

Westminster Academy



THE SIXTH FORM @WESTMINSTER ACADEMY Prospectus 2012-2013



OUR BUSINESS IS LEARNING



Welcome from the Principal, Chair of Governors and sponsors

Welcome to **The Sixth Form @ Westminster Academy** prospectus, which is intended for all students who are considering joining the Sixth Form in September 2012, as well as their parents. We hope you will enjoy finding out more about our plans.

We hope this prospectus is a helpful introduction for students and parents involved in choosing post-16 options.

We will also be holding two sixth form open evenings on:

- Thursday 8th December 2011
between 4pm - 6:30 pm
- Thursday 14th June 2012
between 4pm - 6:30 pm

We look forward to keeping you informed about our development and progress.

Smita Bora (Ms)

BSc(Hons), PGCE, MBA, FRSA
Principal

Jeremy Witts

Chair of Governors
Westminster Academy Trust

We are proud to be associated with Westminster Academy which continues to make significant progress in providing inspiration and innovative education to the young of the local community coming from so many fascinating and diverse backgrounds. There is still much hard work to be done to build on the successes of the first five years.

As sponsors we are committed to supporting the Chair of Governors, Principal and staff in delivering engagement and excellence to give every student the best possible foundation for their future.

David Dangoor

The Exilarch's Foundation

The Academy at The Naim Dangoor Centre

The Sixth Form @ Westminster Academy

opened in September 2007. The award-winning buildings are equipped with the latest technology, resources and well-designed furnishings, in comfortable, safe surroundings. This represents an impressive investment in the future of our young people and provides an excellent learning environment, comparable with the best schools in the country.

The site on Harrow Road, between Alfred Street and Torquay Street, is extensive for a city school and includes eight sports pitches and a magnificent community sports centre, with a dance studio and a professional sports hall.

The main building has a ground floor comprising a large lecture theatre, drama studio, library, atrium and a global café. The first and second floors each have classrooms and practical rooms, laboratories, workshops and studios, while on the top floor you will find the performing arts area, sky dining area, staff room and some classrooms.

All our facilities are available to local groups and businesses outside school hours, as we intend the building to become a hub of community activity.

Over the next few years, further improvements will continue taking place, in the neighbourhood. Representatives from housing, social and youth services, the health service, the police and voluntary organisations are working together in a joined-up strategic approach to improving people's lives in Westbourne. The Westbourne Forum, which includes student representatives from our school, has been key to the co-ordination of all these improvements, through the community plan.



What can I study at Westminster Academy?

THE CURRICULUM*

Level 3 (2 years):

International Baccalaureate (IB) Diploma Programme

See IB section of the prospectus for further details – page 9-14 (Worth 5.5 A Levels)

Students choose one subject from each group, three at Standard Level (SL) equivalent to AS Level, and three at Higher Level (HL) equivalent to A Level.

- Group 1** First Language A1 (SL or HL)
- Group 2** Second Language (A2 and Languages B courses are SL or HL but Ab Initio languages for beginners are SL only)
- Group 3** Business & Management, Economics, Geography, History, Psychology, Information Technology in a Global Society - ITGS (SL or HL)
- Group 4** Environmental Systems (SL only) or Physics, Chemistry, Biology (SL or HL).
- Group 5** Maths Studies (SL) or Maths (SL)
- Group 6** An additional option from one of the groups above or Film (SL or HL)
- Core Curriculum** Theory of Knowledge (TOK), the Extended Essay and Creativity, Action, Service (CAS) are compulsory.

Level 3 (2 years):

- BTEC National Diploma in Business
- BTEC National Subsidiary Diploma in Business
- BTEC National Subsidiary in Media
- BTEC National Subsidiary Diploma in Media
- BTEC National in IT
- A Level Law

BTEC National Diploma qualification should be combined with a BTEC National Subsidiary Diploma or up to two A Level qualifications.

A wide range of A Level subjects will be offered as part of the **Westminster 14-19 Partnership (6f)**, including Media Studies, Islamic Studies, Law, Psychology, Business Studies, Economics, Maths, Accounting, Applied ICT, Media Studies and Languages e.g. French, German, Spanish, Arabic and Chinese.

