISE (Women into Science, Technology and Engineering). During the summer holiday we hold a STEM Summer Camp for Year 5 girls, staffed by female academics and those in STEM careers. Nexus is also a hub for excellence in teaching the Most Able and we work closely with NACE (National Association for Able Children in Education).

ADMISSIONS TO THE GIFTED

The Gifted STEM Programme is only available to students of CSIA. Once a member of CSIA, access to the Gifted STEM Programme is through aptitude testing and interview, held every year in the first half of Summer Term, once the student's place at CSIA has been confirmed. Information on the application process and aptitude testing dates will be sent out with the CSIA Admissions Pack.

If not successful in initial application, students can re-apply for a place in the Gifted Programme each year. Further information can be found on the Nexus website: www.nexuscsia.co.uk



LEARNING TO BE EXTRAORDINARY . . . EXCITING OPPORTUNITIES WE CAN OFFER YOU

LIST OF CLUBS/ACTIVITIES:

Camborne Science & International Academy offers a wide range of extra curricular opportunities to suit all tastes and interests. Below are some of the many opportunities recently on offer.

SPORTS

- ◆ Aerobics
- ◆ Athletics
- ◆ Basketball
- ◆ Badminton
- ◆ Cricket (Boys and Girls)
- ◆ Climbing
- ◆ Dance
- ◆ Equestrian
- ◆ Fitness Suite
- ◆ Football (Boys and Girls)
- ◆ Hockey
- ◆ Kin ball
- ◆ Leadership
- ◆ Netball
- ◆ Orienteering
- ◆ Rounders
- ◆ Rugby (Boys and Girls)
- ◆ Softball
- ◆ Surfing
- ◆ Swimming
- ◆ Table Tennis
- ◆ Table Top Cricket
- ◆ Tennis
- ◆ Wheelchair Basketball
- ◆ Gymnastics
- ◆ Cheerleading

TRIPS

- ◆ History trips to Battlefields of Northern France and to Germany/Poland (Auschwitz)
- ◆ History visits to Trevice House
- ◆ Language trips to Spain and Paris (Euro Disney)
- ◆ RPE and Sociology trip to London (Parliament; Buddhist Centre; St Paul's Cathedral)
- ◆ Geography – Bay of Naples, Italy (for GCSE and A Level), fieldtrips to Godrevy and Gwithian, Cardinham Woods and local areas for urban studies.
- ◆ Ski Trip - Italy
- ◆ Trip to Thorpe Park
- ◆ Year 8 annual visit to the Royal Cornwall Show
- ◆ Visits to university open days/university residential courses

CLUBS

- ◆ Art
- ◆ Book
- ◆ Chaplaincy
- ◆ Chess
- ◆ Cookery
- ◆ Drama
- ◆ History
- ◆ Homework
- ◆ ICT
- ◆ Languages
- ◆ Science
- ◆ Textiles
- ◆ Circus Workshops
- ◆ Music
Peripatetic lessons in a range of instruments
- ◆ Duke of Edinburgh Award Scheme -
Ten Tors

LEARNING TO BE EXTRAORDINARY . . . DUKE OF EDINBURGH AWARD SCHEME & TEN TORS CHALLENGE

THE DUKE OF EDINBURGH AWARD

The Duke of Edinburgh Award is offered to pupils at Bronze, Silver and Gold levels, through Enrichment or after school sessions. The scheme is challenging and aims to encourage and stimulate enthusiasm and initiative. It presents a balanced non-competitive programme of voluntary activities which encourages responsibility, self-reliance, personal discovery and perseverance through the different sections; Volunteering, Physical Recreation, Skill and Expedition. At Gold level there is a fifth section called the Residential, this involves a 5 day, 4 night experience, in unfamiliar surroundings and aims to broaden young people's experiences through involvement with others who are not known to them.

THE TEN TORS CHALLENGE

The Ten Tors Challenge is a personal and team challenge to walk across Dartmoor unaided and unaccompanied on a set route which visits 'Ten Tors' over two days carrying everything you need over a 35 or 45 mile route. Pupils aged 16-17 years old in August of the year of the event are eligible for the 45 mile team. The event usually takes place in the second weekend in May and our comprehensive training programme begins in September. Not everyone is capable of completing this endurance event. Pupils will be expected to attend regular training walks, overnight expeditions and after school training and fitness sessions. The strongest six pupils will be put forward as a team for the challenge, they will be chosen based on commitment, fitness, teamwork and determination.



