Independent Day School

PROSPECTUS 2018/19

“A School with the Arts at the Heart of an Outstanding Education”
I am delighted to welcome you on behalf of the staff and Trustees to ArtsEd which is a national centre of excellence for the study of performing arts. We take great pride in the fact that our pupils experience an outstanding education where they are stretched to their maximum potential as individuals and, just as importantly, where they thoroughly enjoy their experience of going to school.

The secret of our success lies in the nature of our distinctive environment. At ArtsEd we bring together vibrant young people who encourage and support one another, and who form a positive peer-group culture in which every success is celebrated. In turn, such a wealth of talented young minds creates a truly dynamic environment for learning, allowing us to recruit and retain dedicated teachers and practitioners of the highest calibre.

The School was founded in 1919 by Grace Cone and Olive Ripman and was established at its present site in 1986 at Cone Ripman House, a purpose-built learning environment close to Turnham Green tube station. Our ethos remains true to our founders’ initial intentions of providing a balance between studying a broad range of academic subjects alongside specialist vocational training in the Arts.

Our metropolitan location is fantastic for transport links and provides direct access to the wealth of cultural facilities which London has to offer.

ArtsEd pupils come from a wide catchment area and range of backgrounds, and pupil diversity is a real strength of the School. We provide our pupils with an excellent all-round education which, while recognising the importance of academic achievement, also emphasises the need for social, cultural, and personal growth. We feel it is essential that our pupils develop the personal qualities, interpersonal skills and interests needed to make a success of adult life.

Our excellent academic results year on year have established ArtsEd as the highest-ranking performing arts school in the United Kingdom, and the most successful sixth from in our borough of London. However we are always looking to improve the educational opportunities we offer to ensure that the experience of studying at ArtsEd really is second to none.

ArtsEd is unique, and the energy, vibrancy and effectiveness of our education can best be sampled at an Audition, Open Evening or Taster Day – I would thoroughly recommend paying us a visit!

I look forward to meeting you soon.

Adrian Blake, Headteacher
Our Aim

The ArtsEd Day School has a clear aim: to provide talented young people with an outstanding vocational and academic education in a school specially designed for the Performing and Visual Arts. This aim is built on the six ArtsEd Pillars, overleaf.
Aspiration

ArtsEd is the best place for any child with talent and ambition. A recognised centre of excellence in the performing arts, we have been nurturing creative and talented children since 1919.

The School offers degree level facilities including two fully equipped theatres, and specialist spaces for Dance, Drama, Music, Art, Photography and Film Studies. Our pupils flourish in all aspects of the Arts supported by a caring, dedicated and highly qualified team of staff.

Resilience

An important quality to develop in the modern world, and especially for anyone considering a potential career as a performer. Through developing a positive learning dialogue and including resilience as a theme in our PSHCE Programmes, we aim to develop all pupils’ and sixth formers’ abilities to ‘bounce back’ and to stay focused in the face of challenges or disappointment.

People have praised the ‘positive competitiveness’ the school fosters and insisted that no matter who got which part, ‘we’re in it together, we work as a team.’ Chances to shine abound.

Teamwork

Working together is a key component of the core work of the School. In every classroom, studio and theatre space the skills needed for successful teamwork are demonstrated and reinforced, allowing for a genuine sense of collaboration and ‘company’ to develop.

Our dedicated and experienced vocational staff work closely with pupils to produce an exceptional range of performances, showcases and exhibitions throughout the school year. The fulfilment of pupils’ aspirations leads to a strong sense of self-confidence, poise, and a deep appreciation of what can be achieved when everyone ‘plays their part’ with 100% commitment.

Self-discipline

At ArtsEd we aim to provide pupils with the education and training to achieve excellent qualifications that enable them to move on to their first choice destinations, but just as importantly, we foster and encourage the development of the qualities that will see them thrive and shine at these FE or HE institutions, or indeed, in the world of work. One key quality we foster is that of self-discipline, where pupils learn and develop a range of abilities that see them grow as independent, articulate, problem-solvers who are enthusiastic, motivated and able to succeed.

“If you audition for a part and you don’t get it, you know that if you work hard there’ll always be another opportunity.”

