



LONDON ACADEMY
OF EXCELLENCE
TOTTENHAM



STUDENT PROSPECTUS

2026-27



HEADTEACHER'S WELCOME

It is my pleasure to welcome you to the **London Academy of Excellence Tottenham**.

The mission of our school is a simple one - **to provide students with a first-class academic education in the heart of Tottenham**. Over the past nine years, I am proud that we have developed an ethos that focuses on outstanding academic achievement, but also prioritises the development of young people's skills and personal qualities, thereby supporting them to make a positive contribution to society. We place genuine value on the development of the whole student, pastorally and academically, and in this way our students can truly flourish.

Students at LAE Tottenham study a curriculum made up of four academic A-Level subjects, giving them the opportunity to aim for the very best destinations for university and employment.

The expertise we have developed and which we share through **Highgate School**, our education sponsor, aims to break down all barriers to top-class destinations, regardless of the background of our students, ensuring that students not only gain a place at a top university or degree apprenticeship, but feel that they belong when they arrive. I am proud that LAET alumni are excelling across some of the most competitive universities and employers and careers.

We are also extremely fortunate to receive significant support from **Tottenham Hotspur Football Club**, including a state-of-the-art school building adjacent to the Tottenham Hotspur stadium, the centre of regeneration in the North Tottenham area. Here, we have created an excellent learning environment, within which students create a culture of success.

I am extremely proud to be Headteacher at LAE Tottenham and I'd encourage you to come and meet our incredible students and staff.

MR JAN BALON

HEADTEACHER, THE LONDON ACADEMY OF EXCELLENCE **TOTTENHAM**

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OUR VALUES



WE BELIEVE IN

ACADEMIC RIGOUR

"The importance of intellectual challenge"

SOCIAL RESPONSIBILITY

"Acting for the benefit of others"

WE FOCUS ON

ASPIRATION

"Holding high ambitions"

ENDEAVOUR

"Working hard to achieve"

COMMUNITY

"Rooted in Tottenham"

REFLECTION

"Always seeking to improve"

WE CREATE

An environment which challenges comfort zones thereby developing confidence and resilience

Wide-ranging opportunities for creativity in and beyond the curriculum

A pastoral system in a small school setting in which everyone's individual qualities are celebrated

A culture in which working hard is the norm

A focus upon homework and independent study

An authentically professional working environment

A university driven curriculum containing demanding A level subjects

A culture which promotes learning as an intrinsic good

Partnerships with 9 leading independent schools to support the very best academic outcomes possible

A co-curriculum that reaches out beyond the school gates

Higher academic aspirations in the local community

An authentic student leadership programme

2026 DESTINATIONS



YING BO

A* A* A*

University of Cambridge
HSPS

Former School
Leytonstone School

RADIN

A* A* A*

University of Oxford
Biochemistry (Molecular and Cellular)

Former School
Eastern Mediterranean Doga College

BOSCO

A* A* A* A* & A IN EPQ

University of Oxford
Biological Sciences with Foundation

Former School
St Ignatius College

KAYA

A* A A

University of Oxford
History

Former School
Mulberry Academy Woodside

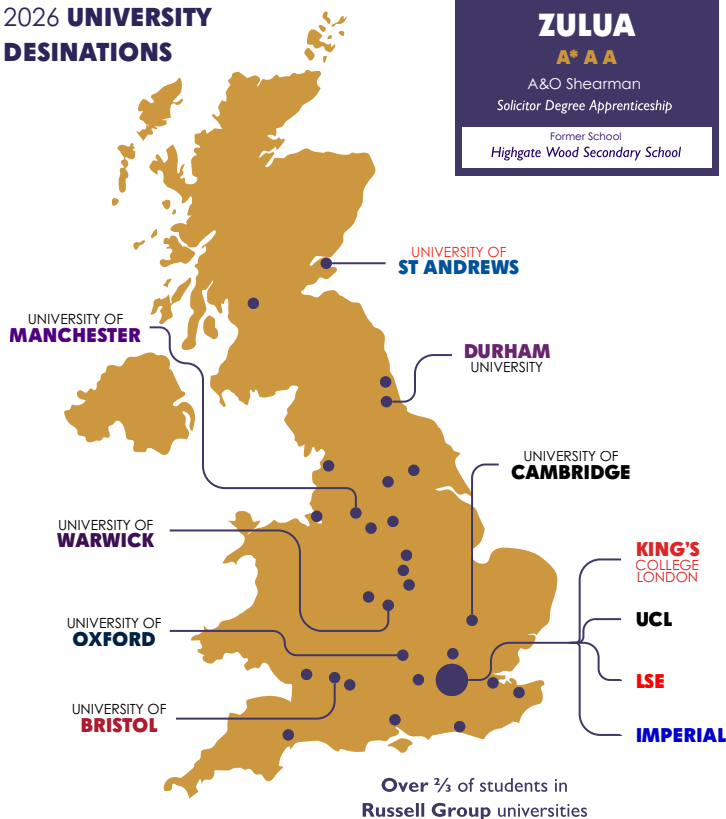
DEINIOL

A* A* A

King's College London
Extended Medical Degree Programme

Former School
Park View School

2026 UNIVERSITY DESTINATIONS



ZULUA

A* A A

A&O Shearman
Solicitor Degree Apprenticeship

Former School
Highgate Wood Secondary School

MARLI

A* A* A* A

Rokos Capital Management
IT Degree Apprenticeship

Former School
The City Academy

ZEYNEP

A* A* A A

Queen Mary University of London
Law

Former School
Harris Academy Tottenham

58% A*/A and 85% A*-B

Average grade: A

27 Oxbridge places secured

26 Medicine, Dentistry & Veterinary Science places secured

12 Degree Apprenticeships accepted, including the school's first-ever Solicitor and Teaching apprenticeships



LIFE AT LAE TOTTENHAM

LAE Tottenham provides a **supportive and stimulating learning environment** for academically aspirational young people. In order to best prepare students for top universities and employment, life at LAE Tottenham encompasses a variety of elements, both related to academics and personal development.

The key areas of life at LAE Tottenham are as follows:

- An **academically rigorous curriculum**, with the vast majority of students studying four academic A-Level courses in Year 12.
- **Weekly clubs and societies** and opportunities for sport and exercise as part of the formal curriculum.
- A focus on **social responsibility** through a robust personal development programme (designed with student input) and community projects.

In addition to this, all students benefit from a **full careers programme** and a **comprehensive programme of UCAS support**, including **Oxbridge preparation**, **Medics Society (Medsoc)**, and bespoke guidance on **degree apprenticeships**.



Pastorally, students are supported through **tutors and year teams**, which provides them with a clear point of contact for pastoral issues. All students also receive **regular 1:1s with a personal tutor** to help them navigate the LAET student journey. Students receive regular tutorials focused on preparation for higher education and employment, helping them to develop the personal skills necessary for success.

In addition to this, our **Learning Support team**, a **Mental Health Lead**, and **School Counsellors** are available to ensure that LAE Tottenham offers a supportive learning atmosphere where all students can thrive.

"LAET is genuinely my idea of an 'all-rounder' school. You don't only get to experience top-level academic support from teachers who clearly have a genuine passion for what they do, but you also have an undying sense of community that is rare in selective schools. One of my personal highlights is my journey in the role of student president, which has been so fun as well as a great learning experience. Additionally, my involvement in the music department has been so fulfilling. I have performed in the Birmingham Symphony Hall, and now, I am looking forward to performing at the Royal Albert Hall. You can only get this from LAET!"

Melba, Y13 Student

"At LAET, I've been pushed to reach my best academic potential, allowing me to thrive with the support of like-minded peers around me. I've had so many amazing opportunities, such as lab work experience, university visits, and publishing my own work. My favourite by far was our trip to Iceland after our end-of-year exams, but most importantly, it's the friendships I've made during my time here."

Eshaal, Y13 Student

"LAET has not just been a 'place' but a home! The opportunities and strong academic mindset among students push us to achieve our best and do the impossible. Students creating games, leading societies, and representing our identities with pride are only one side of the LAET story. Memories like the Iceland trip and my presidential run are experiences that I will miss the most. The school shaped me from an anti-social, quiet student in secondary school into a social fanatic. I can confidently tell anyone that I call fellow students my friends and LAET my home."

