

secondary school

**Starting
Secondary
School
2021**

Key

- Academy/Free school
- Community school
- Trust school
- Voluntary Aided school



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Introduction

If your child is currently in Year 6 at a junior or primary school and lives in Waltham Forest you will need to apply for a secondary school place for them for September 2021.

If you live outside Waltham Forest, you will need to apply to the local authority in which you live.

If you have any questions, you can contact the School Admissions Service on:

-  www.walthamforest.gov.uk
-  admissions@walthamforest.gov.uk
-  **020 8496 3000**

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Applying for a school place for September 2021

Dear Parent or Carer,

I'm delighted that you are choosing a Waltham Forest school for your child. We all want the best for our children, so selecting the right secondary school is an important decision.

A positive school experience can be transformational. It is our job to make sure all our young people benefit from that positive experience. Waltham Forest Council is committed to ensuring that we provide good quality education for all young people in the borough.

As a borough we already benefit from having high performing secondary schools right across the borough, and we are committed to ensuring the highest quality learning experiences for all our children and young people, and that our children and young people will be healthy and safe in all settings.

In Waltham Forest, we are passionate that all of our children and young people will:

- Be challenged to achieve the very best outcomes and be stimulated to develop their creativity and critical thinking.
- Be empowered to continue learning throughout their lives, and in particular be ready for adulthood.
- Develop the skills to navigate society, with a strong sense of their emotional wellbeing, and the support available.
- Have an understanding of the political, economic and technological developments that will shape their world, characterised by their sense of social and environmental responsibility.
- Develop the skills which will enable them to participate, influence and shape their futures, accessing opportunities that will support them to flourish.
- Have a strong principled understanding of and opposition to any form of discrimination and inequality.

We are committed to partnership working to achieve this working with you – our parents – as well as our young people, schools, colleges, business and partners and providers to ensure that we offer our young people an education that prepares them for the future.

I hope this booklet is helpful and makes the application process as easy as possible. We want all children in Waltham Forest to achieve their full potential, to enjoy school and to develop their self-confidence as learners and, ultimately, as active citizens of our borough, who are able to shape and mould their own futures. I hope you will be impressed with the schools you visit and that your child will thrive and be happy at the secondary school they attend.

I wish you and your child every success.



Councillor Grace Williams

Waltham Forest Cabinet Member for Children and Young People

How and when to complete your application

You can make your application anytime between 1 September 2020 and 31 October 2020 and the best way to apply is online at www.eadmissions.org.uk.

Last year, over 93.55% of applications were made online, and 80.43% of those who applied on time received an offer of their first preference school. The process is easy to follow, quick and secure, and enables you to access other education and school websites. It also allows you to amend and check your application at any time – and as many times as you need to – before 31 October 2020. You will also be able to see the result of your application online without having to wait for an offer letter.

Whichever way you would like to apply, please make sure you submit your application by 31 October 2020. It is very important that you submit your application by this date, otherwise processing your application will be delayed.



Before you make your application

Collect as much information as you can about your preferred schools.

- Look at the map on the inside cover of this booklet to see which are your nearest schools
- Visit schools – details of open evenings at Waltham Forest schools are on page 7
- Read Ofsted reports at www.ofsted.gov.uk or on the school website
- Read the prospectus for each school (available from the school)
- Look at the school website

Many schools are oversubscribed each year, which means they receive more applications than they have places to offer. You need to consider how likely it is that your child will be offered a place at your preferred school.

- Read the admissions criteria for each school, as this will determine how places will be offered
 - The admissions criteria for Waltham Forest community schools are listed on pages 12–13
 - The criteria for other schools in Waltham Forest are listed on the school pages
- See how places were allocated last year using the information on page 51
- Look in Section 3 to see how many places each school has available for September 2021 (Planned Admission Number)
- Consider how your child will travel to school
- Discuss the decision with your child
- Try not to let others influence your decisions – the right school for your friend's child may not be the right school for your child

The process outlined above is not applicable if your child has a statement of SEN or Education, Health and Care (EHC) Plan. Please see page 53 for more information.

Children being educated outside their normal age group

Waltham Forest's policy is that, in general, children should be educated in their normal age group, with the curriculum differentiated as appropriate, and that they should only be educated out of their normal age group in very limited circumstances.

Parents may seek a place for their child outside of their normal age group, for example, if the child has experienced problems such as ill health.

If parent's wish to apply for a place for their child outside of their normal age group, they should submit their application together with any supporting evidence they wish to be considered in respect of their application.

A decision will be made on the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The views of the head teacher of the school(s) concerned must also be taken into account.

The governing body of schools responsible for their own admissions (academies, voluntary-aided, foundation and free schools) are ultimately responsible for making this decision for applications made to their school. The internal management and organisation of a school, including the placement of pupils in classes, is a matter for the Headteacher and senior leadership of individual schools.

There is no guarantee that an application will be accepted. If the application is not accepted this does not constitute a refusal of a school place and there is no right to an independent statutory appeal. Similarly, there is no right of appeal for a place in a specific year group at the school.

When informing a parent/carer of their decision on the year group the child should be admitted to, the LA will set out clearly the reasons for their decision.

If a school is happy to accept an application to educate a child out of year group, this is not a guarantee of a place. It just means the parent can apply along with all other parents for a school place in that academic year. It is important to consider what to do if your application is processed and you do not get offered a place at your preferred school. Currently no school has to agree to educate a child outside of their chronological year group even if it has been agreed at another school.

How do I find out where schools are?

You can use the map on the inside front cover of this guide to find out where schools are in Waltham Forest. Alternatively you can use www.compare-school-performance.service.gov.uk which allows you to search for schools based on your home postcode.

Which schools can I apply for?

You can apply for any maintained (non-fee paying) school in England either online or on your home authority's paper application form.

Please Note

1. Please do not list private schools on your application. If you wish your child to attend a private or independent school, you should apply directly to the school.
2. Please do not list only one school – your application will not be treated more favourably if you only list one school.



Timeline for Secondary applications

If your child is currently in year 6 in junior or primary school you will need to apply for a year 7 place for them to start in September 2021. **The deadline for making an on time application is 31 October 2020.**

| | |
|---|---|
| 1 | Read this brochure before you apply so you are fully informed before you make your application. |
| 2 | Find out all the information you need to know about the schools you are interested in. This should include admissions criteria, which will tell you how the places are offered. This will help you to make your decision about which preferences to list. Waltham Forest Schools are listed on pages 16–49. School open evenings are listed on page 7. |
| 3 | Submit your application by 31 October 2020. You can do this by making an online application via www.eadmissions.org.uk . You must apply by no later than 11.59pm on the day for your application to be on time. Please do not leave it to the last day to submit your application to ensure it is received in time. Please note if you have not applied online before, you will need to register first. You will then receive a user name and password. Please keep a careful note of these, as you will need these every time you go into your eadmissions account. Please note that you will receive an application reference number once your application has been submitted online. Please keep this safe. |
| 4 | Submit any supplementary information forms by 31 October 2020. Some schools require you to complete a supplementary information form. You should complete and submit the form directly to the school by the closing date. If the schools are outside Waltham Forest, please check with their local authority. You should also submit your proof of address as indicated on page 9 of this brochure by the closing date. |
| 5 | National Offer Day is on 1 March 2021. This is the date when we release the outcome of your application. If you apply online you will receive a text in the evening of 1 March 2021. If you apply using a paper application form your letter will be posted on 1 March by first class post. You should receive your letter on 2 March 2021. |
| 6 | 15 March 2021 – you must accept or decline your offer by this date. If you applied online, you can do this by going into your eadmissions account. If you applied on paper, you must return the reply slip you receive with your letter. |
| 7 | Appeals – If you wish to make an appeal for a community school, you should do so by 30 March 2021. Academies, trust, free and voluntary aided schools have details of how to appeal on their website. |



School open evenings

| School | Date | Time |
|--|-----------------------------|------------------|
| Buxton School | Thursday 15 October 2020 | 6.00pm to 8.30pm |
| Chingford Foundation School | Thursday 15 October 2020 | 5.45pm to 8.00pm |
| Connaught School for Girls | Thursday 1 October 2020 | 6.00pm to 8.30pm |
| Eden Girls School, Waltham Forest | Wednesday 14 October 2020* | 6.00pm to 8.30pm |
| Frederick Bremer School | Wednesday 30 September 2020 | 5.30pm to 8.00pm |
| George Mitchell School | Tuesday 6 October 2020 | 5.30pm to 8.00pm |
| Heathcote School & Science College | Thursday 1 October 2020 | 6.00pm to 8.30pm |
| Highams Park School | Thursday 15 October 2020 | 5.30pm to 8.30pm |
| Holy Family Catholic School and Sixth Form | Thursday 24 September 2020 | 6.00pm to 8.00pm |
| Kelmscott School | Wednesday 7 October 2020 | 5.30pm to 8.00pm |
| Lammas School and Sixth Form | Tuesday 13 October 2020 | 6.00pm to 8.30pm |
| Leytonstone School | Wednesday 14 October 2020 | 5.00pm to 8.00pm |
| Norlington School and 6th Form | Thursday 8 October 2020 | 6.00pm to 8.00pm |
| South Chingford Foundation School | Wednesday 23 September 2020 | 6.00pm to 8.30pm |
| Walthamstow Academy | Thursday 1 October 2020 | 5.30pm to 8.00pm |
| Walthamstow School for Girls | Thursday 1 October 2020 | 5.30pm to 8.00pm |
| Willowfield School | Thursday 8 October 2020 | 6.00pm to 8.00pm |

When you visit a school, make sure you give yourself enough time to see everything you want to see. There will be a chance to be shown around the school, talk to students and teachers and ask any questions you may have about the school.

A school admissions officer may be in attendance if requested by the school to answer any questions about the application process.

* **Please note** some schools will be holding their open evening virtually. Please see the school websites for more information.



Completing your application form

If you live in Waltham Forest you must complete the Waltham Forest application form. You should list up to six schools which can be located in Waltham Forest or in other local authorities. Do not list fee paying schools, you must apply to them directly.

If you live outside Waltham Forest you will need to apply through the local authority in which you live. The contact details of neighbouring local authorities are in Section 4.

If you list schools outside Waltham Forest, the Waltham Forest School Admissions Service will make sure that the local authority where the school is located is given all the information from your application form.

You must complete either an online application or a paper application form by **31 October 2020**.

Applications from overseas

The following children are not entitled to a state education:

- Children from non-European Economic Area (EEA) countries who are here as short-term visitors – these are children who live abroad but have been admitted to the UK for a short visit (for example as tourists or to visit relatives), and not to study
- Children from non-EEA countries who have permission to study in the UK – these children are allowed to study in England on the basis that they attend an independent, fee-paying school.

We will consider accepting applications from children whose family can evidence intent to return to and/or permanently reside in Waltham Forest prior to the start of the new academic year. These applications, if accepted, will be processed from the overseas address until sufficient evidence is received to show the child is permanently resident in Waltham Forest. Evidence must be submitted at the time of application. Evidence submitted after the date for late applications (11 December 2020) cannot be taken into account before National Allocation Day. If an applicant owns a property in Waltham Forest but is not living in it, perhaps because they are working abroad at the time of application, the Waltham Forest address will not be accepted for the purposes of admission until the child is resident at that address.

After allocation, if you take your child abroad, even with the intention of bringing them back to start in September, you must inform School Admissions. If you fail to do this, and it is brought to our attention that the child has gone abroad, any place offered may be withdrawn.

Crown Servant/Armed Forces

If you are a member of the Armed Forces, you must supply an official letter that states relocation address and a unit postal address or quartering area address.

Apply online

You can apply online at www.eadmissions.org.uk

Once you have registered you will be sent an email with your username and password. If you have applied for a school place online previously for this or another child, you will need to use the same account. If you have forgotten your account details you can click on the 'Forgotten your user name or password' link and eAdmissions will send you a reminder email.

When you have completed your application and pressed the submit button you will be sent an email with an application reference number confirming that you have completed your application. Once you have submitted your application you are then required to upload your evidence documents in a PDF format. You can update your application as many times as you like before 11.59pm on 31 October 2020.

You can also find out the results of your online application on 1 March 2021 during the evening, the same day that offers are made.

If you are unable to apply online, you can download a paper application form from www.walthamforest.gov.uk or contact us to send you one.

If you live in Waltham Forest and your child attends a primary school in another local authority you must apply to Waltham Forest.

If you have completed a paper application form you will not be able to check your application online.

We never give out any offer information over the telephone. If you complete a paper form you will receive your offer letter by post. Online applicants will not receive a letter.

Please Note

If you apply online you must not submit a paper form as well.

Supplementary Information Forms (SIFs)

Holy Family Catholic School and Sixth Form, Highams Park School and Chingford Foundation School require extra information which we do not collect on the Waltham Forest application form. The form is available from the schools' website and should be returned to the school when completed.

If you are applying for a school outside of Waltham Forest you will need to check with that local authority to find out if you need to complete a SIF.

Filling in your form

We may undertake checks to verify any information provided on your application form. We may ask for **copy documents** but reserve the right to ask to see originals at any stage in the process plus additional documents if required. If false or misleading information is provided then we have the right to:

- Withdraw an offer of a school place; or
- If an offer has not been made, process the application with the correct information as a late application.

Your child's details

Name and date of birth – please give your child's name and date of birth exactly as it appears on their birth certificate.

Address – the address you provide must be your child's home address where they are living on the closing date of 31 October 2020. This must not be an address of another family member or another adult who looks after your child and does not have parental responsibility for your child.

- We will not accept a business address or a second home as a 'normal permanent place of residence'.
- We will not accept temporary addresses, if for example, your permanent home is undergoing building works or because you are having domestic difficulties.

If one parent has parental responsibility (as evidenced by documentation) that parent's application is the one that will be accepted. If parents are separated and both have parental responsibility, then they must determine between them who will make the application and if they cannot agree then either parent may seek to have that determined by a Court. In the event of a dispute between parents who do not have this matter resolved by the Court we will accept the application by the parent with whom the child resides the majority of the school week and where that is equal we will determine whose application is progressed with reference to the parent who is in receipt of Child Benefit, and if no one is in receipt of child benefit then we will consider all of the circumstances and make a determination as to the application which will be accepted and provide our reasons for doing so. This will ensure the child has an active application for a school place.

Where a child lives with each of their separated parents for different parts of the week, we will consider the child's home address on any application to be where the child sleeps for most of the school week. The allocation of school places is determined in accordance with the Admissions Policy and where the criteria of distance is used this will be determined by reference to the child's 'home address' which is determined with reference to where they reside the majority of the time. Where this is an equal time this will be determined by reference to the parent who is in receipt of Child Benefit. In the event the recipient of child benefit is clearly not a main carer of the child, or no Child Benefit is received, we will consider all of the circumstances and make a determination as to the 'home' address which will be used.

You will not be able to change to the other parent's address mid-year unless the current arrangements as set out in any Court Order have changed. You must also provide a copy of any custody or residence order.

We check that the address you give is where you and your child are living to prevent fraudulent applications.

Please Note

If you provide a temporary address, we will only accept it if the tenancy agreement is for longer than 12 months'

Your details

Please provide the details of one parent or carer and your contact details. Please ensure you include your daytime and mobile numbers and your email address as we may need to contact you. It is important that you keep admissions updated of any changes to your telephone numbers and email address so that our records are up to date.

What documents do I need to provide?

We check evidence submitted to prevent fraudulent applications. Information supplied during the application process may be shared with other departments and organisations for the prevention and detection of crime.

You will need to provide **copies of documents** that provide evidence of:

1. **Your home address** (for example a central/local government letter* such as housing benefit, current council tax or NHS letter, or a recent utility bill or bank statement**, driving licence)
2. **Your child's date of birth** (for example a birth certificate)
3. **Your child's home address** which should be the same as your home address (for example a central/local government letter* such as child benefit, child tax credit or housing benefit, an appointment letter with a professional (eg Doctor, dentist, hospital), or a bank statement in the child's name**). You can submit an official document or letter with your child's name and address.

These examples are not an exhaustive list.

If you have moved within the last 6 months, please also provide evidence of a closing of council tax account from your previous address.

We reserve the right to request further evidence if required.

* This must be dated within the last 12 months.

** This must be dated within the last 3 months.

If you apply online you should scan and attach the above documents to your application once you have submitted it. You will receive an email confirming receipt of each document. If you applied on a paper form, you must send **photocopies** of your documents with your application.

If you have problems attaching your scanned documents, please email us at admissions@walthamforest.gov.uk

Additional evidence required for specific criteria

If you are applying under any of the following criteria please refer to pages 12–13 for details of the additional evidence required:

- Looked After Child or previously Looked After
- Medical/Social or child 'at risk'
- School Staff Child

Please Note

If you do not provide these documents, we may not send you an offer letter on 1 March 2021. If you applied online you may not receive an email on 1 March 2021 and you will not be able to check the results of your application online.

Fraudulent Applications

The London Borough of Waltham Forest takes very seriously any attempt to gain an advantage in the admissions process by giving false information.

It is really important that the admissions system is fair for everybody. Nobody should be allowed to cheat by using a friend or relative's address, a business address or by

temporarily renting a property near to a popular school. Each year a number of parents try to get a school place by providing false information, which could result in them taking a place that should have gone to another child.

The Local Authority will investigate all instances where a parent is thought to have provided false or misleading information in order to gain admission to a school. Your address will be checked by reference to various records and, if necessary, by a council officer visiting your address.

The local authority will investigate applications where there are any doubts about information provided by parents or where information has been received from another source. This may lead to prosecution. Likewise, if you enlist the assistance of another in making a false application, both you and the other may be prosecuted.

A false application may, in addition to prosecution, lead to the withdrawal of your child's place in the school applied for, even if the child has already started school.

In addition, a sibling link will be withdrawn for any future siblings of any child who has started at a school and it is subsequently found that they have gained a place on the basis of a fraudulent application.

Moving house

You must provide the address on your application form where your child is living on 31 October 2020.

- If you move house after 31 October 2020, please let us know immediately.
- If we receive the required proof of your new address by 12 noon on 11 December 2020 and you are in residence; we will be able to use your new address to measure your home to school distances. You must provide proof of your new home address with documentation as listed on page 9.
- If we receive the information after 12 noon on 11 December 2020 we will ensure that your offer letter is sent to your new address but we will not be able to use this for the purposes of allocation.

If your new address is not in Waltham Forest you must also inform the admissions team in the local authority to which you are moving.

Guardianship

Guardianship only applies if the relatives can prove that they have full responsibility for the child and that the normal, permanent residence is not the parent's address.

If the child lives with the relatives on a full-time basis, both during the week and at weekend, this is more likely to be accepted as a formal arrangement. There must be proof that the relatives care for the child on a full-time basis by providing a residence order or documents to show who receives any benefits for that child.

If a child does not live with their birth parents and relatives look after the child, documentary evidence, such as a will or a court order, must be shown as proof that the relatives are the child's guardians.

Collecting children from school and looking after them until the parent collects them is not guardianship; nor does it apply if the child sleeps at the relative's house regularly but still lives part-time with the parents.

Listing schools on your form

- We strongly recommend that you list six schools on your application form. Please list them in the order you most prefer them. Page 14 explains why this is so important.
- Do not list independent or private schools on your application form as you need to apply directly to those schools and not through Waltham Forest.
- If your child already has a sibling (brother or sister) at one of your preferred schools, you must still list that school on your application form and provide their sibling's name and date of birth.
- If you only apply for one school, you will only be considered for that school.
- If you list the same school more than once it will not increase your chances of being offered that school.
- If we are unable to offer you any of your preferred schools we will allocate a place at the school nearest to your home that has an available space. This is known as an 'alternative offer'.
- No school will know the order in which you have listed them on your application form or which other schools you have named on the form, as this information is confidential prior to the allocation of places.

Please Note

People will ask for the same school so not everyone will be offered a place at their first preference school. Be realistic about your preferences. You are strongly advised to put your nearest school as one of your six preferences. This is because 'home-to-school distance' is usually how most of the places are allocated.