Level 2 (1 year):

BTEC First Diploma in Travel and Tourism with GCSE English and Maths

Vocational Courses

- ECDL
- 'Asset Languages' languages ladder qualifications in reading, writing, speaking, listening from 'breakthrough'/beginners to advanced.

*Westminster Academy reserves the right not to offer a subject should the numbers wishing to study it not justify this.



Admissions criteria

The Sixth Form @ Westminster Academy

has an agreed admission number of 275 students. The total number of enrolled pupils is limited by a planning condition for the new building.

Level 3 International Baccalaureate (IB) Diploma Programme

The minimum entry requirement is passes in at least seven GCSE subjects at grade B or better, or the equivalent to this. These subjects must include English Language, Mathematics and a Science.

Students must have obtained a grade A/A* at GCSE in a related subject area, or the equivalent, to study a Higher Level (HL) subject.

Level 3 (2 years): Entry requirements

The minimum entry requirement is passes in at least five GCSE subjects at grade C or better, or the equivalent to this. These subjects must include English language and maths.

Level 2 (1 year): Entry requirements

The minimum entry requirement is passes in at least five GCSE subjects at grade E or better, or the equivalent to this. These subjects must include English language and maths.





Our business is learning

The Sixth Form @ Westminster Academy is located in the heart of cosmopolitan London and, as an international school, we celebrate the many countries, cultures and faiths represented in the local community. Global awareness and tolerance are threads which run through all our work.

As a Business and Enterprise Academy, we prepare students for the world of work, but also to have high personal standards and ambition, seeking opportunities for higher education and lifelong learning.

The Sixth Form @ Westminster Academy is more than just a new educational establishment. It represents a new "can do" approach to learning, which is purposeful and achievement focused. Our ethos is business-like. We expect high standards of punctuality, dress and behaviour because these help create positive attitudes to learning, which in turn lead to success.

As a new Academy, we have a unique opportunity to deliver an innovative curriculum, based on the competences employers have told us they look for in young people. We place a great emphasis on skills, as the gateways to learning. All learning activities are designed so that students practise thinking and problem-solving skills. We value personal and social skills, ensuring students learn how to co-operate, work in teams and respect others. We work closely with international business partners such as Visa Europe, Deloitte, and DLS Piper to ensure our students have a realistic and grounded understand of what international companies require of their employees. Sixth form students will have direct contact with our business partners; last year students had mock interviews at Visa Europe's offices, and attended master classes with Deloitte.

Above all, we treat all students as individuals, recognising their unique identity and respecting their personal qualities, skills, interests and needs as we prepare them to be international citizens, workers and parents in the 21st century.

The Sixth Form @ Westminster Academy will offer:

- a state-of-the art building, built for 21st century learning
- sophisticated learning resources including wireless technologies
- global specialism in International Business, Enterprise, ICT and Languages
- the world class International Baccalaureate (IB) Diploma Programme
- arts, sports and enterprise education, as enrichment activities
- opportunities for internships and work experience
- opportunities for voluntary work in the Academy and community
- International and international educational visits, conferences and workshops
- Careers Education, and Information, Advice and Guidance (IAG)
- a careers library and access to careers fairs
- access to a full-time Connexions personal adviser
- routes to university entrance and Higher Education
- links with Oxford and Cambridge
- a personal tutor with one-to-one tutorial sessions
- electronic, personal, individualised learning plans
- progress checks, including reports and parents' evenings
- opportunities for Gap Years
- free education
- additional financial awards to UK students, if eligible, e.g. 16-19 Bursary, free school meals





We expect our students to:

- achieve 100% attendance
- aim for a perfect punctuality record
- behave appropriately at all times
- show respect towards students and staff
- meet targets and deadlines
- work independently
- demonstrate the ability to work in groups
- understand that success in the Sixth Form depends on a high level of commitment to studying 'out of hours'
- prioritise Academy work over and above part-time employment
- hold positions of responsibility in the Academy
- take responsibility for their own learning and career development
- come to school fully equipped with the correct stationery
- show organisational ability by keeping up-to-date with filing work and maintaining portfolios
- follow the dress code

If you do not possess these attributes, then studying at **The Sixth Form @ Westminster Academy** may not be for you.

Please see the International Baccalaureate Diploma Programme section for the International Baccalaureate Organisation (IBO)'s expectations of students.