Sayed, Y13 Student

"LAET was not only the place for an academic challenge during my time there, but also a space for inclusivity, encouragement, and passion. I had the opportunity to both join and form my own student-led societies and events, with my favourite being our iconic annual Culture Day catwalk! It was such a privilege to be surrounded by a like-minded community of students, who not only celebrated each other's successes but continuously encouraged me to reach outside of my comfort zone."

Paris, LAET Alum (2026 Cohort)

"Choosing LAET was by far the best decision I ever made! LAET showed me that school could be both academically challenging and fun, with events such as culture day and house socials (shout out to Lea House). The opportunities there were endless, and the work ethic of both teachers and students created a positive environment where everyone was striving for excellence. In that school, you were challenged and had your limits pushed, shaping you to become the best you could be."

Yashwin, LAET Alum (2026 Cohort)





ARABIC

COURSE CONTENT

Students study a range of topics covering social and political change as well as artistic culture in the Arabic-speaking world. The four key themes are:

- **Changes in Arab Society**
 - The Arab family; media
- **Artistic culture in the Arab world**
 - Music; Arabesque and Arab art
- **Work and citizenship in the Arab world**
 - Life and work; responsibilities towards the environment
- **Political culture in the Arab world**
 - Arab identity; political conditions in the twenty-first century
- **Paper 1:** Translation into English, reading comprehension and writing (research question) in Arabic (2 hrs 30 mins)
- **Paper 2:** Translation into Arabic and written response to works (2 hrs 40 mins)
- **Paper 3:** Listening, reading and writing in Arabic (2 hrs 15 mins)

Students learn to discuss and debate pertinent questions linked to these topics, listen to and summarise others' views, read and show understanding of related texts, and translate short paragraphs both from and into Arabic. Grammar remains a key part of the course, building on GCSE knowledge.

Modern linguists also learn to critically analyse Arabic literature and film. During the two-year course, students study the film *Wajda* directed by Haifaa Al-Mansour and the literary work *Saeed Al Yarakat* by Amir Tag Elsir.

Students also conduct detailed research into an aspect of the Arabic-speaking world that interests them, forming the basis of their research question assessment.

HIGHER EDUCATION/CAREER PATHWAYS

Having an A-Level in modern foreign languages allows the possibility of studying abroad in the future, even if students do not pursue a foreign language at university.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Modern foreign languages can enhance any other course. Dual linguists have the option to study Arabic. The study of grammatical patterns and structures also tends to appeal to logical minds, so modern foreign languages can complement mathematics and the sciences as well as other arts subjects.

EXAM BOARD

- Edexcel

ENTRY CRITERIA

- 7 in Arabic



ART & DESIGN

WHY ART & DESIGN?

A-Level Art & Design offers students the freedom to develop an individual visual language in a rich and diverse two-year course.

Alongside creative making and thinking skills, students develop their ability to critically analyse and understand the world around them and can include personal, societal, environmental, political and historical contexts that impact designers, artists and their audiences.

We offer a vast range of facilities allowing students to immerse themselves in a broad range of media, including textiles, installation art, animation, use of a ceramics kiln, printmaking, photography, painting and Photoshop software.

HIGHER EDUCATION/CAREER PATHWAYS

Gaining an Art & Design A Level allows students to demonstrate invaluable interpersonal and analytical skills, therefore supporting applications to a diverse and far-reaching range of courses and careers.

For example, past LAET students studying Art have gone on to the following destinations and courses:

- Architecture at UCL, Bath, and Kingston
- Art & Design at Central St Martins, and Prince's Foundation School
- Animation at UAL, Middlesex
- Maths at City of London
- Politics at Warwick, Durham
- Medicine at King's College London
- Psychology at King's College London
- Bachelor of Arts and Science at the London Interdisciplinary School.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Art & Design combines well with any other A-Level.

EXAM BOARD

- Pearson Edexcel Level 3 Advanced GCE in Art & Design (Art, Craft and Design 9AD0)

ENTRY CRITERIA

- A GCSE in Art
 - Those who have not studied Art at GCSE will be considered if they provide an independent portfolio of their own artwork that reflects significant skills using a wide range of media: 2D and 3D; photography and film; evidence of trips to exhibitions; as well as a sound knowledge of historical/contemporary art. Candidates would need to present their portfolio at an interview and sit a formal drawing test. We encourage GCSE DT students to bring in their portfolio or images of their work at the interview.





BIOLOGY

WHY BIOLOGY?

GCSE science became compulsory to create a scientifically literate population, and does give you a broad, sweeping overview of the entire Biology field. However, by choosing to study Biology at A-Level, you step onto the path toward becoming an expert, which entails going back to fill in the intricate, fascinating details and discover the deeper truths that were simply too complex for GCSE.

Biology is famously the most content-rich and language-dense of all A-Levels, and variation itself is woven into the very fabric of life. In studying it you will not just master big, abstract concepts but also learn to apply those concepts to the complexity around you, finding the order in apparent disarray, spotting the elusive patterns in the data, and making the vital links that elude less flexible thinkers.

COURSE CONTENT

Biology classes at LAE Tottenham are taught by two teachers, simultaneously leading students on different but complementary journeys through the specification.

With one teacher, you will start at the molecular level, beginning with that most essential molecule of all - water - and working through increasing complexity until you master DNA. Starting from the personal to the population level, you will explore ecosystems, the flow of matter and energy, and ultimately cellular control and genetic engineering.

Meanwhile, your other teacher will be taking you from the shared unit of all life - the cell - via organs and organ systems into one of Biology's biggest ideas - homeostasis - stopping en route to look at disease.

HIGHER EDUCATION/CAREER PATHWAYS

Biology at A-Level prepares students to continue their journey down any of the myriad possible pathways into expertise that are available to the accomplished biologist, be that in genetic engineering, environmental sustainability, medicine, or any other of an ever-increasing choice of avenues into the science with the fastest-moving cutting edge of any discipline.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Chemistry and Mathematics

EXAM BOARD

- AQA

ENTRY CRITERIA

- Two 7s in Combined Sciences or 7 in Biology
- 7 in Maths
- 7 in either English Literature or English Language





CHEMISTRY

WHY CHEMISTRY?

Chemistry is fascinating and far-ranging. We know something about the chemistry of stars, and we know much about the chemistry of life. There are just over one hundred different elements, but their possible and actual combinations are so many as to seem infinite. Chemistry occupies a central position among the sciences. It has important interfaces with Mathematics and Physics, with Engineering, and with Biology and Medicine. The study of Chemistry, with its uniquely wide span within the scientific spectrum, is an excellent way to develop your intellect. You acquire not only a powerful battery of analytical skills for problem-solving, but also the ability to analyse critically and to ask the pertinent questions.

COURSE CONTENT

Year 12

- The physical chemistry teacher looks at atomic structure and the Periodic Table with emphasis on Groups 2 and 7. This side finishes with thermochemistry, reaction rates, and equilibria.
- The organic side begins with chemical formulae and mole calculations, then progresses to the reactions of hydrocarbons, alcohols and their derivatives, infrared, and mass spectrometry.

Year 13

- **Physical chemistry** continues with a more in-depth study of physical and inorganic chemistry, focusing on reaction rates, equilibria, acids/bases/buffers, entropy, lattice energy, transition metals, and electrochemistry.
- **Organic chemistry** continues with reactions of aromatics, carbonyl compounds, carboxylic acids and their derivatives, nitrogen compounds, polymers, and nuclear magnetic resonance spectroscopy.

The course assessment requires you to take three

written papers completed at the end of Year 13.

Papers 1 (Periodic Table, Elements and Physical Chemistry) and 2 (Synthesis and Analytical Techniques) include a number of multiple-choice questions, followed by structured and extended response questions. Both papers cover theory and practical skills.

Paper 3 (Unified Chemistry) covers the entirety of the course and only contains structured and extended response questions.

Laboratory work is a central part of Chemistry and essential to gaining an A-level qualification. The practicals occur at various points over the two years and are a variety of experiments which assess your performance in the lab.

HIGHER EDUCATION/CAREER PATHWAYS

If you are looking ahead to higher education, then A-Level Chemistry is essential if you are considering studying medicine, dentistry or veterinary science. It is also recommended if you are thinking of studying engineering or environmental sciences.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Biology, Physics and Mathematics

EXAM BOARD

- OCR A H432

ENTRY CRITERIA

- Two 7s in Combined Sciences or 7 in Chemistry
- 7 in Mathematics



COMPUTER SCIENCE

WHY COMPUTER SCIENCE?