Good Schools Guide 2016

“At our School we don’t just work together to make every play successful, we work together to make every day successful.”

Year 8 pupil
Empathy

Our successful learning environment is built on strong pastoral relationships, which pupils find both welcoming and motivational. We foster their individuality and personal growth as much as their academic development and create the learning conditions for pupils to be able to look at, and understand, any situation from others’ points of view.

Small classes enable every teacher to know every pupil and to deliver inspirational and creative lessons, and productions often involve pupils from Years 7-13 which means that the pupils and sixth formers also get to know each other well and can offer each other support. At ArtsEd we encourage and enable all pupils to demonstrate respect, understanding, and empathy for each other, for their teachers and for their community through showing tolerance, courtesy and enthusiasm for learning.

Drive

Another quality we instil and develop in our pupils is that of a personal sense of drive – not just to ‘end up’ at a particular HE conservatoire, or in a particular show in the West End, but rather to apply the focus, goal-setting, and determination to maximise, and appreciate, every learning opportunity that comes their way. This is enhanced by applying a growth mindset to everything they do, and by learning to celebrate every small success along the way, so that they learn to fully appreciate that having a definite sense of personal drive means that you get things done, and feel a genuine sense of reward at your achievements - whether it’s making progress in a certain subject area or skill, securing an excellent pass mark in a test, or earning a coveted part in a production!

“Parents and students alike described this as a happy school. ‘Everyone knows everyone, and everyone’s so kind to each other,’ ‘It’s a really nice atmosphere, it allows you to progress.’ Parents concur: ‘Our daughter has been at ArtsEd for two years and they have been the happiest school years of her life. ArtsEd is like a big family,’ wrote one.”

Good Schools Guide 2016

“A dynamic, purposeful, well-oiled institution where creative youngsters learn to work hard and achieve highly.”

Good Schools Guide 2016
Our Philosophy

As a consequence of our successful balance of vocational and academic classes, pupils who leave the school at sixteen are equipped with a broad range of GCSEs which gives them scope to pursue a wide range of further education studies. Pupils are always encouraged to strive to do their best and to fulfil their potential.

We believe that careful cultivation of talents and abilities, enhanced by innovative teaching, results in pupils leaving ArtsEd as creative, articulate, confident and imaginative young adults with all the necessary skills required for a successful life beyond secondary school.
A Broad Education

ArtsEd has been providing world class training in the performing arts alongside an excellent academic education for more than 90 years.

In 2018, 100% of students secured six GCSEs with many students securing eight, nine, and even ten.

With the introduction of the new Top Grade of ‘9’, equivalent to A** (compared to the 8 previous grades from A*- G), ArtsEd has seen a third of students achieve this new grade in one or more subjects, and over 30% of all exam results were the highest grades of 7, 8, or 9.

Our dedicated vocational staff also achieve exceptionally high standards, which can be seen in the regular display of wonderful and varied school performances and productions.

There are around 500 pupils at Cone Ripman House who share a number of specialist facilities. The building houses the Day School, the Sixth Form, the HE School of Musical Theatre, the HE School of Acting, and ArtsEd EXTRA. Pupils and staff benefit from the degree level resources and professional expertise provided by our Production Department, which includes Stage Managers, Lighting Designers, Sound Technicians, Costume Designers and Wardrobe Assistants.

Pupils in Years 7 to 11 enrol on either the Dance Course or the Drama Course, which covers 25-30% of their curriculum time. Academic studies take up the remainder of the timetable. Pupils in Years 7 and 8 (Key Stage 3) follow a broad curriculum, covering a wide range of subjects. As they progress into Key Stage 4 (Years 9, 10 and 11) they have the opportunity to study nine subjects for GCSE.
Challenge

Our commitment to a high quality education is at the heart of everything we do. We aim to challenge our pupils intellectually, both inside and outside the classroom. Limited class sizes ensure all pupils receive the highest level of attention, regardless of academic ability. Individual progress is closely monitored and our consistently high grades are testament to the quality of our teaching staff.