Siblings

Sibling means:

- A full brother or sister
- A half brother or sister
- A step brother or sister
- A foster brother or sister
- An adopted brother or sister;
- The child of a parent or carer's partner living at the same address.

In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made. If you do not provide the name and date of birth of your child's sibling when you make your application we will not be able to take it into account and it will affect your child's chances of being offered a place at that school.

Medical or social reasons

If you feel that your child has an exceptional medical or social need that requires your child to attend a particular school you must tick 'yes' to the relevant question on the application form or online and complete the 'reasons' box. You must also provide evidence to support your application, as shown below.

See page 12 for further details on medical or social request.

Medical

You and your GP must complete a medical form which can be requested from the School Admissions Service or downloaded from www.walthamforest.gov.uk. Please note your doctor may charge for this service. If you have written evidence from a relevant independent professional, such as a consultant or psychologist, please submit it.

Medical conditions affecting mobility will only be considered for the nearest school to the child's permanent address.

Social

The professional evidence from a relevant independent professional, such as a social worker or psychologist, must outline the specific social need for your child or family. You must tell us why the social need can only be met by your child attending the particular school.

You can scan and attach the relevant evidence as part of the online application process or scan and send it to admissions@walthamforest.gov.uk. We will also accept copies of the evidence by post.

You must provide this evidence by the closing date.

There is no guarantee that you will be offered a place at your preferred school as we have to be convinced, from the independent evidence provided, that the specified school is the only school that can meet the defined needs of the child.

Please Note

Your medical and/or social evidence must be submitted with your application in order to be considered.

Declaration and signature

When you have completed your application form, you must sign it to confirm the information you have provided is correct. There is an equivalent process if you apply online.

Submit your application by 31 October 2020

If you apply online:

Before you submit your online application read it through carefully to check you have completed all sections of the form.

Once you have submitted your form by pressing the 'submit' button you will receive an email confirming that your application has been successfully submitted.

If you apply on a paper form:

Before you submit your paper application read it through carefully to check you have completed all sections of the form.

Please make sure that you allow enough time for your application form to reach us by 11.59pm on 31 October 2020.

You are responsible for ensuring that your application reaches Admissions before the deadline. If you are posting your application please ensure that enough postage is paid as the Local Authority will not pay any excess postage due to take delivery of the application.

Late applications

Applications received after 31 October 2020 will be classed as late.

Late applications can still be made online until July 2021.

Late applications will be considered **after** all the applications received on time have been processed, i.e. after 1 March 2021.

Late applicants are very unlikely to be offered one of their preferred schools.

Late for Good Reason

If there are exceptional circumstances why your application was received after the deadline, please provide evidence, along with your letter explaining why the application is late. Please note, a letter without supporting evidence will not be considered.

Where the School Admissions Service agrees that there are exceptional circumstances, late applications will be treated as on time and will not be disadvantaged if they are received by 12 noon on 11 December 2020. Postal delay is not considered to be an exceptional reason and the franked date-stamp mark on the envelope will not be considered as proof of postage.

Change of preferences

Before the closing date

If you have **applied online** you can make changes to your school preferences by returning to the online application website (www.eadmissions.org.uk) and editing your application.

If you have applied on a **paper application** form any changes you want to make to your school preferences before 31 October 2020 must be made on a new application form available from www.walthamforest.gov.uk

After the closing date

Any changes you make to your school preferences after the closing date must be made on a Change of Preference Form available from www.walthamforest.gov.uk. This will be considered as a late change of preference and your application will be considered with other late applications.

You will only be allowed to change your school preferences twice after the closing date.

If we are able to offer you a place based on your change of preference we will write to you and your original offer will be withdrawn.



Admissions criteria for Waltham Forest community schools

Special Educational Needs

Children who have a statement of special educational needs or Education, Health and Care Plan (EHCP) are placed in schools under the terms of the Education Act 1996 and the Children and Families Act 2014. They are not considered under the Admission Criteria referred to below. These children and young people will be allocated a place at the school they must attend which will be named on the Statement or EHCP.

If there are more applications than there are places available at a school, we will use the following criteria, in priority order, to decide who should be offered a place.

Priority 1 – Looked After Children, previously Looked After Children

Priority 2 – Medical or Social reasons or Children ‘at risk’

Priority 3 – Siblings

Priority 4 – School Staff Children

Priority 5 – Distance

1. Looked After Children, previously Looked After Children

Looked after children are children who are in the care of local authorities as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a ‘looked after child’ is a child in public care at the time of application to a school.

For looked after children, the application must be completed by their social worker with the name of the local authority, together with a covering letter.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangement order or special guardianship order, immediately after leaving care.

For previously looked after children, a copy of the order under which they left care must be provided. If the child is adopted from care, you must provide a copy of the Adoption Order.

2. Medical or social reason or children ‘at risk’

Medical or social reasons can only be taken into account where information is provided by the closing date. Failure to provide such information at that stage may affect whether or not the child is allocated a place at the preferred school under this criterion.

Applications will only be considered under this priority if they are supported by a written statement from a doctor, social worker, psychologist or other relevant independent professional. **The information must confirm the exceptional medical or social need, and demonstrate how the specified school is the only school that can meet the defined needs of the child.**

In all cases the child’s medical or social need must be permanent or long term.

For medical conditions affecting the child’s mobility, consideration will only be given for the school nearest to the child’s home.

Examples of possible exceptional medical or social reasons:

- Any acute or chronic condition that would make it difficult for a child to attend any school other than the closest school to the child’s address
- Any acute or chronic medical condition that requires regular, long-term attendance at a particular medical establishment which is closest to the school named
- A child and their family who are considered ‘at risk’ due to circumstances beyond the family’s control such as fleeing domestic violence (housed in a refuge in Waltham Forest) consideration may then be given for the named child to be given a school away from the area of their previous home address for safeguarding purposes
- An existing restraining order that may put a family ‘at risk’ if the school were to be outside the remit of distance agreed by the courts.

The decision for community and voluntary controlled schools will be made by a panel of officers based upon the evidence provided. The panel reserves the right to seek additional professional advice as necessary. Own Admission Authorities, for example Academies, Trusts, Faith Schools, are responsible for making this decision.

A child is ‘at risk’ if they are currently on or subject to a Child Protection Plan.

3. Siblings

Sibling means:

- A full brother or sister;
- A half-brother or sister;
- A stepbrother or sister;
- A foster brother or sister; and
- An adopted brother or sister;
- The child of a parent or carer’s partner living at the same address.

In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made. If you do not provide the name and date of birth of your child's sibling we will not be able to take it into account and it will affect your child's chances of being offered a place at that school.

Please Note

Note for Connaught School for Girls and Norlington School and 6th Form:

A sibling connection will be recognised between Connaught School for Girls and Norlington School and 6th Form. This means a brother in Norlington School and 6th Form counts as a sibling in an application for a girl to go to Connaught School for Girls and vice versa. By linking attendance between the above boys and girls schools, people living in the area will have the same sibling link opportunity as other families who send their children to mixed schools.

4. School staff children

School staff children will be given priority under this criterion:

- Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
- The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

You must provide a letter from the school in support of your application confirming that you are employed by them and fall within this criteria.

5. Distance

Distance is measured using a straight line from the centre of the child's permanent address (**as defined by the Local Land and Property Gazetteer**) to the designated main gate of the school. If one parent has parental responsibility (as evidenced by documentation) that parent's application is the one that will be accepted. If parents are separated and both have parental responsibility, then they must determine between them who will make the application and if they cannot agree then either parent may seek to have that determined by a Court. In the event of a dispute between parents who do not have this matter resolved by the Court we will accept the application by the parent with whom the child resides the majority of the school week. Where that is equal we will determine whose application is progressed with reference to the parent who is in receipt of Child Benefit. If no one is in receipt of child benefit then we will consider all of the circumstances and make a determination as to the application which will be accepted and provide our reasons for doing so. This will ensure the child has an active application for a school place.

We have to make a decision of where the child's home address is because the allocation of school places under the Admissions Policy, where the criteria of distance is used, is determined by reference to the child's 'home address'. Where a child lives with each of their separated parents for different parts of the week, we will consider the child's home address on any application to be where the child sleeps for most of the school week. The allocation of school places is determined in accordance with the Admissions Policy and where the criteria of distance is used this will be determined by reference to the child's 'home address' which is determined with reference to where they reside the majority of the time. Where this is an equal time this will be determined by reference to the parent

who is in receipt of Child Benefit. In the event the recipient of child benefit is clearly not a main carer of the child, or no Child Benefit is received, we will consider all of the circumstances and make a determination as to the 'home' address which will be used.

You will not be able to change to the other parent's address mid-year unless the current arrangements as set out in any Court Order have changed. You must also provide a copy of any custody or residence order.

- All distances will be measured in miles using a computerised mapping system called Routefinder GIS.
- If more than one applicant lives in a multi-occupancy building (for example, flats) priority will be given to the applicant whose door number is the lowest numerically and/or alphabetically.

Tie-breaker

The tie-breaker is to decide between two applications that cannot otherwise be separated under the distance priority. This is children whose home address is closest to the school measured in a straight line from the Local Land and Property Gazetteer address point of the child's home to the designated main gate of the school, calculated using the computerised mapping system called Routefinder GIS. The tie-break for two or more applications whose home address is exactly the same distance from the school (and who are not from multiple births) will be a lottery tie-break draw which will take place with the assistance of an impartial third party, who does not work for the admissions team.

Please Note

All distances will be measured using this system, which is the only one that will be used in the allocation of school places by Waltham Forest School Admissions Service.

Multiple births

If the last child to be offered a place is one of multiple births, all multiple birth siblings will be admitted to the school.

Automatic transfer for Buxton and George Mitchell All Through schools

Buxton and George Mitchell All Through schools offer automatic transfer of students from the primary phase the secondary phase.

If you have a child who is in Year 6 at either of these schools and you wish them to automatically transfer to Year 7, this will be done automatically and you do not need to apply for a place at the secondary phase. The school will provide the Admissions Service with a list of all children on roll in September 2020.

You will only need to submit an application if you wish to apply for other secondary schools.

Single sex schools

The admissions criteria for single sex schools does not give priority to parents who wish to apply to a school solely on the grounds that they require a single sex education for their child.

Please Note

Connaught School for Girls and Norlington School and 6th Form will apply the Waltham Forest community schools criteria.

Section 2

How we will process your application

Applications are processed using a system known as equal preference. This means that for each of your preferences we will use the admissions criteria to work out whether we can offer your child a place at any of your preferred schools.

- The Governors of academies, free, foundation and voluntary-aided schools rank the applications for their school. This means they let us know who to offer a place by listing all students who have applied in the order of their admissions criteria.
- Other local authorities let us know which Waltham Forest residents can be offered places in their schools.
- If more than one place can be offered to your child, we will offer the highest possible preference. This is why it is so important to list schools in the order you most prefer.

Application received



Criteria applied to each preference



Places are offered up to the published admission number at each school



Highest possible preference offered to each child

Sometimes we cannot offer any school listed on a child's application form. This is because the schools listed are oversubscribed. Other applicants were successful in meeting the admissions criteria. For example, other applicants lived closer to the school.

If we are unable to offer any of the preferences listed on your application, we will offer your child a place at the nearest school to your home address that has an available place (an alternative offer). This could mean that your child is offered a place at a school some distance from your home.

The result of your application

| Date | What will happen? |
|--------------|---|
| 1 March 2021 | Online applicants will be sent an email during the evening with the result of their application. Wait until you have received this email before logging into the eAdmissions website. |
| 1 March 2021 | Offer letters will be sent by first class post to applicants who have applied on a paper application form only . |
| 2 March 2021 | Offer letters should be received in the post, but because of variations in Royal Mail delivery we cannot guarantee this. |

Please Note

Please note that we do not give any offer information over the telephone.

Accepting the offer

Whether you apply online or on a paper form, you will need to confirm whether you want to accept the offer or not by 15 March 2021.

If you applied online, you will be able to accept your place online by logging into your account to see your '**My school admissions**' page then select '**View outcome and respond**'.

If you have received an offer letter, please complete the reply slip and send it back to the School Admissions Service.

If you have not been offered your preferred school, you are strongly advised to accept the school place you have been offered to ensure that your child has a school place for September 2021. Accepting the place offered will not affect your chances of being offered a place at a school you prefer more, either through the waiting list or through the appeal process.

Please Note

Failure to respond may result in losing the school place offered.

Declining the offer

If you do not want the place offered you can decline it online (if you applied online) or by filling in the reply slip on your offer letter. You are legally responsible for ensuring that your child receives full-time education, so you must also tell us what alternative arrangements you have made e.g. home education. You are advised to accept the offer and then contact admissions to discuss your options.

Alternative offers

If we are unable to offer you any of your preferred schools we will allocate a place at the school nearest to your home that has an available place. If you wish to decline the alternative offer please refer to the 'How places were allocated breakdown'. This will be available on the Waltham Forest website www.walthamforest.gov.uk from the evening of 1 March. This breakdown will list those schools in Waltham Forest with available places at National Offer Day. Should you then decide another school with places would better meet your child's needs, you must contact the School Admissions Service at admissions@walthamforest.gov.uk for your child's alternative offer school to be changed.

Waiting lists

Your child's name will automatically be added to the waiting lists for any higher ranked Waltham Forest schools that we were unable to offer.

- If you want to accept the offered school and do not wish to be placed on the higher preference waiting lists, please let us know in writing.
- If you wish to amend your preferred school(s), you must complete a change of preference form.
- Waiting lists for Waltham Forest schools are ordered in accordance with the admission criteria for each school.
- Places are allocated to children from the top of the waiting list as vacancies arise.
- Waiting list positions can change at any time depending on other applicants' circumstances and it is important to note that your child's position may go down as well as up if other applicants join the waiting list.
- The date of your application does not affect your waiting list position once it has been processed.
- Being on a waiting list is not a guarantee of a place at the school.

If we are able to offer your child a place from the waiting list we will email or write to you. If you want to be placed on the waiting list for any lower preference schools, please contact the School Admissions Service at admissions@walthamforest.gov.uk

If you are offered a place from the waiting list, you will need to confirm whether you want to accept the place. This place will only be held for seven days. After seven days, we will revert back to your child's previous accepted school offer and withdraw the higher offer. Please send your response to admissions@walthamforest.gov.uk

For Waltham Forest schools, waiting lists close on 31 December 2021. If you then want to rejoin the waiting list for any school you will need to re-apply by completing an in year application form. This is available on www.walthamforest.gov.uk, listing your new school preferences. These waiting lists will then remain open until the end of June.

Please Note

If you want to be added to the waiting list for a school that is not in Waltham Forest you will need to contact the local authority where that school is located and ask for their procedure to be placed on the waiting list.

School admission appeals

If your child is not offered a place at one of the schools you listed on your application form you can appeal against this decision to an independent appeal panel. You will be given details of how to make an appeal in your offer.

The deadline for receipt of appeals is 30 March 2021, in order for appeals to be heard in May/June. If you appeal after the deadline, your appeal will be heard after the main round of appeals. Appeals will be heard within 40 school days of being submitted.

Appeals are heard by panels of people who have not taken part in deciding how places were offered on National Offer Day. The clerk to the independent appeal panel will write to you with details of your appeal date. You will be invited to present your case in person and you will be allowed to bring a friend or representative to help you, if you wish.

For further guidance regarding appeals please visit <https://www.gov.uk/schools-admissions/appealing-a-schools-decision>.

If you would like your case to also be considered under the Medical/Social 'criteria' and discussed by the relevant medical/social panel you need to request this in writing separately from the appeal. Any medical/social cases which are part of the appeal will not automatically go to the medical/social panel unless expressly asked by the parents.

We can normally only consider one appeal for each school within the same school year. In exceptional circumstances you may be able to appeal for the same school more than once, but there would have to be changes to your personal circumstances for this to be allowed.

If you are appealing for an academy, free, foundation or voluntary-aided school or a school in another local authority, you must check the closing date with that school or local authority, as they might be different. Your appeal must be sent directly to the school or local authority concerned.

Where possible, appeals for late applications will be included with those being heard for the same admissions round.

If you are unhappy with the outcome of your appeal you can seek independent legal advice, or complain to the Local Government Ombudsman.

Please Note

This appeals process is the only recourse for a parent and any lobbying of Councillors or MPs will not influence the school offer in advance of an appeal.

Buxton School

Cann Hall Road
Leytonstone
London
E11 3NN

**“Buxton opens doors for our community.
We are an honest, kind family of learners,
Inspiring ambition for our pupils’ future.
Opening doors, inspiring ambition”**

School aims

We provide educational experiences both in and out of class which inspire our students to be the best that they can be. We have very high expectations for all our students. These high academic standards are built upon a firm foundation of family values where every child feels safe, valued and has the opportunity to fulfil their potential.

We are a mixed, and non-selective, inclusive community school that sits in the heart of Leytonstone.

Working in partnership with our supportive families and dedicated teachers we will continue to set high standards for our students and ensure that they achieve more than they ever imagine possible. We want our students to leave us equipped to succeed in an ever changing world.

We aim for our students to leave Buxton School as confident, independent and ambitious learners ready to take the next steps in their education and careers.

Curriculum

As an all-through school, offering both primary and secondary education, many of our students will start with us as three or four year olds and stay right through until they become young adults at 16.

This continuity is one of the many reasons why our students achieve such high levels of progress throughout their education at the school.

Our curriculum is tailored to maximise student development where young people are given access to learning opportunities at the appropriate stage of their education.

Key Stage 3

In consultation with our primary phase, our Key Stage 3 curriculum has been specially adapted, in line with the National Curriculum, to support the transition from our primary phase to our secondary phase.

Key Stage 4

Our KS4 curriculum allows students to explore their learning interests at a speed that meets the individual needs of the student. At the heart of this learning journey, however, is a relentless focus on the core curriculum of English, Maths and three sciences.

Additional needs and personalised learning

Teachers and support staff have a thorough knowledge of students to make sure they are stretched, supported through difficulty and their education is personalised.

Children’s personal education and support needs are identified early on during their time at the school which means students of all abilities are appropriately challenged in their learning.

We have a programme specifically tailored for More Able students with teachers and support staff who are providing opportunities for them at every stage in their education.

We have a resource provision for students with an Education Health and Care Plan (EHCP) in speech, language and communication.

Behaviour for learning

The expectation of very high standards of behaviour must be met by our students. They are made aware of their responsibilities to others in the local community and are encouraged to work cooperatively. We pride ourselves on being a safe, supportive and caring yet disciplined community. Students get on well together and are well supported to settle in quickly and make friends. “The behaviour of pupils is good” “Pupils value their learning: they are prepared to learn and eager to succeed” Ofsted November 2017.

Additional opportunities

Our extended school status enables us to provide many extracurricular opportunities.

Breakfast Club operates from 7.30am and there are many lunchtime and after-school activities. We are open on Saturdays and during the school holidays for a wide range of events and classes.

Many of our students enjoy the reward of trips. These include universities, theatres, museums etc. Children can learn to play a musical instrument or become part of the Duke of Edinburgh scheme. Please see our website for more information.

Parental partnership

Our success could not be achieved without the support and dedication of our parents and carers. To that end, it is very important to the school that we develop a strong working partnership with our families to ensure that our children are supported, challenged and inspired.

Admission criteria

Admission numbers

Buxton Secondary phase will admit 180 students into Year 7.

Children with Special Educational Needs

Children who have a statement of SEN or Education, Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Governing bodies are required by section 324 of the Education Act 1996 and the Children and Families Act 2014 to admit a child with a statement or EHC Plan that names



All-Through Trust School 3–16

DFE No: 320 4000

Planned Admission Number: 180

Acting Executive Headteacher:
Mrs Jackie Bowers-Broadbent

Chair of Governors: Mr Sean Gascoine

Tel: 020 8534 3425
www.buxtonschool.org.uk

Open evening:
Thursday 15 October 2020
6.00pm–8.30pm
Parking will be available
via Courtenay Road
Headteacher's speech at 6.00pm

Bus routes: 58, 308

that particular school. Parents of children with statements or EHC Plans should contact their child's casework officer for further information. Children who have a statement or EHC Plan naming a school will be allocated a place even if that school is full.