A level Computer Science is a practical and rigorous course where you apply academic principles, learnt in the classroom, to real-world systems. It is a creative subject that combines invention and excitement. Our qualification values computational thinking, helping you develop the skills to solve problems, design systems, and understand the powers and limits of human and machine intelligence. These concepts lie at the heart of this qualification and are the best preparation if you want to study computer science at a higher level. Yet A level Computer Science also provides a good grounding for other subjects that require computational thinking and analytical skills.

COURSE CONTENT

A-Level Computer Science consists of two exam papers, each 2 hours 30 minutes long and each worth **40%**:

- **Paper 1** tests more of the **theoretical aspects** of the course.
- **Paper 2** focuses more on testing your **ability to read and write algorithms**.

The remaining **20%** comes from your **coursework**:

- The coursework assesses your ability to take on a significant problem and produce a solution to it.
 - *Despite the large programming element, you will actually be marked on the documentation you produce. This typically consists of: an analysis, a solution design, annotated code of your finished project, proof of testing, and a final evaluation."*

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Mathematics and Languages

EXAM BOARD

- OCR

ENTRY CRITERIA

- **7 in Mathematics and 7 in Computer Science.**
- If Computer Science GCSE is unavailable, then an **8 in Mathematics is required.**
- To succeed you would need to already have a firm grasp of programming.

```
⇒ $role_details['id'],
⇒ $resource_details['id'],
source_details['id'], $role_details[
there is currently no need for it
$access;
'acl_rules', $details );
th the new access value
'acl_rules', array( 'access' ⇒ $ac
$key⇒$rule ) {
[''] = $rule['role_id'] && $details
else ) {
rules[ $key ] );
$this->rules[ $key ]['access'] = $access;
```



DRAMA

WHY DRAMA?

Join a vibrant, creative community where you will unlock your potential and build the confidence, leadership, and critical thinking skills needed to excel far beyond school. You will learn to express your ideas with impact, master time management, and thrive under pressure.

Students benefit from exciting collaborative partnerships with English Literature students, partner schools including Highgate, and local cultural hubs such as the Bernie Grant Arts Centre.

Learning reaches well beyond the classroom through inspiring drama workshops, course-specific theatre trips, and high-profile performance opportunities, including the chance to showcase original work at world-class events like the Edinburgh Fringe Festival.

COURSE CONTENT

We study plays from the point of view of director, designer, writer, performer and critic. Students will acquire the knowledge and understanding of the language of drama and theatre, as well as developing performance and analytical skills.

Component 1: Devising (40% of qualification, 80 marks)

Students devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. This internally assessed (externally moderated) unit has two parts: a portfolio of 2,500 – 3,000 words and a performance or design realisation.

Component 2: Text in Performance (20% of qualification, 60 marks)

Students participate in both a group performance of one key extract from a performance text and a monologue or duologue of an extract from another performance text.

Component 3: Theatre Makers in Practice (40% of the qualification, 80 marks)

This two-and-a-half-hour written examination is divided into:

- **Section A: Live Theatre Evaluation** - Students answer one extended response question, from a choice of two, analysing and evaluating a live theatre performance seen.
- **Section B: Page to Stage: Realising a Performance Text** - Students answer two extended-response questions on an unseen extract from a studied text, explaining how to perform and stage it from both a performer's and a designer's perspective.
- **Section C: Interpreting a Performance Text** - Students answer one extended response question from a choice of two on an unseen section of their chosen performance text. They must explain how their chosen practitioner influenced the overall production concept and demonstrate awareness of the text's original performance conditions.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- As a hands-on, practical subject, Drama & Theatre Studies complements any combination. It pairs naturally with English Literature, Art, and Music, while offering a fresh, creative perspective for Humanities, Sciences, and Mathematics.

EXAM BOARD

- Edexcel - though this is subject to change

ENTRY CRITERIA

- 7 in GCSE English. There is no need to have studied GCSE Drama but a commitment to drama - school productions, for example - is advised.



ECONOMICS

WHY ECONOMICS?

Why did the global economy enter recession in 2008 and have we learned how to prevent this from happening again? What level of inequality should be tolerated in society? Is taxation really the best way to prevent smoking?

Economics is a wide ranging discipline that attempts to provide answers to a broad range of issues such as these that affect our everyday society. Technically rigorous and conceptually unique, Economics will train you to be a critical and analytical thinker.

COURSE CONTENT

We currently follow the Edexcel Economics 'A' syllabus, which is split into the following four 'themes':

Theme 1: *Introduction to markets and market failure.*

How the market works and why some markets may not always work perfectly?

Theme 2: *The UK economy – performance and policies.*

We explore key macroeconomic indicators such as economic growth, inflation and unemployment, and learn how taxes, spending and interest rates can be used to manipulate these.

Theme 3: *Business behaviour and the labour market.*

This theme provides the tools for examining costs, revenues and profits and explores how the behaviour of a firm is affected by the amount of competition in a market (determined by the number of firms and their degree of market power).

Theme 4: *A global perspective.*

This theme explores how economies interact with each other, bringing an international dimension to economics. It includes an in-depth study of trade, protectionism and

exchange rates. We also study Development Economics.

As this is a linear A Level course, all assessment will take place at the end of the two years.

An aptitude for Mathematics is desirable. You never have to deal with complicated formulae at A-Level, but you must have the ability to think logically and in the abstract. Most economic diagrams involve modelling relationships between variables on a set of axes, so a good conceptual understanding for diagramming relationships between variables is needed. In the words of John Maynard Keynes: "Economics is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions". In essence, good economists must be able to think logically, express themselves clearly and have an interest in global issues. The individual who possesses these skills is likely to enjoy the subject because it is logical and it will allow you to understand the forces that are shaping the global economy.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Mathematics, Further Mathematics, Politics, Geography or History. Note that Mathematics A-Level is a requirement to study Economics at university.

EXAM BOARD

- Edexcel - Economics A

ENTRY CRITERIA

- 7 in Mathematics
- 7 in English Literature or English Language



ENGLISH LITERATURE

WHY ENGLISH LITERATURE?

In English Literature, students study an exciting range of set texts, from *Small Island* by Andrea Levy and *The Reluctant Fundamentalist* by Mohsin Hamid to *Paradise Lost* by John Milton and Shakespeare's *Hamlet*.

English Literature A-level brings together elements of Politics, Philosophy, Art, Anthropology, History and the History of Science, making it an excellent choice for any culturally engaged student seeking breadth and depth.

There is significant student choice within the Coursework Component, including opportunities for creative writing. We currently study *A Streetcar Named Desire* by Tennessee Williams alongside a novel and a poetry collection selected by teachers.

Students develop their reading skills and become highly capable writers and thinkers who can set up a provocative thesis, argue, compare and evaluate.

COURSE CONTENT

Year 12 begins with the *Migrant Fiction* unit, co-taught by both teachers. Students compare two novels (currently *Small Island* and *The Reluctant Fundamentalist*) and examine how migration has shaped British and American societies over the last two centuries.

From February onward, students study *Shakespeare* with one teacher (currently *Hamlet*) and coursework texts with the other. The OCR syllabus treats Shakespeare as living drama, so we visit the theatre regularly. Over the summer, students plan their extended coursework comparing a modern novel and a drama.

In **Year 13**, students move to **two pre-1900 texts**, currently Books 9 and 10 of Milton's *Paradise Lost* and

Webster's *The Duchess of Malfi*. After the mock examinations, they consolidate knowledge of text, context and interpretations, and refine their written responses for public examinations.

The English Department runs extension sessions where students read and discuss literature beyond the syllabus. London's literary landscape offers opportunities to watch plays and visit significant locations. Professors and acclaimed writers deliver lectures, and staff and students organise an Arts Festival each year.

All students are encouraged to enter essay prizes and competitions, including the English and Media Centre Magazine Close Reading Competition.

HIGHER EDUCATION/CAREER PATHWAYS

English Literature is a traditional academic discipline, very highly regarded by employers and universities: those who study Undergraduate English go on to work in advertising, law, finance, television and radio, journalism, publishing and public relations - we don't all become English teachers!

