Starting Secondary School 2020
Map of Waltham Forest and location of Waltham Forest secondary schools

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

Chingford Foundation School
South Chingford Foundation School (formerly Rushcroft Foundation School)
Walthamstow Academy
Eden Girls’ School
Willowfield School
Kelmscott School
George Mitchell School
Lammas School and Sixth Form

Heathcote School & Science College
Highams Park School
Frederick Bremer School
Holy Family Catholic School and Sixth Form
Walthamstow School for Girls
Leytonstone School
Norlington School and 6th Form
Connaught School for Girls
Buxton School

Digital Map Data © Collins Bartholomew Ltd (2013)

Apply online at www.eadmissions.org.uk
admissions@walthamforest.gov.uk
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 2020.

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**
- **0208 496 3000**

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Applying for a school place for September 2020

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 part of our commitment to improving Life Chances for all young people. For more information please go to our website here: https://www.walthamforest.gov.uk/content/our-work-improve-life-chances

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 2019 and 31 October 2019 and the best way to apply is online at www.eadmissions.org.uk.

Last year, over 89.5% of applications were made online, and 74.09% 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 2019. 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 2019. 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 2020 (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 internal management and organisation of a school, including the placement of students in classes, is a matter for the Headteacher and senior leadership of individual schools.

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.

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.

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.

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.

It is the parent’s responsibility to provide any supporting evidence they wish to be considered in respect of their application.

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. For community and voluntary controlled schools, the Council is the admission authority and will decide whether the application will be accepted on the basis of the circumstances of the case and the best interests of the child concerned.
Timeline for Secondary applications

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<tr>
<td>1</td>
<td>Read this brochure before you apply so you are fully informed before you make your application.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Submit your application by 31 October 2019. You can do this by making an online application via <a href="http://www.eadmissions.org.uk">www.eadmissions.org.uk</a>. You must apply by no later than 11.59pm on the day for your application to be on 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.</td>
</tr>
<tr>
<td>4</td>
<td>Submit any supplementary information forms by 31 October 2019. 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.</td>
</tr>
<tr>
<td>5</td>
<td>National Offer Day is on 2 March 2020. 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 2 March 2020. If you apply using a paper application form your letter will be posted on 2 March by first class post. You should receive your letter on 3 March 2020.</td>
</tr>
<tr>
<td>6</td>
<td>16 March 2020 – 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.</td>
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<tr>
<td>7</td>
<td>Appeals – If you wish to make an appeal for a community school, you should do so by 30 March 2020. Academies, trust, free and voluntary aided schools have details of how to appeal on their website.</td>
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### School open evenings

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Buxton School</td>
<td>Wednesday 2 October 2019</td>
<td>6.00pm to 8.30pm</td>
</tr>
<tr>
<td>Chingford Foundation School</td>
<td>Wednesday 9 October 2019</td>
<td>5.45pm to 8.00pm</td>
</tr>
<tr>
<td>Connaught School for Girls</td>
<td>Thursday 3 October 2019</td>
<td>6.00pm to 8.30pm</td>
</tr>
<tr>
<td>Eden Girls School, Waltham Forest</td>
<td>Wednesday 9 October 2019</td>
<td>6.00pm to 8.30pm</td>
</tr>
<tr>
<td>Frederick Bremer School</td>
<td>Wednesday 2 October 2019</td>
<td>5.30pm to 8.00pm</td>
</tr>
<tr>
<td>George Mitchell School</td>
<td>Tuesday 8 October 2019</td>
<td>5.30pm to 8.00pm</td>
</tr>
<tr>
<td>Heathcote School &amp; Science College</td>
<td>Wednesday 2 October 2019</td>
<td>6.00pm to 8.30pm</td>
</tr>
<tr>
<td>Highams Park School</td>
<td>Thursday 10 October 2019</td>
<td>5.30pm to 8.30pm</td>
</tr>
<tr>
<td>Holy Family Catholic School and Sixth Form</td>
<td>Thursday 26 September 2019</td>
<td>6.00pm to 8.00pm</td>
</tr>
<tr>
<td>Kelmscott School</td>
<td>Thursday 17 October 2019</td>
<td>5.30pm to 8.00pm</td>
</tr>
<tr>
<td>Lammas School and Sixth Form</td>
<td>Tuesday 1 October 2019</td>
<td>6.00pm to 8.30pm</td>
</tr>
<tr>
<td>Leytonstone School</td>
<td>Wednesday 16 October 2019</td>
<td>5.00pm to 8.00pm</td>
</tr>
<tr>
<td>Norlington School and 6th Form</td>
<td>Thursday 10 October 2019</td>
<td>6.00pm to 8.00pm</td>
</tr>
<tr>
<td>South Chingford Foundation School</td>
<td>Tuesday 1 October 2019</td>
<td>6.00pm to 8.30pm</td>
</tr>
<tr>
<td>Walthamstow Academy</td>
<td>Thursday 3 October 2019</td>
<td>6.00pm to 8.00pm</td>
</tr>
<tr>
<td>Walthamstow School for Girls</td>
<td>Thursday 10 October 2019</td>
<td>5.30pm to 8.00pm</td>
</tr>
<tr>
<td>Willowfield School</td>
<td>Wednesday 9 October 2019</td>
<td>6.00pm to 8.00pm</td>
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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.

**Barclay Secondary Free School** – The Lion Academy Trust has proposed to open a new 8FE Free School in Leyton for September 2020. Whilst a site has been secured, there remains a risk that the Trust may not secure all relevant approvals in order to receive Year 7 students in September 2020. These plans are ongoing and the latest information may be obtained from the Waltham Forest Council website.
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 2019.

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 2019) 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 2019.

You can also find out the results of your online application on 2 March 2020 during the evening, the same day that offers are made.