The difference between the nature of work in Year 11 and sixth form is wide, and two points are worth identifying:

- The pace of work required can be deceptive. Although the number of subjects studied is less than in Year 11, each is covered in far greater depth and detail with an emphasis on analysis and evaluation.
- The need for self management is probably the most important feature distinguishing Year 11 from Sixth Form. Although the academic curriculum is time consuming, you will be expected to put just as much time into private study.

An attendance record of less than 95% in any subject or tutorial will jeopardise chances of continuation on the course. Some courses require attendance after school as part of the extended day timetable – the 95% rule still applies.

International Baccalaureate (IB) Diploma:

General characteristics of the Diploma Programme

Conceived in Oxford in 1960, the IB Diploma Programme has been established over three decades. It is one of the most important qualifications in the world. Controlled by the IB office in Geneva since 1968, it has become a symbol of academic integrity and intellectual promise internationally, with more than 50,000 students in 1351 schools examined in 120 countries.

The International Baccalaureate Organisation (IBO) mission statement:

The IBO aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Aims and objectives

In the years since its founding, the International Baccalaureate Diploma Programme has become a leading, internationally recognised pre-university qualification. Now it is a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of mastery of subject content and in the development of wide-ranging skills. He or she is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share.

"I am a great admirer of the already existing International Baccalaureate and am determined to support a wider take up of that qualification. It is a qualification which has held its value over time. Year on year the percentage of students who graduate with top grades in the IB remains roughly the same. It is a qualification which is widely regarded as rigorous and consistent." — **Secretary of State for Education Rt Hon Michael Gove MP**

While each component of the Diploma has specific aims and assessment objectives, as outlined in each course outline, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasising intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically

At Westminster Academy

We promote international understanding through education:

- through our pedagogy, promoting and opening opportunities for educational excellence by providing a balanced curriculum and by facilitating concurrency of learning
- by introducing students to skills appropriate to independent research via the extended essay
- by recognising the fundamental, integrative role of the Theory of Knowledge (TOK) and the habits of mind that it should inculcate
- by realising the potential of creativity, action, service (CAS) in complementing academic pursuits in the personal development of students.



The Curriculum

International curriculum planners seek to ensure that the IBO's educational aims are embodied in the structure and content of the programme.

The Diploma programme is taught over two years.

All students take a core, compulsory curriculum comprising:

THEORY OF KNOWLEDGE (TOK) – 100 hours over two years

The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across all disciplines, encouraging an appreciation of other cultural perspectives. Critical thinking and analysis are promoted.

EXTENDED ESSAY – 40 hours of private study and writing time

Within a prescribed limit of 4000 words, this offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research, presentation and writing skills expected at university level.

CREATIVITY, ACTION, SERVICE (CAS) – 150 hours over two years

Participation in the Academy's extra-curricular and community service programme encourages students to be involved in artistic pursuits, sports and/or community work, fostering their awareness and appreciation of life outside the academic arena.

In addition, students choose 1 subject from each group, three at Standard Level (SL) equivalent to AS Level, and three at Higher Level (HL) equivalent to A Level*.

- Group 1** First Language A1 (SL or HL)
- Group 2** Second Language (A2 and Languages B courses are SL or HL but Ab Initio languages for beginners are SL only)
- Group 3** Business & Management, Economics, Geography, History, Psychology, Information Technology in a Global Society - ITGS (SL or HL)
- Group 4** Environmental Systems (SL only) or Physics, Chemistry, Biology (SL or HL).
- Group 5** Maths Studies (SL only) or Maths (SL or HL)
- Group 6** an additional option from one of the groups above or Film (SL or HL)

Core Curriculum

Theory of Knowledge (TOK), the Extended Essay and Creativity, Action, Service (CAS) are compulsory.

By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialisation preferred in some national systems and the breadth found in others. While overall balance is maintained, students can pursue areas of personal interest and meet special requirements for university entrance. The IB draws on the best educational systems from around the world to offer an exciting but rigorous and challenging programme, with this unique combination of breadth and depth.

*Westminster Academy reserves the right not to offer a subject should the numbers wishing to study it not justify this.