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- History, Politics, Languages, Art, Psychology.
- An alternative way of thinking (and a way to develop writing skills) for Scientists and Mathematicians.

EXAM BOARD

- OCR

ENTRY CRITERIA

- 7 in English Literature or English Language



FRENCH

COURSE CONTENT

Students study a range of topics covering social and political change as well as artistic culture in the Francophone world. The four key themes are:

- **Aspects of French-speaking society:** *current trends*
 - The changing nature of family; the cyber-society; the place of voluntary work
- **Aspects of French-speaking society:** *current issues*
 - Positive features of a diverse society; life for the marginalised; how criminals are treated
- **Artistic culture in the French-speaking world**
 - Culture and heritage; contemporary francophone music; cinema
- **Aspects of political life in the French-speaking world**
 - Teenagers, the right to vote and political commitment; demonstrations and strikes; politics and immigration

Students learn to discuss and debate pertinent questions linked to these topics, to listen and summarise the views of others, to read and show understanding of related texts, and to translate short paragraphs both from and into French. Grammar remains a key part of the course, building on GCSE knowledge.

Modern linguists also learn to critically analyse French literature and film. In Year 12, students study *La Haine*, a film exploring life in the gritty Parisian suburbs. In Year 13, they study a literary work; recent examples include Camus's *L'Étranger* and Maupassant's *Boule de Suif*.

Students also conduct detailed research into an aspect

of the Francophone world that interests them, forming the basis of their speaking assessment.

HIGHER EDUCATION/CAREER PATHWAYS

Taking Languages to university level, either as single honours or dual honours together with another subject, opens up a host of career paths, including in International Business, Diplomacy, Media and Tourism sectors.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Modern foreign languages can enhance any other course. The study of grammatical patterns and structures also tends to appeal to logical minds, so modern foreign languages can complement mathematics and the sciences as well as other arts subjects.

EXAM BOARD

- AQA

ENTRY CRITERIA

- 7 in French





GEOGRAPHY

WHY GEOGRAPHY?

Geography explores how human societies interact across space and time, as well as how they connect with their environments across various scales. Studying the world through a geographical lens encourages students to question assumptions, evaluate evidence, and engage with diverse stakeholder perspectives.

A-Level Geography is ideal for curious minds with a strong interest in people, places, and environmental issues. The course fosters practical fieldwork skills, independent research capabilities, articulate writing, and a synoptic understanding of complex global systems. Students will build a deep, nuanced understanding of current affairs at local, national, and global levels.

COURSE CONTENT

A-Level Geography places a strong emphasis on transferable analytical skills - such as statistical and geospatial analysis - that are in high demand by employers. Content is structured around a series of enquiry questions and studied at a variety of scales from local to global.

Students sit **three written exam papers** (80%):

Paper 1 Physical Systems: Students will develop an understanding and appreciation of Landscape Systems, contextualised through coastal landscapes and Earth's Life Support Systems, which investigates the water and carbon cycles vital to our planet.

Paper 2 Human Interactions: Students will examine Global Connections, focusing on systems of migration and the governance of sovereignty (power & borders) on a global scale, and gain insight into the nature of Places and the fluidity of their meanings and representations through

Changing Spaces Making Places.

Paper 3 Geographical Debates: Students will explore in depth two challenging, dynamic and fascinating issues of the 21st century: how to manage tectonic hazards and oceans. Assessing the implications on people and the environment will be at the heart of these contemporary debates.

The **Investigative Geography non-examined assessment** (20%) gives students the freedom to design and conduct an independent investigation on any topic within the specification. Centred on collecting and analysing original field data, the unit is assessed via a written report that is marked by teachers and moderated by the exam board.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

Geography sits at the intersection of the natural and social sciences. Highly valued by universities, it complements both arts and science disciplines. According to the Royal Geographical Society, Geography acts as a facilitating subject—one frequently required or preferred for degree programs ranging from business, law, and engineering to physical and social sciences. Furthermore, it has been recognised as the most effective A-Level subject for educating students on climate change.

EXAM BOARD

- OCR

ENTRY CRITERIA

- 7 in Geography
- 7 or above in Maths OR 7 or above in English Language/English Literature



HISTORY

COURSE CONTENT

Students focus chiefly on two examination papers, each worth 40% of the final A-Level grade: a **breadth study** covering a century of **modern British history** and a **depth study** of the **French Revolution**. The remaining 20% is an **independently researched coursework essay** of 4,500 words, begun towards the end of Year 12 and formally assessed in Year 13. For this, students choose from questions exploring civil rights and race relations in the USA between 1865 and 1974.

Students also have opportunities to engage with history beyond the curriculum through national essay competitions, collaborative events with partner schools, the Lessons from Auschwitz programme, an academic extension programme with public lectures in London and Cambridge, and an extended trip to Paris in the Summer Term of Year 12.

Breadth Study: 1G: *Challenge and Transformation, Britain 1851–1964:*

- Reform and challenge (1851–1886);
- challenges to the status quo (1886–1914);
- the Great War and its impact (1914–1939);
- transformation and change (1939–1964).

Students examine democracy and political organisations, ideas and ideologies, economic development, social policy, Britain's relationship with Ireland, and the role of key individuals and groups.

Depth Study: 2H: *France in Revolution, 1774–1815*

This study explores absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship, alongside questions of power, the Church, and the nature of revolution.

Year 12 covers the *end of absolutism* and the *French*

Revolution (1774–1795): origins, constitutional monarchy, and the emergence of the Terror.

Year 13 examines the rise of Napoleon (1795–1815): the Directory, Napoleon's consolidation of power, and his impact on France and Europe.

HIGHER EDUCATION/CAREER PATHWAYS

History is a traditional academic discipline, very highly regarded by employers and universities: those who study Undergraduate History go on to work in diverse fields such as academia, education, law, public service, publishing, archival work, and the heritage sector.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Economics, Politics, English Literature and Languages in particular. An alternative way of thinking (and a way to develop writing skills) for Scientists and Mathematicians.

EXAM BOARD

- AQA

ENTRY CRITERIA

- 7 or above in English Language, and if taken at GCSE, a 7 or above in History (as no prior knowledge of the A-Level content is required).





ITALIAN

COURSE CONTENT

Students study a range of topics covering social and political change as well as artistic culture in the Italian-speaking world. The four key themes are:

- **Aspects of Italian society**
 - The evolution of the Italian family; the Italian education system; the working world and youth unemployment
- **Aspects of Italian society: current issues**
 - Positive aspects of immigration and integration; the gap and the differences between the North and the South; organised crime
- **Artistic culture in Italian society**
 - Traditional and contemporary song writers/artists and the influence of foreign music; the media and the freedom of expression; Italian traditions and folklore
- **Aspects of contemporary Italian History**
 - Birth, rise and fall of Fascism; Mussolini and anti-Semitism; the resistance and liberation; the birth of the EU

Students learn to discuss and debate pertinent questions linked to these topics, listen to and summarise others' views, read and show understanding of related texts, and translate short paragraphs both from and into Italian. Grammar remains a key part of the course, building on GCSE knowledge.

Modern linguists also learn to critically analyse Italian literature and film. During the two-year course, students study the film *I cento passi* directed by Marco Tullio Giordana and the literary work *Io non ho paura* by Niccolò Ammaniti.

Students also conduct detailed research into an aspect of the Italian-speaking world that interests them, forming the basis of their speaking assessment.

HIGHER EDUCATION/CAREER PATHWAYS

Having an A-Level in modern foreign languages allows the possibility of studying abroad in the future, even if students do not pursue a foreign language at university.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Modern foreign languages can enhance any other course. The study of grammatical patterns and structures also tends to appeal to logical minds, so modern foreign languages can complement mathematics and the sciences as well as other arts subjects.