Where the number of applications for admission is greater than the number of places available, the following criteria will be applied in this order:

1. Looked After Children

For admission purposes, a 'looked after' child is a child currently in care or a child who was in care but became subject to an adoption residence, or special guardianship order, immediately after leaving care.

2. Children attending the Buxton School Primary Phase

Children attending year 6 (primary phase) of the school at the October application deadline will have the right to automatically transfer into year 7 (secondary phase) should they wish to do so.

3. Medical or social reasons or Children 'at Risk'

Children for whom only this particular school is appropriate due to an exceptional medical or social reason. Applications under medical criteria will only be considered if they are supported by a written statement from a doctor. This must demonstrate that there is a very specific connection between the medical needs and this school. Applications under social reasons must be supported by a written statement detailing the specific reasons why this school meets any exceptional social needs of the child or family.

A child is 'at risk' if they are currently on or subject to or under consideration for a Child Protection Plan.

4. Sibling

For this purpose, sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, foster brother or sister, or the child of the parent's/carer's partner. In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made.

5. School Staff Children

Children of members of staff who have been employed at the school for two or more years at the time at which the application for admission is made, or who are recruited to fill a vacant post for which there is a demonstrable skill shortage.

6. Distance

Is measured from the child's permanent address to the main gate of the school in Woodhouse Road.

- Distance is measured using a straight line (using the Local Land and Property Gazetteer).
- All distances will be measured in miles using a computerised mapping system called Routefinder GIS.
- If more than one applicant lives in multi-occupancy building (for example, flats) priority will be given to the applicant whose door number is the lowest numerically and/or alphabetically.
- Where two or more applicants (who are not from multiple births) are found to live exactly the same distance from the school, a lottery tie-break draw will take place with the assistance of a third impartial party.
- If parents are separated and have equal custody then they must select one parents address to be used for the application. Parents will need to arrange between themselves who will be making the application

Note: All distances will be measured using this system, which is the only one that will be used in the allocation of school places by Waltham Forest Admissions Service.

Appeals against non-admission

The Governors of the school are the admissions authority. If you are unsuccessful for a place at the school, the decision would have been made by the Governors. See school website for details of the appeals process.

Waiting lists

Waiting lists will finish at the end of December for Secondary transfer. Parents after this date will have to complete an iCAF application from January 2022.

The waiting list will be prioritised according to the school's oversubscription criteria. Should a vulnerable child meeting these protocols require a place at the school, they will take precedence over any child on the waiting list.

In Year admissions

Any applications for a school made outside the normal year of entry must be made directly to Waltham Forest's School Admissions Service who will offer places on behalf of the Governing Body. The school is committed to Waltham Forest's In-Year Fair Access Protocols.



Chingford Foundation School*

Nevin Drive
Chingford
London E4 7LT

*Founding member of the
Chingford Academies Trust

The executive principal has high expectations for the school. Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning. Many pupils choose to stay on in the sixth form. A student explained: “We stayed because our sixth form has a good reputation.” (Ofsted 2018, 2019) The School is a warm and calm learning environment. Pupils told us that they know they will get help and support when they ask for it. Pupils said that teachers are understanding and always give support when asked. They feel safe and that the school is “really accepting of everyone”. Staff said that they were proud to work at the School (Ofsted 2018, 2019)

School aims

The Chingford Academies Trust – “forward thinking, cohesive, proud.” Our Trust vision is to offer the highest calibre education; a blend of traditional knowledge and contemporary thinking, delivered by dedicated staff with access to an unrivalled professional development model; whilst inspiring innovative thinking to prepare our students for the technological, social and environmental challenges of the future in our rapidly changing world.

Chingford Foundation School benefits from being within the Chingford Academies Trust in the following ways

A high quality academic curriculum with a broad range of qualifications that can be offered including the more traditional subjects including RE and Latin and more contemporary subjects such as Economics and Computing

Progression through to the prestigious Chingford Academies Trust 6th form

A Trust level Careers programme with exceptional business links and experiences

Specialist staff with access to an unrivalled Trust level professional development programme that supports high quality teaching and learning for your child

A strong voice in our community supporting the legacy of our place at the heart of Chingford and driving change positively through our stakeholders

Curriculum

Key Stage 3 (Ages 11-14)

Students follow a broad and balanced curriculum over 3 years with an emphasis on the core subjects, English, Mathematics and Science. Every student studies the core subjects plus Modern Foreign Languages, Art, Music, Drama, Religious Studies, History, Geography, Design Technology and Food, Computing and PSHE

Key Stage 4 (Ages 15-16)

The strong emphasis on the core subjects continues into KS4 and continues to include Religious Studies. In addition students have a very wide range of option subjects which, as well as academic choices, includes practical and vocational subjects. Every student also has two hours a week of PE as well as Careers and Citizenship and PSHE. There is a very successful ‘English Baccalaureate’ curriculum pathway supporting aspirational students, supplemented by our ‘Beyond Horizons’ programme targeting preparation for Universities.

Key Stage 5 (Post 16)

Chingford Foundation School has an academic Sixth Form where students study for a wide range of A-level subjects. All students receive Careers support with PSHE and PE enriching the curriculum further. There is also provision for more vocational pathways including BTEC qualifications and a Business School.

Additional needs and personalised learning

Although we are a large school, we adopt a family approach to our work. Our pastoral system is structured with Heads of Year and Heads of School so that leaders, teachers and support staff will quickly get to know your child’s individual academic, pastoral and social needs. Your child will be rapidly integrated into our school community through our strong transition programme. Our SEND (Special Educational needs and disabilities) offer can be found here <https://www.chingfordfoundation.org/page/?title=SEN+Information&pid=185>

Behaviour for learning

Our ‘Rewards and Sanctions’ policy is predicated on supporting students’ moral and social development. Parents are regularly informed of both positive contributions to learning and the community and we seek the power of partnership with parents when we inform them of any behaviours that have fallen below standard. Positive rewards and tariff system exists to encourage and celebrate the impact of positive behaviours. Students are encouraged and supported to self-regulate to enable them to develop into successful citizens contributing fully to our local community and beyond.

Additional opportunities

Our comprehensive offer of opportunities can be found in our document our ‘Journey of Excellence’ which maps provision from 7-11. Qualifications are supported by an exceptional suite of academic, arts and sporting enrichment. These are offered during and after the school day. Visits are regularly organised to support the taught curriculum, including theatre visits and field trips. In addition, a wide range of other trips are organised abroad, including ski-trips and the Battlefields trip.



Academy School Mixed 11–19

DFE No: 320 5401

Planned Admission Number: 240

Executive Principal: Miss Jane Benton MEd, MBA

Chair of the Board of Trustees: Mr Tony Young

Chair of CFS Local Governing Body: Mr John Bruce

Tel: 020 8529 1853

www.chingfordfoundation.org

Open evening: Wednesday 14 October 2020

5.45pm to 8.00pm

Executive Principal's talk at 6.00pm, 6.30pm and 7.00pm

Bus routes: 97, 215, 397

Specialist Status: Arts, Humanities and Sports

School status/awards: Full-Core Extended School;
Arts Award Welcome Supporter, Quality in Study
Support (QISS), FMSIS, Sports England
Sportsmark, Healthy School and
Artsmark (Gold)

Parental and community partnership

Chingford Foundation School opened in 1938, we truly represent the Chingford community and our local history contributes to our sense of belonging and community engagement.

We have a history of supporting community projects that not only support the local population but provide voluntary work that our students can lead on including our OAP Christmas lunch celebrations.

Open access Parents' Forum and a strong Parent's Association Supports the school and staff in providing the best possible education, social and community opportunities for students. Chingford School has a proud history dating back to 1938. The school cherishes its history and knows that it contributes to our students' sense of belonging and community engagement. We know the lessons from the past contribute to our increasing success in the future.

Admission criteria

The admission of students is controlled and administered by the Chingford Academies Trust. Students will be admitted normally at age 11 and without reference to ability. The published admission number will be 240.

The admissions arrangements provide that when applications for admission exceed the number of places available, places will be offered in accordance with the following criteria:

- (a) Looked after children and all previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or Special Guardianship Order).*
- (b) Children who have a sibling on roll at Chingford Foundation School at the time of admission.**
- (c) Children of staff in either or both of the following circumstances:
 - 1) Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
 - 2) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

- (d) Other children within the catchment area, in order of distance from the school, defined as a straight line from the measurement point of the child's home address (as defined by the Ordnance Survey) to the main pedestrian gate, using the Local Authority's computerised measurement system, with priority being given to the nearest child/children.***

The catchment area is defined as follows:

To the North – The boundary line of the London Borough of Waltham Forest

To the West – The boundary line of the London Borough of Waltham Forest

To the South – Hall Lane up to and including The Old Hall Tavern and Nos. 161 and 198 Russell Road from No. 75a to 97 and No. 48 to 58. New Road up to the Chingford/Highams Park Railway Line.

To the East – The Chingford/Highams Park Railway Line from New Road up to and including Bury Road.

- (e) Other children in order of distance from the school, defined as a straight line from the measurement point of the child's home address (as defined by the Ordnance Survey) to the main pedestrian gate, using the Local Authority's computerised measurement system, priority being given to the nearest child/children.***

The criteria will be taken in order of the list above.

Important:

1. In order to ensure that all the above criteria are applied correctly, applicants *within the normal admissions round* will be required to submit a **Supplementary Information Form** to the school by the same deadline as they are required to send an application form to their Local Authority, 31 October 2020.
2. Admissions *outside the normal admission round* must apply directly to the school using the application form on the School's website.

Waiting List

Applicants who are unsuccessful will be given the option of going onto a waiting list. In the event of a place becoming available, the oversubscription criteria will be applied, as at the time the place becomes available, to those on the waiting list.

Late Applications

Applications received after the closing date from families who have relocated to the area will be considered providing the application is received before decisions have been made on offers by Governors. Other late applications will be placed on the waiting list after the National Offer Day in March in accordance with the oversubscription criteria and waiting list process.

Connaught School for Girls

Dyers Hall Road
Leytonstone
London
E11 4AE

'SEIZE THE DAY'

"Pupils are polite and respectful ... confident and speak clearly ... care about each other ... study a wide range of subjects ... work hard and are very settled in class ... are ambitious and determined to succeed ... achieve well in all subjects."
(Ofsted 2019)

School aims

Our ambition for every student is for them to experience engaging and challenging lessons, exceed their academic potential, gain excellent qualifications, grow their individual talents and secure the life-skills and confidence to become a successful citizen.

Connaught is a school where:

- All members of the school community feel safe
- There is mutual respect amongst all
- Self-discipline is expected
- Students are responsible for themselves and others
- Self-confidence is nurtured
- The achievements of all are celebrated
- There is a positive attitude towards everyone regardless of their personal characteristics
- Students are encouraged to achieve their very best and to become lifelong learners
- All achievements of women are promoted

Everyone is encouraged to become active global citizens who are responsible for their environment.

Standards are high and students continuously achieve excellent examination results and make exceptional progress. Year-on-year the government ranks the progress students make at Connaught in the top 10% of all schools nationally.

Additionally 85% of Connaught students achieved Grade 4 or better in both English and Maths in 2019, also placing Connaught in the top 10% of all schools nationally.

Our school motto is 'Seize the Day', illustrating our belief that there should be no boundaries to our students' aspirations for their future lives.

Curriculum

Key Stage 3

Connaught provides a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of the girls at the school and prepares them for the opportunities, responsibilities and experiences of later life. All girls study: English, mathematics, science, history, geography, RE, PE, French, art, technology (textiles, food and product design), drama, music, computing, citizenship, careers education and PSHE. From Year 8 girls are taught Spanish in addition to French. Students are placed in sets according to their ability for mathematics from Year 7 & science and languages from Year 9. All other subjects are taught in mixed ability groups.

Key Stage 4

All students study English, English literature, mathematics, science, a foreign language (French or Spanish), RE (including citizenship), PE and a choice of three option subjects from a range including humanities, the arts and technology. Provision is made for personal, social & health education and impartial careers advice. Most students achieve 10 GCSEs at the end of their Studies at Connaught. A small number of girls spend extra time studying English and Maths to ensure they gain at least Grade 4. Up to a third of Connaught students achieve an extra science or language GCSE, or both! The school has an excellent careers and post-16 preparation programme. 100% of Connaught students who achieved GCSEs in 2019 are continuing their academic or vocational studies at a range of post-16 college and sixth form providers - both locally in Waltham Forest and in many other neighbouring boroughs.

Additional Needs and Personalised Learning

The curriculum is carefully organised and provides opportunities for students to succeed. Each student is a member of a mixed ability tutor group. Heads of Year, with tutors, are responsible for the general welfare, progress and behaviour of the girls. The Learning Support team are used effectively and have a positive impact on student progress. In Year 9, many more able students begin a 'triple science' course leading to GCSEs in Biology, Chemistry and Physics. In Year 10, there is a 'fast track' languages group that enables students to take both GCSE French and Spanish. Students are encouraged to become independent learners through attending lunchtime and after school clubs, completing challenging homework tasks and by engaging with many online learning platforms that the school subscribes to.

Behaviour for Learning

Behaviour is excellent in lessons, around school and outside of school. The positive school ethos comes from students' considerate, thoughtful behaviour. The approach to discipline and good behaviour is based on the quality of the relationships between teachers and students. The whole school behaviour policy is embedded, students are aware of the consequences of their actions and staff have high expectations. An established reward system is an important part of our teaching throughout the school. School Council and peer mentors work on anti-bullying campaigns and there are few reports of bullying.

Converter Academy status: School for girls aged 11–16.

Admission criteria is the same as a community school

DFE No: 320 4061

Planned Admission Number: 120* (Connaught will be accepting a further 12 students over their PAN for September 2021)

Headteacher: Ms Avani Higgins

Chair of Governors: Mr John Buniak

Tel: 020 8539 3029

Email: school@connaught.waltham.sch.uk

Web: www.connaught-school.co.uk

Open Evening:

Thursday 1 October 2020

6.00pm–8.30pm



Connaught
School for girls



Additional Opportunities

There is a large range of extra-curricular activities during lunchtime and after school which include football, steel band, textiles and debating, in addition to intervention sessions which extend subject knowledge and help with revision or to develop new skills. Peripatetic music lessons are also available.

The school organises a variety of culturally enriching visits to the theatre, museums, and galleries. We have links with European schools and trips take place to France, Germany, Spain and Belgium. We encourage students to take responsibility within school, whether as Form Captains, Student Leaders and Youth Health Champions (in Key Stage 4) or as Student Voice Representatives.

Parental Partnership

At Connaught we strive to be a community, working together and achieving together in an atmosphere of mutual respect. Each student has a diary for regular contact with parents and carers and reports on progress are sent home each term. Parents and carers are invited to annual consultation meetings. We also hold regular, well-attended 'Time 4 Us' parent/carer workshops on a variety of themes throughout each academic year. The school website provides further information.

Admissions Criteria

Connaught School for Girls' admission criteria is the same as a community school. Please note that the sibling connection includes brothers who attend Norlington School for Boys. For full details, please see pages 12–13.



Eden Girls' School Waltham Forest

Silver Birch and Landmark Houses
Blackhorse Lane
Walthamstow
London E17 5QJ

“Leaders, including the trust, have helped the local community to realise its dream – to create a school where pupils are nurtured and inspired to become tomorrow’s leaders. The school is outstanding and fully committed to moving forward.” (Ofsted 2017)

Vision

Nurturing Today’s Young People, Inspiring Tomorrow’s Leaders.

Our Mission

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

Our mission consists of three key elements:

Educational excellence

- A belief that everybody has the potential to succeed within a high quality and intellectually challenging educational environment.
- A commitment to instilling high aspirations, a desire to learn and ambition to achieve.
- A personalised approach to securing excellence, stemming from a passionate belief that each individual is unique and special and capable of rising above any perceived limitations.

Character development

- A cohesive identity so that our pupils, their parents and communities feel a strong sense of belonging to the Star Academies “family”, regardless of faith or background.
- A passionate focus on a values-based education that instils honesty, integrity, compassion and mutual respect into all our pupils.
- A strong core of tenacity, self-respect and self-belief that inspires each pupil to become the best person they can be.

Service to communities

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.
- A sense of personal accountability and of responsibility to others.

- A commitment to charitable endeavours and to making a difference to our world.

Curriculum

We firmly believe that every student can benefit from a broad and balanced academic curriculum. The School Curriculum will closely follow the National Curriculum, which:

- Is a framework given to teachers by the Government, so that all students are taught in a way that is balanced and manageable, but hard enough to challenge them
- Sets out the most important knowledge and skills that every student has a right to learn
- Gives standards that measure how well students are doing in each subject so teachers can plan to help them do better.

As an academy, we are required to provide a curriculum that includes English, Mathematics and Science, and to make provision for the teaching of Religious Studies. Beyond this the school has the freedom to design a curriculum which meets the students’ needs, aspirations and interests. At the core of the school will be a specialist and obligatory menu at Key Stages 3 and 4 for all students of academic subjects, leading to the English Baccalaureate. This basic curriculum will be enhanced by the addition of enrichment activities and Specialism Days.

A bespoke vocational route, which will be tailored to the specific needs and interests of the students concerned in any specific cohort.

Additional needs and personalised learning

Your child will be allocated to a form class led by a Learning Co-ordinator. The Learning Co-ordinator will see your child daily, help them set and review learning and spiritual (or personal) goals, and liaise with you if there are any concerns or issues. Support will be provided for students with Special Educational Needs and Gifted & Talented students to enable them to make good rates of progress and to meet their needs. The offer will include booster sessions after school and holiday sessions.

Additional opportunities

There will be lots of opportunities for your child to take part in extra-curricular activities at the school.

All subjects will have clubs that your child can join, competitions and activities that they can participate in, and trips that will develop them personally and academically outside of the classroom. The school’s enrichment prospectus will set these out in detail.

Mosaic Enterprise, Challenge, Outdoors Education and other local and national initiatives, will encourage your child to enjoy their learning beyond the school gates. There will also be special days when the timetable is collapsed and your child will take part in learning involving the school’s specialisms of Leadership. Our programme of outdoor education and adventure trips is also an integral part of our strategy to secure educational excellence.

Academy status: Free School for girls 11–18

DFE No: 320 4002

Planned Admission Number: 124

Principal: Mrs Shahina Ahmad

Chair of Governors: Mrs Aysha Esakji

Tel: 020 8523 1810

Email: info@egwf.staracademies.org

www.edengirlswalthamforest.com

Open evening:

Wednesday 14 October 2020

6.00pm–8.30pm

This will be held virtually. Please see the school website for more information.

Bus routes: 158



Eden Girls

Parents must provide the professional supporting evidence from e.g. a consultant, doctor, psychologist, social worker or from another professional. A place will only be offered, if the school accepts the view of the professional, which confirms that the existing medical or social difficulties will be exacerbated if admission is not offered at the school. (see note 5).

- 6) A maximum of 45 remaining places to girls who live nearest from home to the nodal point of Walthamstow Queen's Road Railway Station (see note 6).
- 7) All other girls who live nearest from home to school including those refused admission under criterion 6 (see note 7).

Parental partnership

The school works closely with parents and carers. Our pursuit of excellence is based upon our unshakeable belief that every person is unique and special and has the capacity within to succeed – but we cannot achieve this without parents' support. Parents/carers are invited to annual consultation evenings and will receive half-termly report cards to keep informed of their daughter's progress and behaviour in all subjects.

Admission criteria

Eden Girls' School is part of Star Academies. As an 11-18 progressive, inclusive and outstanding Muslim faith school, all applications will be considered equally without reference to faith.

Summary of Admissions Policy (please contact school for full school details)

The published admission number is 124.

If the school is oversubscribed, girls will be admitted in accordance with the oversubscription criteria listed in the order listed below, once all girls with an education, health and care plan, naming the school are admitted.