If you are unable to apply online, you may 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.
Section 1

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 permanent address. 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 parents are separated and have equal custody then they must select one parent’s address to be used for the application. Where a child lives with one of their separated parents for different parts of the week, we will consider the child’s home address to be where the child sleeps for most of the school week. If the child spends equal amounts of time at two addresses, the parents must agree which address they wish to be the child’s main address before we can process the application. Parents will need to arrange between themselves who will be making the application. Only one application can be accepted for a child, in the event that the Admissions Service receive a second application for the child we will process the application that was received first, pending either a withdrawal of the second application or confirmation by way of a joint statement by both parents or court order, this will ensure the child has an active application for a school place. Where parents cannot reach an agreement on school preferences and no joint statement confirming which application is to proceed or court order clarifying whose school preferences shall be processed, we will proceed with the first application received.

You will not be able to change to the other parent’s address mid-year unless the current arrangements as dictated by the Courts 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 2 March 2020. If you applied online you may not receive an email on 2 March 2020 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 as 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 2019.

• If you move house after 31 October 2019, please let us know immediately.
• If we receive the required proof of your new address by 12 noon on 11 December 2019 and you are in residence; we will be able to use your new address to measure your home to school distances.
• If we receive the information after 12 noon on 11 December 2019 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
• 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 2019

**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 2019.

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 2019 will be classed as late.**

Late applications can still be made online until July 2020.

Late applications will be considered after all the applications received on time have been processed, i.e. after 2 March 2020.

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 2019. 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 2019 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 SEN or Education, Health and Care (EHC) Plan 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 named on the statement or EHC Plan.

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. 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.

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. 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 reasons 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; and
- A foster 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.

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 parents are separated and have equal custody then they must select one parent’s address to be used for the application. Where a child lives with one of their separated parents for different parts of the week, we will consider the child’s home address to be where the child sleeps for most of the school week. If the child spends equal amounts of time at two addresses, the parents must agree which address they wish to be the child’s main address before we can process the application.

- 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 a 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.

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.

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

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.

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.

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 Transfers for Buxton and George Mitchell All Through schools

Buxton and George Mitchell All Through schools offer automatic transfer of students from the primary phase to 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 2019.

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.
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**

<table>
<thead>
<tr>
<th>Date</th>
<th>What will happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 March 2020</td>
<td>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.</td>
</tr>
<tr>
<td>2 March 2020</td>
<td>Offer letters will be sent by first class post to applicants who have applied on a paper application form only.</td>
</tr>
<tr>
<td>3 March 2020</td>
<td>Offer letters should be received in the post, but because of variations in Royal Mail delivery we cannot guarantee this.</td>
</tr>
</tbody>
</table>

**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 16 March 2020.

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 2020. 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 2 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.

Apply online at www.eadmissions.org.uk admissions@walthamforest.gov.uk
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

For Waltham Forest schools, waiting lists close on 31 December 2020. 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 2020, 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 Councilors 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, comprising a primary and secondary, 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 primary to secondary.

Key Stage 4
Our flexible three year 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
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 2021.

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 School is a warm and calm learning environment. Pupils said that teachers are understanding and always give support when asked. They feel safe and that the Schools is “really accepting of everyone”. Pupils benefit from a broad curriculum, including a wide range of educational visits and enrichment activities which contribute effectively to their enjoyment of school. Staff said that they were proud to work at the School.” (Ofsted 2018)

School Aims
The ‘Quality Statement’ summarises our aims and our contract with students and parents. We aim to ensure that:

• students achieve above expectations in their curriculum;
• students show respect, responsibility and leadership;
• all students take part in extra-curricular activities and make a contribution to their community;
• students are aspirational and go on to further education and are a success in the world of work.

Parents and students receive information termly on progress towards these aims.

Curriculum

Key Stage 3 (Years 7 and 8)
Students follow a broad and balanced curriculum with an emphasis on the core subjects, English, Mathematics and Science. To personalise learning a number of different groupings are used and we run a more integrated curriculum for our most vulnerable students. Every student studies the core subjects plus Art, Music, Drama, Religious Studies, History, Geography, Design Technology and Food. We also specialise in Humanities and Sports.

Key Stage 4 (Years 9, 10 and 11)
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. 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
Chingford Foundation School has an academic Sixth Form where students study for a wide range of A-level subjects, choosing four subjects in Year 12 and usually continuing with three in Year 13. 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
We understand that boys and girls have different learning styles and this informs the way we organise the learning for our students. Our ‘Code of Expectations’ means that learning includes shorter, more tightly defined lessons, clear objectives, regular opportunities for feedback on student’s progress, a brisk business like pace to lessons and more opportunities for the student to take responsibility. Students with Special Educational Needs have a specialised integrated programme which enables outstanding progress to be made.

Behaviour for learning
Our ‘Rewards and Sanctions’ policy is predicated on supporting students’ moral and social development. Disruption of any kind is tackled firmly and parents are informed of every instance of both good and bad behaviour, by mail, text or telephone so action can be taken at home. A high profile ‘Honours Board’ celebrates rewards and a tariff system exists to eliminate anti-learning behaviour. Students are trained to ‘self-regulate’ to an outstanding standard.

Additional opportunities
Our Extension Programme includes a rich programme of extra-curricular activities in sports and arts. A Saturday College is also offered where a wide range of activities augmenting students’ curricular experience can be enjoyed. Visits are regularly organised to support the taught curriculum including theatre visits and fieldtrips, particularly around our specialisms. In addition, a wide range of other trips abroad are organised.

Parental partnership
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.

Chingford Foundation School became an Academy on 1 September 2012, as sponsor of a multi-trust academy arrangement which includes South Chingford Foundation School.