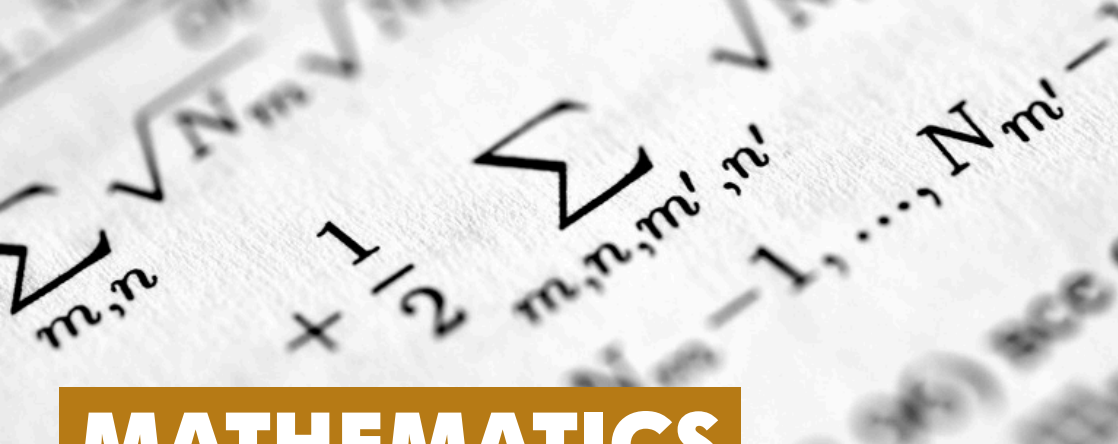
EXAM BOARD

- Edexcel

ENTRY CRITERIA

- 7 in Italian





MATHEMATICS

WHY MATHEMATICS?

Mathematics underpins an increasingly quantitative world, making it valuable across many academic disciplines and professions. It is also a fascinating subject in its own right, and simply enjoying the challenge of mathematical thinking is a perfectly valid reason to study it at A-Level. Problem solving sits at the centre of the course: students learn through exploration and investigation, using pen and paper as well as technology.

Our aim is to challenge, inspire and support students to enjoy mathematics while developing the independence and analytical skills needed for success at A-Level and in quantitative study at degree level.

COURSE CONTENT

All students study **compulsory pure** and **applied mathematics**, with applied content split evenly between **mechanics** and **statistics**. The overall balance between pure and applied work is 2:1. Mechanics teaches students to model motion and forces using Newtonian principles, while statistics develops the ability to analyse data, understand uncertainty and draw justified conclusions. All examinations are taken at the end of Year 13 across three papers - two in pure mathematics and one combining mechanics and statistics.

LAET also has a thriving mathematics enrichment community, with Maths Club, individual and team competitions, and opportunities offered through the UKMT, MEI/Integral and universities. We also provide thorough preparation for university mathematics admissions tests

HIGHER EDUCATION/CAREER PATHWAYS

Mathematics is a popular degree choice in its own right,

or in combination with related fields such as statistics and finance. It also provides a strong foundation for degrees in physics, engineering, economics, computing, data science, geography, psychology and the natural sciences. The problem-solving, modelling and statistical skills developed at A-Level are highly valued across quantitative and analytical careers. Students aiming for the most mathematically demanding university courses often consider Further Mathematics.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

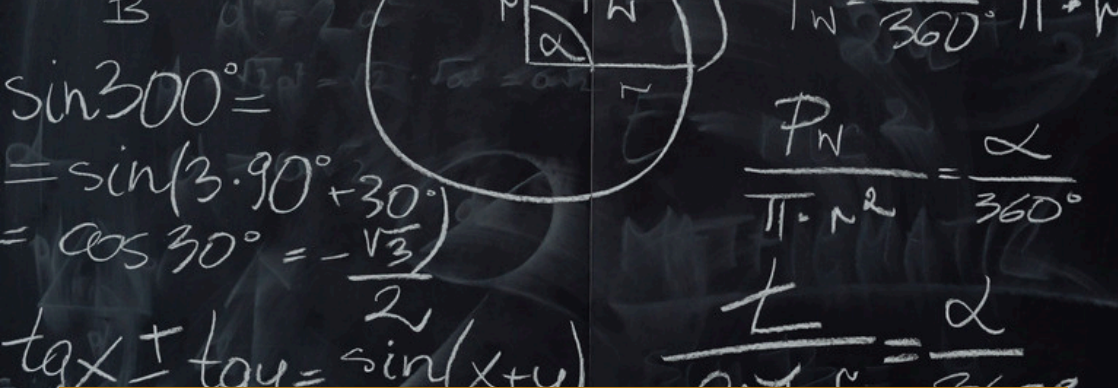
- A-Level Mathematics complements STEM subjects and social sciences. Pure mathematics and mechanics support subjects such as physics and the natural sciences, while statistics is widely used in economics, geography and the human sciences. The course also strengthens communication, reasoning and statistical literacy - skills that enhance study across many disciplines.

EXAM BOARD

- Pearson / Edexcel A-Level

ENTRY CRITERIA

- Grade 7 in GCSE Mathematics (with 8 or 9 preferred). A-Level Mathematics is a demanding course requiring commitment, enthusiasm and a strong grasp of higher-tier GCSE content. Students should check university requirements carefully; a strong grade in another subject is usually more advantageous than a lower grade in Mathematics.



FURTHER MATHEMATICS

WHY FURTHER MATHEMATICS?

Further Mathematics is for students who genuinely love maths. Because it must be taken alongside A-level Mathematics, students devote half of their Year 12 timetable to studying what Gauss called “the Queen of Sciences.” The subject develops highly transferable skills in logical thinking and clear expression, valued across all academic disciplines. It is challenging, and that challenge is a key reason why it is so respected and why students who complete it are proud of their achievement.

Problem solving sits at the centre of the course, with learning through exploration, investigation and technology. Our aim is to inspire, support and stretch students, building the independence and analytical skills needed for success at A level and in quantitative degree pathways.

COURSE CONTENT

The course has three strands:

Pure mathematics

Exploring new mathematical structures and ideas, including complex numbers, matrices, proof and deeper algebra and calculus.

Mechanics

Modelling motion and forces, from why you fall backwards on a moving Tube carriage to how eclipses can be predicted centuries in advance.

Statistics

Using probability and data to make justified inferences under uncertainty, with applications across the natural and human sciences.

Students sit examinations for both Mathematics and Further Mathematics at the end of Year 13. LAET also

has a thriving recreational maths community through Maths Club, the UKMT Senior Maths Challenge and team competitions.

HIGHER EDUCATION/CAREER PATHWAYS

Further Mathematics prepares students for degrees in Mathematics, Computer Science, Engineering, Physics and other quantitative sciences. It is also highly respected across non-STEM disciplines. Admissions tutors in subjects such as law and philosophy value the clarity of thought and reasoning developed through Further Mathematics.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Students often combine Further Mathematics with maths-intensive subjects such as Physics and Computer Science. The course deepens mathematical literacy and strengthens problem solving, modelling and analytical skills that support a wide range of university pathways.

EXAM BOARD

- Pearson / Edexcel A level

ENTRY CRITERIA

- Grade 8 in GCSE Mathematics. Students who enjoy mathematics and wish to devote a significant portion of their timetable to it will thrive. You do not need to be top of the class to succeed; interest and commitment matter more than perfect test scores.



MUSIC

WHY MUSIC?

A-Level Music develops performing, composing and analytical skills through a blend of practical and academic study. Students grow as confident performers, imaginative creators and thoughtful listeners. The course suits those who enjoy making music, exploring musical ideas and understanding how styles and traditions have evolved. The skills gained include motivation, teamwork, creativity, confidence, discipline and critical thinking.

COURSE CONTENT

The course is divided into three areas: Performance, Composition and Listening and Appraising.

Performing

Students practise with instrumental or vocal teachers and receive supervised practice time in school. Regular performance opportunities prepare them for a final recital at the end of Year 13. To achieve the highest marks, pupils aim to perform at ABRSM Grade 8 equivalent standard. Performances may be solo, ensemble or produced via music technology. LAET covers the cost of individual instrumental or vocal tuition for A-Level musicians.

Composition

Students begin with harmonic grounding and then explore a variety of compositional techniques. Each student composes two pieces: one responding to an externally set brief and one freely composed in any style. Briefs may include text, images or film. Compositions can be produced using notation software such as Sibelius or DAW such as Logic.

Listening, analysis and historical study

Students study the Western Classical Tradition from Baroque to Romantic, alongside contemporary styles

such as Pop and Jazz. They explore broad stylistic characteristics and analyse set works in depth. Assessment is through one exam featuring short listening questions and extended written analysis.

HIGHER EDUCATION/CAREER PATHWAYS

A-Level Music prepares students for university, conservatoire study and a wide range of careers. It supports progression into performance, composition, production, education and arts management, while also developing transferable skills valued across many disciplines.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Any course. Music complements both the arts and sciences.