LEARNING TO BE EXTRAORDINARY . . . SPECIAL EDUCATIONAL NEEDS

AIMS AND OBJECTIVES NEEDS & DISABILITY

The Governing Body and teaching staff will do their best to ensure necessary provision is made for any student who has special educational needs and disability. Where the Principal or the appropriate governor has been informed by the LA that a student has special educational needs and disability, those needs will be made known to all who are likely to teach them.

The staff and governors in the academy are aware of the importance of identifying and providing for those students who have special educational needs.

The staff will ensure that any student with special educational needs and disability joins in the activities of the academy so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the academy and the efficient use of resources.

RESPONSIBLE PERSONS

The 'responsible person' for SEND is Mr Ian Kenworthy (Principal). There is a SEND Governor allocated.

The person responsible for the strategic overview and daily management of Special Educational Needs and Disability is Mr Andrew Oates, Assistant Principal.

ADMISSION & INCLUSION

All teachers in the school are teachers of children with special educational needs. As such, Camborne Science and International Academy adopts a 'whole academy approach' to special educational needs which involves all staff adhering to a model of good practice. Staff of the academy are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.

The academy operates an equal opportunities policy: 'children with special educational needs and disability' are afforded the same rights as other children. This includes both those children with statements of special educational needs and disability and those others with less significant learning needs.

Further details and a full copy of the academy's policy is available on the school's website.

RELIGION, PHILOSOPHY & ETHICS EDUCATION (RPE)

RPE at Key Stage 3 at Camborne Science and International Academy is based on the Cornish Agreed Syllabus.

The RPE Department not only looks at Christianity and the other principal religions represented in Great Britain, but also at the increasing multi-cultural and multi-faith world in which we live.

RPE lessons aim to develop the ability of students to make reasoned and informed judgements about religious and moral issues, to develop a positive attitude towards other people, respecting that individuals have the right to hold a belief that is different to their own.

Any parent who has concerns regarding their child attending RPE lessons or collective worship is very welcome to contact Mr Mark Fenton (Vice Principal).

LEARNING TO BE EXTRAORDINARY . . . STUDENT LEADERSHIP TEAM & STUDENT VOICE

STUDENT LEADERSHIP TEAM

Students are actively encouraged to help with the day-to-day running of our academy and contribute to discussions about its future developments.

Student Voice is created from representatives of all year groups, who are elected by their peers. They meet once every two weeks and have roles within the team that mirror those of the Senior Leadership Team.

Members regularly feed back on school policies, negotiate the logistics of its many sub-committees' activities and are regularly invited to interview prospective teachers, for example.

Student Voice operates as follows:

The full council meets fortnightly in lesson time. Student Voice consists of two Head of Year Representatives from each Year Group. The VI Form Head Boy and Girl also attend. Staff and external agencies are invited to sit in on these meetings and contribute to the material discussed where appropriate. Members regularly feedback on school policies, negotiate the logistics of its many sub-committees' activities and are regularly invited to interview prospective teachers, for example. The Student Voice Strategic Leader acts as a consultant.

TUTOR GROUP REPRESENTATIVES

Representatives apply and are interviewed for a place by previous members. These representatives are responsible for running a discussion/feedback meeting during a weekly tutorial slot set aside for Student Voice business. They then feed back to the Student Voice in Year Representative meetings.

YEAR COUNCILS

Consist of Form Representatives from a particular year group, who have been elected into position by a democratic vote.

SUB COMMITTEES

The students of Student Voice are further split into different working committees to reflect the Every Child Matters agenda that supports students' welfare and development. Current committees are:

- ◆ Be Healthy - Environmental Awareness & Sustainability
- ◆ Stay Safe - The School's Anti-Bullying Strategy, including Peer Mentoring
- ◆ Enjoy and Achieve - The Learning Council team of inspectors
- ◆ Make a Positive Contribution - Fundraising & Charity Events
- ◆ Achieve Economic Wellbeing - Budget & Community Links

PEER MENTORING

Mentors are drawn from across all year groups, with the majority from Years 8 & 9.

Mentors assist with our anti-bullying strategy, with making new Year 7 students feel welcome and at ease, and with supporting vulnerable students through lunchtime drop-in sessions.