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:

Apply online at www.eadmissions.org.uk  admissions@walthamforest.gov.uk

Section 3
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: 0208 529 1853  
Fax: 0208 506 3875  
www.chingfordfoundation.org  
Open evening: Wednesday 9 October 2019  
5.45pm to 8.00pm  
Executive Principal’s talk at 6.00pm, 6.30pm and 7.00pm  
Bus routes: 97, 215, 397, 505  
Specialist Status: Arts, Humanities and Sports  
School status/awards: Full-Core Extended School; Support (QISS), FMSIS, Sports England  
Arts Award Welcome Supporter, Quality in Study  
Sportsmark, Healthy School and Artsmark (Gold)  

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 2019.  

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.

(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.

Please Note  
"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) at the time of admission. 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.

** ‘Sibling’ refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer’s partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling and has a sibling attending Chingford Foundation School at the time of admission.

*** This criterion relates to the student’s recognised permanent home address and place of residence at the time of the closing date for applications to the Local Authority. Documentation should be included to verify this address. The offer of a place will be revoked if the address given is found not to be the permanent address. Where a child lives with parents with shared responsibility, each for part of a week, the child’s home address will be taken to be the address of the main parent/carer eligible to receive Child Benefit and Child Tax Credit. The address that appears on the Application Form must be the permanent place of residence for the pupil named. In cases where the places have been obtained fraudulently the school will invoke its legal right to withdraw the place.

Apply online at www.eadmissions.org.uk  
admissions@walthamforest.gov.uk
Connaught School for Girls

Connaught Road
Leytonstone
London
E11 4AB

“SEIZE THE DAY”

“Pupils enjoy coming to Connaught School for Girls... the behaviour of pupils is also a strength of the school...” (Ofsted 2016)

School Aims
These were developed collaboratively by students, staff and governors and feature: the promotion of positive attitudes towards everyone; encouraging students to achieve their very best to become life-long learners and fostering safety, respect, self-confidence and responsibility.

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, and in 2018 the top 1%. 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 broadly based 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 and science. All other subjects are taught in mixed ability groups.

Key Stage 4
All students study English, English literature, mathematics, science, a foreign language, 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. Some students study the separate ‘triple’ sciences and some study two languages.

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.

Additional Opportunities

There is a large range of extra-curricular activities during lunchtime and after school which include football, Duke of Edinburgh, 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 visits including those to the theatre, museums, galleries and universities including Oxford & Cambridge. Day visits take place annually to France and Belgium in addition to annual residential visits abroad organised by the languages and history departments. We encourage students to take responsibility within school whether as Form Captain, as a prefect in Years 10 and 11, a member of the School Council or as a member of the school’s newspaper team.

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/carers and reports on progress are sent home each term. Parents/carers are invited to annual consultation meetings. We also hold regular, popular ‘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.
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

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 3 October 2019
6.00pm–8.30pm
“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.
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, Waltham Forest is part of Star Academies. Star Academies has devolved operational responsibility for managing admissions to the Local Governing Body of Eden Girls’ School, Waltham Forest.

As an 11–18 progressive, inclusive and outstanding Muslim faith school, the Governing Body will consider all applications 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, the school will admit girls in accordance with the oversubscription criteria, once all girls with a statement for special educational needs or education, health and care plan, naming the school, have been 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 2).
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. 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 Governing Body accepts the view of the professional, which confirms that the existing medical or social difficulties will be exacerbated if admission is not offered at Eden Girls’ School (see note 5).
6. A maximum of 50% of the remaining places to girls who live nearest from their home to Walthamstow Queen’s Road Railway Station.
7. All other girls who live nearest from home to Eden Girls’ School including those refused admission under criterion 6.

Tie-breaker

If the number of girls requiring admission under criterion 6 is greater than 50%, then priority is given to girls who live nearest from home to Walthamstow Queen’s Road Railway Station. The distance is measured using a straight line from the girl’s permanent home address to the main entrance of Walthamstow Queen’s Road Railway Station.

If criterion 7 is oversubscribed, then priority is given to girls who live nearest from home to school. This will include girls refused admission under criterion 6. The distance is measured using a straight line from the girl’s 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 the girls’ homes to Walthamstow Queen’s Road Railway Station or to the 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 Governing Body 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 will 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 Year 7 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 or flute, and then have an opportunity to specialise further in another instrument.

Our Specialist Creativity Curriculum
Students in year 7 and 8 will have an opportunity to specialise in an area of creativity (related to Music, Drama, Arts or Leadership). This is an exciting new curriculum to develop deep learning skills through project based learning which will culminate in a school event or production. Students in Year 9 will have the opportunity to opt into a specialism subject.

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 2 October 2019  
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 Expressive 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
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 8 October 2019
5.30pm–8.00pm
Bus routes: 58, 69, 97, 158, W16
Specialist Status: Media Arts
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.
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 is a welcoming, inclusive community where every student is encouraged and challenged to achieve his or her full academic potential, regardless of their starting point. Leaders at all levels are absolutely focused on ensuring continuous improvement and ensuring we provide the best education whatever it takes. Our aim is to provide memorable, exciting and effective learning opportunities. We always expect the highest standards from our students and support and motivate them to become life-long learners. 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.

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 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 a wide experience to complement work in the classroom. From 2019, all students will be entitled to a number of experiences such as visit to the theatre and a sporting event during Key Stage 3. Younger students are also supported by prefects and peer mentors from older years including the Sixth Form.

Curriculum

Key Stage 3

During KS3, 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 and DT. We have kept the specialist Science status to reflect the outstanding work of the Science department and the numerous STEM opportunities. We have a strong focus on enhancing student’s literacy 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 are relentless in our vision to constantly review the curriculum to ensure we are always providing the best opportunities for our learners to be successful in their future pathways.

