



CAMBORNE SCIENCE
& INTERNATIONAL ACADEMY

PROSPECTUS
2021|22



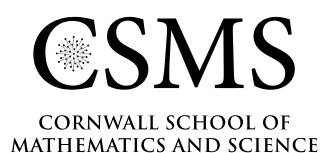
Learning to be Extraordinary

AN INDEPENDENT STATE ACADEMY

One of Cornwall's most consistently high performing state secondary schools



NEXUS



IN THE TOP
10%
NATIONALLY
FOR PROGRESS 8 FOR
OPTION SUBJECTS

INDEPENDENT SURVEY
95%
PARENTS/CARERS WOULD
RECOMMEND
THE CSIA TRUST

ONE OF
CORNWALL'S
MOST CONSISTENTLY
HIGH
PERFORMING
STATE SECONDARY SCHOOLS

THE VI FORM
ACADEMY ON
EXCHANGE IN
CHINA TAKING
IN THE VIEWS
OF THE GREAT
WALL OF CHINA.

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GOVERNORS AND LEADERS SHARE A CLEAR VISION FOR THE SCHOOL BASED ON HIGH EXPECTATIONS AND RAISING PUPILS' ASPIRATIONS. THIS UNDERPINS THE WORK OF THE SCHOOL, RESULTING IN CLEAR ROUTINES AND A POSITIVE CLIMATE ROOTED IN MUTUAL TRUST AND RESPECT.

“

THE SCHOOL'S WORK TO PROMOTE PUPILS' PERSONAL DEVELOPMENT AND WELFARE IS GOOD.

“

PUPILS ARE POSITIVE ABOUT THEIR EXPERIENCES AT SCHOOL AND SAY THAT THEY VALUE CLEAR BOUNDARIES AND HIGH EXPECTATIONS. THEY ARE CONFIDENT AND WILLING TO TALK ABOUT THEIR LEARNING.

“

THE BEHAVIOUR OF PUPILS IS GOOD. ALL STAFF ACTIVELY REINFORCE BEHAVIOUR EXPECTATIONS AND, AS A RESULT, PUPILS ARE COURTEOUS AND TAKE PRIDE IN THEIR APPEARANCE, THEIR WORK AND IN THEIR ENVIRONMENT.

OFSTED 2018



A VIEW FROM THE 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 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 the school of choice. 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 through our independent surveys.

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: Integrity, resilience, ambition, altruism and respect are all important personal qualities keenly sought by employers and university admission tutors which is why we place such an emphasis on CSIA character values.

The students at CSIA make a significant contribution to the leadership and management of their school through a vast variety of forums including Student Parliament, the House system, prefects and our eco-committee. Over the years, students 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 Year 11 who contribute to the smooth running of the school. In the VI Form Academy, we have a Head Boy and Head Girl as well as the VI Form Academy Student Leadership Team.

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.

We're delighted with our most recent Ofsted report (March 2018) which highlighted and celebrated so many of our school's great strengths and achievements. In all categories of the inspection the school was described as 'Good', with an overall judgement that CSIA is a 'Good School'. This was a very strong 'Good' endorsement from the inspectors and they believe the school to be extremely well placed to achieve even greater

success in the coming years. Clearly, this is a report our 'Learning Community' should be very proud of. I look forward to working with you in the near future as we build on the excellent report to take CSIA to even more impressive levels of success and accolade.

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 VI Form Academy offers parents and students choosing CSIA continuity and progression from the age of 11 to 19. 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.



IAN KENWORTHY
PRINCIPAL

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.

WE ARE COMMITTED TO:

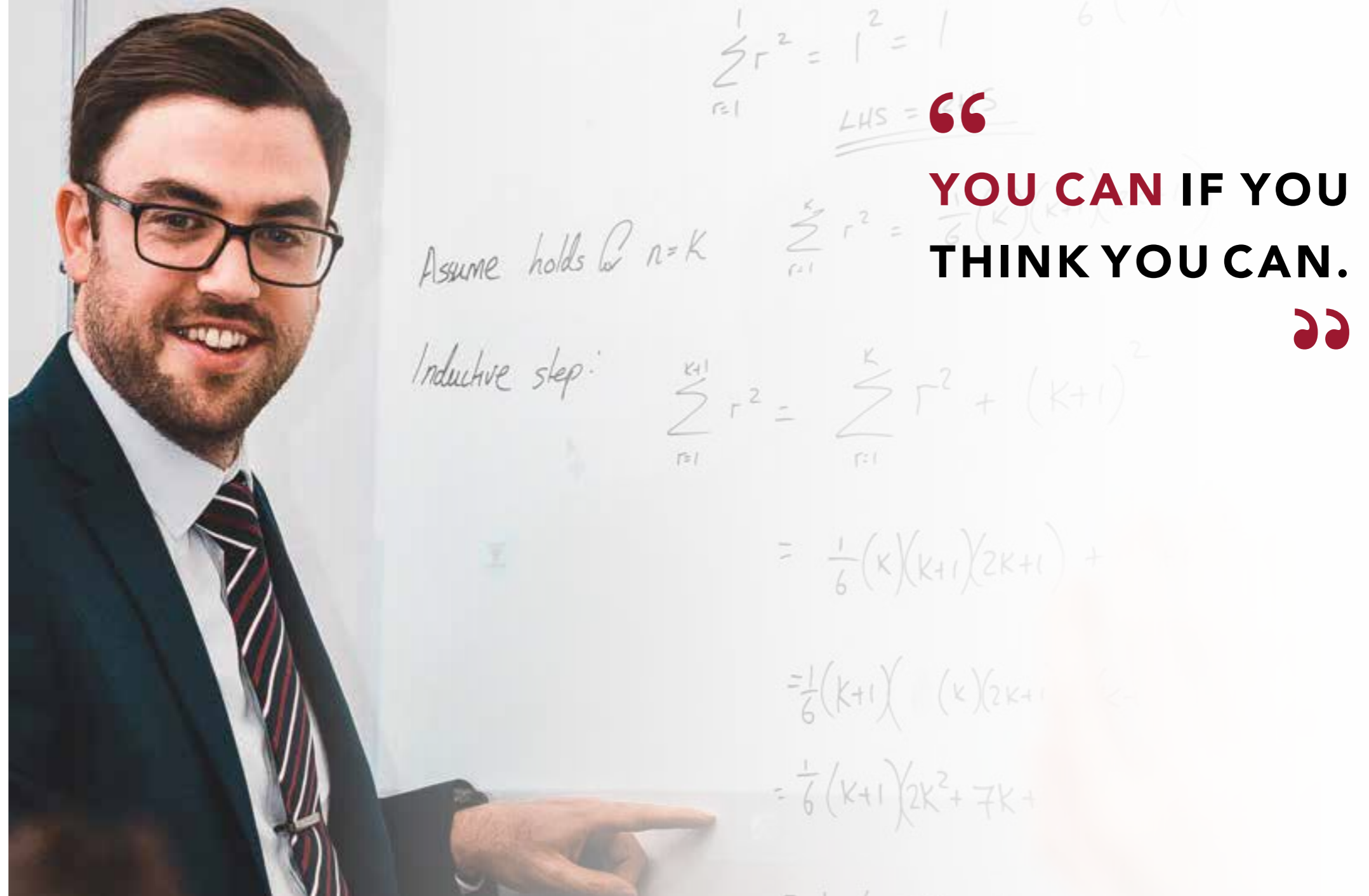
- Creating opportunity
- Promoting achievement
- Encouraging responsibility

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





THE CSIA TRUST

THE TRUST WAS FORMED IN SEPTEMBER 2015 AND CONSISTS OF:



**CAMBORNE SCIENCE
& INTERNATIONAL ACADEMY**

LEARNING TO BE EXTRAORDINARY

Camborne Science and International Academy offers provision from the ages of 11-18. We are extremely well resourced and have many excellent facilities for staff and students. We are a very dynamic establishment which 'dares to be different' and offer an exciting range of opportunities for our students such as our International Exchange programme, Outdoor education, CCF, Student leadership. 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 the school of choice.