Award of the diploma

The Diploma has a **maximum score of 45**, made up of a possible 7 points from each of the six subjects plus a possible three further points for exceptional performance in the TOK and an excellent extended essay component. A minimum of 28 points is required to pass the Diploma, where a grade E is achieved in either the extended essay or TOK. The following conditions must **also** be met:

- Satisfactory completion of the extended essay, TOK course and CAS.
- No subjects at grade 1 or below
- No HL subject at grade 2 or below
- Not more than one grade 2 at SL
- Not more than three subjects at grade 3 or below
- At least 12 points in total for HL subjects
- At least 9 points in total for SL subjects

Assessment

The award of the International Baccalaureate diploma or certificate(s) is the sole prerogative of the International Baccalaureate Organisation (IBO) and not of Westminster Academy.

Responsibility for all academic judgements about the quality of candidates' work rests with more than **5000 IB examiners worldwide**, led by chief examiners with international authority. **A variety of assessment methods is used** to value both the content and the process of academic achievement and to take into account different learning styles and cultural partners.

Conventional external examination techniques, for example, essay, short answer, multiple choice etc., are complemented by externally moderated but internally assessed coursework, representing approximately 20% of assessment in each subject.

Examinations

At Westminster Academy, examinations take place in May of the second year of the course.



IB Diploma points	UCAS Tariff
45	720
44	698
43	676
42	654
41	632
40	611
39	589
38	567
37	545
36	523
35	501
34	479
33	457
32	435
31	413
30	392
29	370
28	348
27	326
26	304
25	282
24	260

UCAS Tariff

This table shows the points awarded to the International Baccalaureate diploma for university entrance. The minimum score needed to pass the diploma, 24 points, is equivalent to three GCE A Levels at grades B, C and C on the UCAS tariff. The maximum score obtainable on the IB, 45 points, is equivalent to more than six GCE A Levels at grade A or five A* grades at A Level.

University recognition

More than 700 universities all over the world, including the most prestigious, understand and welcome the International Baccalaureate diploma; it is a passport to international study. British universities appreciate how good the diploma is as a predictor of success at degree level.

Results are received at the beginning of July which allows staff and students time to speak to university admissions tutors well in advance of A Level results at the end of August.

Certain courses may indicate specifically which subjects students should study at Higher Level, so it is important to check before making any subject choices.

Information on the recognition policy of a particular college or university is available on the International Baccalaureate Organisation (IBO) website, www.ibo.org

Career prospects

The International Baccalaureate diploma is recognised by large international companies as an ideal grounding for young people entering the world of work in the global economy of the 21st Century. International business needs people with a broad outlook and language skills. Diploma students are seen as excellent potential employees by many companies who are looking for an ability to communicate; interpersonal skills; transferable skills; enterprise; self confidence; motivation; and problem-solving ability.

Example Pathways	SL1	SL2	SL3	HL1	HL2	HL3
Accountancy	First Language	Second Language	Physics or Chemistry	Business Management	Economics	Maths
Computing	First Language	Second Language	Physics	Business Management or ITGS	ITGS	Maths
International Law or Journalism	Maths Studies or Maths	Second Language	Environmental Systems or Biology	History or Geography or ITGS or Economics	History or Geography or Business Management	First Language
Fluent linguist or International Business	Maths Studies or Maths	History or Geography or Economics	Environmental Systems or Biology	ITGS or Business Management	Second Language	First Language
Medicine Dentistry Engineering	First Language	Second Language	ITGS or Business Management or Psychology	Chemistry	Biology or Physics or Psychology	Maths

These example pathways represent only a small number of the possible course combinations in the International Baccalaureate diploma

Progression to higher education

University of Edinburgh

"We hold the IB qualification in the highest regard."

Liz Lister, Director of Student Recruitment and Admissions, March 2010

City University

"We regard the IB as one of the best qualifications. Progression from IB Diploma students is very good indeed."

Richard Broom, 2010

Harvard University

"IB is well known to us for excellent preparations. Success in an IB programme correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript."

Marilyn McGrath Lewis, Director of Undergraduate Admissions, January 2011

Liverpool University

"We regard the International Baccalaureate as an extremely well-respected entry qualification, which we are more than happy to accept for entry to all our programmes."