Key Stage 4

At KS4, 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. Students also have the chance to become prefects and peer mentors. Throughout KS3 and KS4, students have an opportunity to play a part in the running of the school, including providing feedback on learning, through the School Council and regular focus groups.

Sixth Form (Key Stage 5)

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 Hearing Impaired 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”.

Section 3

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)
Community School Mixed 11–19
DFE No: 320 4063
Planned Admission Number: 240
Headteacher: Miss Emma Hillman
Chair of Governors: Ms Amanda Roper
Tel: 020 8498 5110  
Fax: 020 8529 3935  
Email: heathcote.school@heathcote.waltham.sch.uk  
www.heathcoteschool.com

Open evening:
Wednesday 2 October 2019
6.00pm–8.30pm

Sixth Form Open Evening:
Please see school website for details.

Bus routes: 97, 179, 212

Specialist Status: Science

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

Behaviour for learning

Our key priority is high quality teaching for all students ensuring motivated and inspired learners. Our Behaviour Policy focuses on clear and transparent outcomes including reward and support and we are relentless in our drive to ensure our pupils 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 extra-curricular activities which we offer. The library opens before school, at lunchtime and after school. Departments run a huge variety of after school clubs which enrich learning. We provide many opportunities for educational 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.

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 will be operating a PTA and Parent Council from September 2019.

Admissions criteria

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

The list 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.

On the 1 October 2011 it became an independent Academy. As an Academy it is 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 and highly able and they appoint and employ all the school staff and make all strategic policy decisions for the school, subject to government guidelines.

Most have a long association with the school; many are parents of current students in the school or former students of the school. All desire to serve the local community.

There are over 1480 students including approximately 330 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 usually on the basis of friendship groups. Each group has a tutor who would normally stay with it from Year 7 through to Year 11. This ensures continuity and builds up strong links. Students’ progress in Year 7 is overseen by the Head of Year 7 who also deals with induction from primary schools. Teaching groups are arranged in a variety of ways, some subjects based on ability groups based on information from primary school, 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. Students joining in 2020 will benefit from the recently constructed 6th Form block dedicated to the teaching of post 16 students that also encompasses dedicated personal study and social space.

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 place, or with the appropriate Head of Year. As necessary, staff will also contact parents by telephone, letter, email or via the student planner. At the end of a student’s first half term there is a Tutor Evening, where Year 7 parents are invited to meet the tutor to discuss the way their child has settled into the school.

Apply online at www.eadmissions.org.uk admissions@walthamforest.gov.uk
Admission criteria

The admissions authority for Highams Park School is the Highams Park Academy Trust (the Governing Body of the School). However, under present legislation, 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 2019.

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 2020 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, 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, 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.

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 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 anticipated overall capacity of the 6th Form is 500.
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 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 what we call 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 Award scheme. 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 visit without an appointment. A newsletter called ‘Family Matters’ is published weekly online. The Holy Family Magazine is published termly and distributed to the main feeder primary schools and local parishes.
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 2020/21. Whenever there are more applicants than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria for 2020/21. 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.

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:

<table>
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<tr>
<th>PARISH</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>Our Lady and St George's</td>
<td>Walthamstow</td>
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<tr>
<td>Christ the King</td>
<td>Chingford</td>
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<tr>
<td>St Patrick’s</td>
<td>Blackhorse Road</td>
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<tr>
<td>St Joseph’s</td>
<td>Leyton</td>
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<tr>
<td>Our Lady of Grace and St Theresa of Avila</td>
<td>North Chingford</td>
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<td>Our Lady of Lourdes</td>
<td>Leytonstone</td>
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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.
“Putting Learning First”

“Kelmancott School has been nationally recognised for its exceptional performance, the school is in the top 18% nationally for progress.”

“Kelmancott has been recognised as a Leading Edge school” (SSAT)

School Aims
Kelmancott School is a highly ambitious community school in the heart of Waltham Forest. Our school aims encapsulate what we are trying to achieve for our students;
• To ensure all students are able to reach their full potential
• To ensure we provide a 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 high 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 practice

About Us
Kelmancott was judged a Good school by Ofsted in May 2016 and our vision is to move to Outstanding in the next inspection. 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 a fantastic crop of teachers who always deliver good and outstanding lessons to our students. In fact, for the last 4 years Kelmancott has been in the top 18% nationally for progress, a feat we are particularly proud of.

Curriculum
In Key Stage Three, students follow a broad and balanced curriculum that has been made more challenging and robust in recent years, to ensure that students are prepared for their new GCSEs. 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. Students are grouped by ability in English and Science and some Mathematics lessons. There is a choice of French or Spanish for students to study from Year 7.

Kelmancott also offers a very successful Latin and Ancient Greek 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
The behaviour at Kelmancott is excellent. The many visitors that we have to school always comment on the calm and purposeful atmosphere we have here at Kelmancott. We have the highest of expectations for all of our students both in and outside of the classroom which are reinforced consistently. 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 Kelmancott 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.
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 students make outstanding progress and we are proud to have been recognised for being in the top 20% of schools in England for the last 4 years. “This is a Good school. Pupils' outcomes are good and often outstanding. Pupils say that the teachers go the extra mile to help them. There is a culture of mutual respect. Pupils' behaviour is good and relationships are harmonious.” (Ofsted 2017)

School Aims
In 2018, Lammas School and Sixth Form joined the Griffin Schools Trust and now works in partnership with our family of schools, including two outstanding local primaries - Riverley and Willow Brook. We all share the conviction that great schools are built on rich extra-curricular programmes and high quality pastoral care as well as an inspiring curriculum, expertly taught. Our students are part of an international school community which enables them to be strong, confident, considerate individuals with high standards and aspirations for the future.