CAMBORNE SCIENCE.CO.UK
 @cambornescienceacademy



NEXUS

HOME OF THE GIFTED PROGRAMME

The Nexus Gifted Programme offers 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.

See page 16 for more information.

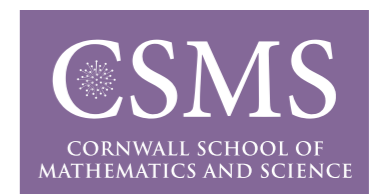
NEXUSCSIA.CO.UK
 @nexus.csia



Our highly regarded VI Form Academy offers parents and students choosing CSIA continuity and progression from the age of 11 to 19. We have a national and county reputation as a leading edge academy. We can assure you of a warm and friendly welcome. Since 2015, the VI Form Academy has celebrated fantastic results with a 100% pass rate across a range of 27 A-Level subjects. The progress they make means that The VI Form Academy is placed consistently in the top 10% of the country.

See page 20 for more information.

THEVIFORMACADEMY.CO.UK
 @theviformacademy



Cornwall School of Mathematics and Science is a specialist provision for students who want to take at least two STEM A Levels and go on to study a STEM subject at university. CSMS students are academic, determined and trailblazing. Lessons at CSMS are targeted at A* standard with an exceptional enrichment programme alongside specialist pathways for aspiring Medical, Veterinary and Oxbridge applicants.

See page 24 for more information.

CSMS.CO.UK
 @cornwallschoolmathsscience

WHY IS CSIA TRUST SPECIAL?

- Cornwall's first Specialist Science School 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 academic 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 have very strong collaborative links including student and staff exchanges with schools in Japan, Singapore, South Korea, Australia, Canada, Thailand, China and Holland. CSIA sits on the 'Executive Board' of the prestigious 'International Science Schools Network' (ISSN). A select organisation representing some of 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 specialist 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. Sports facilities (especially fitness suite, climbing wall, dance studio), extensive computer suites, state of the art science labs etc.
- 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.
- Recognised as one of Cornwall's most consistently high performing school, we obtain excellent examination results with exceptional value added figures.
- We are an academy where all students can achieve.



“

MY CHILD'S JOURNEY AT CSIA HAS BEEN REMARKABLE; I LOOK FORWARD TO HIS CONTINUING DEVELOPMENT THROUGH THE VI FORM ACADEMY AND BEYOND.

”





WHERE COULD IT TAKE YOU?

GLOBAL EDUCATION AT CSIA

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 fifteenth 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 practice 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)
- KVIS Kamnoetvidya Science Academy (Thailand)
- St.-Odulphus lyceum (Tilburg, Netherlands)

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)



CSIA STUDENTS IN
THE RICE FIELDS
OF THAILAND



CHINA



MARINA BAY, SINGAPORE



SOUTH KOREA



THAILAND



ICELAND



ICELAND



JAPAN



JAPAN

EXCELLENCE IN SCIENCE & MATHS



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 School 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 mathematics for gifted and talented students in Year 11
- Level 3 Certificate and Extended Certificate in Human Biology
- 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

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

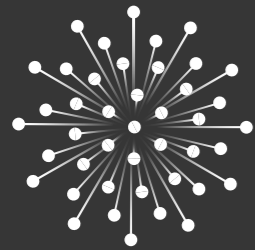
GIFTED & TALENTED

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 Mathematics and Science which allows for a more individualised programme designed for their specific needs. There are also extra enrichment opportunities through our extensive co-curricular programme such as the Maths Challenge programme, Youth Speaks and Creative Writing competitions.
- The two-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 prestigious 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, summer schools and access to the Veterinary and Medical Pathway within the Nexus Campus. 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 The VI Form Academy. 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. Every other 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 Academy, students have the opportunity to join the Oxbridge Pathway 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 Academy 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. See page 23.





NEXUS

HOME OF THE GIFTED PROGRAMME

NEXUS STUDENTS IN THE
SPACE SHUTTLE SIMULATOR
AT THE EUROSPACE CENTRE
IN BELGIUM



NEXUS GIFTED PROGRAMME

The Nexus Campus is home to CSIA's Gifted Programme which offers students who are especially able a chance to thrive and shine in their chosen fields of study. The Nexus Gifted Programme offers 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.

The Gifted Programme at Nexus is selective and application is open to students as they join the school in Year 7. Students can also apply to join the programme in Year 8 and 9. Students from the Gifted Programme who specialise in the sciences and mathematics will generally join Cornwall School of Maths and Science, which is also specialist provision for the most able, for their VI Form studies.

Our aim is to develop young learners who are able to pick and choose from the best courses at the 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.

At the end of year 9, students in the Gifted Programme, alongside other students in Year 9 at CSIA, make their GCSE subject choices.

At this stage, students may choose to focus more strongly on one of two broad pathways: STEM (Science, Technology, Engineering and maths) or NLA (Nexus Liberal Arts which is for students who whose interests lie in the liberal arts subjects such as English, the humanities, politics, philosophy and ethics).



THE CURRICULUM

The Gifted Programme at Nexus is unique in the UK. Best practice in educating the most able comes together with specialist teachers to provide a learning experience that gets the very best out of gifted learners. The curriculum is delivered in an engaging and challenging way which ensures that learners make excellent progress in their lessons, while developing independence and critical thinking.

Much of the repetition is removed from the curriculum, which makes space for the students to explore the application of the concepts they are studying and to experience how these subjects are applied in the world of work, academia and industry.

Students at Nexus are given the time, space and support to be exceptional. Students use this time in many different ways. For example, Nexus students have successfully applied for work experience at the European Astronaut Training Programme; written a computer programme that models selective breeding; worked with the RNLI on a research project to look at Weever fish stings on Cornish Beaches; taken part in the CyberFirst coding challenge and much more.

RESEARCH BASE

Research is an important part of the curriculum for learners on the Nexus campus. Topics within the curriculum often have an associated thematic research project giving the students the opportunity to develop their research and analytical skills throughout their time in the programme.

Research is a fundamental part of the ethos at Nexus. Students are encouraged to carry out their own independent or collaborative research projects with other students at Nexus and International schools, through the Higher Project Qualification (HPQ) and our amazing international opportunities.

THE STRUCTURE OF THE GIFTED PROGRAMME

Students in the Nexus Gifted Programme are members of CSIA and spend some time having lessons on the main campus. The majority of their time, however, is spent on the Nexus campus. Every day they will take part in supervised activities at the Nexus campus as part of the co-curricular programme.



LINKS WITH EXTERNAL PARTNERS

Central to the Nexus philosophy is the idea that students should have access to the very best opportunities and support. This is why the Nexus programme has many links with universities and organisations that enable students to gain a greater understanding of the amazing potential career paths they can choose from.