Our stimulating academic lessons provide a strong educational core whilst vocational subjects explore the performing interests and ambitions of our pupils. We know that an excellent education doesn’t end at the school gates: we actively encourage a range of extra-curricular activities, all of which help to create confident, well-rounded individuals.

Reputation

Our reputation precedes us as the highest academically achieving performing arts school in the country. Pupils are highly successful in their applications to Sixth Form colleges such as Latymer, Tiffin, Twyford C of E School, Esher College, English National Ballet School and The Urdang Academy. More than 50% of pupils go on to study at our internationally recognised, and highly respected Sixth Form, taking courses such as BTEC in Performing Arts (Musical Theatre, Dance or Acting) or A level subjects such as English Literature, Film Studies, Drama, Dance, French, History, Maths, Photography, Music, Art and History of Art. Many former pupils have also gone on to perform in the West End, as well as in major films and television productions.

"Teaching is excellent – the teaching is a principal factor in the high levels of achievement at all levels."

ISI Report Highlights
In Years 7 and 8 (Key Stage 3) pupils follow a wide-ranging course of study. They have lessons in English, Maths, Science, History, Geography, Music, French, Art, Learning to Learn and Citizenship allied to Personal, Health and Social Education (PHSE). Pupils also enjoy a wide range of practical (vocational) subjects including Dance, Drama and Music. The school encourages pupils to use technology as an integral part of their learning.

In Years 9, 10 and 11, English Language, English Literature, Mathematics and Combined Science Trilogy make up the core GCSE curriculum. Pupils then choose from the optional subjects of Drama, Dance, Art, French, Geography, History, Film Studies, Music and Photography.
The Academic Curriculum

Maths
At ArtsEd, Maths is a stimulating and rigorous core subject. Topics are closely linked to everyday lives and pupils learn valuable, lifelong skills. They are motivated on a daily basis to do their best to achieve their goals. Many pupils have developed a passion for Maths during their time at ArtsEd. We believe this is a result of the excellent delivery of the course by our staff as well as the drive and determination of our pupils.

GCSE Maths teaches all pupils how to use and apply standard techniques, interpret and communicate mathematically and develop their reasoning and problem-solving skills. The course is streamed with a foundation and higher tier, with extended coverage at both levels.

Science
At ArtsEd we teach Science to provide a solid foundation in all three disciplines, making use of subject specialists wherever possible. We aim to build upon and extend pupils’ knowledge of the living, material and physical world. In support of this aim we organise regular learning excursions for pupils, usually including one international trip every alternate year where possible.

The ArtsEd Science Curriculum enables pupils of all abilities to understand theoretical concepts whilst developing practical skills, which are built into lessons. Lessons are structured to help pupils understand how Science can be used to explain the world in which they live and the impact humans have upon it. The curriculum ensures that all pupils are offered the opportunity to achieve success, regardless of whether they go on to study Science.

We currently follow a structured 2 year KS3 syllabus and a 3 year GCSE course at KS4.

In KS3 we follow the “Working Scientifically” scheme of work provided by Longman publishers. The scheme includes a range of interactive resources and practical activities, which are used to enhance pupils’ learning.

At KS4 we follow the Combined Science Trilogy specification as recommended by AQA; the examining body. Pupils are assessed regularly via end of unit tests and mock examinations. These assessments focus on both theory and practical skills as well as evaluation, interpretation and analysis.

At the end of the GCSE qualification pupils will be required to sit 6 examinations, 2 each in Biology, Chemistry and Physics.

In completing this GCSE successfully, each student will be awarded 2 GCSE grades.
English

English at ArtsEd is an exciting and stimulating subject in which pupils have the opportunity to develop a range of essential analytical and evaluative skills. Teachers aim to inspire passion, creativity and knowledge that pupils can use in their everyday lives.

Pupils gain literacy skills in order to express themselves both orally and through their writing. English literature texts draw upon historical, social and cultural contexts, allowing pupils to develop their own insights and interpretation of texts. Lessons provide an opportunity for pupils to engage in lively debate and discourse about textual meaning. Through the study of plays, which include Shakespeare texts, pupils learn to understand how language can shape meaning and act as a fundamental basis for theatre.
**Key Stage 3 English**

Pupils learn to develop a love of reading and literature through studying a range of poetry, prose and plays, including Shakespeare. Alongside this, pupils produce essays and develop presentation skills through collaborative group work.