Oversubscription criteria

- 1) Looked after girls or a girl who was previously looked after, but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order (see note 1).
- 2) Girls who appear to the school to have been in state care outside of England and ceased to be in state care as a result of being adopted (see note 2).
- 3) Daughters of staff employed at Eden Girls' School for 2 or more years at the time at which the application for admission is made, and / or the member of staff has been recruited to fill a post where there is a demonstrable skill shortage (see note 3).
- 4) Girls with a sibling who is a pupil attending Eden Girls' School at the time of both application and admission or was a former pupil of Eden Girls' School (see note 4).
- 5) Girls for whom the school accepts that they have proven, exceptionally strong special, medical or social circumstances, which are directly relevant to attendance at Eden Girls' School.

Tie-breaker

If the number of girls requiring admission under criterion 6 is greater than 45, then priority is given to those who live nearest from home to Walthamstow Queen's Road Railway Station. The distance is measured using a straight line from the permanent home address to the main entrance of Walthamstow Queen's Road Railway Station, using the Local Land and Property Gazetteer.

If criterion 7 is oversubscribed, then priority is given to those who live nearest from home to school. This will include those refused admission under criterion 6. The distance is measured using a straight line from the permanent address to the main gate of the school, using the Local Land and Property Gazetteer.

Waltham Forest Council will measure all distances in miles using the computerised mapping system called Routefinder GIS.

Where the distance from home to Walthamstow Queen's Road Railway Station or to school is the same, which includes the same geographical property reference (such as a block of flats), then random allocation will be used as a tie-breaker. Waltham Forest Council's School Admissions Team will undertake the random allocation process in the presence of a school representative.

Address

The address given must be where the child and parents live permanently. It must not be the child minder's, grandparent's or other relative's address. If parents share custody of a child, then the school may request to see the court order, child tax credit letter, child benefit letter, medical card or other evidence to establish where the child is resident for the majority of the time during the weekdays. If there is joint custody for the child, then the address of the parents receiving the child benefit is used. Parents may be required to provide proof of permanent address.

For full details of our oversubscription criteria and the notes referred to, please see our website www.edengirlswalthamforest.com.



Frederick Bremer School

Siddeley Road
Walthamstow
London
E17 4EY

“This is a good school. You and your team have focused consistently on improving the opportunities provided for pupils and raising their achievement. There is a strong inclusion ethos, which accompanies the school’s robust moral purpose (Ofsted, March 2019)

Our Aim – ‘Be the best you can be’

Frederick Bremer is an excellent local school in the heart of its community, with our values of integrity, respect and responsibility at the heart of our work. We offer a rigorous and exciting curriculum, which balances breadth and depth as well as challenge for all. We are on a rapid trajectory towards becoming an outstanding school. Our enhanced Music provision enables every student to specialise in a classical musical instrument from Y7 and is the core of our Creativity curriculum in years 7 and 8.

Why is Bremer so special? There is an ethos in this school which is unique. While the school is a representative microcosm of its local community in terms of the diversity of our intake, it is held together by an invisible fabric. This is a school where every student is known, where relationships are positive and where children feel safe. In addition, all the stakeholders in the school recognise the value of the community and work incredibly hard to ensure that we all respect and understand our rights and responsibilities as 21st century Londoners. Not only is the school increasingly successful in terms of our GCSE results, but we also recognise the importance of developing the whole child and enfranchising them to be able to become active and responsible citizens and leaders of the future.

Curriculum

Our Music School – Music for all

In March 2014, Frederick Bremer was awarded MISST (Music in Secondary Schools Trust) Status. This programme is supported by the Wolfson Trust and Andrew Lloyd Webber Foundation to ensure all students receive a high quality music education. All year 7–9 students will receive individual music lessons, initially in violin, viola or flute, and then have an opportunity to specialise further in another instrument.

Key Stage 3 (Years 7, 8 and 9)

All students will study an exciting broad and balanced curriculum. This includes a core curriculum of English, Maths and Science and the broader curriculum covering Languages

(French, German or Spanish), Humanities, PE, Creative Arts, Computing and Design Technology. In Year 9, students are able to study a specialist pathway to prepare them for a Key Four study in (for example) Science Specialism, Business, Music, Construction, Computer Science.

Key Stage 4

A bespoke pathway approach is in place to ensure challenge and rigour for all. Some students will have the opportunity to take a larger number of GCSE subjects including Triple Science and Statistics, whilst others will be able to choose from more vocational options such as Construction. All Year 10 students spend a Careers Week experiencing a variety of activities such as Interview Days, University visits and visits to local employers or work experience. We have a unique relationship with Simmons and Simmons, a city law firm, enabling selected Year 10 and 11 student to undertake work placement programmes until the end of Year 13 giving them an extra edge in the job market and mentoring from a young graduate within the company.

Additional needs and personalised learning

The school recognises that many students, at some point, in their school career, have special educational needs which may require support. In addition, the school aims to encourage a culture of peer support and inclusion that encourages strong friendship groups for students with SEN/D. We have a large and very successful SEND provision (including a Resourced Provision for students with ASC), enabling our students to succeed within mainstream lessons. Bilingual learners are supported in the classroom by targeted teaching approaches in addition to intensive support for early stage learners of English.

Leadership opportunities

Students have opportunities to take part in a range of leadership opportunities to enable them to develop key skills for life. These include opportunities to be a librarian, peer mentor or subject leader or school prefect. We also have an active LGBTQ group, and our inclusive practice is recognised by Stonewall as exemplary. There is also an active School Council who are involved in real life decision making affecting the students in school and there are opportunities for students to understand more about democracy through such events as Mock Elections

Additional opportunities

There is a range of exciting enrichment activities from Duke of Edinburgh to School Choir, as well as additional learning opportunities after school or Saturday and holiday revision classes. There is a popular and well received school production every year as well as music concerts and art shows. The school teams are incredibly successful and there are also non-competitive sports clubs.

Parental partnership

We believe your child’s success rests on a real partnership between school and home and we undertake a range of activities to ensure parents are best equipped to support their child’s learning. We have an active parent council, in addition to Parent Governors who work closely with us to make the school ‘the best it can be’.

Community School Mixed 11–16

DFE No: 320 4060

Planned Admission Number: 180

Headteacher: Ms Jenny Smith

Chair of Governors: Ms Michelle Hegarty

Tel: 020 8498 3340

E-mail: school@bremer.waltham.sch.uk

www.bremer.org.uk

Open evening:

Wednesday 30 September 2020

5.30pm–8.00pm

Headteacher's talk at 5.45pm and 6:30pm

Bus routes: 212, 275, 123, W16

School status/awards: MISST, Royal Society,
Seven Kings Teaching Alliance



After Frederick Bremer

The vast majority of students leave Frederick Bremer at 16 to pursue their education at local schools with sixth forms or local colleges before progressing to university or full employment. Some students will take up apprenticeships.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.



George Mitchell School

Farmer Road
Leyton
London
E10 5DN

“This is a Good school. Pupils attend school regularly and have positive attitudes to learning. They behave well in lessons and around the school.”
(Ofsted, January 2016)

School aims

We are committed to providing an excellent educational experience for our students, inspiring them to achieve their full potential, in a happy and welcoming environment. Our motto ‘More is in Me’ applies to everyone in our school community. We expect and encourage students, staff and families to push beyond themselves to improve their skills so that our students are given the best learning opportunities in school and at home. Students leave George Mitchell School as secure and healthy individuals who are self-reliant, assured and motivated to succeed. They will have the skills necessary to explore the many opportunities available to them in the world today.

Curriculum

Our curriculum is designed to foster a love of learning. We develop skills, knowledge and understanding in Years 7, 8 and 9 increasing the challenge so that students are ready for Years 10 and 11. We foster an enthusiasm for reading through reading lessons for all KS3 students. Some subjects start their GCSE learning in Year 9.

We encourage engagement with the Arts subjects and Languages, including Home Languages, whilst ensuring strong learning in the core subjects of English, Maths and Science.

The KS4 curriculum of English, Maths, Science and PE is coupled with a wide range of subjects which students choose in Year 9. We offer a range of courses in Arts, Humanities, Computing and Business, as well as PE, Design and Technology and Triple Science. We also have a range of alternative GCSE qualifications on offer. We encourage a balance of subjects but ensure that we offer pathways that challenge, excite and motivate our students to excel whatever their preferences might be.

Additional needs and personalised learning

We offer personalised learning to ensure that the needs of every student is met. Students are set aspirational targets which are closely monitored by a dedicated team of teachers and support staff. Strategies are put in place to address underachievement where this is identified. The school employs a More Able coordinator whose role it is to identify very bright students. They will make sure that these young people are consistently challenged and stretched.

We have strong pastoral support systems in place. In addition we have a House system to encourage a community spirit. Our children are very clear that pastoral support is strong, and we do not tolerate any forms of bullying. Our Social Inclusion department works with any students who might need a lift in their confidence or support for their emotional needs. Children are at the heart of everything that we do at George Mitchell School.

We have a transition programme in place to ensure a smooth start to children’s secondary experience, with opportunities for parents to contact the school and meet key staff.

Behaviour for learning

OFSTED noted the excellent behaviour of students across the school. We believe that learning is most effective when children are actively engaged in their lessons. Behaviour that falls below our expectations is dealt with firmly. That is why we actively encourage and reward hard work and determination in class time. This is done through our rewards system as well as through celebration of progress made by students.

We encourage students to take responsibility for their learning and behaviour by giving them as much responsibility as possible for their school. We attach great importance to Student Voice, which is renowned locally, nationally and internationally.

Additional opportunities

We believe that children’s learning is greatly enhanced by our extensive range of trips and activities, taking place within the school day and after school, at weekends and in the holidays. We have a hugely popular Breakfast Club. Our Year 7 students are able to take part in a residential team-building Camp in the Autumn. There is wide access to study and ICT facilities with staff on hand to give individual help with any aspect of students’ work.



All-Through Academy School Mixed 3–16

DFE No: 320 4062

Planned Admission Number: 120

Executive Headteacher: Mr Saeed Hussain

Chair of Governors: Sue Milligan

Tel: 020 8539 6198

Email: georgemitchell@georgemitchellschool.co.uk

www.georgemitchellschool.co.uk

Open evening:

Tuesday 6 October 2020

5.30pm–8.00pm

Bus routes: 58, 69, 97, 158, W16

School status/awards: Arts Mark Gold, NAACE (Quality ICT in Schools), FMSIS (Financial Management Standard in Schools), Healthy School, QISS

Parental partnership

We encourage and welcome the involvement of parents and carers. The Headteacher operates an open door policy for parents wishing to discuss their child's education. More detailed information can be found on our website www.georgemitchellschool.co.uk and in our termly in-house magazine GMTimes. We have a very active Facebook and Twitter page where we post daily updates about all the wonderful things going on at the school. Follow us on Twitter @GMATSchool and Facebook GeorgeMitchellSchool.

After George Mitchell

Students go on to attend 6th Form colleges across London. We encourage students to look beyond their immediate horizons and to consider University and further education. Many ex-students return to us for advice and support.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

We offer automatic transfer of students from the primary phase to secondary phase. If you have a child who is in Year 6 and you wish them to automatically transfer to Year 7, please contact us and we will advise you what to do to follow the automatic transfer process.



Heathcote School & Science College

Normanton Park
Chingford
London
E4 6ES

“The quality of teaching is good”
“Pupils report that they feel safe in school, bullying is rare”
“Pupils of all abilities have opportunities to develop their personal and social skills through a wide range of extra-curricula activities” (Ofsted ‘Good’ September 2018)

School Vision and Vision Statement – Encourage, Challenge, Succeed

At Heathcote School, no one is left behind. We encourage, challenge and stretch each pupil through a broad and balanced curriculum, outstanding resources and high-quality learning experiences ensuring everyone develops resilience leading to success in the classroom and beyond. We include everybody in our vision and support staff and pupils in being self-aware, self-motivated and independent and create an all-round safe and comfortable experience allowing self-confidence to thrive. This thirst to succeed will ensure learners have bright futures and are ready to meet the demands of the 21st century.

School aims

Heathcote School has changed. It is still a uniquely welcoming and inclusive community, but now one where exemplary behaviour and academic achievement are key expectations. Every student is encouraged and challenged to achieve his or her full academic and personal potential, regardless of their starting point. Leaders at all levels are absolutely focused to ensuring continuous improvement and ensuring we provide the best education whatever it takes. We always expect the highest standards from our students and support and motivate them to become life-long learners. Our aim is to provide memorable, exciting and effective learning opportunities through our revised, broad and exciting curriculum. We are committed to ensuring Heathcote remains over-subscribed and the school of choice in the local community. The environment is spacious, well-resourced and extremely conducive to learning with plenty of green areas. Our Governors are a strong and diverse group of people committed to serving our local community and ensuring Heathcote provides an exemplary education.

Transition procedures, in partnership with primary schools, ensure learners make rapid progress, are happy and successful and ready for our ever changing world.

Students report a happy and smooth start to the school and settle in well making immediate and rapid progress. We are committed to ensuring students have the opportunity from the

start to experience trips and team building activities to ensure that they have wide experiences to complement work in the classroom and we have a pledge to ensure all pupils have these opportunities. Younger pupils are supported by prefects and peer mentors from older years including the Sixth Form.

Curriculum

Key Stage 3 – Years 7-9

We build upon the work achieved in primary schools and offer a broad and balanced curriculum including a wide range of subjects such as Art, Music, Drama, Computing and DT. We have a strong focus on enhancing student’s literacy, oracy and numeracy skills and develop skills unique to each subject area across the varied curriculum, whilst ensuring stretch and challenge and opportunities to work independently for all learners. We use a model of Rosenshein principles to underpin teaching and learning. We are relentless in our vision to constantly review the curriculum to ensure we are always providing the best opportunities for Heathcote learners to be successful in their future pathways. Performance in sport for fun and sporting competitions is outstanding – with teams regularly winning borough competitions across the field.

Key Stage 4 – Years 10 and 11

The curriculum is more flexible, allowing students to follow a personalised curriculum suited to their needs, aptitudes and interests. In addition to the compulsory core subjects, and a focus on a language and Humanities to meet the current EBacc requirements, students have a wide range of other option subjects to choose from including a wide selection of practical subjects and all the Arts, including Dance. Students also have the chance to become prefects and peer mentors.

All students have an opportunity to play a part in the running of the school, including providing feedback on learning, through the Pupil Council and regular focus groups.

Sixth Form (Key Stage 5 – Years 12 and 13)

In the sixth form, we want every student to enjoy and achieve, to be healthy and safe, to lay the foundations of their future economic well-being and to make a positive contribution to society. The purpose built sixth form block offers students an educational experience which is genuinely unique, bringing together students from every social, academic and religious background. Recent outcomes for the Sixth Form confirm that it is one of the highest performing in London with students making exceptional progress at all levels. In addition to this, a large number of enrichment activities are available to our sixth form students such as the Extended Project Qualification and Duke of Edinburgh Award, playing for sports teams as well as opportunities to attend university lectures and masterclasses.

Additional needs and personalised learning

We provide a programme of carefully planned and individualised support for those with Special Educational Needs including a specialist Deaf Provision and students make rapid progress in the school. Students with English as an Additional Language are supported in their learning. All teachers provide extended learning opportunities for more able students to ensure they are constantly challenged in the classroom. Outside the classroom from year 7, students are provided with a personalised programme of careers guidance for higher education and apprenticeships and opportunities for extension activities, including University visits, summer schools and a “Scholars Programme” in the Sixth Form.



Community School Mixed 11–19

DFE No: 320 4063

Planned Admission Number: 240

Headteacher: Miss Emma Hillman

Chair of Governors: Mr Michael Ashwell

Tel: 020 8498 5110

Fax: 020 8529 3935

Email: heathcote.school@heathcote.waltham.sch.uk
www.heathcoteschool.com

Open evening:

Thursday 1 October 2020
 6.00pm–8.30pm

Sixth Form Open Evening:

Please see school website for details.

Bus routes: 97, 179, 212

School status/awards: Princes Trust Institute
 Leadership Mark, STEM Assured Award,
 Healthy Schools, Arts Mark, ISM Music
 Bronze, TeenTech Silver, Arkwright
 Scholarship Trust

In addition, parents/carers are regularly invited to school for events such as Parent's Evenings and a parent information evening and there are many opportunities to celebrate progress. As a parent/carer, you will be able to track your child's progress and attendance using our online systems. We have a supportive group of parents and are developing a PTA/ Parent Council.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

Behaviour for learning

Our key priority is high quality teaching for all students ensuring motivated and inspired learners. Our Behaviour Policy which focuses on clear and transparent outcomes (including rewards and support) has had significant impact and we are relentless in our drive to ensure our students are excellent ambassadors for the school. Each year group is led by a Head of Year backed up by an extensive team of pastoral staff to support students with various issues that may affect them during secondary school; including an Educational Welfare Manager, Attendance Officer a full-time Counsellor.

Students are organised into tutor groups where they stay throughout their time at school and have assemblies and form periods which support their personal development.

Additional opportunities

Heathcote's success comes from our commitment to learning, but also the vast array of curricular and extracurricular activities which we offer including opportunities to engage with the Junior Leadership Team. The library opens before school, at lunchtime and after school. Departments run a variety of after school clubs which enrich learning. We provide many opportunities for career and educational and enrichment visits including visits abroad (this year to Barcelona, Geneva, Brussels and Sicily). Drama and Music productions are very popular and students enjoy sporting success through competitive sport regularly winning local and regional competitions.

Parental partnership

We work closely with parents/carers and believe your child's success rests on a real partnership between school and home. Staff are available to discuss any concerns you might have.



Highams Park School

Handsworth Avenue
Highams Park
London
E4 9PJ

“Highams Park continues to be a Good School... There is a clear sense of commitment and ambition.”
(Ofsted, May 2017)

School aims

Our school motto of “Success through our Endeavours” and the key behaviours of: Respect, Responsibility and Resilience succinctly capture the aims and ethos of the school.

A summary of the schools core values below further explains the spirit and ethos of the school and acts as a set of guiding principles for the school. We aim to:

- Remain a fully comprehensive mixed 11–19 local school providing a broad and balanced curriculum.
- Ensure high standards of work, behaviour, dress and achievement for all students.
- Develop cheerful, hard-working, honest and well behaved, fit and healthy young adults.
- Ensure a safe learning environment where all are valued.
- Ensure equality of opportunity for all.
- Produce students willing and able to play an active and positive role in a rapidly changing world.
- Develop students’ sense of respect for themselves and others.
- Provide opportunities for students to develop their own spiritual and moral capacities.
- Promote students’ appreciation of their own and other cultures.
- Encourage students to accept their responsibilities to themselves, the school, and the local and wider communities.
- Continue to develop as an important part of the local community.
- Develop continually as an organisation committed to learning for students, staff and the local community.

About Us

Highams Park School is a mixed 11–18 comprehensive school serving the local area.

It is a single Academy run by Highams Park Academy Trust, a charitable company limited by guarantee. The Highams Park Academy Trust is the equivalent of the Governing Body for the school. Unlike sponsored Academies that are part of a chain, Highams Park Academy Trust only exists to support Highams Park School as a self-governing autonomous state funded school.

The Governors are committed to providing the local community with an excellent comprehensive secondary school.

The Governors have a long association with the school; the

vast majority are parents of current or former students of the school. All desire to serve the local community and to inspire the next generation to be successful.

There are over 1,500 students including approximately 350 in the 6th Form. The school is very popular and normally receives around four applications for every one place in the school.

The school regularly achieves excellent exam results; most of our 6th Form students go on to University, some to the most prestigious.

Curriculum

On admission to the school in Year 7, students are allocated to a mixed ability tutor group taking account of friendship groups. Each group has a tutor who would normally stay with it from Year 7 through to Year 11. This helps to provide continuity and builds up strong links. Students’ progress in Year 7 is overseen by the Head of Year 7 who also provides a comprehensive induction process to help students adapt to the differences between primary and schools. Teaching groups are arranged in a variety of ways, some subjects based on ability groups based, while others maintain a mixed ability structure.