We work closely with the Royal Veterinary College in London and the University of Exeter Medical School. Future medics and Vets at Nexus receive the very best advice and guidance from Year 7 to support them in their aspirations.

We are also a Partner School of the Institute for Research in Schools (IRIS). IRIS provides Nexus students with the opportunity to use advanced scientific equipment and to access large amounts of real data so that they can carry out their own university-level research.



ENRICHMENT VISITS AND TRIPS OVERSEAS

Throughout the year, Nexus students are given the opportunity to attend numerous enriching educational visits which align with their interests and abilities. For example, in the past, Nexus students have: visited Goonhilly Earth Station for a 'Meet an Astronaut' workshop; been to RNAS Culdrose to compete in engineering competitions and raced in the Greenpower Formula 24 car racing event.

There are also a number of international trips which are specifically chosen to enthuse the students and give them the chance to see their learning in the context of real-life situations. For instance, Year 7 and 8 students can travel to Belgium to visit the Euro Space Centre while GCSE and A-Level students have the opportunity to visit CERN in Geneva, home of the Large Hadron Collider.

ADMISSION TO NEXUS

The Gifted Programme at Nexus is selective and application is open to students as they join the school in Year 7. Students can also apply to join the programme in Year 8 and 9.



CO-CURRICULAR PROGRAMME

The co-curricular programme at Nexus is second to none. A wide range of activities and courses are available.

Examples of previous co-curricular activities are: Microbits, Astronomy, Coding and Game Development, Helicopter Engineering, Robotics, Philosophy Club, Classics Club, Enrichment Maths and 3D Printing. Students in Years 9-11 are encouraged to embark upon a Research Project, Duke of Edinburgh Award or Young Enterprise.

They may also choose to attend the after school Academic Lecture Series to enhance and develop their studies.

Co-curricular time may also be used for homework, music lessons and practising musical instruments.

INTERNATIONAL OPPORTUNITIES

Nexus offers a number of unique international opportunities for students who are part of the Gifted Programme. These visits take the form of academic exchanges, international competitions and conferences and youth forums. We are committed to helping our students take their place on the global stage.



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,
AND IN OTHER COUNTRIES.

WHEN STUDENTS LEAVE OUR 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.

THE ADVANTAGE OF AN 11-19 ACADEMY

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. The VI Form Academy is often referred to as the “The Jewel in the crown of Camborne Science & International Academy” because it is a vibrant, high quality, academic institution which achieves excellent results for students. Since 2015, the VI Form Academy has celebrated fantastic results with a 100% pass rate across a range of 27 A-Level subjects.

With the excellent pastoral support available, every single VI Former who applied to attend University over the last few years has secured a place and we wish them every success in their future. The grades students achieved in A level and Level 3 qualifications placed The VI Form Academy at the very top of the county league tables in 2019 compared to other state providers and colleges, and progress made by the students is consistently in the top 10% of the country.

Our VI Form is not only a very popular choice for our Year 11 students, but also with those from further afield. Welcoming students from the west of Cornwall and beyond, 25% of applications are by students from other 11-16 schools who wish to pursue an academic pathway in a supportive and thriving environment.

TOP
STATE-FUNDED SCHOOL
IN CORNWALL FOR
A-LEVEL
AVERAGE GRADE



DIST+ HIGHEST AVERAGE GRADE IN CORNWALL

STUDENT LIFE AT THE VI FORM ACADEMY

The VI Form Academy is a vibrant learning environment which is intended to support students as they develop their confidence, enhance their academic skills and understanding, and become increasingly independent.

The dedicated VI Form Centre has been designed to support students as they work, rest and play bridging the gap between school and university.

The large Common Room is furnished with soft seating and is awash with conversation during breaks, lunchtimes, and after school as students catch-up throughout the day.

The Independent Study computer suite is well used by students as they take more and more responsibility for their own learning as they move from Year 12 through to Year 13.

The VI Form Centre is also lucky enough to have a fully staffed Study Support room to help students as they develop their learning skills, complete coursework or homework, and plan their pathway to higher education, apprenticeships or employment.

The VI Form has a coffee shop serving breakfast, lunch, snacks and drinks throughout the day. Students are often found taking full advantage of the café culture environment talking about their subjects over a cup of hot chocolate, tea or a coffee.

On sunny days, the outside areas becomes the hub of student social time either on one of the park benches or using the picnic blankets.

The VI Form encourages student voice and has an active Student Leadership Team incorporating a Student Director, a Head Boy and Head Girl, and the Committee.

The Induction Day on the first day of the academic year sets the tone for the next two years. Students work together, guided by tutors and the pastoral team, to problem solve and meet a variety of challenges whilst having a bit of fun thrown into the mix.



SCHOLARSHIPS

The VI Form Academy is very proud to be able to provide students with opportunities beyond the traditional classroom. Students are encouraged to enrich themselves in anticipation of securing a place at university, an apprenticeship, or employment.

The VI Form Academy is dedicated to supporting students to become independent and arranges a variety of opportunities to support this aim. Over the past five years, VI Formers have used the VI Form Scholarship to participate in international conservation and aid in Ghana and Argentina; join residential exam preparation courses to Villiers Park; experience uni life in Oxford; learn to drive, scuba dive, fly, parachute, teach snowboarding; and get work experience in Morocco, Tanzania, Canada, Spain and Dominican Republic.

The VI Form Academy recognises the value of independence in raising aspirations and outcomes for students and has a limited number of Scholarships available to support students with ambitious enrichment and academic plans. Students can apply for financial support to allow an exceptional challenge to take place.

There are limited awards available so the expectation is that applications will need to be to a very high standard. Applications for Scholarships take place in the first term of each academic year.

For more information visit:
theviformacademy.co.uk/scholarships

NATHAN B YR13 STUDENT



My scholarship supported the purchase of the "Human-Human-Interface" Kit, provided by BackyardBrains. The kit is great! It has brought to life the academic literature from my Psychology and Computer Science courses, and my wider reading. Experimenting with the device, trying to move different fingers or just the wrist, has taught me so much about the way nerves control human movement. I'm wishing to study Neuroscience at university.

ORLAH A ALUMNI



My scholarship allowed me to travel to Bali, Indonesia where I volunteered in a special needs school. Over the three weeks, I taught lessons, helped the children with crafts and participation in sports. The trip enabled me to experience the Balinese culture as the volunteers were catered for by a local family. Not only did the scholarship inspire me to continue to work with underprivileged children, both the application process and the placement allowed me to develop valuable life skills. It was such a wonderful opportunity!

HARRY J YR12 STUDENT



My scholarship was to go to Clape, Spain, for over three weeks in the winter, training and living with professional cyclists, allowing me to get a massive amount of training in. My tutors have also maximised my timetable to help me to get the most out of my studies, and still have the time needed to maintain National/International level racing. Mixing BTEC and A Level allows me to have the best opportunity for University. The VI Form Academy are 100% supportive of time off for racing and training when needed.



CORNWALL SCHOOL OF MATHEMATICS AND SCIENCE

FUTUROS PRINCIPES EXCOLIMUS

Cornwall School of Maths and Science (CSMS) is our specialist provision for students who are very able at Maths and Sciences, and who are choosing STEM A Levels and a STEM course at university.