**GCSE English Language and Literature**

This is an interesting and challenging course in which pupils explore a wide range of genres and types of nineteenth, twentieth and twenty-first century texts, learning to compare and contrast both fiction and non-fiction. In the Spoken Language element of the course, pupils practise oral presentation and listening skills. There is a focus on the importance of spelling, punctuation and grammar and assessment is through examination only.

**History**

All students study History at ArtsEd in Years 7 and 8 and many choose to continue beyond this stage. Pupils learn how the past has shaped modern Britain, as well as about major world events in the twentieth century.

From Year 9 we begin the GCSE syllabus. Pupils develop questioning, analysis and evaluation skills, all of which are essential to the discipline and to their development as thoughtful and informed citizens. The department creates a stimulating environment in which to nurture curiosity, enthusiasm and a lifelong love of the subject. Learning extends beyond the classroom with visits to many local museums and places of historical interest.

**Geography**

Geography at both KS3 and GCSE inspires lifelong curiosity and fascination about the world and its people. Pupils learn about diverse places, people, resources and natural and human environments, and acquire an understanding of the Earth’s key physical and human aspects. At GCSE level pupils learn about the interaction between physical and human processes, and about the formation and use of landscapes and environments. The geographical knowledge, understanding and skills that they have gained over the years provide pupils with a framework and approach that explains how the Earth’s features are shaped, interconnected and changed over time. All year groups enjoy day and residential visits to local museums, rivers and field study centres.

**French**

French is taught very much as an arts subject, with frequent references to French stories and the use of music and drama in some lessons. There is also an emphasis on grammar and syntax, which aims to help pupils improve the accuracy and clarity of their English as well as their French.

In Year 7 we assume no prior knowledge of the language, and moreover, the Key Stage 3 curriculum provides a comprehensive introduction to French language and culture, with a wide range of vocabulary and four key tenses. At Key Stage 4 we work towards the Edexcel GCSE (2016 syllabus), which involves three written exams (Listening, Reading and Writing) and an oral exam. The GCSE is entirely assessed by exams, which are taken at the end of the two-year course in May. We consider this syllabus very much appropriate for students wishing to transfer to our A level course in French (see Sixth Form prospectus). We normally organise one residential trip to Paris each year.
The **Vocational Curriculum**

The vocational curriculum is wide-ranging, challenging and rewarding. We offer high quality tuition in Dance, Drama and Music and pupils are encouraged to participate in, and enjoy, diverse and exciting studies which enable them to develop confidence and self-awareness. Our pupils are thoughtful, passionate learners who understand the importance of ensemble building and teamwork.

“Outstanding standards are attained in externally assessed and graded examinations in Dance, Drama and Musical Theatre.”

ISI Report Highlights
Dance at ArtsEd allows pupils to learn the techniques of their art form and encourages versatility and individuality as a dancer, performer and creator.

With Classical Ballet at its core, pupils also receive tuition in Modern, Tap, Contemporary Dance and Choreography. In Year 9 we introduce GCSE Dance and in Year 10 the course is further expanded to include Jazz. Pupils take Royal Academy of Dance (RAD) and Imperial Society of Teachers of Dance (ISTD) examinations respectively. They develop analytical skills and are encouraged to use technical dance terminology with confidence. There are opportunities to perform in large-scale productions as well as on smaller performance platforms. Annual theatre visits enhance learning and enable them to see their training within the context of the professional dance world.

The ArtsEd Youth Dance Company is an extra-curricular class that provides an additional opportunity for dancers in Years 10-13 to gain experience of performing with a company. Entry is by audition and pupils learn choreography, current and new repertoire and have the chance to work with guest choreographers. Performances have included Dance Proms (The Royal Albert Hall), reFresh (The Place), U. Dance England (Laban), All England Dance Finals, The Annual Dance Show and a full evening of performance at ArtsEd.
“Overall the school is excellent and my son has improved so much here. He also loves ArtsEd!”
ArtsEd parent
Drama at ArtsEd offers pupils the opportunity to perform at a very high level in a professional training environment.