Key Stage 3

During years 7 to 9 students follow a broad and balanced curriculum including the following areas of study: English, Mathematics, French, Design & Technology (Construction Materials, Food & Textiles), Science, Computer Science, History, Geography, Religious Education, Art, Music, Drama, Physical Education as well as Citizenship.

Key Stage 4

In Years 10 and 11 students follow GCSE and vocational courses according to their aptitude and choice. There is a core curriculum of Mathematics, English, Science, PE, Citizenship and RE. In addition, there is an increasing range of GCSE and vocational subjects to choose from. Emphasis is placed on the wider curriculum and activities beyond the normal school day which are designed to broaden students’ interests and viewpoints.

6th Form

We welcome students that want to be successful and take full advantage of what the school can offer, including those who didn’t come to Highams Park in Year 11. The strong examination results, enable the vast majority of students leaving the 6th Form go on to University and Higher Education or commence higher level apprenticeships. Those students that work hard and want to succeed will certainly do so at Highams Park 6th Form. Sixth Form students benefit from a dedicated 6th Form block which encompasses personal study areas and social space exclusively for use by 16 students.

Parental partnership

Regular communication with parents is an important feature of Highams Park. Initial meetings are held with parents before a child enters the school, and all parents are encouraged to share concerns as they arise, with their child’s tutor in the first instance, or with the appropriate Head of Year. As necessary, staff will also contact parents by telephone, letter, email or via the student planner. Daily information about homework, attendance, rewards and debts are available to parents via the well-established virtual learning platform that is provided free of charge for every child in the school. At the end of the first half term in Year 7 there is a Tutor Evening, where Year 7 parents are invited to meet their child’s tutor to discuss how their child has settled into the school.

Academy Mixed 11–19
 DFE No: 320 5400
 Planned Admission Number: 240
 Principal: Mr Phillip Grundy
 Chair of Governors: Mrs Tracy Penfold
 Tel: 020 8527 4051/6744
 Fax: 020 8503 3349
 Email: enquiries@highamparkschool.co.uk
www.highamparkschool.co.uk
 Open evening:
 Thursday 15 October 2020
 5.30pm–8.30pm
 Bus routes: 212, 275, W16



crow flies from home to the school. Those living nearer will be accorded the higher priority. The points in the house and the school will be the London Borough of Waltham Forest's measurement points.

Definitions, terms of reference and further clarification

The following have been decided upon by Highams Park Academy Trust (the Governing Body), the admissions authority for the school.

- **Statement or Education, Health and Care Plan –**
 A child with a Statement or Education, Health and Care Plan that specifies Highams Park School for the child. If this is the case the child will receive a place at the school without the need to apply to the Admissions Authority.
- **Siblings –** In criterion 3 above – Applies if an applicant has a brother or sister (sibling) currently on roll and who is likely to be on roll on the 1st September when the applicant hopes to become a member of the school. We include step children (i.e. one natural parent in common) and legally adopted children. Where the only sibling is in Year 11, there should be a likelihood that they will continue into Year 12. Where the sibling is in Year 12, only those who previously attended Highams Park to sit their GCSEs qualify their brother or sister for a place in Year 7. Where the only sibling is in Year 13, they will not qualify their brother or sister because they will no longer be on roll on the 1st September following.
- **Home –** In criterion 4 – the main residence of the child is to be used. The main residence is where the child lives most, if not all of the time.
- **Distance –** In criterion 4 – The distance measurement will be carried out by the local authority, the London Borough of Waltham Forest, on our behalf, using the straight line distance from home to the main gate of the school “as the crow flies”.
- Distance is measured using a straight line (using the Local Land and Property Gazetteer).
- All distances will be measured in miles using a computerised mapping system called Routefinder GIS.
- There is no catchment area. There are no preferred Primary Schools.

Admission to the 6th Form

- Highams Park will admit students to the 6th Form where it is able to offer a programme that will benefit the student and for which they are suitably qualified.
- Details of courses offered and other information about entry requirements and the 6th Form in general can be found on the 6th Form section of the school's website.
- The overall capacity of the 6th Form is 500.

Admission criteria

The admissions authority for Highams Park School is the Highams Park Academy Trust (the Governing Body of the School). However, all admissions to state schools in the normal admission round, including Academies, must be administered by the Local Authority in which the family resides.

There is an additional supplementary information form for Highams Park School that must be completed and returned to the Admissions Officer at Highams Park School. This supplementary information form (SIF) is available from the school website. The required SIF must be completed and returned directly to the school by 4.30pm on 31 October 2020.

The School has an agreed published admission number of 240 students for entry in year 7. The school will accordingly admit up to 240 students in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 240 or fewer apply.

If there are more applications than places

For admissions to the school in September 2021 the number of places allocated for admissions to year 7 is 240. If the school is oversubscribed, after the admission of students with a Statement or Education, Health and Care Plan where the school is named, priority for admission will then be given to those children who meet the criteria set out below, in order:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
2. Children of staff who have been employed at the school for two or more years at the time at which the application for admission was made, or who are recruited to fill a vacant post for which there is a demonstrable skill shortage.
3. Where the child has a brother or sister on the school roll at the time of application, including students of Highams Park School's 6th Form who previously sat their GCSE examinations at Highams Park School.
4. Proximity of the child's home to the school, measured as the



Holy Family Catholic School and Sixth Form

1 Shernhall Street
Walthamstow
London
E17 3EA

‘This school continues to be good. Pupils’ spiritual, moral, social and cultural development, built upon a Catholic ethos, is at the heart of school life. The behaviour and conduct of pupils is very good. Pupils say that they enjoy school and value the wide range of opportunities they are given.’ (Ofsted 2018)

School aims

- Through our Mission statement, to create a caring community in which all students can grow as Christians, fulfil their potential academically and become well balanced individuals who can make a difference in society.
- To provide our students with the skills necessary for success and to prepare them for the demands of adult life.
- To recognise the contribution of all cultures and religions to the progress of humanity and foster positive attitudes towards a multi-cultural society.
- To build strong partnerships between, school, home, parish and community.
- To provide a safe and secure environment where staff and students can work together in a caring atmosphere of respect and friendliness.
- To enable all students to have access to an extensive programme of extracurricular activities.

Curriculum

Key Stage 3

We offer a broad and balanced curriculum, giving students access to the full range of educational opportunities. We provide progression and continuity of experience along with differentiated teaching to meet the needs of the students’ various abilities, interests and talents. On admission, students are organised into mixed ability classes of up to thirty students, with some subjects taught in smaller groups. Students are grouped by ability in maths and English. Students requiring additional support are taught in small groups by a specialist team of teachers for some subjects.

Key Stage 4

In addition to the core curriculum, students can choose three subjects from a wide range including art, drama, design technology, French, geography, history, hospitality & catering, media studies, music, sociology and Spanish. Students are also able to study the three separate sciences. We also offer vocational programmes of study.

Key Stage 5

Our sixth form provides a high-quality provision for students who wish to continue with their studies in a school based (mainly) Catholic post-16 environment. We offer a wide range of A Level courses and a programme of level 2/3 vocational qualifications. All students are expected to participate in enrichment activities to develop their leadership skills and to ‘give back’ to the school and wider community. We provide high quality careers advice and guidance to ensure our students progress to university or higher apprenticeship placements of their choice. In addition, we offer all students a wide range of career-based opportunities, including the option to apply for professional internships in their field of interest.

Additional needs and personalised learning

The school actively works to identify students who may be experiencing difficulty in accessing the curriculum. More able students are identified and staff made aware of them and their progress is carefully monitored. A personalised approach allows all students to follow a curriculum appropriate for their needs and interests.

Behaviour for learning

All members of the school community are expected to treat everyone with respect at all times. Students know that teachers have high expectations of both their behaviour and work. Great emphasis is placed on praising good behaviour and expecting courtesy, consideration and hard work. This is part of the ‘Holy Family Way’ of doing things.

Additional opportunities

There is a wide range of extra-curricular activities including sports, music and drama opportunities. We provide homework clubs before and after school each day. Students play an active part in decision-making through the ‘pupil leadership team’. Our young people also take on positions of responsibility by becoming peer mentors and have the opportunity to take part in the Duke of Edinburgh’s Award. Sixth Formers take on a range of leadership roles both within the school and the wider community. The House system encourages prefects and other students to work closely with House leaders in organising and competing in inter-house activities.

Parental partnership

We believe students learn best when there is consistency and uniformity of expectations from home and school and where parents are fully supportive of the ethos of the school.

We are fortunate to have a very active PTA group called the *Friends of Holy Family*. We arrange regular ways for parents to visit the school including consultation evenings, open evenings, information evenings, social events and public performances. The Headteacher’s weekly surgery is an opportunity for parents to discuss issues without an appointment. Our newsletter, ‘Family Matters’, is published weekly online. The Holy Family Magazine is published termly and distributed to the main feeder primary schools and local parishes.





Catholic Voluntary Aided School Mixed 11–19

DFE No: 320 4603

Planned Admission Number: 240

Headteacher: Dr. Andy Stone

Chair of Governors: Mr Adrian Anderson

Tel: 020 8520 0482

Fax: 020 8520 4658

Email: office@holyfamily.waltham.sch.uk

www.holyfamily.waltham.sch.uk

Open evening:

Thursday 24 September 2020

6.00pm–8.00pm

Bus routes: 123, 212, 275, W16

| PARISH | DISTRICT |
|---|-----------------|
| Our Lady and St George's | Walthamstow |
| Christ the King | Chingford |
| St Patrick's | Blackhorse Road |
| St Joseph's | Leyton |
| Our Lady of Grace and St Theresa of Avila | North Chingford |
| Our Lady of Lourdes | Leytonstone |

In the event of oversubscription applicants will be considered in the following order of priority:

1. 'Looked after Catholic children' or Catholic 'formerly looked after children' who have been adopted. To children whose Education Health and Care plan (EHC) names Holy Family Catholic School.
2. Baptised Roman Catholic children whose permanent residence is within one of the following Roman Catholic parish boundaries of the Waltham Forest Deanery:
3. Baptised Roman Catholic children living outside the Waltham Forest Deanery.
4. All other 'looked after children' or 'formerly looked after children' who have been adopted.
5. Children of other Christian traditions whose parents support the aims and ethos of Holy Family Catholic School in the following order of priority:
 - Christians who have been baptised or received a 'service of dedication' and whose minister can confirm their level of practice.
 - All other Christians whose minister can confirm their level of practice.
6. Any other Christians.
7. Children of families of other faiths whose parents are supportive of the aims and ethos of Holy Family Catholic School and whose application is supported by a reference from their religious leader.
8. Any other applicants.

Tie Break

Where the offer of a place to all applicants in any of the categories listed above would lead to over subscription the following provision will be applied.

- 1) The attendance of a sibling at Holy Family Catholic School at the time of enrolment (Years 7 – 11) will increase the priority of an applicant within each category.
- 2) Where the offer of places to all applicants in any of the categories above would lead to over subscription, the places up to the admission number will be offered to those living nearest the school. The distance measurement has been agreed by the Governors as 'a straight line from the child's home address to the front entrance of the Walthamstow House site', using the Local Authority's computerised measuring system, with those living closer to the school receiving highest priority.

Admission criteria

Holy Family Catholic School and Sixth Form is the only Catholic secondary school in the London Borough of Waltham Forest. The school is a mixed, comprehensive, specialist school catering for the needs of young people between the ages of 11 and 19.

Holy Family seeks at all times to foster the growth of students' understanding and appreciation of their faith. By naming Holy Family as a preference, it is assumed that parents/carers wish their child to receive a Catholic education and support the aims and ethos of the school as described in the school prospectus. The Governing Body of Holy Family Catholic School intends to admit 240 students into Year 7 for the academic year 2021/22.

Please note that we welcome applicants from families of all faiths, or indeed no faith.

Catholic applicants should provide a baptismal certificate or ask their parish priest for a completed Certificate of Practice. Applicants from other Christian traditions and other faiths should return a reference from their respective religious leader. In all cases the religious reference or copy of the baptismal certificate should be returned to Holy Family Catholic School no later than 31 October 2020.

Whenever there are more applicants than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria for 2021/22. listed below.

Glossary of definitions:

Catholic – Catholic means a member of the Church in communion with the See of Rome. This includes the Eastern Catholic Churches.

Practising Catholic – Where a child has been baptised in accordance with the teachings of the Catholic Church and where compliance with the Sunday obligation is the practice of the child and their family.

Siblings

A brother or sister, residing under the same roof, who is currently attending the School. The term sibling also includes half-siblings, adopted siblings and step-children.

Residence

The residence at which a child lives with its birth parents, legal guardian or foster parents.

Kelmscott School

Markhouse Road
Walthamstow
London
E17 8DN

“Students and teachers are fully committed to the school’s motto of 'Putting Learning First'. Teaching is sharply focused on making sure students learn what leaders expect.”

“The new Headteacher and his team have high expectations for all. They aim to ensure that students have every opportunity to fulfil their potential. Leaders work relentlessly to protect students in and out of school.”

“Students with SEND and/or disabilities are supported well at Kelmscott. Extra help is tailored to students’ needs.” (Ofsted, January 2020)

School aims

Kelmscott School is a **highly ambitious community school** in the heart of Waltham Forest. We go above and beyond for our students, our school aims encapsulate what we are trying to achieve;

- To ensure all students are able to reach their full potential
- To ensure we provide a broad, personalised curriculum that meets the needs of all our students
- To provide a safe, secure and stimulating environment where students want to achieve
- To enable both students and staff to set the highest expectations for themselves
- To enable parents to understand and participate in their children’s education and achievements
- To ensure students consistently receive the highest quality teaching and learning to maximise their learning
- To ensure the school provides an ethos where there is an expectation that teachers will continually improve their practice

About Us

Kelmscott was judged to be a **Good school by Ofsted** in

January 2020 with many outstanding features. Teaching and learning is at the heart of all we do. Our vision is to ensure it provides the best possible opportunity for students, of all abilities, to reach their potential.

We are very fortunate to have fantastic teachers who always deliver good and outstanding lessons to our students. We continually hone and develop our strategies in the classroom to better support and stretch our students.

Curriculum

In Key Stage Three, students follow a challenging, broad and balanced curriculum, to ensure that all students are prepared for their GCSEs and beyond. All students are challenged in line with their ability. Students are placed in mixed ability tutor groups from the outset and most lessons are taught in these groups. There is a choice of French or Spanish for students to study from Year 7.

Kelmscott also offers a **very successful Latin and Ancient Greek and Classical Civilisations programme** which begins in Year 7 and can lead to the completion of a GCSE in later years; trips to Oxford University and Greece are an important part of this course.

In Key Stage Four we pride ourselves on maintaining a broad choice of options for students. Students are given the opportunity to study the English Baccalaureate (Ebacc) but are also encouraged to choose a variety of subjects to broaden their interests, such as Art, Photography, Digital Media, Music, GCSE PE, Engineering, Technology, Economics, Business, ICT and Computing amongst others.

At Key Stage Five we offer an inclusive, bespoke provision that caters for students who, for a variety of reasons, are not quite ready for a large Sixth Form or College environment.

Behaviour for learning

Behaviour at Kelmscott is **impeccable**. We introduced Disruption Free Learning this year that ensures conditions are perfect for teachers to teach and for students to learn. An emphasis is placed on rewarding good behaviour but there are also robust systems in place to tackle behaviour consistently around the school. The many visitors that we have to school always comment on the calm and purposeful atmosphere we have here at Kelmscott. We have the highest of expectations for all of our students both in and outside of the classroom. Student voice surveys confirm our belief that students feel extremely safe and supported whilst at school. Attendance and punctuality expectations are also extremely high and we work very hard with families to ensure that students minimise absence and arrive on time.

Additional opportunities

At Kelmscott we pride ourselves on the large number and range of additional educational and recreational opportunities that are available. There are a myriad of clubs before, during and after school. We also provide a variety of residential trips including a Spanish/Art residential to Barcelona, a Shakespeare residential to Stratford-upon-Avon, a PE residential in Sussex as well as a History residential to see the 1st and 2nd World War battlefields. Instrumental lessons are also available to students as well as a thriving school choir.

This year we have introduced a new **business mentoring programme** in association with our partners Transferwise and 6KBW Barristers chambers. This matches students with a mentor from one of those work places who they meet with regularly in school at the workplace for support, guidance and advice.



Community School Mixed 11–17

DFE No: 320 4075

Planned Admission Number: 210

Headteacher: Mr Sam Jones

Chair of Governors: Ms Kiri Tunks

Tel: 020 8521 2115

Fax: 020 8520 7303

Email: info@kelmscott.waltham.sch.uk

Open evening:

Wednesday 7 October 2020

5.30pm–8.00pm

Bus routes: 58, 158

School Awards:

Investors in People Gold Award

Parental partnership

In order to maximise students' learning potential the school works extremely closely with parents and carers. A great deal of work also goes into a successful transition from primary to secondary school. All students are visited in their primary school and spend a day at Kelmscott in the summer term. This ensures that we know a great deal about each individual student before they arrive. All new parents are invited to come to Kelmscott during the school day to see the school at work.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.



Lammas School and Sixth Form

150 Seymour Road
Leyton
London
E10 7LX

Lammas School is a secondary school with VI Form provision in Leyton, East London. We have been serving the community for 18 years since we opened in September 2001 and are proud of the impact we are making on the lives of our young people. A proud member of the Griffin Schools Trust, we provide an exceptionally broad curricular and co-curricular offer with opportunities such as the Griffin Sports Festival, Griffin Science Symposium, Griffin Arts Festival and Founders Day, all of which ensures every child is inspired.

School aims

Lammas is committed to providing an excellent and inspiring educational experience for all our students. Lammas School:

- Raises aspirations, expectations and achievement for all students
- Ensures students acquire the knowledge, skills and qualifications relevant to adult life and employment
- Shows students how to think for themselves, to develop enquiring minds and become disciplined learners
- Helps students to understand the world in which they live and their own responsibilities as members of our community and society
- Broadens our students' horizons through a range of academic, creative, sporting and musical activities within and beyond the classroom.

Lammas School life is underpinned by a values based ethos and the three pillars of Proud Traditions, Wide Horizons and High Achievement encompass our philosophy and our vision for those in our charge, as we prepare them to embrace the opportunities ahead.

Curriculum

In Years 7, 8 and 9 students study a Modern Foreign Language, Maths, English, Science, Design Technology, Food Technology, Music, Visual Art, Drama, History, Geography and Computer Science. Additionally, students follow a rich pastoral curriculum which supports them to become resilient, aware and creative future citizens. We begin Key Stage 4 in Year 10 and support students to be successful in their personalised pathway.

In our expanding and successful Sixth Form, students may continue their education with a wide range of high quality A level and BTEC courses as preparation for their transition to university or vocational study and routes to employment.

Additional needs and personalised learning

As an inclusive school, we provide a wide range of support for students. We appreciate that every child is unique and we want every individual to meet their potential and make progress. Our staff support students with their learning, language and emotional needs.

Pastoral Focus and Parental Links

In December 2018, we were delighted to join the Griffin Schools Trust and are now part of a family of schools with a distinctive identity and ethos. Lammas is an integral part of the Griffin Schools' Trust East London Collegiate (ELC) with Riverley and Willow Brook Primary Schools, providing a 'Griffin Great' educational experience for all local children. The Griffin Schools Trust ethos has supported both ELC primary schools to become exceptional, with one now the most successful in the Borough of Waltham Forest. This journey of academic excellence and the access to a remarkable extra-curricular offer is continued at Lammas School.

Lammas has powerful relationships with local primary schools and welcomes applications from outside of the East London Collegiate.

Student Voice is very important at Lammas. We engage our students in a range of activities to help them become active citizens. Our Pupil Leadership and School Duty Teams (led by Head Boys and Girls) offer students opportunities to grow and flourish as young leaders.

Additional opportunities

We are passionate about educating young people through a well-rounded approach built on rich extra-curricular programmes and high quality pastoral care as well as an inspiring curriculum, expertly taught. These include residential journeys: field trips, visits to museums and theatres, clubs and performance opportunities for Music, Drama, Art and Design, Spoken Word and an incredible amount of sporting fixtures that has led to our PE department being highly commended. Our computing facilities are available outside lesson times and we offer additional support with academic studies through extra lessons after school.