In addition to the excellent provision you will receive at The VI Form Academy, CSMS gives you the opportunity to further extend your learning experience, providing you with skills and opportunities that other sixth forms and colleges cannot offer.

Students who join CSMS will opt to study a minimum of two of Maths, Further Maths, Computer Science, or the Sciences alongside the Extended Project Qualification at CSMS but also have the flexibility to combine this with the many other subjects at The VI Form Academy.

TO JOIN CSMS

Students must achieve a minimum of Grade 8 in their chosen A Level subjects as well as an additional four GCSEs at Grade 6 or above.



**EXCELLENCE
IN MATHS &
SCIENCE**

Top state-funded
**POST-16
STEM**
provider in Cornwall

**OXBRIDGE
PATHWAY**
average grade of
A+ (52.5)

IN TOP 10%
of all UK schools for
**A-LEVEL
performance**

ENRICHMENT PROGRAMME

Cornwall School of Mathematics and Science provides excellent specialist teaching and enrichment for the most ambitious A Level students in Cornwall, preparing them for the most competitive courses at the best universities in the UK.

Alongside lessons there is a rich co-curricular programme of lectures, seminars, workshops, additional tutoring and individualised support.

ACADEMIC LECTURES

Visiting academics from universities around the country come to CSMS to provide an ongoing programme of lectures and seminars showcasing their current research, as well as stretching and challenging CSMS students to think way beyond the curriculum. These experiences inspire and prepare our students for life at university.

STEP MATHS WORKSHOPS

We offer students the chance to take part in advanced mathematics sessions, targeted at preparing students for Oxford and Cambridge mathematics entrance exams. These are open to all CSMS students who have an interest in developing their mathematical knowledge and problem solving abilities beyond the Further Maths curriculum.

RESEARCH PLACEMENTS, SUMMER SCHOOLS & OPPORTUNITIES

There are many opportunities for students in Year 12 to get real-life experiences of their studies. At CSMS, we support our students to take up these opportunities when they are available. Previous CSMS students have: applied successfully for The VI Form Academy Scholarships to travel to Africa for a veterinary experience programme; won the Kelvin Science Prize for an essay on the cosmological constant; and visited Bristol University to use advanced scientific equipment such as an NMR machine to support their own research.

CSMS PATHWAYS



STEM PATHWAY

All students at CSMS are part of the STEM Pathway.

Lessons at CSMS are taught by specialist teachers who are experts in their fields. You are taught with other very able students and, as a result, the repetition of basic skills is compacted so that more time can be spent learning the higher level concepts and practising the skills needed to achieve top A and A* grades.

THE STEM PATHWAY PROVIDES:

- Outstanding teaching aimed at the most able
- An incredible international programme
- An opportunity to carry out independent academic research
- Tailored support and guidance when applying to top universities

OXBRIDGE PATHWAY

Oxford and Cambridge universities have the most competitive courses in the UK.

Over 30,000 students apply for around 7,000 places at these institutions every year. As a result, there is an additional application process for students who wish to join the Oxbridge Pathway at CSMS. Applicants for the Oxbridge Pathway will be invited to attend an interview at CSMS.

STUDENTS ON THE OXBRIDGE PATHWAY RECEIVE:

- An intensive package of support
- Specialist mentoring
- Interview preparation
- Tutorials for the entrance assessments
- Opportunities to visit both universities in Year 12

MEDICAL PATHWAY

Medicine and Dentistry are very competitive with on average 3 applicants for every place.

Future medics will find all the help and guidance they need in the Medical Pathway, with regular workshops carefully tailored to provide the knowledge and skills needed to prepare for the competitive application process.

MEDICAL WORKSHOPS FOCUS ON:

- Finding and securing outstanding work experience placements
- Exploring the role of medical ethics in modern medicine
- Developing interview technique
- Preparing for UCAT/BMAT entrance exams

VETERINARY PATHWAY

We ensure that future vets are fully supported while working to achieve their ambitions.

Students on the Veterinary Pathway attend regular workshops with experienced staff who can provide invaluable advice and guidance on the competitive application process.

VETERINARY WORKSHOPS FOCUS ON:

- Finding and securing outstanding work experience placements
- Exploring the role of veterinary ethics in animal care
- Developing interview technique
- Personal statement writing support



“ OUTSTANDING TEACHING,
OUTSTANDING LEARNERS

WHAT WE CAN 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. 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 attainment
- 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, A Levels, BTEC and OCR Nationals.
- A careers education that meets the Gatsby benchmarks, work-related and enterprise programme and one week of work experience in Year 10. The full CEIAG policy is available to interested parents. We have achieved Stage 1 of the Investors in Careers Award.

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

8.30 - 8.55	Tutorial
8.55 - 10.10	Period 1
10.10 - 10.15	Transition
10.15 - 11.30	Period 2
11.30 - 11.50	Break
11.50 - 13.05	Period 3
13.05 - 13.35	Lunch
13.35 - 14.45	Period 4

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.

Lessons at CSIA last for 70-75 minutes and there are four lessons per day; they support high quality teaching and learning opportunities. 70-75 minutes 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.

“

OUR CURRICULUM HAS BEEN DESIGNED TO GIVE EVERY STUDENT THE OPPORTUNITY TO DEVELOP TO THEIR FULL POTENTIAL, BOTH ACADEMICALLY AND SOCIALLY.

”



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 attainment 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 attainment and progress, Camborne Science & International Academy has:

- One of the most comprehensive and effective student progress management and monitoring / assessing 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
- How to revise evenings for parents and carers, and students

OUTDOOR EDUCATION

CSIA Outdoor Education gives students the opportunity to develop and challenge themselves outside the classroom. The Duke of Edinburgh's Award and Ten Tors Challenge are the most popular programmes on offer with around 200 students participating in 2020/21

THE GOLD DOFE AWARD

This voluntary, non-competitive programme of extra-curricular activities is designed to support the personal and social development of young people. CSIA offers all 3 levels of the award (Bronze, Silver and Gold), all of which require substantial commitment and are highly regarded by employers and higher education. In 2020/21, over 100 students took part in the Bronze award, with over 150 awards being completed across the 3 levels.



TEN TORS

The annual Ten Tors Challenge is widely regarded as one of the most challenging events uniquely intended for young people, attracting teams from all over the country. For many participants, the event stands out as a highlight of their teenage years, and for some, will be a life-changing experience. CSIA students have the opportunity to join the 35, 45, or 55 mile teams on hikes covering that distance in 2 days over the rough terrain of the Dartmoor National Park.

The teams of 6 must be self-sufficient, carrying all they need to camp out on the moor and safely complete their route before the 5pm deadline. Weather conditions can be testing and success or failure will depend on how the team has applied themselves during the training events.

In 2018/19, CSIA teams completed the 35 and 55 mile events with both teams crossing the line, before the 5pm cut-off time.



100+
STUDENTS
ENROLLED IN
BRONZE DofE

**OVER
250
AWARDS**
ACHIEVED SINCE 2019

**200
STUDENTS**
CURRENTLY
TAKING PART

SPORTING OPPORTUNITIES



“Sport teaches students many skills that are useful in life: discipline, working together, celebrating your own success and other people’s success, and ambition to improve. There is the fun factor, too, and the humour that drives team sport. You learn how to fit in. These are skills that are invaluable in life.” *Michael Vaughn OBE, English Cricketer.*

We have a long history of sporting excellence and want all students to enjoy Physical Education. We encourage participation in a vast variety of traditional and alternative sports within the curriculum and after school clubs. Individuals and teams from the academy enjoy success at local, regional and national level.