Gaynor Glover, Head of Admissions, Student Recruitment and Admissions Office, 2010

Department of Education

"The Government recognise the quality and rigour of the International Baccalaureate (IB)."

Nick Gibb, MP, House of Commons, Commons Debates, January 2011

University of Durham

"Good IB students are more likely to be offered places as it is, simply, the best preparation for our degree courses."

Natural Sciences Department

Glasgow University

"We view the IB as excellent preparation for our courses and we very much welcome applications from IB students."

Fiona Black, Director of Admissions, February 2010

University College London

"We love the IB at UCL and we want IB students on our courses."

Dr. Pam Houston, Human Sciences Admissions Tutor, 2011

Imperial College London

"We find that IB students adapt more easily to university style of learning and become independent learners from an earlier stage compared to those from other backgrounds. IB students cope more easily with the wide range of subjects that each student is required to study from year 1. They are less focused on achieved marks, and value the education that we provide."

Dr. Lorraine Craig, Geophysics and Engineering Department





Admissions

The minimum entry requirement is passes in at least seven GCSE subjects at grade B or better, or the equivalent to this. These subjects must include English Language, Mathematics and a Science.

Students must have obtained a grade A/A* at GCSE in a related subject area, or the equivalent, to study a Higher Level (HL) subject.

Student expectations

Participation in the IB Diploma Programme demands intellectual rigour and high academic standards, but there is also a strong emphasis on responsible and ethical behaviour.

In addition to the Academy's entry requirements above, the IBO expects students to:

- participate in the IB Diploma Programme curriculum as structured and required by the school
- comply with all subject-specific regulations and internal school deadlines
- complete the IB Diploma Programme over a period of two years
- show intellectual honesty in the completion and submission of all work
- acknowledge fully, and in detail, the work, thoughts or ideas of another person if incorporated in work submitted for assessment
- submit separate pieces of work in order to fulfil the requirements of different assessment components (for example, extended essays and internal assessment)
- ensure their own work is never given to another candidate, either in the form of a hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other candidate
- recognise the IB Diploma Programme coordinator as the intermediary for all communication with the IBO
- consider CAS activities as important to their personal development.

Expectations of parents/carers

If a student accepts a place at Westminster Academy to study the IB Diploma Programme, parents must sign a form to acknowledge that they have received, read, understood and accepted the **General regulations:**

Diploma Programme and noted and understood the rules on copyright relating to candidates' materials submitted to the IBO for assessment as provided under article 3 of the **General Regulations: Diploma Programme**.

Attendance

School attendance is crucial to achievement so any absence must be notified to us. An attendance record of less than 95% in any subject or tutorial will jeopardise chances of continuation on the course. Some courses require attendance after school as part of the extended day timetable – the 95% rule still applies.

Students must let us know if they are unable to attend school by ringing the attendance office before 9 a.m. to leave a message for the sixth form team.

Medical and dental appointments should not be made during school hours.

If a student misses school due to illness or an unavoidable medical appointment, evidence must be produced for the tutor to authorise the absence.

Time off school should, of course, be avoided if at all possible. On return to school following any absence, a student should bring a note from a parent/carer confirming the reason. This is essential evidence for recording an absence as authorised. Holidays during term time are strongly discouraged, as they damage a student's educational progress. Application for any such absence must be made on the form available from reception, and may be refused.

If a student is ill or has an accident at the Academy, s/he will be looked after by our Student Welfare Officer in our medical room and a parent/carer telephoned. Please make sure the emergency contact numbers we have for parents/carers are kept up-to-date, because they can be vital in a situation where we need to get in touch urgently. In the event of a serious emergency, a member of staff would accompany a student to hospital and arrange to meet parents/carers there.

Behaviour

All members of the Sixth Form will sign a contract to show their commitment to the Academy's Code of Conduct.

At the Academy, we will instil high expectations and standards of behaviour. Our code of conduct is based on five values which we take to our H.E.A.R.T

HONESTY

We try always to be truthful and fair

EFFORT

We are ready to learn and we do our best

ASPIRATION

We set ourselves challenges and aim high

RESPECT

We respect each other and ourselves

TRUST

We are reliable and won't let you down

The Academy reinforces, recognises and rewards the good behaviour which we expect. Students are awarded learning miles for presentation, responsibility, achievement, initiative, showcase and effort, leading to certificates, awards and prizes.