Fully comprehensive mixed 11–18 academy

DFE No: 320 4076

Planned Admission Number: 180

Head: Mr Graham Clifford

Chair of Governors: Ms Anne Powell

Tel: 020 8988 5860

Fax: 020 8988 5861

Email: school@thelammas.com

www.lammas.waltham.sch.uk

Open evening:

Tuesday 13 October 2020

6.00pm to 8.30pm

Bus routes: 56, 58, 158

Parental partnership

We offer many opportunities for your child to get to know us and feel confident, comfortable and excited about their move to secondary school.

Regular Tutorial time fosters and develops strong relationships between students of different year groups and creates a family ethos within the school. We keep in regular contact with parents and enjoy celebrating the many successes of our students.

Admissions criteria

Our admissions criteria are the same as a community school.



Leytonstone School

Colworth Road
Leytonstone
London
E11 1JD

**Leytonstone School is a VILLAGE.
We are proud, a FAMILY, a community;
We are citizens.
We work hard together, HANDS HELD,
challenged to improve, and we IMPROVE,
every day.
Every member of our community is
dedicated to growth.
We are BOTH TEACHER AND STUDENT;
when we make mistakes, we reflect,
REGROUP and improve.
As Leytonstone citizens we know what
we want and WE KNOW HOW TO GET IT.
We are curious, we ask questions we
DELVE AND DISCOVER.
We seek experiences which will broaden
our horizons and we are equipped to
manage the unknown;
We are BRAVE and knowledgeable.
We know that Rome was not built in a day;
We dig deep, stick in our heels, and WE
MAKE GAINS. We THINK, we observe,
we are chameleons; ready for any and all
situations.
We are many, a family FROM NEAR AND
FAR, different in race, creed and belief.
We value and understand our diversity.
We are healthy in mind and body.
Life brings us CHALLENGE, but we take
care of ourselves and each other; when
things get difficult WE KNOW WHERE
TO GO.
We are the future; we SHINE BRIGHT;
We are powerful beyond measure.
We are Leytonstone School citizens.**

School Vision

Leytonstone School is a safe and vibrant space where our students develop their ambitions and the life skills with which they will achieve them. Our school motto is 'Great things will grow' and we truly believe that the creation of an optimum educational experience will lead to all our students leaving the school as highly qualified, kind and confident young people with a wealth of experience of the wider world.

Curriculum

Leytonstone School develops learners who:

- 1) Are orally articulate with effective interpersonal skills, demonstrating high levels of self-regulation and emotional intelligence.
- 2) Benefit from learning and researching independently, thus creating evaluative and critical thinkers who are aware of how they learn.
- 3) Develop high levels of numeracy and literacy alongside effective time management and organisational skills, in order to master habits necessary for further education, training and employment.
- 4) Present themselves well and maintain resilient mental and emotional health with a strong awareness of when to seek help and the support available.
- 5) Value their education and the opportunities which exist for them in the wider world and be curious in discovering future potential career pathways.
- 6) Respond with politeness and kindness whilst demonstrating empathy and respect for their peers and the rest of the school community.
- 7) Know, understand, respect and address constructively, ideas about meaning and purpose that shape the world in which they live and which influence culture, belief, social systems and lifestyle.

Key Stage 3 (Years 7 to 9)

Students at Leytonstone School access a broad curriculum as outlined by the National Curriculum.

The curriculum at Leytonstone School is fully inclusive from Year 7 to Year 11. The school is committed to widening the participation students with special educational needs wherever possible. 98% of students continue in their education or training post-16.

Key Stage 4 (Years 10 and 11)

From September 2020, Leytonstone School will offer students the option to choose GCSE study in creative and expressive arts (including Design and Technology, PE and Media Studies), the humanities (with RS, Philosophy and Ethics as core) and a free choice in the remaining suite of qualifications. The school offers a carefully selected range of vocational qualifications.

At Key Stage 4 a small group of students with SEND needs study the Prince's Trust programme of qualifications along with Entry Level programmes.



Community School Mixed 11–16
 DFE No: 320 4069
 Planned Admission Number: 210
 Headteacher: Ms Jessica McQuaid
 Chair of Governors: Ms Fiona Sinclair
 Tel: 020 8988 7420
 Email: school@leytonstone.waltham.sch.uk
www.leytonstoneschool.org

Open evening:
 Wednesday 14 October 2020
 5.00pm–8.00pm

Parental partnership

We have high expectations for behaviour around the school and in lessons. Bullying is rare at our school and is dealt with robustly; we celebrate the diversity of community and take care of ourselves and each other.

We know that students' success is dependent on us working closely with parents and carers, and they are welcomed, sensibly informed and involved in their child's education.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

Additional opportunities

All students are encouraged to take on responsibilities that promote personal development whilst making a real contribution to the school and community through leadership activities. We have a very active Pupil Parliament, a prefect system embedded in all year groups and a team of peer mentors. Knowledge gained in the classroom is also supported with fieldwork and educational trips to France, Belgium, Italy as well as closer to home. We have state of the art facilities for Science, Art, Technology and Languages, as well as fantastic Drama and Music facilities and a purpose-built sports hall and dedicated fitness suite. Our beautiful and distinctive turn-of-the-century building has also been refurbished.

A wide range of recreational clubs is offered before school, at lunchtime and after school available to all students, alongside a range of competitive sporting opportunities at Borough, County and National level in a variety of activities including basketball, netball, volleyball, football, badminton, table tennis and athletics.

Additional needs

At different points, nearly all students require some additional support – either pastoral or in academic learning. We have:

- A comprehensive pastoral support system.
- School-based counsellors
- A team of professionals who support emotional health and wellbeing across the school
- A rich and varied menu of performance, creative, sport, language and leadership activities.
- An OSFTED-approved careers and employment programme
- A personalised support programme for transition to further studying or training
- A community which works together to ensure all students are inspired and empowered to achieve their full potential.



Norlington School and 6th Form

Norlington Road
Leyton
London
E10 6JZ

'Wisdom is Strength'

"Students make excellent progress..."

"Students behave well in lessons and around the school. They enjoy coming to school..."

**"...Leaders have a relentless drive for continuous improvement"
(Ofsted, School recognised as 'Good')**

Norlington School is committed to excellence in everything it does. We believe every student is capable of the extraordinary. Recently we were recognised as one of the top 2 boys' schools nationally and have been recognised as in the Top 4% of secondary schools since 2014. In addition, the school was congratulated by the Minister of State for Schools for achieving in the top 100 schools in the country on three separate occasions.

Uniquely, performance is achieved by students from every background and ability group. 'We work together, enjoy together and achieve together' as a community.

Through high quality teaching and learning, care, guidance and support we aim to ensure your son develops personal leadership skills, makes outstanding academic progress and is provided with exceptional learning experiences.

School Vision and Aims

'Our Vision for Norlington School and 6th form is to be recognised as a world class leader in education, ensuring every student is ready to take up the challenges and realise the opportunities of the 21st Century.'

Our Vision is realised through five commitments to parents and students:

- To develop Outstanding Leaders across the school.
- To guide our students to achieve exceptional Academic Performance.
- To provide outstanding Learning Experiences for every student.
- To be the School of Choice for the local community.
- To ensure every student has access to high quality Enrichment opportunities.

Curriculum

At Norlington, students experience a broad and balanced curriculum which not only promotes an enjoyable and relevant learning experience, but also embodies the aspirations we have for all Norlington students.

Key Stage 3

Our objective at KS3 is to ensure all students gain the skills required to be successful at KS4 and beyond. They will study a variety of subjects including English, Mathematics, Science, Humanities, Art, Drama, French and Physical Education. This is supported by skills development courses focused on literacy, self-organisation, teamwork, leadership including First Aid training and opportunities to work with universities and PhD students.

Key Stage 4

Our objective at KS4 is to ensure all students gain the skills and qualifications to succeed beyond their time at Norlington School. All students study the core subjects of English, Mathematics, Science, PE, ICT and RE. In addition they are able to choose from a range of practical, vocational and academic subjects that match their interests and aptitude. Alongside these courses, every student receives practical careers guidance to ensure they are ready to take up opportunities beyond Norlington.

Additional opportunities

Leadership development

Norlington is committed to developing the leaders of tomorrow. As part of an extensive leadership programme students complete first aid training, leadership camp and outward bound courses, opportunities to coach and mentor and the Duke of Edinburgh Award. Our students have participated in national and international leadership develop programmes including visits to the United Nations, overseas sports leadership events and leadership development camps all designed to ensure our students are able to *'take up the challenges and realise the opportunities of the 21st Century.'*

Sporting Success

Norlington has a proud history of sporting success and is committed to providing opportunities for all students to engage in competitions across a wide spectrum of sports. Norlington is a partner school for both Essex County Cricket Club and Tennis Foundation (linked to the Lawn Tennis Association) with both offering extensive leadership development links as well as high quality sporting development.

We have recently been London Cricket Champions as well as regular Borough Champions in Table Tennis, Badminton, Cricket, and Basketball. Norlington has also won the borough 'Team of the Year' award in 3 out of the last 4 years.

The Arts

Norlington is committed to providing every student with a wide range of extra-curricular opportunities to broaden their minds and develop self-confidence. Students are encouraged to take part in events such as school plays, the year 7 Pantomime and the Norlington Talent Show. Over 1/3 of students are involved in learning a musical instrument with instrument lessons



Converter Academy Status: School for Boys 11–16 with a mixed 6th form

Admissions criteria is the same as a community school

DFE No: 320 4064

Planned Admission Number: 150

Headteacher: Mr Juan Hernandez

Chair of Governors: Gwyneth Hamand

Tel: 020 8539 3055

Fax: 020 8988 9661

Email: norlington@norlington.net

Website: www.norlington.net

Open evening: Thursday 8 October 2020
6.00pm to 8.00pm

Headteacher's Presentation – 7.00pm

Specialist Status: Maths and Computing

School status/awards:

Healthy Schools, Investors in People,
Sportsmark, FMSIS (Financial
Management Standard in Schools)

provided by a team of 6 music teachers. There are clubs for Film, Sculpture, Art & Textiles and all Year 7, 8 & 9 students visit a Theatre, Museum and Gallery at least once a year.

Additional needs and personalised learning

At Norlington we are committed to offering every student a personalised learning experience that ensures they can be successful. We are very ambitious for all our students and a key element of our success is the lack of disparity of performance between student groups – we all achieve together. Specialist staff support students with learning difficulties. The support can include individual learning plans, in-class support and withdrawal to work in smaller groups as well as language support if English is not their first language. Mentoring plays an important role in providing support for students; this may be individual academic mentoring or as part of a group.

Behaviour for learning

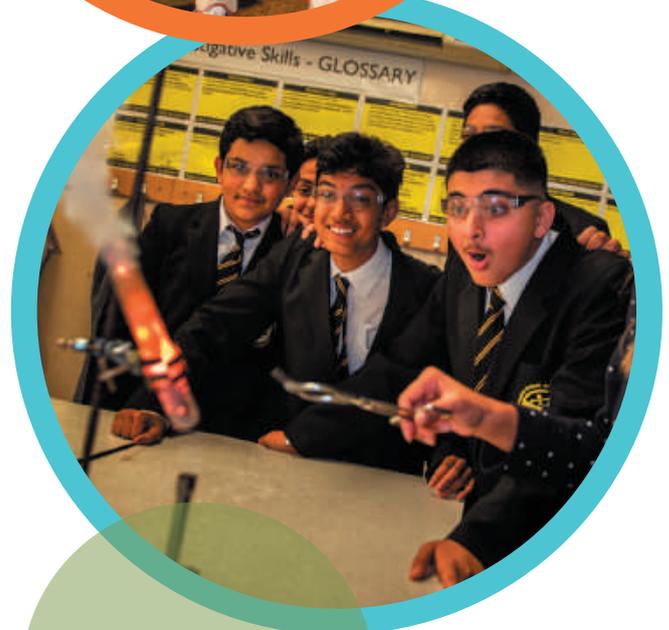
As the only 11–16 Boys' School in Waltham Forest (although our 6th Form is mixed) we have been able to develop and deliver the curriculum in a way that meets the learning styles of our students. We place an emphasis on achievement for all students and have adopted a simple phrase to remind students of our expectations: 'Right Time, Right Place, Right Attitude'. The supportive relationships between students and staff create the right conditions for a purposeful learning environment. Students are rewarded for good work, behaviour, attendance and punctuality.

Parental partnership

The partnership between students, school and parents is very important to us. Parents are kept informed about their son's progress through 6/12 weekly reports, 3 subject/tutor meetings and regular contact through the school website, student planners, a half-termly newsletter and, when appropriate, letters and telephone calls.

Admissions criteria

The admission of students is controlled and administered by the Exceptional Education Trust. Students will be admitted normally at age 11 and without reference to ability and follows the Waltham Forest admission criteria. Please note that the sibling connection includes sisters who attend Connaught School for Girls. The published admission number will be 150.



South Chingford Foundation School

Rushcroft Road
Chingford
London
E4 8SG

(Part of the Chingford Academies Trust)

“The parents and staff... are overwhelmingly positive about the school’s work... pupils are proud of their school. They behave well around the school and lessons... they make good progress.” (Ofsted rated ‘GOOD’)

School aims

The Chingford Academies Trust – “forward thinking, cohesive, proud”

Our Trust vision is to offer the highest calibre education; a blend of traditional knowledge and contemporary thinking, delivered by dedicated staff with access to an unrivalled professional development model; whilst inspiring innovative thinking to prepare our students for the technological, social and environmental challenges of the future in our rapidly changing world.

South Chingford Foundation School benefits from being within the Chingford Academies Trust in many ways including -

- A high quality academic curriculum with a broad range of subjects including Psychology at GCSE.
- Students get priority access to the prestigious Chingford Academies Trust 6th form.
- On offer is a Trust level Careers programme with exceptional business links and experiences.
- Specialist staff with access to an unrivalled Trust level professional development programme that supports high quality teaching and learning for your child.

Our students’ pride in their school is unique. They appreciate the perfect balance of academic professionalism delivered within a small, student-focused environment that is built on a commitment to a personalised approach. Our staff know students’ names and form strong relationships built on an understanding of their passions, aspirations and learning needs. In return, students breathe life into our welcoming, community ethos by embodying our values of achievement, resilience and unity in all that they do.

“The school’s work to promote community cohesion is exemplary, the quality of care, guidance and support is now outstanding. The school has been markedly successful in raising overall attainment” (Ofsted rated ‘GOOD’)

Curriculum

The school’s curriculum vision is *building ambition for all*, and students and staff are committed to being the best version of themselves in order to achieve their ambitions.

Our programmes showcase what is achievable in the 21st Century.

Our academic curriculum is carefully planned to ensure that students are learning the very best of what has been thought and said, are inspired to develop a love of learning and a passion for the subject matter and that they are ready to move on to their chosen destinations in the future. We support students work in the curriculum in the following ways:

- Our **code of expectations** supports tightly defined lessons, with clear purpose and a brisk business like pace. At every opportunity we encourage students to take responsibility for their own learning.
- Our **rewards and sanctions** policy is predicated on supporting students’ moral and social development. Our expectations are high and we take a no nonsense approach to behaviours that impact on learning or our cohesive community.
- Extensive opportunities for **Cultural Capital** experiences

Key Stage 3 (Ages 11-14)

For us, KS3 begins as soon as you receive an offer to join our school. Our transition programme – the work we do to make sure that you and your child are ready to start secondary school – is unrivalled in the local area. We ensure that you start with us knowing your way around the buildings, having met new classmates and their families and that staff are recognisable from day one. We do this not just to ease any fear about leaving a familiar primary school, but to make sure that students’ learning doesn’t get paused unnecessarily.

Students follow a broad and balanced curriculum over 3 years in 15 subjects which include Art, Design and Technology, Drama, English, Food Studies, Geography, History, ICT/Computer Science, Mathematics, Music, PE, PSHE, ERS (Ethics and Religious Studies), Science and Spanish.

Key Stage 4 (Ages 15-16)

Students have a full range of option subjects to choose from to support learning in the core subjects, this includes Triple Science and Psychology, the only school in the Borough to do so. The school encourages the majority of students to follow the ‘English Baccalaureate’ academic curriculum pathway ensuring students leave us with a broad balanced set of qualifications.

Key Stage 5 (Post 16)

South Chingford Foundation School has priority access to the prestigious and successful Chingford Academies Trust’s academic sixth form. In September 2020 the facilities will have been fully upgraded into a modern and innovative space that supports the Trust vision for learning. There is an extensive range of A-Level subjects on offer and a bespoke transition programme in place for South Chingford students.

Additional needs and personalised learning

Our uniquely small school environment ensures that leaders, teachers and support staff will quickly get to know your child’s individual academic, pastoral and social needs. Your child will be rapidly integrated into our school community and children of all ages support one another through our peer mentoring scheme. The size of the school enables strong communication,

Academy School Mixed 11–16
(with Specialist Post 16 provision)

DFE No: 320 4001

Planned Admission Number: 180

Executive Principal: Miss Jane Benton M.Ed, MBA

Chair of the Board of Trustees: Mr Tony Young

Chair of SCFS Local Governing Body: Mr Shakil Motala

Tel: 020 8531 9231

Email: office@southchingfordfs.org.uk

Twitter: @Schingfordfound

Facebook: South Chingford Foundation

Open evening: Wednesday 23 September 2020
6.00pm–8.30pm

Executive Principal's talks at 6.30pm and 7.15pm

Bus routes: 34, 97, 158, 215, 357, 385, 397, W11

Specialist Status: Parliamentary Award Case Study
School, Arts, Humanities and Sports, Extended
School, Arts Award, Quality in Study Support
(QISS), FMSIS, Sports England, Healthy School

consistency and support throughout the students' career such as the same SPL (Student Progress Leader) and Form Tutor. The school has a strong Transition Programme and Team to enable students to experience the best possible start to Secondary School that they can have.

Our SEND (Special Educational needs and disabilities) offer can be found here <https://www.southchingfordfoundation.org.uk/Information/SEN/>

Behaviour for learning

Our 'Rewards and Sanctions' policy is predicated on supporting students' moral and social development. Parents are regularly informed of both positive contributions to learning and the community and we seek the power of partnership with parents when we inform them of any behaviors that have fallen below standard. A high profile **hall of fame** celebrates rewards and a tariff system exists to encourage and celebrate the impact of positive behaviors. Students are encouraged and supported to self-regulate to enable them to develop into successful citizens contributing fully to our local community and beyond.

Additional opportunities

Qualifications are supported by an exceptional suite of academic enrichment opportunities including externally funded programmes such as Beyond Horizons (philosophy, history of art), The Brilliant Club (university level learning), Barclays' Bank RISE Mentoring Programme and Stepping Stones as well as a rich programme of extra-curricular activities in sports and arts. For example Stepping Stones offers a wide range of activities augmenting students' curricular experience. Visits are regularly organised to support the taught curriculum, including theatre visits and field trips. The Trust's Duke of Edinburgh Award is open to all.

Parental and community partnership

South Chingford Foundation School was opened originally in 1978 and together with Chingford Foundation School (opened 1938) we truly represent the Chingford community and our local history contributes to our sense of belonging and community engagement.

South Chingford has a history of supporting community

projects that not only support the local population but provide voluntary work that our students can lead on. We are key partners with AgeUK, Waltham Forsest and 'Eat or Heat' our community foodbank. Our young leaders offer community support through their Duke of Edinburgh programme and each year group work alongside a specific charity. Our school embraces local groups and we have a range of community partners that access the school and support enrichment activities for the students.

Our Trust Charter (see website) describes our school's commitment to strong relationships being at the core of our success. We seek to create the right environment, build and repair relationships and reflect each day on our interactions with each other. This approach ensures that our learning and social community remains strong, purposeful and caring.

Admission criteria

The admission of students is controlled and administered by the Chingford Academies Trust. Students will be admitted normally at age 11 and without reference to ability. The published admission number will be 180.