We have excellent facilities from: a purpose-built Health & Fitness Suite, to a state-of-the-art Dance Studio, rugby and football pitches along with a MUGA, netball courts, tennis courts and a Sports Hall.

We are 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 that you can participate in include:

- | | |
|-----------------------------|--------------------------|
| • Aerobics | • Hockey |
| • Athletics | • Leadership |
| • Badminton | • Netball |
| • Basketball | • Orienteering |
| • Cricket (Boys and Girls) | • Rounders |
| • Climbing | • Rugby (Boys and Girls) |
| • Dance | • Surfing |
| • Equestrian | • Tennis |
| • Fitness Suite | • Wheelchair Basketball |
| • Football (Boys and Girls) | • Zumba |



HARRY J, SOUTH WEST JUNIOR CYCLING CHAMPION 2021

CHARACTER EDUCATION

Character Education at Camborne Science & International Academy is about who we are and what we do. It is our firm belief that this set of character values form the core of being someone who is a success in all areas of their life and brings positivity to the lives of others. We use these character values as part of our daily language and behaviour. Our praise point system encourages their use throughout the school community. Students are actively encouraged through the Extraordinary Me programme to build their character through a variety of experiences, skills and qualities, and in their study towards their qualifications.

Our values underpin our approach to an excellent educational experience for our students. Every decision we take, from appointing staff, to creating policies and supporting student pathways, is made using these values. The experiences that students have on their Learning Journeys are centred around building character. We encourage all of our students, and their families, to work within these values.

HOW CHARACTER EDUCATION IS 'EXPERIENCED'

It is in what we do, who we are and who we would like to be. There is no set structure to Character Education as it permeates the ethos of the school. It is supported by the following areas:

- Learning Journey
- Learning to be Extraordinary
- Extraordinary Me
- Student Leadership opportunities
- In every lesson
- In our communal spaces
- Co-curricular programme
- Tutorials and assemblies
- Preparation for Life
- Kindness projects
- Tutor reading programme
- International programme



CHARACTER VALUES



AMBITION

I am determined to succeed and be the best that I can be.



ALTRUISM

I am kind to others and kind to myself.



INTEGRITY

I am honest and will do the right thing, even when no one is looking.



RESILIENCE

I am positive, optimistic and never give up.



RESPECT

I am polite, thankful and kind to others. I listen to and encourage other's opinions. I have empathy for every person's life situation.

EXTRAORDINARY ME

Our motto as a school is 'Learning to be Extraordinary'. At Camborne Science & International Academy, we are proud of the extraordinary young people who venture onwards to university and employment. Our Extraordinary Me programme focuses on developing the well-rounded individual who has the skills and qualities, qualifications and experiences to be that extraordinary candidate for university and the workplace. Our students' learning journeys are important to us and Extraordinary Me allows for the development of character along that journey. See page 38.

EXTRAORDINARY QUALIFICATIONS

The qualifications strand of Extraordinary Me is not only constructed of their GCSE and A Level qualifications, but any qualifications students secure such as, first aid certificates. We want each student to celebrate who they are and what they are doing, becoming the candidate that stands head and shoulders above the rest, because they are extraordinary and they deserve the best in their futures.



EXTRAORDINARY ME AWARDS

Students continually reflect on their learning journeys and build their Record of Achievements throughout their time at Camborne Science and International Academy. From Year 6, students are offered the opportunity to pursue their Extraordinary Me Foundation Award, they can then build on this through to Year 11 where they can receive their Graduate Award before progressing onto the Honours programme at The VI Form Academy. Students can also achieve the CSIA Volunteering Awards as a recognition of their work within the school and wider community.



SKILLS & QUALITIES

Students focus on 8 skills and qualities in addition to our character values. They discuss how they would put those into practice as well as reflecting on where they have developed those both inside and outside of school. The skills and qualities are based on employability skills and those needed to be 'university ready'.



EXTRAORDINARY EXPERIENCES

We encourage all students to develop their skills and qualities through a diverse range of experiences – academically, socially and personally – outside of the usual classroom environment. We provide for our students' broader development, enabling them to develop and discover their interests and talents. Whatever the activity, students will be building their character including their resilience, confidence and independence.

Experiences for students include our fantastic international programme, faculty fieldtrips, aspirational work experience placements, university visits and our outstanding outdoor education provision. We also host regular 'Meet the Employer Experiences', where students can meet a number of employers from a focused field to have in-depth conversations about futures in that labour market.

At CSIA, we pride ourselves in offering opportunities for challenge, travel, developing character and broadening horizons in a way which sets us apart from other schools in the UK.

Our annual activities and enrichment week is designed to give our students the opportunity to try something new. It is a unique and positive time for all involved.

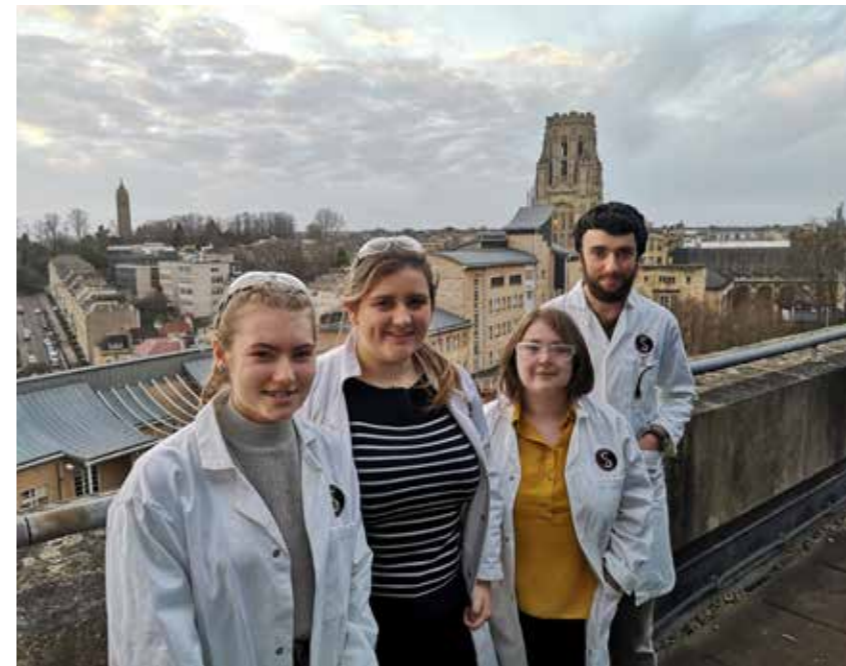
Students have access to a termly rolling programme of activities, before school, at lunchtime and after-school.

These include a variety of clubs / activities:

Societies: Art, Book Club, Camborne Chronicle (student E-News), Camborne Theatre Company, CCF (RAF) CSIA Squadron, Chess Club, Coding, Eco-committee, Entrepreneurship, History, Performing Arts, Music, Science Club, Outdoor Education, including The Duke of Edinburgh Award Scheme, Ten Tors Challenge and Orienteering.

Sports: Athletics, Basketball, Badminton, Bowls, Cricket, Climbing, Dance, Equestrian, Fitness Suite, Football, Hockey, Leadership, Netball, Rounders, Rugby, Softball, Surfing, Tennis, Table Tennis, Gymnastics and the Gifted and Talented Programme.