All incidents of exceptionally good or unacceptable behaviour are logged immediately on Connetix, so that parents can see the evidence and follow up at home with rewards or punishments. Personal tutors do the same and contact parents to praise students or to discuss issues of concern. Students may be required to work in isolation at the Academy, attend at different times or be excluded if their behaviour prevents others from learning.



Calendar 2012-2013

Term 1			2012
Start Thursday 6th September 2012	End Friday 26th October 2012	37 days	
INSET 4th and 5th September 2012			
Term 2			
Start Monday 5th November 2012	End Friday 21st December 2012	35 days	
Term 3			2013
Start Wednesday 8th of January 2013	End Friday 15th February 2013	29 days	
INSET 7th January 2013			
Term 4			
Start Monday 25th February 2013	End Thursday 28th March 2013	24 days	
Term 5			
Start Monday 15th April 2013	End Friday 24th May 2013	29 days	
NOTE Public Holiday; May Day 6th May 2013			
Term 6			
Start Tuesday 4th June 2013	End Wednesday 23rd July 2013	36 days	
			TOTAL 190 days

INSET Days

4th and 5th September 2012, 7th January 2013, 3rd June 2013 plus extra INSET day or twilight equivalent

Revision

There will be a requirement for every Sixth Form student to have an ongoing revision timetable as part of their Individualised Learning Plan (ILP). This will involve a significant amount of out-of-hours study.

Complaints procedure

The Academy believes that most concerns can be settled quickly if the teacher or a Curriculum Coordinator within the subject area is informed about the problem. For any concerns which are not resolved in this way, there is a formal complaints procedure and a leaflet outlining the simple steps in this process and the associated timescales is available from Reception. It will always be our intention to respond positively and promptly to any complaints.

Dress code and personal belongings

Sixth Form students are expected to dress appropriately for work in an Academy that encourages a business-like ethos. A suit or smart jacket and trousers with shirt and tie is encouraged for male students and staff. A similar, business-like dress is expected of female students and staff. Jeans, tracksuit bottoms, denim and caps are not permitted. A modest amount of make-up and small items of jewellery are acceptable. Senior staff are the final judges of what is acceptable or unacceptable.

As a Business and Enterprise Academy, we feel it is important that students learn to dress smartly and appropriately. They should understand that most businesses require uniform or professional dress and be proud of our dress code. The dress code is strictly enforced, and we appeal to parents to support us in helping us create a positive image and reputation for the Academy.

Each student is responsible for his/her own belongings at the Academy. An individual locker is provided, for the safe storage of outdoor clothing and personal equipment. Lockers are also provided in changing rooms for temporary use during PE lessons.

All items of clothing and personal possessions should be labelled. The Academy cannot accept responsibility for personal belongings, nor can we insure them. Students and users of the Academy building should therefore have personal insurance for their belongings. Please do not bring valuable items to the Academy, unless they are essential for school work.

Students may bring mobile phones, provided they are switched off in lessons, left in lockers and never used to cause nuisance. The Principal reserves the right to confiscate any personal belonging which is not allowed in school or is not being used sensibly by the student. In that case, parents will be asked to call to collect the item.

1:1 Monitoring

At the Academy each student's work will be closely monitored. Fortnightly, students have a one to one (1:1) review meeting with a personal tutor at 8:30 a.m.

The purpose of this review is to help students plan their learning, understand test results and any other evidence of progress, and set personal targets. To help with this, each student is given a planner, with all dates, deadlines and important information.

Through looking at the planner each week, parents can be involved in this process. Indeed, parents are welcome to attend reviews and personal tutors will keep parents

informed about progress. 1:1 time is also an opportunity for the personal tutor to check on attendance, dress code and behaviour, and for the student to raise any worries in a confidential and sympathetic situation. The member of staff's role is to be a "critical friend", supporting, advising and guiding, listening but also challenging and pushing to raise standards. Personal, Social and Health Education (PSHE), Careers Education, Citizenship Education and Study Skills guidance may also be offered during this time.

Evidence of the weekly targets and progress is recorded in the planner and in the student's personal record on Connetix. This is a web-based system which logs all student data, including learning journals, progress and attendance information, and makes this available to parents immediately when they use their password to log on via the Academy website. Parents therefore have the benefit of being regularly updated on progress, rather than having to wait for an annual report.