The admissions arrangements provide that when applications for admission exceed the number of places available, places will be offered in accordance with the following criteria:

- 1) Looked after children and all previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or Special Guardianship Order).*
- 2) Children who have a sibling on roll at South Chingford Foundation School at the time of admission.**
- 3) Children of staff in either or both of the following circumstances:
 - i. Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
 - ii. The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- 4) Other children in order of distance from the school, defined as a straight line from the measurement point of the child's home address (as defined by the Ordnance Survey) to the main pedestrian gate, using the Local Authority's computerised measurement system, with priority being given to the nearest child/children.***

The criteria will be taken in order of the list above.

Clarification on the meaning of those paragraphs marked *, **, *** can be obtained by contacting the School.

Waiting List

Unsuccessful applicants will be given the option of going onto a waiting list. If a place becomes available the oversubscription criteria will be applied.

Late Applications

Applications received after the closing date from families who have relocated to the area will be considered providing the application is received before decisions have been made on offers by Governors. Other late applications will be placed on the waiting list after the National Offer Day in March in accordance with the oversubscription criteria and waiting list process.

Fair Access Panel – In-Year Admissions

The Waltham Forest Fair Access Panel may require the Academy to admit a child in order to protect the interests of vulnerable children and those with challenging behaviour.

Walthamstow Academy

Billet Road
Walthamstow
London
E17 5DP

“The best in everyone...best lesson, best day, best year, best future...”

School aims

We set high standards with clear expectations for our students, based on the foundation of our core values of ambition, determination and respect. All of our students are encouraged to reach beyond what they thought possible, building the skills, qualifications and character to fulfil their dreams and ambitions.

We believe that in order to achieve their goals, students need to try their best every lesson, every day. This will result in significant progress over time, leading to every year being their best year. This means they are challenging themselves all the time to be the best they can be and securing their best future as a successful, happy and fulfilled adult.

Curriculum

Throughout Key Stages 3 and 4

Our curriculum is broad, balanced and inclusive. It meets the needs of all learners and looks to our students' future by offering skills-based vocational and academic courses. Our teachers are subject experts who impart excellent subject knowledge to our students, preparing them for their GCSE examinations in Year 11, developing their cultural capital and inspiring a love of both subject and learning.

All students have access to a curriculum that supports their progress. In their first three years at the Academy, they try many subjects so they are in an informed position to make option choices in Year 9.

At Key Stage 5

Walthamstow Academy Sixth Form enables progression to all university courses, apprenticeships and careers. Our students can continue to study in an environment which they trust, with teachers who are subject experts, and in which they are already known, understood and cared for. External applicants are warmly welcomed. We give our older students the academic rigour, respect and responsibility they have earned as young adults within our framework of support, close monitoring and high expectations.

The Sixth Form offers:

- A wide-ranging curriculum.
- Traditional A level and BTEC National vocational courses.
- An extensive extra-curricular and enrichment programme.
- Opportunities to visit universities.
- Excellent careers advice for higher education and apprenticeships.

Additional needs and personalised learning

Students have a form tutor who is the first point of contact with home. Students are able to access learning resources online via Google Classroom from home and from the Academy's Learning Resource Centre. We have extension and support programmes for High Prior Attainment students and for students with individual learning needs. We plan that all learning is personalised to individual students, and constant tracking of progress ensures that action can be taken quickly to support achievement. Students will be moved between groups as required to ensure challenge is maintained. If required, students are provided with intensive support through our excellent learning support assistants. This support is usually in class to ensure consistency with their programme of study for every subject.

Behaviour for learning

We expect students to strive for excellence in every aspect of their learning which includes their conduct in classrooms, around the school and in the local and wider community. Students understand the Academy is a place for learning and a positive, calm environment for all is of the utmost importance. Students are actively engaged in lessons and the Academy regularly celebrates and rewards student progress.

Additional opportunities

The Walthamstow Academy day runs from 08.30–15.10 with an assembly or tutor period each day.

We offer an extended Academy day – including a breakfast club, lunchtime activities and a wide-ranging after-school extension and enrichment programme.

Extra-curricular activities complement the curriculum and allow students to undertake additional subjects, develop life skills, improve fitness and have fun whilst learning new things. There is something for everyone and each student will be expected to take part in these activities, selecting from a range of sports, performances, productions, games, clubs, societies, extension activities and learning support.

Students of all ages hold responsibility positions and serve the community. We have an active Academy Council made up of students from each year. This involves all students in consultation and contributes to Academy improvement planning.

Parental partnership

Parents and carers are welcomed, informed and involved in their child's education. The partnership between parents/carers, student and Academy is central to our success. Parents/carers are kept informed via the calendar, homework diary, Google Classroom, Academy website, SchoolGateway and social media. We report progress at least three times a year and hold an annual parents' evening for each year group. We also have a meeting between parents/carers and the child's tutor in the first term.

Academy Mixed 11–19
 DFE No: 320 6905
 Planned Admission Number: 180
 Headteacher: Ms Emma Skae
 Chair of Governors: Mr Geoff Skewes
 Tel: 020 8527 3750
 Fax: 020 8527 3603
 Email: info@walthamstow-academy.org
www.walthamstow-academy.org
 Open evening:
 Thursday 1 October 2020
 5.30pm to 8.00pm
 Bus routes: 158, W11



Our admissions criteria are set out on in full on the Walthamstow Academy website in the 'Admissions' section. We would encourage prospective applicants to visit our website, <http://www.walthamstow-academy.org/about-us/how-to-apply> for this information and other key facts about the Academy.



After Walthamstow Academy

Many of our students continue their studies at our Sixth Form with the majority choosing to progress in higher education at university. We are extremely proud of our Sixth Form and the results our students achieve.

Admission criteria

Consideration of applications

The Academy will consider all applications for places. Where fewer than 180 applications are received, the Academy will offer places to all those who have applied. However, the Academy may refuse admission to particular applicants in cases where the applicants have been excluded from two or more schools and the ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose.

Admission criteria

Where the number of applications for admission is greater than the published admissions number, applications will be considered against key criteria. Priority is given to children with Education, Health and Care Plans, where the academy is named on the EHCP. After this, the criteria will be applied in the order in which they are set out below:

- Children who are in Public Care (Looked after Children) at the time of the application.
- Children who have specific medical needs, social needs and special need where the application is supported by written specific professional advice as to why admission to the academy is necessary.
- Children who are children of staff.
- Children with a sibling at Walthamstow Academy, including Sixth Form, when the applicant joins.
- Children who attend Walthamstow Primary Academy and are in Year 6 at the time of the admission application deadline.
- Children whose permanent address is nearest to the Academy.



Walthamstow School for Girls

Church Hill
Walthamstow
London
E17 9RZ

“The high quality of teaching leads to pupils making outstanding progress”.

“Pupils’ attitudes to learning are highly positive”.

“Pupils’ behaviour is exemplary. They show a high level of consideration for each other, respecting diversity”.

“Teaching, learning and assessment across the school are of a very high quality. This is because teachers and leaders have a shared commitment to providing a first class education”.

“The school’s work to promote pupils’ personal development and welfare is outstanding”.

“Pupils very much enjoy coming to school”.
(Outstanding, Ofsted 2018)

School aims

- To ensure that students achieve the highest academic standards of which they are capable.
- To provide a wide range of educational experiences for every student in a school environment that is welcoming, exciting and interesting, as well as academically rewarding.
- To provide opportunities for the spiritual, moral, social and cultural development of students.
- To ensure positive acceptance and celebration of diversity and opposition to all forms of discrimination.
- To promote self-esteem among students, particularly concerning themselves as women with positive aspirations and confident of equal opportunities both in education and society.
- To develop mutually beneficial relationships with parents, carers and the local community.

Curriculum

Key Stage 3

In Years 7–9 students follow the full national curriculum. Current languages studied are French or Spanish. In addition, all Year 7 students have a lesson once a fortnight dedicated to developing the skills and habits needed to be effective lifelong learners which is based on our GREEN learning values: growth, resilience, empathy, energy and newness. This vision is further supported by the use of one-to-one technology in the classroom. The reading skills of all students are supported through an Accelerated Reader lesson once a fortnight.

Key Stage 4

In Years 10 and 11 all students study English Language, English Literature, Mathematics, Sciences, Physical Education, Religious Studies: Philosophy and Ethics and Personal, Social, Health and Citizenship Education.

In addition to the core curriculum, students choose four more subjects. The following subjects are currently offered: Drama, Music, PE, French, Spanish, Urdu, Fine Art, Economics, Design Technology, Food Preparation and Nutrition, Religious Studies, Geography, History, Travel and Tourism, Business Studies, Media Studies, Computer Science and Latin.

Additional needs and personalised learning

We believe that happy students will be successful ones. The pastoral system brings together the students’ academic and social experiences. The tutor knows each student, meeting with the tutor group twice daily, attending to routine matters such as attendance and punctuality and sorting out any small difficulties a student may be experiencing. The tutor monitors a student’s progress towards the achievement of her academic targets.

The school has a qualified counsellor and two Learning Mentors to support students whose personal life is undermining their chances of success and a team of learning support staff to help those who have a barrier to learning.

Students are helped in their learning according to their individual needs. The Language and Learning Development Faculty ensures that students with Special Educational Needs are assisted appropriately to make good progress. There is close liaison with primary schools so that relevant information is known before transfer. Parents and carers are involved in the faculty’s work and their child’s progress at all stages.

Students who are at early stages of acquiring the English Language receive support from specialist teachers. There are booster classes to assist with basic skills in core subjects. The progress of all students is monitored carefully. A wide range of in-class and extra-curricular extension activities are provided to extend and challenge all students, including the most able.

Additional opportunities

Individual gifts and talents are developed through a wealth of activities publicised in a termly programme. Educational trips and visits (locally, in London, throughout the UK and abroad) are also a feature of school life. The school facilities, including the Learning Resources Centre, are open both before and after school for the students in addition to a range of after school classes and activities each day. Further details can be found on the school website or by enquiry at the school.



Community School for Girls 11–16

DFE No: 320 4072

Planned Admission Number: 180
Teaching School and National Support School

Headteacher: Ms Meryl Davies,
National Leader of Education

Chair of Governors: Ms Gillian Barker,
National Leader of Governance

Tel: 020 8509 9446
Fax: 020 8509 9445
Email: info@wsfg.waltham.sch.uk
www.wsfg.waltham.sch.uk

Open evening:
Thursday 15 October 2020
5.30pm–8.00pm

Bus routes: 34, 69, 97, 212, 215, 275

SSAT national award winners 2014-2019,
“Transforming in Education” awards for Leadership
with Moral Purpose and System Leadership, TES
High Aspiration national award winning school,
Good Schools’ Guide, Ofsted ‘Outstanding’
(June 2018).

Parental partnership

The school works closely with parents and carers. There are termly reports along with an annual parent subject consultation evening with staff. Parents and carers can discuss their child's progress at other times by appointment. There are Parent Information Evenings for each year group and a parental app. The Headteacher holds a weekly surgery and the governors are keen to encourage the involvement of parents and carers in the life of the school.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.



Willowfield School

209 Blackhorse Road
Walthamstow
London
E17 6ND

‘At the end of the Willowfield experience, our students can compete with anyone, anywhere, professionally and personally, in the world that is their future.’

“This school continues to be good and has maintained the good quality of education in the school since the last inspection.”

“Learning takes place in an environment that encourages very positive attitudes... A safe environment where pupils can enjoy their education” (Ofsted June 2016)

School aims

Willowfield has been proudly serving the local community for the best part of a century and we are delighted to continue to provide a great learning experience to the children and young people of our community. Our vision is based on inspiring challenging and supporting everyone to be the best they can be. Willowfield students build on their strengths and overcome their personal barriers, leaving us able to compete with anyone anywhere as successful, confident, well-rounded adults. OFSTED visited us in June 2016 and were very impressed with what they saw, commenting upon how we have further improved since our last inspection. We have gone from strength to strength since then, with great progress results in 2018.

Curriculum

Students at Willowfield enjoy a stimulating broad and balanced learning experience. We moved into our fantastic new buildings in September 2015 and our great facilities are bringing to life even greater opportunities for our students. At Key Stage 3, the curriculum is planned to be inclusive but also to stretch and challenge students to grow and develop as curious and confident learners, preparing them for the challenges ahead in Years 10 and 11. At Key Stage 4, students study subjects related to their areas of strength, interest or possible future career pathways. Enabling our students to achieve the best examination results they will need is key to our work, but not the only purpose of the curriculum and wider school experience. We aim to develop every learner holistically.

We are committed to nurturing all our students into thoughtful and active citizens able to play a full part in the 21st Century world they will be living and working in. Our Year 11 students progress successfully on to college, work and university and we are always proud to hear from them about their successes after Willowfield. We have the highest expectations of all students in all areas of their development and will not allow them to settle for ordinary.

Additional needs and personalised learning

Students from all backgrounds and all abilities are welcomed and flourish within a safe and caring environment at Willowfield. We are proud of the progress students make. Great teaching and learning are at the heart of everything we do at Willowfield. We use a wide range of information about our young people to plan learning experiences that closely meet their needs and excite them, and we listen to their views on our teaching and their learning, and act on these.

Behaviour for learning

We expect the very best in terms of courtesy and respect from our students and they rise to meet our high expectations. Life at Willowfield is characterised by calm and purposeful learning, under-pinned by mutual respect. It is an environment where staff and students enjoy happy, harmonious and very productive relationships. This atmosphere is key to our success and stems from the great support and care every student receives, making them feel valued and nurtured. We believe a school is about more than just qualifications and that a safe and happy learner is an effective and successful learner.

Additional opportunities

We have a range of extra-curricular opportunities available to all students, something that we have been able to extend and develop since we moved to our new site. Opportunities to engage in activities related to citizenship are many and varied, while our Artsmark Award reflects the range and quality of the opportunities offered here. There are many opportunities to take on responsibilities and we have an active Student Leadership Council who play a real role in helping shape the direction of the school. Each student will enjoy having a Willowfield Passport, which will provide opportunities to flourish in a range of areas such as wellbeing and extra-curricular learning.

Parental partnership

Our partnerships with parents and carers are key to the happiness and success of our students. We celebrate success and ensure that parents and carers are kept informed about their child's progress throughout their time with us. Sometimes students need some additional support to flourish and manage themselves effectively and we are committed to working closely with students and their families to develop strategies to help them fulfil their potential.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

Community School Mixed 11–16

DFE No: 320 4066

Planned Admission Number: 180

Headteacher: Mr Clive Rosewell

Chair of Governors: Ms Liz Rutherford

Tel: 020 8527 4065

Fax: 020 8353 4264

Email: school@willowfield-school.co.uk

www.willowfield-school.co.uk

Open evening:

Thursday 8 October 2020 6.00pm–8.00pm

Headteacher talks at 6.30pm & 7.15pm

Bus routes: 123, 158, 230

School status/awards: Arts mark Silver, Healthy Schools Award Professional Development Quality Mark (Platinum Award), UCL/IOE Specialist Partner.



Section 4

Schools in other local authorities

If you want to apply for schools outside of Waltham Forest, contact the relevant local authority for information on those schools. Please remember that if you live in Waltham Forest you must list all preferences on your Waltham Forest application.

Barking and Dagenham

Tel: 020 8215 3004
Email: infos@lbbd.gov.uk
Website: www.lbbd.gov.uk

Enfield

Tel: 020 8379 5501
Email: esas@enfield.gov.uk
Website: www.enfield.gov.uk/admissions

Essex County Council

Tel: 0345 603 2200
Email: admissions@essex.gov.uk
Website: www.essex.gov.uk/admissions

Hackney

Tel: 020 8820 7000
Email: admissions@learningtrust.co.uk
Website: www.learningtrust.co.uk/admissions

Haringey

Tel: 020 8489 1000
Email: schooladmissions@haringey.gov.uk
Website: www.haringey.gov.uk

Havering

Tel: 01708 434600 (Mon–Fri, 12–5pm)
Email: schooladmissions@havering.gov.uk
Website: www.havering.gov.uk/admissions

Hertfordshire

Tel: 0300 123 4043
Email: transfer.admissions@hertfordshire.gov.uk
Website: www.hertfordshire.gov.uk/admissions

Newham

Tel: 020 8430 2000
Email: pupil.services@newham.gov.uk
Website: www.newham.gov.uk

Redbridge

Tel: 020 8708 3121
(telephone opening times are from 8.30am to 5.00pm)
Email: Admissions@redbridge.gov.uk
Website: www.redbridge.gov.uk

Tower Hamlets

Tel: 020 7364 5006
Email: school.admissions@towerhamlets.gov.uk
Website: www.towerhamlets.gov.uk

Useful contacts for information and advice

Ofsted

The body that regularly inspects all schools in England that are mainly or wholly state-funded.

www.ofsted.gov.uk
enquiries@ofsted.gov.uk
0300 123 1231

Department for Education

The government department responsible for education and children's services.

0370 000 2288
www.education.gov.uk

Advisory Centre for Education (ACE)

Offer a comprehensive range of advice and information on education issues.

www.ace-ed.org.uk
0300 0115 142 (Monday to Wednesday from 10am to 1pm; term time only)

Schools Finder

A government-funded website that provides detailed information about schools, including links to school performance data and the school profile.

<https://www.compare-school-performance.service.gov.uk/>

Section 5

Other information

How places were allocated on 2 March 2020

| School | PAN (Published Admission Number) | Applications received | SEN (Statement Educational Need) | LAC (Looked After Children) | Medical or Social | Feeder Link | Sibling | Staff Children | Religious Criteria | Distance/Catchment | LA Alternative Offer* | Places available (Vacancies) | Cut off distance [^] Within Catchment | Appeals Heard | Appeals Allowed |
|--|----------------------------------|-----------------------|----------------------------------|-----------------------------|-------------------|-------------|---------|----------------|--------------------|----------------------|-----------------------|------------------------------|--|---------------|-----------------|
| Buxton School | 180 | 291 | 8 | 0 | 0 | 62 | 10 | 0 | n/a | 64 | 27 | 9 | n/a | | |
| Chingford Foundation School | 270 | 729 | 12 | 6 | n/a | n/a | 74 | 0 | n/a | 26/152 | 0 | 0 | 1.283/1.172* | 2 | 0 |
| Connaught School for Girls | 120 | 315 | 1 | 0 | 0 | n/a | 25 | 0 | n/a | 94 | 0 | 0 | 1.126 | 6 | 1 |
| Eden Girls' School Waltham Forest | 124 | 399 | 1 | 0 | 0 | n/a | 52 | 0 | n/a | Station 34 School 34 | 0 | 0 | Station 0.609 School 0.649 | 29 | 0 |
| Frederick Bremer School | 180 | 535 | 10 | 3 | 0 | n/a | 26 | 1 | n/a | 140 | 0 | 0 | 1.755 | | |
| George Mitchell School | 120 | 433 | 2 | 1 | 0 | 36 | 18 | 0 | n/a | 63 | 0 | 0 | 0.505 | 2 | 0 |
| Heathcote School & Science College | 240 | 521 | 6 | 2 | 1 | n/a | 45 | 1 | n/a | 103 | 8 | 74 | n/a | | |
| Highams Park School | 240 | 785 | 1 | 4 | n/a | n/a | 102 | 0 | n/a | 133 | 0 | 0 | 0.981 | 4 | 3 |
| Holy Family Catholic School and Sixth Form | 240 | 380 | 1 | 0 | n/a | n/a | n/a | n/a | 118 | 55 | 0 | 65 | n/a | | |
| Kelmscott School | 210 | 433 | 3 | 0 | 0 | n/a | 40 | 0 | n/a | 100 | 42 | 25 | n/a | | |
| Lammas School & Sixth Form | 180 | 336 | 1 | 1 | 0 | n/a | 15 | 0 | n/a | 86 | 22 | 55 | n/a | | |
| Leytonstone School | 210 | 607 | 2 | 1 | 3 | n/a | 41 | 2 | n/a | 161 | 0 | 0 | 1.178 | 11 | 4 |
| Norlington School and 6th Form | 156 | 311 | 1 | 0 | 0 | n/a | 28 | 0 | n/a | 127 | 0 | 0 | 1.749 | 4 | 2 |
| South Chingford Foundation School | 180 | 311 | 1 | 2 | n/a | n/a | 23 | 0 | n/a | 55 | 21 | 78 | n/a | | |
| Walthamstow Academy | 180 | 311 | 6 | 0 | 0 | n/a | 37 | 0 | n/a | 137 | 0 | 0 | 0.797 | 23 | 3 |
| Walthamstow School for Girls | 180 | 669 | 3 | 1 | 2 | n/a | 32 | 0 | n/a | 142 | 0 | 0 | 0.771 | 9 | 2 |
| Willowfield School | 180 | 664 | 6 | 2 | 4 | n/a | 40 | 0 | n/a | 128 | 0 | 0 | 0.721 | 12 | 2 |

Note: Figures are for guidance only. There is no guarantee that figures will be similar in future years. Data for appeals is based on those heard between 2 March and July 2020.