ACADEMY PREFECTS

The Academy Prefects are Years 10 & 11 students. Their role is to act as leaders of the academy and take responsibility for a number of key tasks including:

- ◆ Responsibility for conduct and behaviour of younger students entering and exiting the building at dinner time
- ◆ To work in teams at dinner time to oversee the safety of the academy building in liaison with the VI Form students and the Senior Leadership Team
- ◆ To act as ambassadors on special evenings and events around the academy, such as parents evenings, celebration evenings, academy productions
- ◆ From time to time they also represent the academy on staff recruitment panels.

To be considered for the role of Academy Prefect, students must have demonstrated leadership qualities, exemplarily behaviour and a willingness to help others throughout their time at the academy.

LEARNING TO BE EXTRAORDINARY . . . WHERE COULD IT TAKE ME?

GLOBAL EDUCATION AT CAMBORNE SCIENCE & INTERNATIONAL ACADEMY.

Camborne Science & International Academy was awarded International School Status in 2007 in recognition of its exceptional global educational opportunities. The academy has developed one of the most innovative international student and teacher programmes of any school in the country - private or state.

Our international programme is now in its tenth year. Its key features have consistently included:

- ◆ Life-changing opportunities for students.
- ◆ Providing deep respect of and insight into other cultures. Students perceive themselves as real global citizens.
- ◆ Outstanding CVs and UCAS references.
- ◆ Students who will be able to collaborate in a spirit of international cooperation to solve problems facing our planet.
- ◆ A wide variety of lessons in our school curriculum and assemblies which are enriched by visiting international students.
- ◆ Joint curriculum projects with schools around the world, including in-depth scientific research.
- ◆ Opportunities for gifted and talented language students to learn and practise a variety of very different languages, e.g. Japanese, Mandarin.
- ◆ Professional development opportunities for teaching staff, including teacher exchanges, joint collaborative research and curriculum projects.
- ◆ Opportunities for families of our students to host overseas students, thus allowing our wider community to engage with the programme - an amazing, inspiring and sometimes life-changing experiences for the families.

The key partner schools that we have a signed Memorandum of Understanding with include:

- ◆ Ritsumeikan Junior and Senior High School (Kyoto, Japan)
- ◆ Mahidol Wittayanusorn School (Bangkok, Thailand)
- ◆ The National Junior College, Singapore
- ◆ National University of Singapore Maths and Science School (Singapore)
- ◆ Korean Science Academy of KAIST (Busan, South Korea)
- ◆ The Experimental School of Beihang University (Beijing, China)

Other schools we work closely with include:

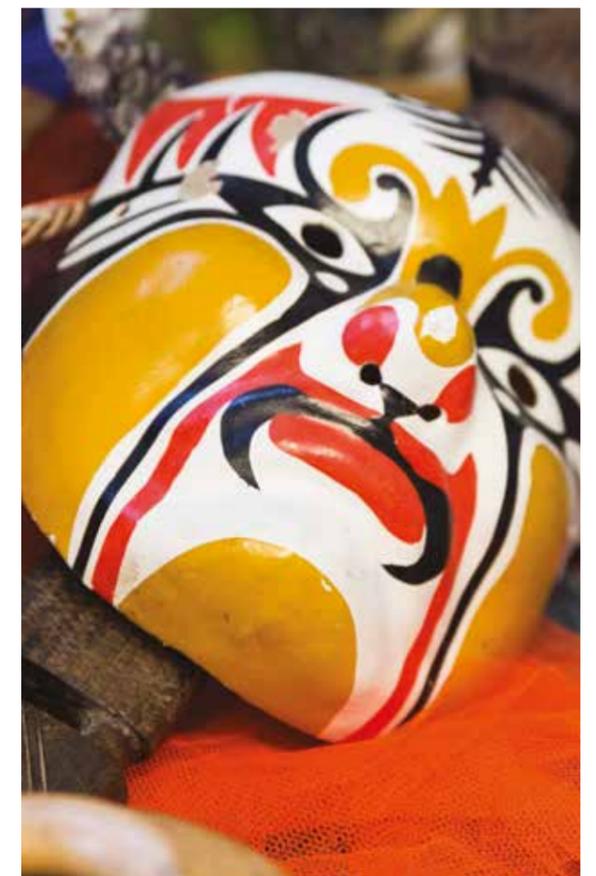
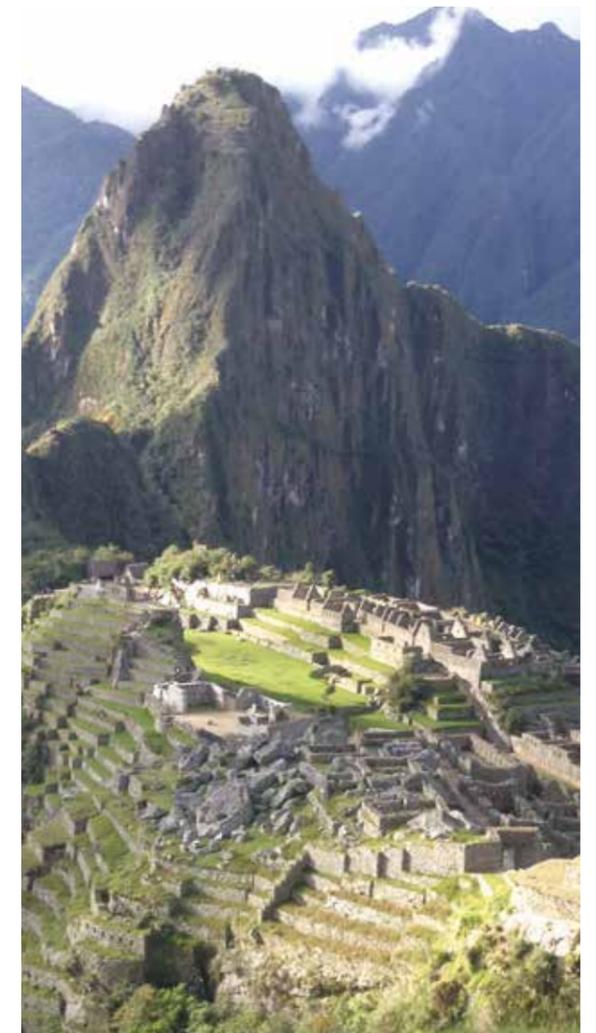
- ◆ Australian Science and Mathematics School, (Adelaide, South Australia)
- ◆ John Monash Science School, (Melbourne, Australia)
- ◆ Fort Richmond Collegiate (Winnipeg, Canada)



During the 2016/17 academic year, a large number of students have taken part in the following programme of events:

- ◆ Australia Science and Mathematics School, Adelaide, Australia – Annual International Science Fair
- ◆ Fort Richmond Collegiate, Winnipeg, Canada – Exchange visit & Sustainability Conference
- ◆ Mahidol Wittayanusorn High School, Bangkok, Thailand – Exchange visit
- ◆ National Junior College, Singapore – Science Collaboration Project
- ◆ National Junior College, Singapore – Singapore International Science Challenge
- ◆ The Experimental School of BeiHang University, Beijing, China
- ◆ Korean Science Academy, Seoul/Busan, South Korea – Exchange visit
- ◆ Korean Science Academy, Seoul/Busan, South Korea – International Students Science Fair
- ◆ Ritsumeikan High School, Kyoto, Japan – Japan Super Science Fair
- ◆ Ritsumeikan High School, Kyoto, Japan – Ritsumeikan Super Global Forum
- ◆ Ritsumeikan High School, Kyoto, Japan – Junior World Summit
- ◆ Ritsumeikan High School, Osaka/ Kyoto, Japan – Ritsumeikan Uji International Student Forum
- ◆ National University of Singapore Maths and Science School – Exchange visit

We attended the 10th ISSF 2014 in Moscow, Russia, the 11th ISSF 2015 in Melbourne, Australia, the 12th ISSF 2016 in Singapore, the 13th ISSF in 2017 in South Korea, and look forward to attending the 14th ISSF in Illinois, USA.





CREATING OPPORTUNITY

PROMOTING ACHIEVEMENT

ENCOURAGING RESPONSIBILITY



CAMBORNE SCIENCE & INTERNATIONAL ACADEMY



AN INDEPENDENT STATE ACADEMY.CORNWALL



Principal: Ian Kenworthy BSc (Hons)

Chair of Governors: Clare Harvey

Chair of Trustees: Roger Penwarden

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