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
Our school has a creative curriculum that is aspirational and inspiring, expertly led by a dedicated, energetic, and caring team of professionals. A wide range of academic opportunities are available including: the study of heritage languages, “Super Learning Days” (involving active learning outside the classroom), activities Week, including trips and visits, and links with national and international businesses. We offer exceptional opportunities for students to take part in artistic and sporting events.

In Years 7 and 8, students follow the National Curriculum including a Modern Foreign Language, Arts Subjects and Computer Science. We begin Key Stage 4 in Year 9, supporting students to receive maximum time for GCSE exam study and providing a more personalised pathway for their exam choices to meet their needs, interests and aspirations. Typically, students follow a core curriculum of English, Maths, Science, PE and have a choice of 4 option subjects.

The principle which underpins our curriculum is to provide the conditions in which children discover who they are and then go on confidently to take their places in society, making a contribution to it through the use of their talents. We will never prepare children to know their places.

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

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. We provide individual and small group interventions where helpful and also recognise students who are high achievers and ensure that their skills and talents are recognised and developed.

Behaviour for learning
We have strong links with local primary schools and offer many opportunities for your child to get to know us and feel confident, comfortable and excited about their move to secondary school.

Your child will be placed in a mixed age Tutor Group – like an extended family where students of different ages support each other. There are 5 teams of Vertical Tutor Groups across the school and everyone at Lammas benefits from this sense of belonging.

Regular Tutorial time fosters and develops strong relationships between students of different year groups and creates a family ethos within the school. Your child’s Tutor will care for them in school, working with you, throughout their journey.

We have a school-wide approach to positive behaviour that encourages students to become actively involved in their own learning, show self-discipline, consideration for others, seek responsibility and receive recognition. We keep in regular contact with parents and enjoy celebrating the many successes of our students.

Student Voice is very important at Lammas. We engage our students in a range of activities to help them become active citizens including successful, nationally-recognised Peer Mentoring and Mediation programmes. Our Pupil Leadership and School Duty Teams (led by Head Boys and Girls) not only develop a shared responsibility for the smooth running of the school but also offer students opportunities to grow and flourish as young leaders.
Additional opportunities

Lammas offers a wide range of enrichment activities to widen horizons. These include residential journeys, field trips, visits to museums and theatres, free clubs for Music, Drama, Art and Design, Spoken Word, various sports, competitions such as Debate Mate and school productions. Our computing facilities are available outside lesson times and we offer additional support with academic studies through extra lessons after school, in holidays and on Saturdays.

Parental partnership

We value the fundamental contribution parents make to their child’s learning. You are always welcome at Lammas in order to discuss your child’s progress at school. You may contact your child’s Tutor or Student Progress Leader at any time to discuss concerns. We keep in touch in many ways: a weekly newsletter, Student Planner, reports and interviews each year to review your child’s progress, Parents’ Evening to discuss progress with each subject teacher, texting via our new ‘MyEd’ app, and information about the curriculum and wider school life on our website.

Admissions criteria

Our admissions criteria are the same as a community school. For full details please see pages 12–13.
“Pupils feel well supported by their school and describe the sense of community it provides for them. Attitudes towards learning are very mature and pupils are very cooperative when working together. Pupils are polite, respectful and a delight to talk with.” (Ofsted 2017)

Progress levels for students places us in the top 14% of schools nationally, and for English and Maths attainment in the top 6% of schools nationally.

School Aims

Leytonstone School is becoming the school of choice for the local community because of the excellence of teaching, wide range of sporting and artistic opportunities, high academic standards and caring, warm and friendly ethos. Leytonstone is an inclusive school and our diversity is our strength. Students of all abilities flourish in a school where every child is valued.

Curriculum

Key Stage 3

In Key Stage 3 students follow a 2 year curriculum designed to develop student’s abilities as well as encourage high standards. Students study English, Maths and Science with a focus on exploration and mastery of the subjects and developing depth and appreciation in learning. This is achieved through enabling students to make mistakes, learn from misconceptions and though enquiry. Students are taught history, PE and Geography by specialist teachers and French as our specialist language. In addition all students study food, textiles, graphics, resistant materials, drama, art and music. Students study computer science in years 7 and 8 and PE is a hugely popular and essential part of the curriculum. The formal curriculum is ably supported by a wide range of extra curricula opportunities and trips and experiential learning support the development of every student. Reading is encouraged and we are a ‘reading school’.

Key Stage 4

Students follow a 3 year KS4 to allow real depth of learning in key parts of the curriculum as well as ample opportunities for assessments. We believe students learn best when they have time to make connections in subjects and this enables them to achieve the highest grades. Students can study any of the subjects from the KS3 curriculum and in addition, Product Design, Sports, Business and Media Studies.

Additional needs and personalised learning

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

- An intensive learning support programme.
- A programme for most able students
- A comprehensive pastoral support system.
- A school based counsellor
- A team of professionals who support emotional health and wellbeing across the school
- Specialist literacy teachers
- Specialist support in numeracy and maths
- A rich and varied menu of performance, creative, sport, language and leadership activities.
- 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.

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 in KS4, peer mentors, and our values of encouraging excellent oracy and thinking skills in young people are well embedded. We provide a wide range of after school enrichment and activities as well as ‘help’ clubs in a variety of academic subjects; knowledge gained in the classroom is also supported with fieldwork and educational trips to France, Belgium, Italy as well as closer to home. We believe strongly in rewards and praise. We recently completed our £12 million building project. We now have state of the art facilities for Science, Art, Technology and Languages, as well as fantastic Drama and Music facilities. Our beautiful and distinctive turn of the century building has also been refurbished.

We are also delighted to offer an extensive extra curriculum programme for our Year 7 students. The diverse offering of clubs, societies and Home Learning clubs marry extra-curricular to the student’s academic progress and attainment. The programme is compulsory and students often comment on how fun and enjoyable the clubs are as they are able to make new friends and develop key skills.

