

The John Loughborough Seventh-day Adventist School (VA)

Profile

Introduction

The John Loughborough Seventh-day Adventist Voluntary Aided School is situated in the London Borough of Haringey in Tottenham, North London. It is owned and operated by the South England Conference of Seventh-day Adventist Church, but the funds for running the school is provided by the London Borough of Haringey.

The school has been in operation since April, 1980 with 50 primary pupils. By September, 1980 the enrolment increased substantially to 300 students combining both primary and secondary aged students in the age range 9-16 years. During these early years the school entered into an informal 6th form partnership with Stanborough Seventh-day Adventist School located in Watford, Hertfordshire. Stanborough School is owned and operated by the British Union Conference of Seventh-day Adventist Church. After a number of years it was decided by the South England Conference Education Department to concentrate on the secondary age range only from 11 – 16 years as there was already the established Hyland House Primary School in North London which caters for children from 3 – 11years.

There were two main reasons why The John Loughborough School was established. The first was because of the dissatisfaction of the Seventh-day Adventist parents of African Caribbean heritage with their children's poor academic performance provided by London schools. The other reason was because the African Caribbean parents were troubled by the de-stabilizing of their children and weakening of their religious values in secular schools.

Thus, the main purposes for the creation of The John Loughborough Seventh-day School were:

- To provide Christian education for Seventh-day Adventist children and the wider faith community.
- To counter the Black children underachievement problems that existed in London schools.

In 1998 the Secretary of State for Education and Employment approved the school's application for Grant Maintained (GM) status, spearheaded by the British Union Conference Education Director, Dr. Keith Davidson. This new status was implemented in September, 1998. A year later the school's was converted to Voluntary Aided (VA) status as a result of the government legislation, removing Grant Maintained schools from the education structure. The decision by the South England Conference to pursue the Voluntary Aided status was primarily for three reasons:

- To provide Seventh-day Adventist children in the London area with greater access to Christian education.
- To improve the provision of learning resources for the school.
- To strengthen the financial viability of the school.

A second benefit derived from Voluntary Aided status is for it to be an instrument in assisting the school to fulfil its role in accomplishing the overall mission of the Seventh-day Adventist Church.

The school is now well established with 300 pupils on role with forty- five members of staff, teaching and non-teaching. It provides a broad and balanced secondary curriculum and caters for the entire secondary ability range from the gifted and talented pupils to the pupils who require special educational needs.

The Vision Statement

The John Loughborough Seventh-day Adventist School is an inclusive learning community committed to achieving excellence in Christian Education.

The Key Points of The JLS Vision

- The school must be a vehicle for fulfilling the mission of the church.
- For the school to be a leading academic institution – environment/ethos, staff training and development, and Teaching and Learning.
- To develop experts in the teaching staff so that they become educational leaders locally and nationally.
- The school, working in partnership with the community to improve life chances through delivering a range of services such as parenting skills, mentoring, counselling, mediation, before school and after school education support, and health.

The Mission Statement

The mission of The John Loughborough Seventh-day Adventist School is firstly, to provide students with the opportunity to develop a knowledge and relationship with Jesus Christ. Secondly, to be a 'Leading Edge Educational Institution' for raising achievement for all students within an inclusive and caring school community.

The Aim

The John Loughborough Seventh-day Adventist School aims to be a 'Leading Edge Educational Institution' in the community, providing a holistic education and developing the God-given talents and abilities of every child to the maximum.

The School's Motto

The school's motto is 'SPIRITUS, MENS, CORPUS' which indicates that the students will be encouraged to aim at the great ideal of spiritual maturity, mental excellence and physical well-being.

Ethos and Values of the School

The Seventh-day Adventist Church operates a school system which reflects the basic principles of Christian Education. Our objectives therefore are the following:

Spiritual

- To provide an environment that fosters the development of Christian character.
- To help students develop a life of service for other and Christ.
- To encourage students to acknowledge God's ownership of all things.

Intellectual

- To empower students with basic skills such as numeracy, literacy and Information and Communication Technology and to use these as a base for supporting their learning.
- To encourage students to develop intellectual curiosity, academic self-confidence and critical thinking.

Vocational

- To guide students to prepare for the world of work according to their needs and interests.
- To provide opportunities for work experience as an integral part of the learning process.
- To provide opportunities for students to develop aesthetic values and talents.

Social/Physical

- To encourage students to make decisions which are sound and have ethical value.
- To provide opportunities for social growth and the development of interpersonal skills that will last beyond school life.
- To promote habits of healthful eating.

Curriculum

The school follows a rounded curriculum to enable students of all abilities to realise their full potential, through a programme of study which has balance, breadth and relevance.

Key Stage 3 (Years 7 – 9: Age 11-14years)

All students follow the same curriculum:

English	French
History	Science
Geography	Design & Technology
Mathematics	Music
Art	Food Technology
Drama	Information and Communication Technology
Physical Education	Personal, Social Health Citizenship Education (PSHE)
Religious Studies	

In Year 9 (age 13 to 14 years) pupils sit the Key Stage Standard Assessment Tests (SATs) in English, maths and science)

Key Stage 4 (Years 10 and 11: Age 14 -16 Years)

In Year 10 all students begin a two-year course, leading to General Certificate in Secondary Education (GCSE) examinations at the end of Year 11.

Core curricular subjects followed by all students:

English Language and Literature	Mathematics
Religious Studies	Information and Communication Technology
Science	Physical Education (non GCSE)
Personal, Social, Health, Citizenship Education, (PSHE) including Sex Education (non GCSE)	

Three other optional subjects are chosen from the following subjects:

Geography	History
Art & Design	Business studies
Food Technology	Design (Resistant Materials)
Textiles	Sociology
Design (Graphics)	Music
Physical Education	French
NVQ Hairdressing	NVQ Construction

Extra Curricular Activities

We offer the students a range of extra curricular activities including sports, music, science, art, textiles, chess and a debating society. In addition, the school organises educational visits both at home and abroad to maximise the students' exposure to a variety of positive experiences, which will enrich their personal and academic development.

Pastoral Care

Every member of staff is responsible for pastoral care in the school. The school's pastoral organisation is based on form groups. Each of the form tutors is responsible for monitoring their tutees' academic progress and social welfare. The form tutors, wherever possible, remain with their form groups throughout the five years so that a strong relationship develops with the pupils and also their parents. One of the key purposes of this relationship is to build an ethos where confidence, trust and respect prevail.

There is a pastoral curriculum which supports the academic curriculum for each year group. In addition, there are Learning Mentors who support the students in raising achievement. One of the Learning Mentors is a trained counsellor.

Conclusion

With our spiritual and holistic ethos the school provides a solid basis for promoting critical thinking, social interaction, spiritual insight and relevant knowledge.

The school respect personal religious freedom and expects all interested parties to be mutually respectful. Thus, the purpose of our holistic educational programme is designed ultimately to raise pupils' self esteem by recognising that they are all created in the image of God.

Dr K A Davidson and Dr J M Alexis