Trips: A range of destinations across Asia, North America and Australia (Science and Humanities), London (Media), Reward trips - Alton Towers, National Marine Aquarium, Tolcarne Beach, CERN, Switzerland. History trips - Battlefields of Northern France and Germany/Poland (Auschwitz). Language trips to Spain and France. Geography – Bay of Naples, Italy and Iceland. Field trips to Godrevy and Gwithian, Cardinham Woods and other local areas for urban studies. Ski Trip, Italy. University open days/university residential courses. Old Trafford. Olympic Park - Hockey



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 Physical Education, Food Technology, Science, Health & Social Studies and Preparation for Life in Personal, Social, Health Education (PSHE) and Citizenship.

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.

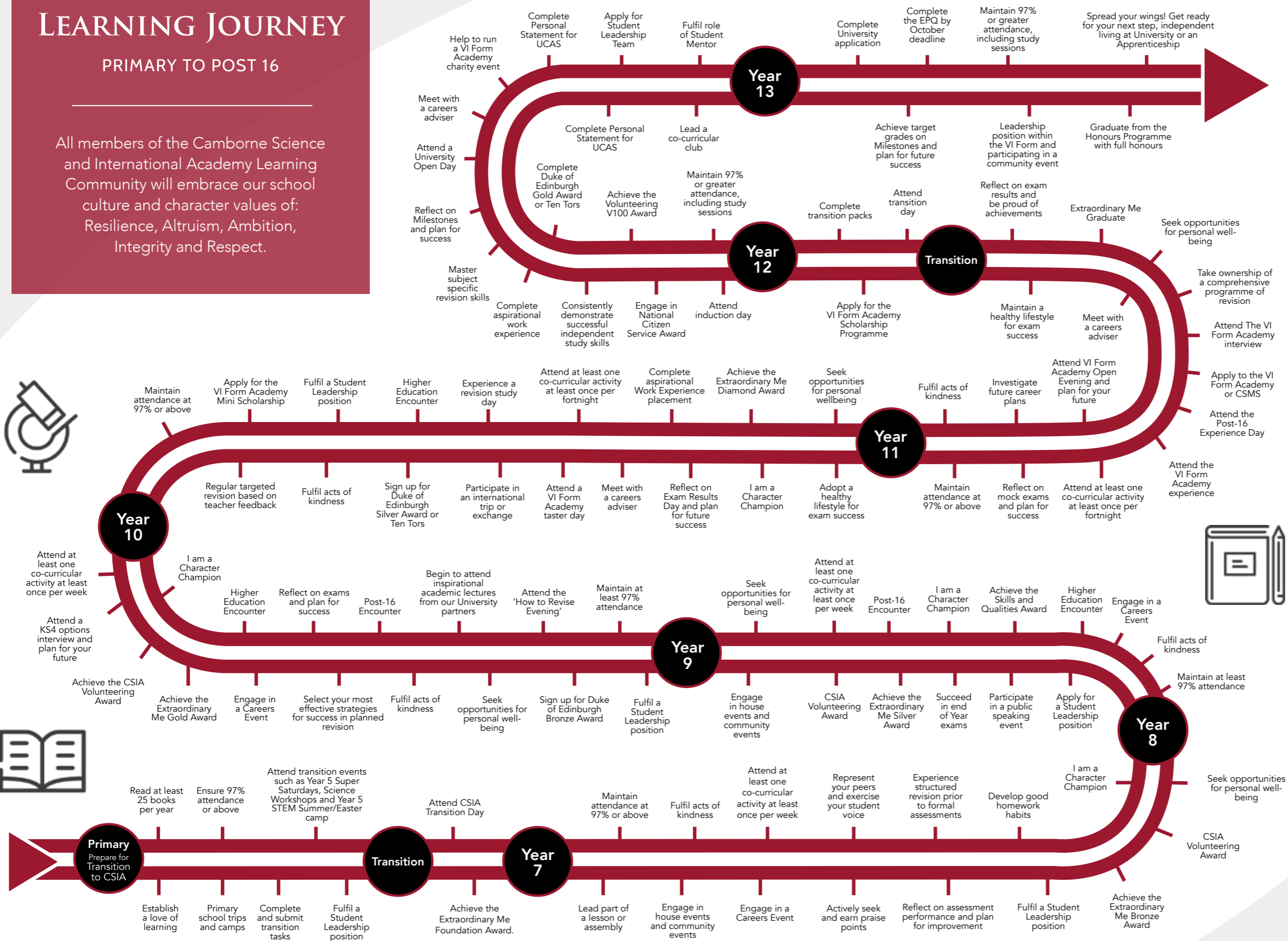
Our aim is to help students through these developmental years, as their bodies change physically and they seek independence and self-confidence.

We want to encourage family and community involvement in promoting health education and are only too pleased to talk about this topic. The Relationships and Sex Education policy is available to interested parents by visiting: www.cambornescience.co.uk/policies

THE CSIA LEARNING JOURNEY

PRIMARY TO POST 16

All members of the Camborne Science and International Academy Learning Community will embrace our school culture and character values of: Resilience, Altruism, Ambition, Integrity and Respect.



CHARACTER VALUES



AMBITION

I am determined to succeed and be the best that I can be.



ALTRUISM

I am kind to others and kind to myself.



INTEGRITY

I am honest and will do the right thing, even when no one is looking.



RESILIENCE

I am positive, optimistic and never give up.



RESPECT

I am polite, thankful and kind to others. I listen to and encourage other's opinions. I have empathy for every person's life situation.



CAMBORNE SCIENCE
& INTERNATIONAL ACADEMY

“

GOVERNORS AND LEADERS FULLY UNDERSTAND THEIR SAFEGUARDING RESPONSIBILITIES AND ENSURE THAT A CULTURE OF VIGILANCE UNDERPINS ALL ASPECTS OF THE SCHOOL'S WORK.

“

SENIOR LEADERS FOLLOW SAFEGUARDING PROCESSES METICULOUSLY AND KEEP DETAILED RECORDS, INCLUDING REFERRALS MADE TO THE LOCAL AUTHORITY. THIS IS INDICATIVE OF THE GOOD PRACTICE EVIDENT ACROSS THE SCHOOL.

OFSTED 2018

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.

ETHOS & VALUES



“

THIS IS A PROGRESSIVE AND HAPPY ACADEMY WITH A WELCOMING ETHOS.

A GOOD PLACE TO BE!

”

We are an extremely 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 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 have an extensive student reward and praise system in place.

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 Parliament. 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 and academia'. 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. See page 48.
- 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 and beyond.

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.



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 or a disability. Where the Principal or the appropriate governor has been informed by the LA that a student has special educational needs or a 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 (Special Educational Needs and Disability) Governor allocated.

The person responsible for the strategic overview and daily management of Special Educational Needs and Disability is Assistant Principal Ms Jo Greet (SENCO), who sits on the Senior Management team of the school.

ADMISSION & INCLUSION

All teachers in the school are teachers of children with special educational needs. As such, Camborne Science & 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 Education and Health Care Plans and those 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 & 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 would like to discuss their child attending RPE lessons or collective worship is very welcome to contact Mr Mark Fenlon (Vice Principal).

STUDENT PARLIAMENT

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.