Behaviour for learning and parental partnership

We have the highest standards for behaviour around the school and in lessons. Sanctions and rewards are clear; high expectations are maintained at all times. We work closely with

Apply online at www.eadmissions.org.uk  admissions@walthamforest.gov.uk
parents and they are welcomed, informed and involved in their child’s education. This relationship with our community is key to student success and achievement.

**Admissions criteria**

For full details of the admissions criteria please see pages 12–13.
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 Bronze 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 are currently London Cricket Champions as well as regular Borough Champions in Table Tennis, Badminton, Cricket, and Basketball. Norlington 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 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. The published admission number will be 132.
South Chingford Foundation School
Rushcroft Road
Chingford
London
E4 8SG
(Part of the Chingford Academies Trust)

“...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. 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’ School 2016)

School Aims
The ‘Quality Statement’ summarises our aims and our contract with students and parents/carers. We aim to ensure that we are “building ambition for all” and that:
• students achieve above expectations in their curriculum;
• students show respect, responsibility, resilience and leadership;
• all students take part in extra-curricular activities and make a contribution to their community;
• students are aspirational and go on to Sixth Form, University and are a success in the world of work;
• students strive to be the best version of themselves.

Parents/carers and students receive information termly on progress towards these aims.

The small school environment, strong ethos and atmosphere in which everybody knows the students’ names, supports our personalised approach.

Curriculum

Key Stage 3
Students follow a broad balanced and challenging curriculum with an emphasis on the core subjects, English Maths and Science, and a blend of foundation subjects including humanities and the arts to provide a strong grounding in preparation for Key Stage 4. Where students have weaker literacy levels they receive intensive literacy support to remedy this.

Key Stage 4
The strong emphasis on the core subjects continues into KS4. In addition students have a range of option subjects to choose from allowing them to choose a curriculum that best suits their abilities, interests and aspirations. The school encourages the majority of students to follow the ‘English Baccalaureate’ curriculum pathway ensuring students leave us with a broad balanced set of qualifications, which when supplemented by our ‘Beyond Horizons’, Brilliant Club and SHINE programmes make them appealing to post 16 providers.

Key Stage 5
South Chingford Foundation School has priority access to the Chingford Foundation School’s academic Sixth Form where students study for a wide range of A-Level subjects, choosing at least three subjects in Year 12 and usually continuing with three in Year 13. All students receive Careers support and the PSHE/Drop Day Programme enriches the curriculum further.

South Chingford Foundation School is developing its own distinctive Sixth Form offer. Its ‘Football Academy’ is very successful and can lead to scholarships in the USA.

Additional needs and personalised learning
We understand that boys and girls have different learning styles and this informs the way we organise the learning of our students. Our ‘Code of Expectations’ means that learning includes shorter, more tightly defined lessons, clear objectives, regular opportunities for feedback on student’s progress, a brisk business like pace to lessons and more opportunities for the student to take responsibility. Students who are More Able or have Special Educational Needs have a specialised programme which enables outstanding progress to be made.

Behaviour for learning
Our ‘Rewards and Sanctions’ policy is predicated on supporting students’ moral and social development. Disruption of any kind is tackled firmly and parents are informed of every instance of both good and bad behaviour, by mail, text, telephone so action can be taken at home. A high profile ‘Hall of Fame’ celebrates rewards and a tariff system exists to eliminate anti-learning behaviour. 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 Extension Programme includes a rich programme of extra-curricular activities in sports and arts. A Saturday College is also offered where a wide range of activities augmenting students’ curricular experience can be enjoyed.

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 USA football tours, visits to China and to a variety of countries in Europe.

Parental partnership
South Chingford Foundation School was opened originally in 1978 and together with Chingford Foundation School (opened 1938) knows that our local history contributes to our sense of belonging and community engagement. As schools within the locality are replaced, we know the lessons of the past contribute to our increasing success in the future.
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
Fax: 020 8523 4779
www.southchingfordfoundation.org.uk
Open evening: Tuesday 1 October 2019
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

South Chingford Foundation School became an Academy on 1st October 2012, as part of a multi-trust academy arrangement with our sponsor, Chingford Foundation School.

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. (This is under review.)

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 South Chingford Foundation School at the time of admission.**

c) 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.

d) 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.

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.

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.

Please Note

* 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) at the time of making an application to a school. Also included in this oversubscription criterion are: children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children’s Act 2002 (see section 46 adoption orders).

Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 which defines a ‘special guardianship order’ as an order appointing one or more individuals to be a child’s special guardian (or special guardians).

** ‘Sibling’ refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer’s partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling and has a sibling attending South Chingford Foundation School at the time of admission.

*** This criterion relates to the student’s recognised permanent home address and place of residence at the time of the closing date for applications to the Local Authority. Documentation should be included to verify this address. The offer of a place will be revoked if the address given is found not to be the permanent address. Where a child lives with parents with shared responsibility, each for part of a week, the child’s home address will be taken to be the address of the main parent/carer eligible to receive Child Benefit and Child Tax Credit.
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.
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 below.

a) Children who are in Public Care (Looked after Children) at the time of the application.

b) Children who have specific medical needs, social needs and special needs where the application is supported by written professional advice as to why admission to the Academy is necessary. The definition as to what constitutes medical, social and special needs within the scope of this provision will be agreed by United Learning and will be available in writing to parents in the prospectus as part of the Admissions Policy.

c) Children who are children of staff in either or both of the following circumstances:

1. where the member of staff has been employed at the school permanently 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, and has successfully completed the probationary period.

d) Applicants with a sibling at Walthamstow Academy including Sixth Form when the applicant joins. The term ‘sibling’ means a full, step, half, adopted or fostered brother or sister. The Academy reserves the right to ask for proof of relationship. If the sibling is in Year 11 at the time of the Year 7 application, then that Year 11 student must have been offered and accepted a place in the Sixth Form.

e) Children whose permanent address is nearest to the Academy. The 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.