The study of Drama also allows them to generate and develop opinions while developing the invaluable skills needed to communicate successfully as part of a team. Creatively fulfilling, Drama boosts confidence and literacy and helps explore a wide range of social issues.

In Year 9 pupils start working towards their GCSE after being trained in many disciplines throughout Key Stage 3. They experiment with physical and expressionist theatre, stylised and abstract work, naturalism, comedy, musical theatre, text and off-text work as well as devising and creating their own pieces. There is a significant amount of written work, balanced by the practical elements. Pupils also have the opportunity to take part in numerous performances such as the Acting Showcase and the ISA Drama Festival.
Music

Music is central to the life at ArtsEd. From KS3 to GCSE and A Level Music, we believe that all our pupils should have the opportunity to engage in high quality musical experiences to enrich their creativity and widen their prospects in the field of Performing Arts.

Students have access to high quality music technology resources including Apple Macs with full music software such as Logic Pro X and Sibelius. A strong ethos of performance runs through the department. Regular workshops and performance opportunities encourage pupils to develop their technique and extend their repertoire. Pupils are encouraged to deepen their perception and understanding of Music and explore a wide range of musical styles. Music theory lessons provide a solid foundation and allow composition skills to flourish.

We have a strong team of professional musicians who provide additional instrumental and vocal tuition to many of our pupils on a broad range of instruments. These termly lessons allow pupils to extend their skills on their chosen instrument or voice on a one-to-one basis and are highly subscribed.

All pupils at Key Stage 3 have a vocal programme and sing as part of a choir, as do pupils who choose to study GCSE Music. Many of these choirs feature in the school’s annual Music Concert in The Andrew Lloyd Webber Foundation Theatre as well as the ‘Live Lounge’ acoustic event in the summer term.
The Visual Arts Department offers challenging, dynamic and exciting subjects, which encourage experimentation, inventiveness and ambition. Pupils explore a broad range of approaches and working practices within each subject. Visual language enables students to express their artistic vision and opinions and classes encourage and challenge students. Our aim is to provide our pupils with an excellent education, fostering passion and a drive to succeed. Pupils are immersed in a thriving community of like-minded classmates and have access to high-quality teaching facilities and teaching that is dedicated to their needs.

**Art and Photography GCSEs**

Pupils in Years 7 and 8 participate in one Art lesson a week. Students then have the opportunity to study Arts for a further three years for GCSE. During this time they will study a number of different projects and will have the opportunity to work in photography, drawing, painting, moving image, printmaking as well as three dimensional forms.

Over the three years students will naturally specialise in a particular way of working. They will be entered for a GCSE in either Art & Design, Photography or Fine Art depending on the units studied and the kind of outcomes they have produced. Pupils explore a broad range of approaches and working practices within the course structure. They express their concepts through specific projects, while individual tutorials support pupils’ personal development.

The contextual element of the course underpins individual creative practice and progression decisions. We encourage creative thinking while equipping our pupils with the confidence, experience and skills needed to further their Art studies. Students typically document their ideas, experimentations and observations in a sketchbook. Larger outcomes are produced at various points over the three years and an assessed exhibition is held at the end, which acts as a celebration of the students’ creativity.

**Film Studies**

GCSE Film Studies unites skills from many areas, including acting, writing, photography and music. As one of the major art forms of the last 100 years, pupils will explore the techniques of how films have such a strong impact on audiences.

They will study both classic and modern Hollywood, mainstream and independent films from the ‘Dream Factory’. Film being an international visual language, pupils will also look at Global cinema from Britain and overseas.

The GCSE Film course also encourages pupils to channel their learning into making their own short films, which they will write, cast, direct and edit. It is a practical topic in which pupils will be taught full use of digital camera equipment and Final Cut Pro X editing software to create their portfolio.
Performance

ArtsEd aims to provide excellent performance opportunities that foster professionalism as well as enjoyment. Across the school and across the years, pupils have many opportunities to showcase their talent, learning and development. Some of these annual performance opportunities include:


The ArtsEd Youth Dance Company offers our talented dancers the opportunity to perform externally. Pupils have performed in the Harrods Christmas Parade and at the UK’s home of dance, Sadler’s Wells. All this, together with exciting opportunities to perform at the Independent Schools Association Drama Festival, in which we have won awards, makes Drama an exciting and progressive subject that is not just celebrated at ArtsEd, but outside of the school environment.