KEY

| | |
|------------------------------|---|
| Places available | Number of available places in year 7 for entry in September 2020. |
| Applications received | Number of preferences expressed for a school (parents can list up to six preferences on their application). |
| Feeder Link | Children attending the primary phase of Buxton School and George Mitchell who were allocated a place in the secondary phase of that school. |
| LA Alternative Offer | Alternative offer – where none of an applicant's preferences can be met we offer a place at the nearest community school to their home with an available place. |
| Cut off distance | Home to school distance of the last child offered a place at a school. |

Cut off distances in miles for past three years

The table below shows how far away the student lived who was offered the last available place at the school on allocation day.

| School | Cut off distance (in miles) | | |
|--|-------------------------------|------------------------------|-------------------------------|
| | 2018/19 | 2019/20 | 2020/21 |
| Buxton School | | | |
| Chingford Foundation School | 0.692 (catchment 1.16) | 0.718 (catchment 1.176) | 1.282 (catchment - 1.172) |
| Connaught School for Girls | 3.673 | 0.72 | 1.126 |
| Eden Girls' School, Waltham Forest | School 1.885 Station 0.778 | School 1.07 Station 0.687 | School 0.649 Station 0.609 |
| Frederick Bremer School | | 1.29 | 1.755 |
| George Mitchell School | | 0.585 | 0.505 |
| Heathcote School & Science College | | | |
| Highams Park School | 1.063 | 0.999 | 0.981 |
| Holy Family Catholic School and Sixth Form | | | |
| Kelmscott School | | | |
| Lammas School and Sixth Form | | | |
| Leytonstone School | 1.134 | 0.894 | 1.178 |
| Norlington School and 6th Form | 1.997 | 1.53 | 1.749 |
| South Chingford Foundation School | | | |
| Walthamstow Academy | 0.687 | 0.738 | 0.797 |
| Walthamstow School for Girls | 0.759 | 0.736 | 0.771 |
| Willowfield School | 0.836 | 0.622 | 0.721 |

Where no cut off distance is shown for a school this means that all applicants who applied on time were offered a place there.

** Lottery tie break draw

Figures are for guidance only. There is no guarantee that figures will be similar in future years. The number of applications for each school will differ each year, as will the addresses from which children are applying.



Additional information and services

Children with Special Educational Needs

Children with an Education, Health and Care (EHC) Plan should not apply using the Common Application Form. Instead, each parent must complete the application form sent to their home address by the Waltham Forest SEND Service between May and September 2020. The SEND secondary transfer form must be completed and returned to the Waltham Forest SEND Service by 2 October 2020.

The SEND secondary transfer form will give parents the opportunity to name three secondary schools. Parents may have already named preferences for their child at the annual review meeting but, as most secondary schools hold their open evenings for parents at the start of the autumn term, some parents may wish to make their final choices of school after having the opportunity to visit schools.

There are four special schools in Waltham Forest that are able to accommodate secondary age children. These are Belmont Park School (www.belmontparkschool.com), Hornbeam Academy (William Morris Site) (www.hornbeamacademy.org/william-morris), Joseph Clarke School (www.whitefield.org.uk/jc) and Whitefield Schools & Centre (www.whitefield.org.uk). Places at these schools are authorised by the Waltham Forest SEND Service Phase Transfer Panel.

Further advice is available from the Waltham Forest SEND Service based at:

Wood Street Health Centre (1st floor)
6 Linford Road
Walthamstow
E17 3LA
Tel: 020 8496 6503 / 6505

For free impartial advice on special educational needs you can contact:

Waltham Forest Special Educational Needs Disability Information Advice and Support Service (WFSENDIASS) – Citizens Advice Waltham Forest
220 Hoe Street
Walthamstow
London E17 3AY
Telephone: 020 3233 0251
Email: wfsendiass@walthamforestcab.org.uk



Fair Access Protocol

Some parents have difficulty in finding a school place for their child. That is why all local authorities are required to have a Fair Access Protocol.

Not all children for whom it is hard to find a school place will be challenging, but they will be vulnerable as long as a school place has not been found for them. Our protocol establishes a fair system for the admission of children who are genuinely 'hard to place' as well as minimising the number of children in Waltham Forest at risk of underachievement through being out of school.

This Protocol is designed to:

- Acknowledge the needs of vulnerable children not on the school roll of any school to be dealt with quickly and sympathetically
- Reduce the time these children spend out of school
- Ensure all schools admit children with challenging needs on a fair and transparent basis.

Please Note

Children who do not have a school place will always take precedence over those children on a waiting list but who are still on roll at a school.

Free school meals

Free school meals are provided for children if their families are in receipt of benefits such as Income Support or income-based Jobseeker's Allowance.

You can apply online at www.walthamforest.gov.uk/content/free-school-meals
You can also apply using a self service PC at North Chingford, Walthamstow, Leyton or Leytonstone libraries.

You can also apply for free school meals when you claim Housing Benefit or Council Tax Benefit. Just make sure you answer the free school meal questions when filling in the form.

In-Year Applications

By law, children aged between 5 and 16 must receive an education. This means that if your child is not in a school you must apply for a school or tell the local authority what alternative arrangements you are making for their education.

If your child has an Education, Health and Care Plan (EHC Plan) and you want to ask for a school transfer, you must contact the Waltham Forest SEND Service on 020 8496 6503 or 020 8496 6505. They consider these applications separately from the process outlined below.

If you want to change schools

It is extremely important that a child has continuity in their education. For this reason, we strongly discourage unnecessary transfers between schools. If your child is already attending a school, but you feel that a move would be in their best interests, you should discuss your reasons for this with your child's current school. It is important that you try to resolve any difficulties by working with the school, rather than requesting a transfer. If you still want to go ahead with the transfer after this meeting, complete the form and send it to School Admissions.

Applying for a school place

To apply for an in year place, you should complete the online application form. The link is available from the Waltham Forest website (<https://www.walthamforest.gov.uk/content/year-admissions>).

You can list up to three preferences. You should list the schools in the order of preference. The admissions criteria for faith schools, academies, foundation and free schools may be different from community schools, and you may need to fill in other forms (Supplementary Information Forms). You can get these from the school and they must be returned to the school. For school criteria, please see the individual school pages within this brochure. If you believe your child may fall under a higher criterion, you should provide documentation to show this.

If you complete a paper application you must return it to the Admissions Service in one of the following ways:

Post: School Admission Service, Waltham Forest Town Hall, Forest Road, London E17 4JF

Email: admissions@walthamforest.gov.uk

Please Note

The following schools process their own in-year admission forms, and you will need to apply directly to the school for an in-year place. Please see the school's website for information on how to apply:

Chingford Foundation School
Eden Girl's School, Waltham Forest
Highams Park School

Providing the correct proof

You will need to provide documents with your application that provide evidence of:

1. Your home address (for example a government produced letter* such as housing benefit, council tax or NHS letter or a recent utility bill or bank statement**, driving licence)
2. Your child's date of birth (for example a birth certificate)
3. Your child's home address which should be the same as your home address (for example a government produced letter* such as child benefit, child tax credit or housing benefit, or a bank statement in the child's name**). You can submit an official document or letter with your child's name and address.

You must also provide documentation to support any higher criterion you wish to apply for, eg medical or social.

If you have moved recently, please also provide evidence of a closing of council tax account from your previous address.

These examples are not an exhaustive list.

We reserve the right to request further evidence if required.

* Must be dated within the last 12 months.

** Must be dated within the last 3 months.

Guardianship

If a child is not living with their natural parents and you are looking after the child, please provide written evidence that you are the legal guardian and have parental responsibility for that child. Evidence includes a will or court order or a statutory declaration. Guardianship only applies if you can prove that you have full care of the child and their normal, permanent home is with you, Guardianship does not apply if you take the child to and from school or look after the child until their parents collect them.

Medical or Social

Medical or social reasons can only be taken into account when information is provided with the application. Failure to provide such information at this stage may affect whether or not the child is allocated a place at the preferred school under this criterion.

Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker, psychologist or other relevant independent professional. The information must confirm the exceptional medical or social reason, and demonstrate how the specified school is the only school that can meet the defined needs of the child.

What happens next?

Your application form will be processed within 15 school days. We will write to you to let you know if we can offer a place at any of your preferred schools.

If your child does not have a school place:

If we cannot offer any of your preferred schools, we will offer a place at the nearest school with a vacancy. The letter will let you know what you need to do next. You should return the reply slip indicating whether you accept or decline the place offered. If you have not received an offer of your first preference, you will also have the option of being placed on the waiting list. You must tick the box to indicate you wish to be placed on the waiting list. There will be contact details for the school offered. Once you have contacted the school they will make arrangements for your child to start within a few days.

If your child does not take up the school place, your child's details may be referred to the Education Welfare Service.

If your child is already in a Waltham Forest school:

If we cannot offer a place in any of your preferred schools, and your child is already attending a Waltham Forest School, we will write to you to let you know, and your child should remain on roll at their current school. If you wish to be placed on the waiting list for your preferred school(s), you must complete and return the reply slip received with your letter.

Waiting lists

Your child will only be placed on a waiting list if you request it on the Reply Slip, received with your response letter. Waiting lists are kept in criteria order and it is possible to move both up and down a waiting list and other children are added and removed.

If you indicate that you wish your child to be placed on the waiting list, they will remain on this list until the end of the academic year in which you apply. If you wish your child's name to be removed from a waiting list, please let us know in writing.

Right of appeal

If we cannot offer your child a place at your preferred school you will be given the right to appeal against this decision.

You can only appeal once for each school within a school year. We may consider a second application and subsequent appeal if there has been a relevant and major change in your family's circumstances. You must appeal using an appeal form. For details please refer to our website: www.walthamforest.gov.uk

Any appeal should be submitted within 21 school days of being informed that a place cannot be offered. Appeals are heard by an independent appeal panel.

Section 6

Atypical School Admissions

The Government has recently made it a legal requirement that all Local Authorities must inform parents/carers of all students in Year 9 about schools in or within travelling distance of the Local Authority area that admit students at the beginning of Year 10.

The Government wishes to ensure that parents/carers are well informed about all the options available for children of this age.

This does not mean that you have to move your child to another school – for the great majority of children the school they are already attending will remain the most appropriate place for them to continue their education.

Schools which admit students in Year 10 are called University Technical Colleges (UTCs) or Studio Schools.

UTCs are set up by universities and businesses and specialise in one or two technical subjects. They offer a similar GCSE curriculum to a typical secondary school, including English and Maths, as well as their specialist subject. You can find out more at www.utcolleges.org/utcs/

Studio schools are similar to UTCs in that they have employer involvement in the curriculum and focus on developing skills needed for employment, involving personal coaching and work experience. They have a similar curriculum to a typical secondary school.

The application process is set out on the website for each school.

| | Status | Age Range |
|--|--------|-----------|
| De Salis Studio College Hewens Road, Hayes, Middlesex UB4 8JP 020 3819 3421 www.desalisstudiocollege@trhat.org | Studio | 14–19 |
| Fulham Enterprise Studio Kingwood Road, Fulham SW6 6SN 020 7381 3606 www.fulhamenterprisestudio.squarespace.com | Studio | 14–19 |
| Logic Studio School Browells Lane, Feltham TW13 7EF 020 8831 3001 www.logicstudioschool.org | Studio | 14–19 |
| Parkside Studio College Wood End Green Road, Hayes, Middlesex UB3 2SE 020 8573 2097 www.parksidestudiocollege.co.uk | Studio | 14–19 |
| Space Studio West London Letchworth Avenue, Feltham, Middlesex TW14 9RY 020 3696 8140 www.spacestudiowestlondon.org | Studio | 14–19 |
| BMAT STEM Academy Velizy Avenue, Harlow, Essex CM20 3EZ 01279 307254 www.bmatstem.org.uk | UTC | 14–19 |
| Elstree UTC Studio Way, Borehamwood, Hertfordshire WD6 5NN 020 8386 6220 www.elstreeutc.co.uk | UTC | 14–19 |
| Elutec (East London University Technical College) Yew Tree Avenue, Rainham Road South, Dagenham East RM10 7FN 020 3773 4670 www.elutec.co.uk/ | UTC | 14–19 |

| | Status | Age Range |
|--|--------|-----------|
| Global Academy UTC The Old Vinyl Factory, 1 Record Walk, Hayes, Middlesex UB3 1DH 020 3019 9000 www.globalacademy.com/ | UTC | 14–19 |
| UTC Heathrow Potter Street, Northwood, Middlesex HA6 1QG 01923 602130 www.heathrow-utc.org/ | UTC | 14–19 |
| London Design and Engineering UTC (LDEUTC) Docklands Campus, University Way, London E16 2RD 07714 255193 www.ldeutc.co.uk/ | UTC | 14–19 |
| Mulberry UTC 64 Parnell Road, London E3 2RU 020 7790 6327 www.mulberryutc.co.uk/ | UTC | 14–19 |
| Sir Simon Milton Westminster UTC 1 Sutherland Street, Ebury Bridge, Victoria, London SW1V 4LD 0203 301 7660 www.westminsterutc.co.uk/ | UTC | 14–19 |
| South Bank Engineering UTC 56 Brixton Hill, Brixton, London SW2 1QS 020 7738 6115 www.southbank-utc.co.uk/ | UTC | 14–19 |
| The Leigh UTC Brunel Way, The Bridge Development, Dartford, Kent DA1 5TF 01322 626600 www.theleighutc.org.uk | UTC | 14–19 |
| The Norwood School Crown Dale, London SE19 3NY 020 8670 9382 www.thenorwoodschool.org | UTC | 14–19 |
| Watford UTC Colonial Way, Watford, Hertfordshire WD24 4PT 01923 905240 www.watfordutc.org | UTC | 14–19 |

Section 7

Definitions

The following terms used throughout this booklet are defined as follows, except where individual arrangements spell out a different definition.

Academy

Academies are publicly funded independent schools, funded directly from the government, not the local council. They are run by an academy trust which employs the staff. They have to follow the same rules on admissions, special educational needs and exclusions as other state schools. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups.

Admission Authority

The body responsible for setting and applying a school's admission arrangements. For community or voluntary controlled schools, this body is the local authority unless it has agreed to delegate responsibility to the governing body. For foundation or voluntary aided schools, this body is the governing body of the school. For Academies, this body is the Academy Trust.

Admission Criteria

Conditions set by the admissions authority which are used to decide whether or not a place can be offered to a child.

All Through Schools

An All Through school provides both primary and secondary education. They accept children from four years of age and students can remain there until they are 16 or older if the school has a sixth form.

Atypical Schools

These are schools which admit students in Year 10 and are called University Technical Colleges (UTCs) or Studio Schools. UTCs are set up by universities and businesses and specialise in one or two technical subjects. Studio schools are similar to UTCs in that they have employer involvement in the curriculum and focus on developing skills needed for employment, involving personal coaching and work experience.

Common Application Form (CAF)

The form parents/guardians complete, listing their preferred choices of schools, and then submit to their local authority when applying for a school place for their child as part of the local co-ordination scheme. Parents/Guardians can apply for up to six schools.

Community School

A state school that is wholly owned and maintained by the LA. The local authority employs the school staff, owns the school's land and buildings, and is primarily responsible for admissions arrangements.

Distance

Distance is measured using a straight line from the child's permanent address to the main gate of the school. For more detailed information on distance, please refer to page 13.

DfE

Department for Education – the government department responsible for education and children's services.

Faith Schools

Faith schools are associated with a particular religion. Most faith schools are run like other state schools and follow the national curriculum except for religious studies, where they teach mainly about their own religion. They may also teach about other religions to ensure students have an awareness of other faiths. The admissions criteria may be different although anyone can apply for a place.

Free schools

Free schools are government funded and are not run by the local authority. They can be set up by groups such as charities; universities; independent schools; community and faith groups; teachers, parents; businesses. They have more freedom than local authority schools. They should take an 'all-ability' intake and cannot use academic selection processes.

Governing Body

School governing bodies are bodies corporate responsible for conducting schools with a view to promoting high standards of educational achievement.

LA

The Local Authority (LA) is the London Borough of Waltham Forest. It funds schools that are still managed by the local authority.

Looked After Children / Previously Looked After Children

Children who are in the care of local authorities as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order, immediately after leaving care.

OfSTED – Office for Standards in Education

The body that regularly inspects all schools in England that are mainly or wholly state-funded. OfSTED also provides public reporting and informed independent advice.

Oversubscription

Where a school has a higher number of applicants than the school's published admission number.

Oversubscription Criteria

This refers to the published criteria that an admission authority applies when a school has more applications than places available in order to decide which children will be allocated a place.

Preference(s)

The school(s) you would like your child to go to in the order that you prefer.

Published Admission Number (PAN)

The number of school places that the admission authority must offer in each relevant age group of a school for which it is the admission authority. Admission numbers are part of a school's admission arrangements.

School Staff Children

Children of members of staff who have been employed at the school for two or more years at the time at which the application for admission is made, or who are recruited to fill a vacant post for which there is a demonstrable skill shortage.

Sibling

Sibling means a full brother or sister, half brother or sister, step brother or sister, foster brother or sister or the child of a parent or carer's partner living at the same address. In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made. If you do not provide the name and date of birth of your child's sibling when you make your application we will not be able to take it into account and it will affect your child's chances of being offered a place at that school.

Sixth Form

Some local schools have sixth forms. They cater for post-16 students and provide the opportunity for further study post-GCSEs. This may be 'A' levels, further GCSEs, vocational courses or a combination. Some students transfer at 16 from schools that do not have sixth forms to those that do. Others go to Sixth Form College, either to Leyton Sixth Form, Sir George Monoux, Waltham Forest College or to a college outside the borough.

Statement of SEN or Education, Health and Care Plan

A Statement of special educational needs or Education, Health and Care Plan is made by the local authority under Section 324 of the Education Act 1996 and the Children and Families Act 2014, specifying the special educational provision required for that child.

Supplementary information forms (SIFs)

A SIF is a form generated by a school that it its own admissions authority and requires additional information that is not on the CAF or iCAF.

Trust Schools

Trust schools are government-funded schools that receive extra support from a charitable trust such as a local business, community group or educational charity. They are funded in exactly the same way as other local authority maintained schools.

Type of Schools

Junior School

A school that caters for students aged 7 to 11.

Primary School

A school that caters for students aged 4 to 11.

Secondary School

A school that caters for students aged 11 to 16.

VA (Voluntary Aided) Schools

These may be faith or religious schools. The Governing Body is responsible for running the school, setting the admissions criteria and arranging appeals.

VC (Voluntary Controlled) Schools

These may be faith or religious schools. The LA is responsible for running the school, setting the admissions criteria and arranging appeals.

Waiting Lists

A list of children held and maintained by the admission authority, when the school has allocated all of its places, on which children are ranked in priority order against the school's published oversubscription criteria.

Please Note

These definitions are those used in the London Borough of Waltham Forest. Definitions may not be the same elsewhere.

We have tried to ensure that the information in this brochure is correct at the time of going to print.

Notes

A series of horizontal dotted lines for writing notes.



Waltham Forest