The Student Parliament is created from representatives of all year groups.

The Student Parliament has a focus on the school’s Character Values, providing opportunities for students to develop their character, and monitoring that the school does all it can to support its students to be the best they can be.

Student Parliament activities have focused on the Environment (Eco Awards), Teaching and Learning, Student Leadership and acts of Kindness.

STUDENT LEADERSHIP

Student Leadership develops our Character Values of Integrity, Ambition, Respect, Altruism and Resilience. The Learning Journey for every year group encourages students to fulfil a leadership role and opportunities for leadership include: Head Boy and Head Girl, The VI Form Academy Committee, Prefects, House Captains, Student Parliament, Learning Ambassadors, Character Champions and Form Tutor roles.

ALL COMMITTEES LOOK TO MAKE AN IMPACT THROUGH THREE FOCI EACH TERM.

- Committees reflect and celebrate the current positive aspects of CSIA life within their area.
- Committees agree a termly focus for improvement.
- Committees to consider how they can action a change that will improve the health and well-being of all members of the CSIA community.

CSIA committees have a proven track record of making change for the better, always looking to make our incredible school, even better. The students within all committees are from all year groups - demonstrating how students at CSIA work alongside each other in a positive manner. Students within the committees regularly have opportunities to deliver presentations through assemblies, tutorial and Senior Leadership meetings.

ACADEMY PREFECTS



The Academy Prefects are Year 10 and 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 lunch time.
- To work in teams at lunch time to oversee the safety of the academy building in liaison with the Senior Leadership Team.
- From time to time, they also represent the academy on staff recruitment panels.
- To act as ambassadors on special evenings and events around the academy, such as parents evenings, celebration evenings and academy productions.

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

PASTORAL

The pastoral structure supports our students to fulfil both their academic and personal potential. Each year group is led by an Assistant Principal whose key priority is to monitor the learning and progress of every student in their year group. In addition, the Director of Year will lead on ensuring that every student is consistent with our traditional standards for uniform, behaviour, attendance and punctuality. Supporting both the Assistant Principal and the Director of Year, every year group has a non-teaching pastoral support. The tutorial programme, which includes Preparation for Life and Extraordinary Me, is structured on meeting the personal needs of students.



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, 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 leaders.

THE HOUSE EMBLEMS



MEET THE STUDENTS

Reflections on a Year at Camborne Science and International Academy:



CHARLIE L, GWINEAR



ISLA W, ST JOHNS



NIAMH F, CONNOR DOWNS



WILLIAM M, ST MERIADOC

I must admit I was feeling slightly nervous on my first day because I joined CSIA with only a handful of friends from my Primary school. However, as soon as I arrived I settled in really easily – making new friends within my tutor group who had similar interests.

I really enjoy all my subjects here at CSIA but I have particularly enjoyed DT lessons. I remember walking into the DT Atrium and feeling really excited about seeing all the different equipment available to students. I am looking forward to the coming years at CSIA – especially all the various trips that I can participate in to our international schools.

The first year at CSIA has gone so fast but I have managed to meet so many new friends. I have had so many experiences here, enjoying lessons such as History and PE. I particularly enjoyed Sports Day in the summer term, where all students competed in a variety of sports representing their Houses in activities ranging from Athletics to tug of war.

I am looking forward to continuing my studies at CSIA and can't wait to choose my options in Year 9. One of the options I will definitely choose is Photography at GCSE and then A-Level at the VI Form Academy.

I have really enjoyed my first year at CSIA – meeting new friends and making some great memories already. The site is big and there are so many areas for the different subjects – but older students help to escort you around for the first weeks so any worries of getting lost are soon forgotten.

I have really enjoyed subjects like Art and PE where I have been able to show my creative side but the highlight of my year was Activities Week. The week allowed all of the students to make even more friends as well as building positive relationships with all the different teachers outside the classroom. Finally, I am looking forward to enjoying even more trips at CSIA including the Year 8 Paris Trip.

Since joining CSIA in September, I have enjoyed the competitions throughout the year. Thankfully, I have experienced a number of successes so far including being treated to an afternoon tea alongside our tutor for winning the Tutor Cup and winning the recent House Football competition for the Aztec House.

I always love getting involved in as many opportunities as possible at CSIA, in particular the Sports on offer at CSIA. I have recently been invited to be part of the Gifted and Talented pathway within Sport and I am looking forward to the opportunities this will provide. I am also looking forward to representing CSIA in fixtures against other schools - hoping to compete for the various County Cups available across a range of sports.

WHAT CAN YOU 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-attendance jeopardises future opportunities. Progress whilst in attendance at the academy can lead to a sense of achievement and growing self confidence - persistent absence prevents students from fulfilling their potential.

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 an 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 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 minimum 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 regularly.

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 regular 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 badge
- White long sleeve or short sleeve shirt/blouse
- School 'clip on' tie
- Black 'v neck' jumper (optional)
- Black tailored trousers or CSIA skirt
- Black flat leather shoes low heeled, and sensible
- Black socks, black or neutral tights
- A full detailed uniform list is available on our website.

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 VI Form Academy 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 for in year admissions 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 Year 7.

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 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 & 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. The Pastoral Team, particularly for our main entry in Year 7, will liaise with the previous school to successfully allocate students to a tutor group.

We welcome many students joining from well 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 THE VI FORM ACADEMY

All applications will be considered. For a student to be offered a place on their chosen course their predicted GCSE grades must meet the course entry requirements, for full details visit: www.theviformacademy.co.uk/entry-requirements

Each year, The VI Form Academy welcomes a significant number of students from other schools or academies. Students joining The VI Form Academy from elsewhere quickly settle into our friendly and welcoming community life and have done very well on their chosen courses.

To apply for a place at The VI Form Academy complete the online application form, by visiting: theviformacademy.co.uk/applying-to-vi-form-academy and return to enquiries@theviformacademy. If you require a paper copy please email enquiries@theviformacademy.

MEET OUR ALUMNI



MOLLY C

Studying Dentistry,
Cardiff University

At CSMS, we are given the opportunity to extend our knowledge beyond the curriculum as well as working on our own research. The common rooms are accessed by both teachers and students which is really good to allow more informal conversation. The VI Form Academy and CSMS have helped prepare me for university.



ALFIE B

Studying Mathematics,
Durham University

I travelled to Thailand to present my research modelling the impact of climate change on glacial calving at the Asian Pacific Conference of Young Scientists, winning an award for most innovative research. After the success of this conference, I was also invited to present the research at a European Space Agency Conference, making me the first VI Former invited to this event in Europe.



MIA F

Studying Aerospace
Engineering, University
of Bath

CSMS and the VI Form Academy allowed me to gain the skills needed to study Aerospace Engineering at the University of Bath. I am now in my fourth year of study, out of five, and have been awarded a Woman in Technology scholarship with Schlumberger which has led to a year in industry learning the necessary skills to become a good engineer.



BETTY C

Studying Medicine,
King's College London

I studied Biology, Chemistry, Religion, Philosophy and Ethics and an EPQ. I was also given the opportunity to travel to three different continents and become involved in global research. CSIA and the VI Form Academy helped me in realising my dream of becoming a doctor. I'm now in my third year at King's College London, one of the top hospitals in the world.