The regular Academy newsletter will also keep parents informed of all events.

Liaison with parents

Opportunities for reporting students' progress occur throughout the year with attainment reports produced each term. Attendance at progress evenings is compulsory for all students. Students are encouraged to bring their parents to these evenings.

If there are serious concerns about an individual student's progress, attendance, punctuality or behaviour, then tutors, subject teachers or a member of the Sixth Form Team will endeavour to resolve the issues with the student. Although we expect students to take responsibility for tackling such concerns, parents can be contacted by letter or phone. The small size of personal tutor groups means that students benefit from a high level of attention, care, support and guidance.

Routines

Breakfast service is available in the global café from 8.15 a.m. and the library opens at 8.30 a.m. Students may arrive after 8.15 a.m. but must be here by 8.25 a.m. on their 1:1 day and 10 minutes before the starts of lessons on other school days. There is only one secure main entrance which students must use. Any student who arrives late for any reason must report to the attendance office.

Safe routes to school

The Academy has produced its school travel plan, in consultation with students, parents and local residents. The safety of our students on their way to and from the Academy is our prime concern. We will ask students how they will travel to school and will do our utmost to ensure all routes and transport methods are safe.

We encourage students to cycle to the Academy and provide protected cycle racks on the Academy site.

Cyclists should wear a helmet and provide a chain for securing their bicycle to the racks. We believe it is an important part of growing up to learn to travel safely and independently. The Academy is a "Bike-It School" and provides cycle training for students.

The 18 and 36 buses stop right outside the Academy. The Royal Oak tube station is also convenient, being only a five minute walk away and Warwick Avenue tube on the Bakerloo line 10 minutes walk away.

Timing of the day

TIME	ACTIVITY
8.30 a.m. – 8.55 a.m.	Breakfast available and library open or 1:1 on one day per week with personal tutor
8.55 a.m. – 9.05 a.m.	Tutor touch base
9.05 a.m. – 10.40 a.m.	Lesson 1, including a 15-minute break
10.40 a.m. – 12.00 p.m.	Lesson 2
12.00 p.m. – 2.10 p.m.	Lesson 3, including a 50-minute lunch break
2.10 p.m. – 3.30 p.m.	Lesson 4
3.30 p.m. – 4.30 p.m.	Clubs and activities. Library open

The application process

- Check that you will meet the general entry requirements.
- Check that you will meet the specific entry requirements for the subjects you have chosen e.g. for studying higher level IB diploma programme subjects.
- Either fill in the hard copy of the application form enclosed; or request an electronic application form from **The Sixth Form Team**, by telephoning **020 7121 0654** or by emailing **sixthformteam@westminsteracademy.biz** or by writing to Westminster Academy, The Naim Dangoor Centre, 255 Harrow Road, London W2 5EZ
- The subjects you have chosen will have a greater chance of running if you can manage to post/ email your form back by **March 2012**. Forms will be accepted after this date, but your chosen combination of subjects might not be possible.
- Expect to receive acknowledgement of your application within two weeks - contact **The Sixth Form Team** on **020 7121 0654** or at **sixthformteam@westminsteracademy.biz** if you do not receive this.
- Students will be interviewed by The Sixth Form Team and offers of a place will be made by letter.
- Students will be notified of acceptance or rejection individually upon receipt of results in August.
- Students will receive further information giving details of enrolment.

At all stages of the application procedure, students can contact **The Sixth Form Team** on **020 7121 0654** or at **sixthformteam@westminsteracademy.biz** to discuss their applications with the Sixth Form Team.

Transport information

The Sixth Form@Westminster Academy
The Naim Dangoor Centre
255 Harrow Road
London W2 5EZ

Telephone: 020 7121 0600

Bus Routes: 18 & 36

Nearest Underground station:

Royal Oak or Westbourne Grove
(Hammersmith & Metropolitan Line)



Business is not just about making profits, for VISA Europe, it is about helping create the environment and supporting individuals to achieve their potential and their dreams. Our partnership with Westminster Academy helps both organisations do just that.

Peter Ayliffe, President and CEO Visa Europe.

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