EXAM BOARD

- AQA

ENTRY CRITERIA

- Grade 7 or above in GCSE Music. ABRSM Grade 6 standard on your first instrument, or equivalent for music production. Students below ABRSM Grade 5 theory equivalent receive a weekly booster session at LAET.

PHILOSOPHY & RELIGION

WHY PHILOSOPHY & RELIGION?

Philosophy and Religion engages with ultimate questions about what it is to be human and the nature of reality. It seeks to unpack these through analytic and coherent thought. It is supremely rational in its approach, encouraging you to structure answers through strong argumentation. Its ultimate concern is epistemological: what can we know and how can we know it? From this base, it takes you on an exciting journey through the history of thought, challenging faulty reasoning and hidden assumptions.

No prior knowledge is required, but an inquiring mind is essential, and a love of asking the 'big questions'. This is an essay-based subject with extensive reading as a necessary part of the course.

COURSE CONTENT

Philosophy of Religion – 2 hour written exam

- Influences of Plato and Aristotle on philosophical thought
- Mind and body, and the nature of the soul
- The existence or non-existence of God
- The nature of religious experience
- The problem of evil
- The nature of God
- Issues in religious language

Religion and Ethics - 2-hour written exam

- Ethical theories and their application to contemporary issues
- Ethical language and thought
- The question of conscience
- Ethical thought and religious beliefs

Developments in Religious thought - 2-hour written exam

- Beliefs, values and teachings

- Wisdom and authority
- The relationship between different practices and religious identity
- Social and historical developments
- Religion and society

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- The course works well with all subjects. With the humanities, it shares an interest in what it is to be human. With the sciences and mathematics, it shares an interest in rigorous analytic thought.

EXAM BOARD

- OCR Religious Studies.

ENTRY CRITERIA

- 7 in Mathematics
- 7 in English Literature or English Language



PHYSICS

WHY PHYSICS?

The goal of Physics is to understand how things work from first principles. We aim to reveal the Mathematical beauty of the universe at scales ranging from everyday phenomena down to the subatomic and up to the cosmological level. Physics is an essentially practical subject, so we will look at how to conduct experiments and draw conclusions from our results. We link this to the theory behind Physics and how to explain and predict the behaviour of our world and universe in mathematics.

Studying Physics strengthens quantitative reasoning and problem-solving skills that are valuable in almost any career. Physics teaches students how to analyse complex problems and they give students a strong quantitative background that can be applied in any technical field. Being a good physicist requires the application of numbers to the real world, so many people looking for a career using mathematical skills e.g. finance, will study Physics.

COURSE CONTENT

The A-Level Physics course covers a wide range of physical phenomena. You can expect to spend a lot of time carrying out experiments and investigations of physical phenomena. We will help you develop your understanding of these and be able to apply scientific and testable theories and mathematical problem-solving skills.

HIGHER EDUCATION/CAREER PATHWAYS

Students who study Physics are prepared to work on forefront ideas in science and technology, in academia, the government, or the private sector. Careers might focus on basic research in astrophysics, cosmology, particle physics, atomic physics, photonics or condensed matter physics, or in more applied research in areas such

as renewable energy, quantum information science, materials development, biophysics, or medical physics. Careers could also include teaching, medicine, law (especially intellectual property or patent law), science writing, history of science, philosophy of science, science policy, energy policy, government, or management in technical fields.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- It is often said that Mathematics is the language of Physics, so Mathematics combines very well with Physics. Further Mathematics combines twice as well; the overlap is almost half an A-Level. Some of the Physics content is also directly referred to in Chemistry.
- Physics A-Level is a requirement for degree courses in Physics, Engineering and, usually Materials Science.

EXAM BOARD

- OCR (Physics A H556)

ENTRY CRITERIA

- 7 in Physics or two 7s in Combined Sciences
- 7 in Mathematics





POLITICS

WHY POLITICS?

Politics is about power; who has it, who wants it and what they would do with it. At A Level, students explore the systems and key debates in both Westminster and Washington.

You will gain knowledge and form opinions on questions such as 'How democratic is the UK?', 'Was Trump an imperial President?', 'Is Liz Truss a right-wing leader?' and 'Are civil rights effectively defended in the USA?'

COURSE CONTENT

The course also examines the theoretical underpinnings of the main ideologies, with time spent analysing liberalism, socialism, conservatism, and nationalism. Students develop critical writing, oral and analytical skills.

Debate and discussion are an essential element of classes, with differing viewpoints encouraged and an expectation that students will learn to listen to others, as well as develop the ability to defend their views logically and academically.

Politics is predominantly an essay-based subject, so students should expect to write at length. They will also need to keep up-to-date with the news and current affairs through reading quality newspapers and journals, listening to podcasts and relevant radio shows, and watching news programmes.

HIGHER EDUCATION/CAREER PATHWAYS

At University, Politics has links again with History and Economics, but also with languages, Philosophy, Sociology and Law.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- History, Economics, and Geography have the most obvious crossover in terms of skills and content, but the skills taught are also useful for subjects such as English, and provides a contrast for scientists, mathematicians and artists.

EXAM BOARD

- Edexcel

ENTRY CRITERIA

- 7 in GCSE History or English Literature or Language





PSYCHOLOGY

WHY PSYCHOLOGY?

Psychology is the fascinating study of the human mind and behaviour. What makes this course exceptionally exciting is its incredible breadth: in a single week, you might explore large-scale societal influences on human action and then zoom in to examine the specific neurochemicals and brain structures that shape how we feel, think, and react.

You will also get to answer questions such as ‘What makes some people aggressive?’, ‘Why is early attachment so important?’, ‘How reliable is our memory?’ By bridging the gap between the sciences and the humanities, Psychology gives you a deeper understanding of yourself, those around you, and the complex world we live in.

COURSE CONTENT

Under the AQA exam board, you will be assessed on a range of topics across three papers, each of which will be a two-hour-long written exam:

Paper 1: Introductory topics in Psychology

- Social Influence
- Memory
- Attachment
- Clinical Psychology and Mental Health

Paper 2: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research methods

Paper 3: Issues and options in Psychology

- Issues & Debates
- Cognition and Development
- Schizophrenia
- Aggression

During this course, you will gain skills to understand and describe psychological concepts and research; apply your knowledge to real-life situations; analyse and evaluate theories, research studies and ethical issues.

Research Methods is a big part of Psychology. Therefore, you will also learn about how to design and conduct research, use mathematical skills to analyse data and understand the meaning behind the numbers.

HIGHER EDUCATION/CAREER PATHWAYS

A-Level Psychology builds critical analytical, statistical, and motivational understanding valued by top universities and employers alike. It provides a strong foundation for degrees in fields ranging from Psychology and Neuroscience to Law and Medicine. Graduates successfully enter diverse careers, including clinical psychology, human resources, marketing, and data analysis.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Any subject, especially Biology, will be beneficial because you should approach the study of the mind, emotions and behaviour like a scientist. You will find that, with any subject, there is an overlap and link with Psychology, as it is so relevant in many other subjects and disciplines.

EXAM BOARD

- AQA

ENTRY CRITERIA

- Two 7s in Science
- 7 in English Language or Literature
- 7 in Maths



SPANISH

COURSE CONTENT

Students study a range of topics covering aspects of social and political change as well as artistic culture in the Hispanic world. The four key themes are:

- **Aspects of Hispanic society**
 - Modern and traditional values; cyberspace; equal rights
- **Multiculturalism in Hispanic society**
 - Immigration; racism; integration
- **Artistic culture in the Hispanic world**
 - Modern day idols; Spanish regional identity; cultural heritage
- **Aspects of political life in the Hispanic world**
 - Today's youth, tomorrow's citizens; monarchies and dictatorships; popular movements

Students learn to discuss and debate pertinent questions linked to these topics, to listen and summarise the views of others, to read and show understanding of related texts and to translate short paragraphs both from and into Spanish. The study of grammar is also a key part of the course, and we will build on GCSE knowledge in this regard.

Modern linguists also learn to critically analyse Spanish literature and film, and this aspect of the course is often particularly appealing to our students. In Year 12, students study *El laberinto del fauno*, a fantasy drama set during the Spanish Civil War. In Year 13, students study a literary work. Examples of books studied in recent years include the Mexican novel *Como Agua Para Chocolate* and García Lorca's classic play *La casa de Bernarda Alba*.