TRISTAN S-D

Studying Mathematics,
University of St Andrews

I found moving from another school to the VI Form Academy a lovely experience and I always felt very welcome; I even had the opportunity to become Head Boy which shows just how open it is to new students. I felt like a part of the VI Form Academy and CSMS community since day one!



ELLA K

Studying Earth Sciences,
University of Oxford

Without the input from The VI Form Academy in terms of suggesting the summer schools that I attended (including one in Glasgow which was funded through the scholarship scheme), the lecture series with inspiring scientists, guidance with my personal statement, interview preparation, and crucially showing me that I was capable of achieving my goals, I doubt I would have received an offer from the University of Oxford.



STATE SECONDARY SCHOOL
YEARS 7 TO 11

Open event

THURSDAY 16 SEPTEMBER 2021

Look out for our Super Saturdays

CSIA.CO.UK/SUPERSATURDAYS

CSIA, Cranberry Road, Camborne TR14 7PP

CAMBORNESCIENCE.CO.UK

Facebook Instagram @cambornescienceacademy



AN ACADEMIC SIXTH FORM
A LEVEL AND LEVEL 3 SUBJECTS

Open event

WEDNESDAY 3 NOVEMBER 2021

Book a tour

Email:
viformenquiries@cambornescience.co.uk

The VI Form Academy, Cranberry Road, Camborne TR14 7PP

THEVIFORMACADEMY.CO.UK

Facebook Instagram @theviformacademy



CORNWALL SCHOOL OF
MATHEMATICS AND SCIENCE

EXCELLENCE IN SCIENCE AND MATHS
A LEVELS AND SPECIALIST PATHWAYS

Open Event

THURSDAY 18 NOVEMBER 2021

Taster Sessions

SATURDAY 5 FEBRUARY 2022

Look out for Virtual Outreach Sessions

CSMS, Nexus campus, Trevu Rd, Camborne TR14 7AD

CSMS.CO.UK

Facebook Instagram @cornwallschoolmathsandscience



N E X U S

HOME OF THE GIFTED PROGRAMME
YEARS 7 TO 11

Open event

TUESDAY 5 OCTOBER 2021

Primary masterclass

STEM
11 OCTOBER

LIBERAL ARTS
18 OCTOBER

Nexus, Nexus campus, Trevu Rd, Camborne TR14 7AD

NEXUSCSIA.CO.UK

Facebook Instagram @nexus.csia

HOW TO FIND US



MAIN SITE



CAMBORNE SCIENCE
& INTERNATIONAL ACADEMY



Cranberry Rd, Camborne, Cornwall, TR14 7PP



3MINS [0.8MILES]
A30 Camborne West Junction

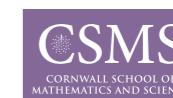


18MINS [0.7MILES]
Camborne Train Station

15MINS [0.9MILES]
Camborne Bus Station



NEXUS CAMPUS



Trevu Road, Camborne, Cornwall, TR14 7AD



4MINS [1.3MILES]
A30 Camborne West Junction



1MINS [100YDS]
Camborne Train Station

7MINS [0.3MILES]
Camborne Bus Station

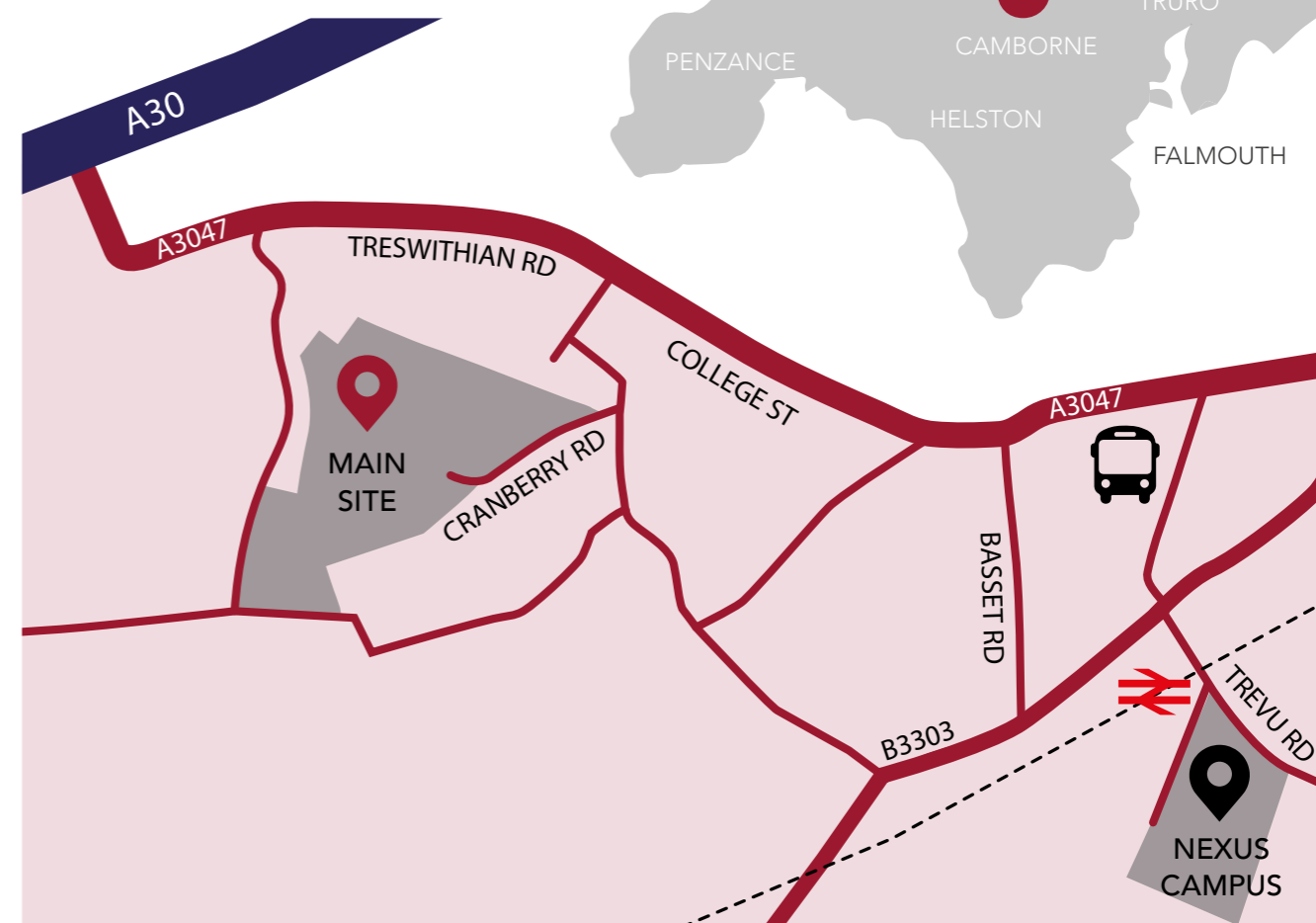
KEY



Train
Station



Bus
Station







**CAMBORNE SCIENCE AND
INTERNATIONAL ACADEMY**

Cranberry Road, Camborne,
Cornwall, TR14 7PP

01209 712280

enquiries@cambornescience.co.uk

cambornescience.co.uk

  @cambornescienceacademy



THE VI FORM ACADEMY

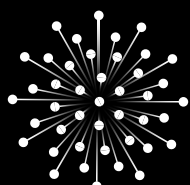
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NEXUS

NEXUS

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CSMS

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