A child’s permanent address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested at any time throughout the admissions process.

If false or misleading information is used to gain entry to the Academy, the offer of a place will be withdrawn and the application cancelled.

Arrangements for appeals panels
Parents will have the right of appeal to an independent appeals panel if they are dissatisfied with an admission decision of the Academy. The independent appeals panel will be independent of the Academy. The arrangements for Appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The Academy will prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process.

Arrangements for admission to post 16 provision
The Academy will publish specific criteria in relation to minimum entrance requirements for the range of courses available based upon GCSE grades or other measures of prior attainment.
"The high quality of teaching leads to pupils making outstanding progress".
"Pupils' attitudes to learning are highly positive".
"Pupils' behaviour is exemplary both in lessons and during social times".
"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".
"Pupils very much enjoy coming to school". (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 girls follow the full national curriculum. Languages studied are French, Spanish or Urdu. In addition all Year 7 students have a GREEN Building Learning Power lesson once a fortnight which helps them to develop the skills needed to be effective lifelong learners. 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, girls choose four more subjects. The following subjects are currently offered: Drama, Music, PE, French, Spanish, Urdu, Fine Art, Economics, Design Technology, Geography, History, Business Studies, RE, iMedia, Travel and Tourism, Computer Science and Latin.

**Additional needs and personalised learning**

We believe that happy girls will be successful ones. The pastoral system brings together the girls’ academic and social experiences. The tutor knows each girl, 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 girls 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.

Girls 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 daughter’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.

**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 daughter’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.
Application deadline 31 October 2019

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, underpinned 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 Rutherfoord
Tel: 020 8527 4065
Fax: 020 8353 4264
Email: school@willowfield-school.co.uk
www.willowfield-school.co.uk

Open evening:
Wednesday 9 October 2019 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.lbld.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 8554 5000
(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/
### Other information

#### How places were allocated on 1 March 2019

| School                                | PAN (Published Admission Number) | Applications received | SEN (Statement of 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 | LA Alternative Offer* | Appeal Heard | Appeals Allowed |
|---------------------------------------|----------------------------------|-----------------------|-------------------------------------|-------------------------------|------------------------------|---------|----------------|-------------------|-------------------|---------------------|-------------------------------|----------------|---------------------|-------------|----------------|-----------|
| Buxton School                         | 180                              | 242                   | 3                                  | 0                             | 0                            | 91      | 8              | 0                 | n/a               | 68                  | 10                          | 0                  | n/a                 |             |                |
| Chingford Foundation School           | 270                              | 872                   | 10                                 | 1                             | n/a                          | 93      | 2              | n/a               | 7/157             | 0                   | 0.718/1.176             | 8                  | 2                   |             |                |
| Connaught School for Girls            | 120                              | 289                   | 1                                  | 0                             | 0                            | 42      | 0              | n/a               | 77                | 0                   | 0.72                        | 18                 | 2                   |             |                |
| Eden Girls’ School Waltham Forest     | 124                              | 283                   | 2                                  | 0                             | 0                            | 36      | 0              | n/a               | n/a               | Station 43 School 43 | 0                          | 0                   | Station 0.587 School 1.07 | 17         | 1               |
| Frederick Bremer School               | 180                              | 518                   | 9                                  | 2                             | 4 n/a                        | 38      | 0              | n/a               | 127               | 0                   | 1.29                        | 8                  | 0                   |             |                |
| George Mitchell School                | 120                              | 308                   | 4                                  | 0                             | 0                            | 42      | 15             | 0                 | n/a               | 60                  | 0.585                       | 8                  | 0                   |             |                |
| Heathcote School & Science College    | 240                              | 556                   | 6                                  | 2                             | 0 n/a                        | 42      | 0              | n/a               | 145               | 12                  | 0.999                        | n/a                |                     |             |                |
| Highams Park School                   | 240                              | 796                   | 2                                  | 1                             | n/a                          | 90      | 3              | 0                 | n/a               | 144                 | 0                           | 0                   | 0.894               | 8           | 0               |
| Holy Family Catholic School and Sixth Form | 240                           | 440                   | 1                                  | 0                             | n/a                          | 42      | 0              | n/a               | 138               | 47                  | 0.54                        | n/a                |                     |             |                |
| Kelmscott School                      | 180                              | 446                   | 1                                  | 0                             | 0 n/a                        | 22      | 0              | n/a               | 92                | 50                  | 15                          | n/a                |                     |             |                |
| Lammas School & Sixth Form            | 180                              | 372                   | 1                                  | 0                             | 0 n/a                        | 21      | 0              | n/a               | 79                | 63                  | 16                          | n/a                |                     |             |                |
| Leytonstone School                    | 180                              | 602                   | 4                                  | 0                             | 0 n/a                        | 44      | 0              | n/a               | 130               | 50                  | 0.894                        | 8                  | 0                   |             |                |
| Norlington School and 6th Form        | 135                              | 280                   | 3                                  | 0                             | 0 n/a                        | 30      | 0              | n/a               | 102               | 0                   | 1.53                        | 4                  | 1                   |             |                |
| South Chingford Foundation School     | 180                              | 257                   | 0                                  | 1                             | 0 n/a                        | 9       | 0              | n/a               | 48                | 56                  | 66                          | n/a                |                     |             |                |
| Walthamstow Academy                   | 180                              | 831                   | 2                                  | 0                             | 0 n/a                        | 57      | n/a            | n/a               | 121               | 0                   | 0.738                        | 24                 | 2                   |             |                |
| Walthamstow School for Girls          | 180                              | 597                   | 3                                  | 1                             | 3 n/a                        | 35      | 0              | n/a               | 138               | 0                   | 0.736                        | 21                 | 3                   |             |                |
| Willowfield School                    | 180                              | 603                   | 6                                  | 3                             | 3 n/a                        | 50      | 0              | n/a               | 118               | 0                   | 0.622                        | 12                 | 1                   |             |                |

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 6 June 2019.