They also conduct detailed research into an aspect of the

Hispanic world that they find interesting, which forms the basis of the speaking assessment.

HIGHER EDUCATION/CAREER PATHWAYS

Taking Languages to university level, either as single-honours or dual-honours together with another subject, opens up a host of career paths, including in International Business, Diplomacy, Media and Tourism sectors.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH?

- Modern foreign languages can enhance any other course. The study of grammatical patterns and structures also tends to appeal to logical minds, so modern foreign languages can complement mathematics and the sciences as well as other arts subjects.

EXAM BOARD

- AQA

ENTRY CRITERIA

- 7 in Spanish



TURKISH

COURSE CONTENT

Students study a range of topics covering social and political change as well as artistic culture in the Turkish-speaking world. The four key themes are:

- **Changes in Turkish society:**
 - **Family and relationships:**
 - Changes in the family and roles of its members; changes in attitudes towards marriage and divorce; changes in the number of family members
 - **Business world:**
 - Young generation and employment; vocational training for young people; the place of women in business life
- **Art and Culture in Türkiye and Cyprus**
 - **Modern Culture and Media:**
 - Television, contemporary art, the impact of technology on cultural events
 - **Traditional art culture**
 - Traditional music, traditional theatre, traditional crafts
- **Opinions on Türkiye**
 - **Geography:**
 - Change in living standards and quality of life; distinction between rural and urban areas; migration from rural areas to cities
 - **Environment:**
 - Changing attitudes towards environmental issues; protection of natural resources; industrialisation; positive and negative effects of urbanisation on the environment
- **Political issues in Türkiye**
 - **Atatürk's revolutions in Turkey**
 - (Republic of Türkiye; Atatürk's influence on

- changes in the Turkish language; Laws enacted for a more equal society under the leadership of Atatürk)
- **Political Sphere**
 - (Major political parties and their agendas; government initiatives to develop the economy; women in politics)

- **Paper 1:** Listening, reading and writing/translation into English and French (2 hrs 30 mins)
- **Paper 2:** Writing / written response to film and literary text, and translation into French (2 hrs)
- **Paper 3:** Speaking / discussion on a theme and Independent Research Project (21–23 mins)

Students learn to discuss and debate pertinent questions linked to these topics, listen to and summarise others' views, read and show understanding of related texts, and translate short paragraphs both from and into Turkish. Grammar remains a key part of the course, building on GCSE knowledge.

Modern linguists also learn to analyse Turkish literature and film critically. During the two-year course, students study the film *Dedemin İnsanları* by Çağan Irmak and a literary work, *Veda* by Ayşe Kulin.

EXAM BOARD

- Edexcel

ENTRY CRITERIA

- 7 in Turkish



CO-CURRICULAR

At LAET, we believe that a rich and wide-ranging co-curricular programme is a vital complement to our rigorous academic curriculum, supporting the holistic development of every student.

Through participation in a diverse range of activities, events and student groups, our learners are encouraged to explore new interests, develop key personal and social skills, and broaden their horizons. This provision not only enhances individual growth but also plays a central role in fostering a vibrant, inclusive and engaged school community.

CLUBS

Our Clubs Programme provides Year 12 students with a distinctive opportunity to explore interests beyond their academic specialisms. As part of a timetabled weekly lesson, students join a new club each half-term, encouraging curiosity, balance and personal growth.

The programme offers an exceptionally broad range of activities, from languages and creative pursuits to strategic and recreational options, alongside wellbeing-focused clubs. Students are actively encouraged to step beyond their comfort zones, selecting clubs that may differ from their chosen A-level subjects and further broadening their experiences.

and academic success. With this in mind, we offer a varied sports provision that encourages participation across a range of activities, from team sports to individual fitness and physical exercise.

While we do not currently compete in formal leagues, our sports teams take part in fixtures against other sixth-form providers throughout the year. This approach allows students to benefit from the challenge and enjoyment of competitive sport, while developing teamwork, discipline and commitment, without compromising academic progress or attendance.

Sports sessions take place after school at a range of local venues and are led by LAET staff and experienced external coaching providers.



SPORTS

At LAE Tottenham, we believe that regular engagement in physical activity plays an important role in supporting students' wellbeing and enhancing their focus, resilience

SOCIETIES

By developing leadership skills and fostering strong communities of belonging within the student body, we are proud to support students in delivering a rich and dynamic societies provision. Societies play an integral role in life at LAE Tottenham, facilitating weekly meetings, social events, charity fundraising initiatives and landmark whole-school activities.

All societies are student-led and independently run. Students take full ownership by recruiting members, designing content, leading meetings and organising events, developing confidence, initiative and leadership skills in the process.

Student societies are one of the central pillars of our school community, promoting a diverse, inclusive and supportive environment. They provide opportunities for students to connect with like-minded peers, while also bringing the wider community together to celebrate shared interests, cultures and causes through educational activities and public events.



TRIPS & VISITS

Our trips and visits programme continues to grow in both scale and ambition, offering students a wide range of enriching academic, cultural and personal development opportunities. These experiences are central to bringing classroom learning to life, enabling students to apply taught content in real-world contexts and inspiring them to pursue further study and future careers with confidence.

Alongside curriculum-linked visits, we offer an expanding range of residential trips designed to develop independence, resilience and leadership, while also broadening students' cultural capital. Many trips are embedded within long-term projects that extend well beyond a single experience. Students involved in initiatives such as the STEM Racing competition, Model United Nations and the LSE Generate Entrepreneurship Programme benefit from sustained engagement with professional environments and the opportunity to develop advanced project management and leadership skills.

We are committed to ensuring that every LAE Tottenham student participates in meaningful out-of-school learning during their time with us, with as many students as possible also experiencing a residential trip. Whether a one-day insight visit or a multi-day international residential, each experience contributes significantly to students' personal growth and to the vibrant learning culture at LAE Tottenham.

COMMUNITY PROJECTS

As part of the student journey at LAE Tottenham, we are committed to ensuring that every student takes part in meaningful community engagement. Through giving back to the local community, we provide a supportive platform for student-led initiatives that promote positive and lasting change. We believe a key part of our mission is to develop socially aware, compassionate young adults who are passionate about improving the world around them and equipped with the skills and confidence to turn those ambitions into action.

Throughout the academic year, students are offered a wide range of volunteering opportunities through our in-house outreach programme, Chrysalis East, alongside partnerships with external organisations and student-led projects. These experiences enable students to develop leadership, empathy and a strong sense of civic responsibility while making a tangible impact beyond the classroom.



A photograph showing the back of two students in an art gallery. One student is holding a smartphone, and they are both looking at the screen. In the background, there are several colorful abstract paintings on the wall.

CREATIVE LIFE AT LAET

In addition to offering academically rigorous qualifications, LAET places great importance on offering students opportunities to explore and develop their creativity at the very highest level. We recognise that exposure to the creative arts is not only personally enriching but also enables students to develop a range of skills that will serve them well at university and when they enter into employment.

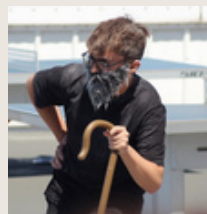
DRAMA

Our **state-of-the-art Drama studio** is the site of regular LAET productions, including collaborations with industry professionals. In recent years, LAET students have performed, Stef Smith's *Remote*, Davey Anderson's *BLACKOUT*, Shakespeare's *Hamlet* and the LAET Theatre Company's original work '*Villa:n*' - written, directed, performed and designed entirely by students.

In **Drama Club**, weekly sessions include games, improvisation skills and exercises, monologue explorations, watching and reviewing digital live performances from the National Theatre and other collaborative, directorial and performance opportunities. Students are exposed to different styles and genres of plays over time, and of different theatre practitioners such as Frantic Assembly, Stanislavski and Berkoff.

LAET students are able to develop their skills of performance and composition through **regular interactions with industry professionals**. LAET holds an annual Playwriting Festival in collaboration with Tottenham based award-winning playwright Martin Murphy, whose work *The Ghost of White Hart Lane* premiered at Tottenham Hotspur Stadium in June 2024. The National Theatre's New Views playwriting programme allows students to be mentored by a professional playwright while creating their own work. In 2023, LAET Alumnus Kayden Best's play won this national competition, and was performed at the Edinburgh Fringe Festival. We are also lucky enough to be able to offer two LAET students a fully funded place on the prestigious **West End Stage Summer School** each year, enabling students to develop their skills in a range of performance disciplines with industry experts.