“I don’t think there’s another school in the world that is as good and as fun as ArtsEd”

ArtsEd Pupil quoted in The Good Schools Guide 2016
All pupils are placed in a tutor group led by either one or two teachers. These groups meet three times a day, making them a focal point of ArtsEd life. Within these groups, pupils form close friendships and establish supportive relationships with their tutors. During this time, pupils work through a PSHE/Citizenship programme, but there is also time to organise their homework, discuss current affairs or simply talk through their day with the tutor.

The ArtsEd Pillars are at the core of our pastoral programme. We aim to give pupils the opportunity to fulfil their potential through individual creativity within a framework of discipline, respect, good humour and open mindedness. To this end, the PSHE programme is designed to develop pupils’ emotional intelligence, encourage their independence and resilience as well as providing them with the practical and emotional skills they will need in adult life.

As pupils progress through the school, the focus of the pastoral programme adapts to meet their needs. While pupils in Year 7 might use tutor periods to develop homework schedules, those in Year 10 and 11 will be discussing FE options. However the pastoral team remains committed to the well-being and development of each pupil as they progress through the school.

“The excellent pastoral care of pupils is a strength of the school”

ISI Report Highlights
ArtsEd has a thriving Sixth Form with vocational and academic pathways to suit every student. Results at BTEC and A level maintain our position as the most successful performing arts Sixth Form in the UK. Students progress to the best HE conservatoire training in the world including RADA, LAMDA, Drama Centre, The Royal Central School of Speech and Drama, Laine Theatre Arts, Bird College, GSA and, of course, ArtsEd.

Please request a Sixth Form prospectus if you are interested in auditioning for the BTEC or A level pathways.
Admissions to Years 7 to 11

Pupils usually join the school in either Year 7 or Year 12, although some places occasionally become available in Years 8, 9 and 10. All applicants take part in the school’s admission process, which include academic tests, vocational workshops and individual auditions. Prospective pupils also have an interview with a senior member of staff and parents must accompany their child on this part of the process. Further details are available on application.

The Audition Process

As part of their audition, candidates are required to prepare and present, dependent on their course choice:

Either a short dance of no more than two minutes in length (accompaniment can be on a phone)

Or a two-minute speech from a play (please ensure that the character is of an appropriate playing age and bring a copy of the text with you).

And also...

A short song (please bring the musical score/sheet music if you require piano accompaniment) taken from a list provided.

Further details will be provided by the Admissions Secretary once the registration documents are received.

“My daughter has settled in wonderfully at the school. She has grown in confidence with her academic studies and she very much looks forward to school every day.”

Year 7 Parent

www.artsed.co.uk
Governance of the Arts Educational Schools

The overall governance of Arts Educational Schools London is conducted by the Board of Trustees, chaired by Mark Burch. The Trustees are informed about day-to-day activities via regular Board meetings and a range of Committee meetings. Trustees regularly attend public productions and visit the school to see how we operate on a day-to-day basis.

Trustees bring significant appropriate experience and skills to bear in considering ArtEd’s strategic direction, and by taking part in various Committees as part of their management obligations. A full list of Trustees, including short biographies, can be found on the website.

The school’s prospectus and website describe the broad principles on which the school operates and gives an indication of its history and ethos. Although believed correct at the time of publication, the prospectus and website are not part of any agreement between the parents and the school. If the parents wish to place specific reliance on a matter contained in the prospectus, website, or a statement made by a member of staff or a pupil during the course of a visit to the school or during a meeting relating to an application for a place, they should seek written confirmation of that matter before entering into this agreement.
Requests for further details should be addressed to:
The Admissions Secretary
Arts Educational Schools London
Cone Ripman House
14 Bath Road
Chiswick
London W4 1LY
Email: pupils@artsed.co.uk
or telephone: 020 8987 6600