**KEY**

- **Places available**: Number of available places in year 7 for entry in September 2019.
- **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.

<table>
<thead>
<tr>
<th>School</th>
<th>Cut off distance (in miles)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2017/18</td>
</tr>
<tr>
<td>Buxton School</td>
<td></td>
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<tr>
<td>Chingford Foundation School</td>
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<tr>
<td>Connaught School for Girls</td>
<td>0.898</td>
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<tr>
<td>Eden Girls’ School, Waltham Forest</td>
<td>School 1.740</td>
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<tr>
<td></td>
<td>Station 0.871</td>
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<tr>
<td>Frederick Bremer School</td>
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<td>George Mitchell School</td>
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<tr>
<td>Heathcote School &amp; Science College</td>
<td></td>
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<tr>
<td>Highams Park School</td>
<td>1.315</td>
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<tr>
<td>Holy Family Catholic School and Sixth Form</td>
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<tr>
<td>Kelmscott School</td>
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<td>Lammas School and Sixth Form</td>
<td></td>
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<tr>
<td>Leytonstone School</td>
<td></td>
</tr>
<tr>
<td>Norlington School and 6th Form</td>
<td>1.658**</td>
</tr>
<tr>
<td>South Chingford Foundation School</td>
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<tr>
<td>Walthamstow Academy</td>
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</tr>
<tr>
<td>Walthamstow School for Girls</td>
<td>0.695</td>
</tr>
<tr>
<td>Willowfield School</td>
<td>0.882</td>
</tr>
</tbody>
</table>

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 Disability Enablement Service between May and September 2019. The SEND secondary transfer form must be completed and returned to the Disability Enablement Service by 5 October 2019.

The SEND secondary transfer form will give parents the opportunity to name two 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 Disability Enablement Service Phase Transfer Panel.

Further advice is available from the Disability Enablement 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 Disability Enablement Service on 020 8496 6503 or 020 8498 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

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 did not receive 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.

**Table: Atypical School Admissions**

<table>
<thead>
<tr>
<th>Status</th>
<th>Age Range</th>
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<tbody>
<tr>
<td>De Salis Studio College</td>
<td>Studio</td>
</tr>
<tr>
<td>Hewens Road, Hayes, Middlesex, UB4 8JP</td>
<td></td>
</tr>
<tr>
<td>020 8573 1039</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.desalisstudiocollege.co.uk">www.desalisstudiocollege.co.uk</a></td>
<td>14–19</td>
</tr>
<tr>
<td>Logic Studio School</td>
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</tr>
<tr>
<td>Browells Lane, Feltham TW13 7EF</td>
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<td>020 8831 3001</td>
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<td><a href="http://www.logicstudioschool.org">www.logicstudioschool.org</a></td>
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<tr>
<td>Parkside Studio College</td>
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<tr>
<td>Wood End Green Road, Hayes Middlesex UB3 2SE</td>
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<tr>
<td>020 8573 2097</td>
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<tr>
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<td>Space Studio West London</td>
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<tr>
<td>Letchworth Avenue, Feltham Middlsex TW14 9RY</td>
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<tr>
<td>020 3696 8140</td>
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<td><a href="http://www.spacesstudioswinston.org">www.spacesstudioswinston.org</a></td>
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</tr>
<tr>
<td>The Ockendon Academy &amp; Studio School</td>
<td>Studio</td>
</tr>
<tr>
<td>Erriff Drive, South Ockendon, Essex RM15 5AY</td>
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<tr>
<td>01708 851661</td>
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<tr>
<td><a href="http://www.ockendonstudiocollege.com">www.ockendonstudiocollege.com</a></td>
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<tr>
<td>BMAT STEM Academy</td>
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<tr>
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<td></td>
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<tr>
<td>01279 621570</td>
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<td>Elstree UTC</td>
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<td>Studio Way, Borehamwood, Hertfordshire WD6 5NN</td>
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<tr>
<td>020 8386 6220</td>
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<tr>
<td>Elutec (East London University Technical College)</td>
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<tr>
<td>Yew Tree Avenue, Rainham Road South, Dagenham East RM10 7FN</td>
<td></td>
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<tr>
<td>020 3773 4670</td>
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<tr>
<td>Status</td>
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<td>Global Academy UTC</td>
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<tr>
<td>The Old Vinyl Factory, 1 Record Walk, Hayes Middlesex, UB3 1DH 020 3019 9000 <a href="http://www.globalacademy.com/">www.globalacademy.com/</a></td>
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<td>Potter Street, Northwood, Middlesex HA6 1QG 01923 602130 <a href="http://www.heathrow-utc.org/">www.heathrow-utc.org/</a></td>
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<td>Docklands Campus, 15 University Way, London E16 2RD 0203 019 7333 <a href="http://www.ldeutc.co.uk/">www.ldeutc.co.uk/</a></td>
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<td>Mulberry UTC</td>
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<td>1 Sutherland Street, Ebury Bridge, Victoria, London, SW1V 4LD 0203 301 7660 <a href="http://www.westminsterutc.co.uk/">www.westminsterutc.co.uk/</a></td>
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<td>South Bank Engineering UTC</td>
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<td>56 Brixton Hill, Brixton, London SW2 1QS 020 7738 6115 <a href="http://www.southbank-utc.co.uk/">www.southbank-utc.co.uk/</a></td>
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<tr>
<td>Watford UTC</td>
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</tbody>
</table>
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.