Finally, LAET students have regular opportunities to develop their cultural capital through **attending a range of theatre trips**. Thanks to the Horne Foundation's generous donation to the school, **every LAET student is able to attend at least one fully funded theatre trip or cultural visit each academic year**.



MUSIC

Step into the vibrant world of the music department at the London Academy of Excellence Tottenham, where creativity knows no bounds.

LAET has made itself a home for students who love music both in and beyond the classroom, with past and present members being members of the elite vocal group **Flames Collective** and the jazz collective **Tomorrow's Warriors**.

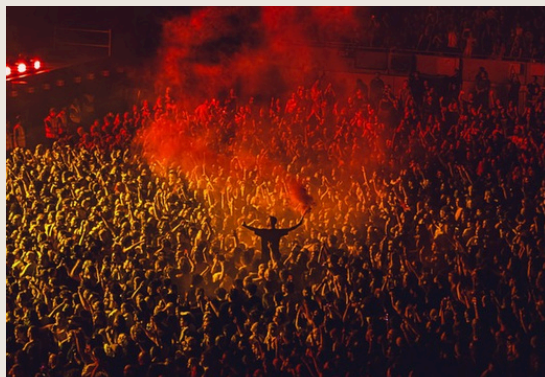
Over the past two years, our talented students have graced prestigious stages across the country, from the **Roundhouse Studio Theatre** to the iconic **Royal Albert Hall**. From the energetic atmosphere of the **Wireless** stage in Finsbury Park to the grandeur of **Birmingham Symphony Hall**, our students have left their mark on every venue they've performed in.



Beyond performance opportunities, our students have had the incredible opportunity to collaborate with industry luminaries, including rapper **Avelino**, **Aurora Orchestra**, and acclaimed composers **Sir James MacMillan** and **Sir John Rutter**. They've also had the privilege of participating in industry mentoring sessions with manager **Nick Worthington**, whose portfolio includes The Streets, J Hus, and Zara Larsson. But it doesn't stop there. Our students have immersed themselves in the rich cultural tapestry of London's music scene. From attending concerts at the **Barbican**, **English National Opera**, **Garsington Opera**, **The Royal Opera** and **Kings Place** to performing at the renowned **Pizza Express Jazz Club**, **Southwark Cathedral**, and **YouTube Space at Google HQ**, our students are constantly expanding their horizons.

Our students also hone their skills in professional studio settings, including sessions at **Ten 87 Studios**, **LSO Studios**, **City St George's** and **Progression Sessions**. These immersive experiences provide invaluable hands-on learning opportunities and prepare our students for the dynamic landscape of the music industry.

We have **subsidised individual instrumental lessons** available in piano, strings, guitar, drums, voice, production, woodwind, brass, and jazz. We also run an instrument loan scheme. At LAET, we believe in nurturing the next generation of musical talent and providing them with the tools, opportunities, and guidance they need to thrive in a competitive industry.



LIBRARY

The Library at LAET is a welcoming space which has hosted many creative events over the years, including workshops run by award-winning poet **Anthony Anaxagorou**, artist and author **Sonia Leong**, YA novelist and creative writing coach **Sara Grant**, and more. We have welcomed brilliant authors to the school like **Faridah Ābiké-Īyimidé**, whose books include the bestselling *Ace of Spades*, *Where Sleeping Girls Lie*, and *The Heirs*. Our aspiring student journalists have interviewed author and lecturer **Dr Alexia Casale** about women in fiction; our keen student feminists and historians have spoken with acclaimed nonfiction writer (and chairman of the Cliveden Literary Festival) **Natalie Livingstone** about her book *The Nuremberg Women*. Some of our most enthusiastic writers have had the opportunity to visit the British Library for a brilliant writing masterclass with bestselling author, and co-founder of the Women's Prize for Fiction, **Kate Mosse**.



The Library regularly runs **creative writing competitions**, which have not only given students the opportunity to showcase their work, but to discuss their writing with published authors. Our short story competition winners received feedback from award-winning novelist **Sita Brahmachari**; our crime writing champions each enjoyed a one-to-one session with popular murder mystery writer **Ravena Guron** (*This Book Kills*, *Catch Your Death*, *Mondays Are Murder*).

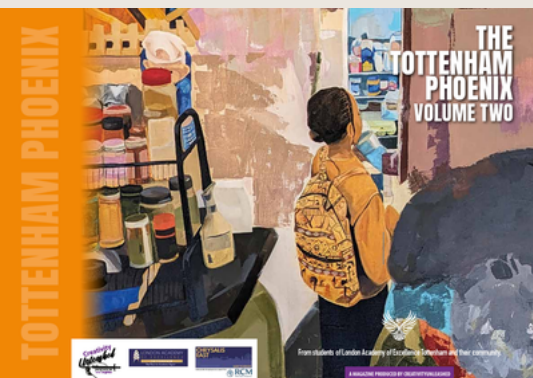
We have worked with **Creativity Unleashed** to get several exceptional student book reviews published in the online magazine *Books for Keeps*, and students regularly have the opportunity to display their work (and win a small prize) through submitting it to the Library Newsletter. The Newsletter is issued once per term, and showcases student book reviews, poetry, short stories, creative essays, artwork, and more.



CREATIVE WRITING - THE TOTTENHAM PHOENIX

LAET's The Tottenham Phoenix is a **student-led, professionally crafted magazine** that showcases, in a representative and inclusive way, the vibrancy and excellence of our diverse Tottenham community. The Phoenix is truly interdisciplinary - submissions in the latest volume include moving poetry, international photography, personal speeches and finely researched scientific essays.

The magazine aspires to be a vessel through which young people can express themselves, appreciate others and be recognised. We're delighted to be able to include the voices of our partner secondary school students - from **Duke's Aldridge Academy, Gladesmore Community School, Park View School, Mulberry Academy Woodside and Hornsey School for Girls** - who have worked with LAET to produce inspiring pieces to represent the younger generation of Tottenham.



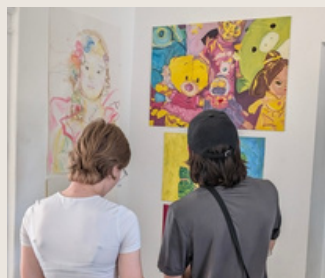
The Art department offers many opportunities for students to develop skills in a range of disciplines. From **Manga workshops** with visiting artists to **workshops with animators**, LAET students are able to discover and practise different forms of art and, in so doing, refine their own artistic sensibilities.



ART

LAET's Art department provides opportunities for students of all levels to create artworks using a range of different mediums.

A highlight for many LAET artists is the annual **Private View at Alexander McQueen's Sarabande Foundation**, where Year 13 artists are invited to curate an exhibition of their final work, which is then open to the public.



CHRYSALIS EAST

Chrysalis East is a unique department at LAET. Funded by a donation from Rokos Capital Management, staff at Chrysalis East work in partnership with local schools, including **Duke's Aldridge Academy**, **Gladesmore Community School**, **Hornsey School for Girls**, **Mulberry Academy Woodside**, and **Park View School**, as well as local primary schools. Chrysalis East staff teach Maths, English, and Science during the day, after school, and during the Easter and summer holidays, while also organising workshops for families, trips, and careers assemblies.

Most LAET students volunteer with Chrysalis East, and everyone is welcome to participate once enrolled. There are wide-ranging opportunities, from speaking on panel discussions to helping run after-school clubs. Students can also, through the **Tottenham Foundation**, complete the **Spurred 2 Coach programme** to gain coaching qualifications and paid employment at local holiday clubs. Additionally, **Roots to Excellence** - a Saturday school for 8 to 16-year-olds - offers paid mentoring opportunities for students eager to guide younger pupils toward academic success.

Participating in opportunities through Chrysalis East, the Tottenham Foundation, and Roots to Excellence helps students develop essential public speaking, time management, and organisational skills. To find out more, reach out to chrysaliseast@laetottenham.ac.uk or look out for announcements in the Year 12 and Year 13 Google Classrooms once you join.



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