

secondary school

**Starting
Secondary
School
2024**



Waltham Forest

Key

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



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Introduction

If your child is currently in Year 6 at a junior or primary school and lives in Waltham Forest you will need to apply for a secondary school place for them for September 2024.

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

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

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

If your child has an Education, Health and Care Plan (EHCP) you must contact the Waltham Forest SEND Service on 020 8496 6503 or 020 8496 6505. They consider these applications separately from the process outlined in this brochure. For more information see page 53 in section 5 of this brochure.

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Applying for a school place for September 2024

Dear parent or carer,

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

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

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

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

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

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

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

I wish you and your child every success.



Councillor Kizzy Gardiner
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 2023 and 31 October 2023 and the best way to apply is online at www.eadmissions.org.uk.

Last year, 97.80% of applications were made online, and 75.93% 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 2023. 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 2023. 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. Please note some open evenings may be virtual.
- 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 2024 (Published Admission Number).
- Consider how your child will travel to school.
- Discuss the decision with your child.
- Try not to let others influence your decisions – the right school for your friend's child may not be the right school for your child.

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

Children being educated outside their normal age group

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

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

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

By email: admissions@walthamforest.gov.uk

By post: **School Admissions, Waltham Forest Town Hall, Forest Road, London E17 4JF** (please note we do not accept applications in person at this address).

If you need advice and assistance with this please call **020 8496 3000** and speak to school admissions.

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

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

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

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

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

You must in any event make an application for admission to secondary school in accordance with the process explained regardless of any decision made as to whether it is agreed that your child may be educated outside of their normal age group.

How do I find out where schools are?

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

Which schools can I apply for?

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

Please Note

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

Timeline for secondary applications

If your child is currently in year 6 in junior or primary school you will need to apply for a year 7 place for them to start in September 2024. **The deadline for making an on time application is 31 October 2023.**

1	Read this brochure before you apply so you are fully informed before you make your application.
2	Find out all the information you need to know about the schools you are interested in. This should include admissions criteria, which will tell you how the places are offered. This will help you to make your decision about which preferences to list. Waltham Forest Schools are listed on pages 16–49. School open evenings are listed on page 7.
3	Submit your application by 31 October 2023. You can do this by making an online application via www.eadmissions.org.uk . You must apply by no later than 11.59pm on the day for your application to be on time. Please do not leave it to the last day to submit your application to ensure it is received in time. Please note if you have not applied online before, you will need to register first. You will then receive a user name and password. Please keep a careful note of these, as you will need these every time you go into your eadmissions account. Please note that you will receive an application reference number once your application has been submitted online. Please keep this safe.
4	Submit any supplementary information forms by 31 October 2023. Some schools require you to complete a supplementary information form. You should complete and submit the form directly to the school by the closing date. If the schools are outside Waltham Forest, please check with their local authority. You should also submit your proof of address as indicated on page 9 of this brochure by the closing date.
5	National Offer Day is on 1 March 2024. This is the date when we release the outcome of your application. If you apply online you will receive a text in the evening of 1 March 2024. If you apply using a paper application form your letter will be posted on 1 March by first class post. You should receive your letter on 2 March 2024.
6	15 March 2024 – you must accept or decline your offer by this date. If you applied online, you can do this by going into your eadmissions account. If you applied on paper, you must return the reply slip you receive with your letter.
7	Appeals – If you wish to make an appeal for a community school, you should do so by 30 March 2024. Academies, trust, free and voluntary aided schools have details of how to appeal on their website.



School open evenings

School	Date	Time
Buxton School	Thursday 12 October 2023	6.00pm to 8.00pm
Chingford Foundation School	Thursday 5 October 2023	5.45pm to 8.00pm
Connaught School for Girls	Thursday 28 September 2023	6.00pm to 8.30pm
Eden Girls School, Waltham Forest	Thursday 12 October 2023	5.30pm to 8.00pm
Frederick Bremer School	Wednesday 4 October 2023	5.30pm to 8.00pm
George Mitchell School	Wednesday 11 October 2023	5.30pm to 8.00pm
Heathcote School & Science College	Wednesday 4 October 2023	6.00pm to 8.30pm
Highams Park School	Thursday 12 October 2023	5.30pm to 8.30pm
Holy Family Catholic School and Sixth Form	Thursday 28 September 2023	6.00pm to 8.00pm
Kelmscott School	Wednesday 27 September 2023	5.30pm to 8.00pm
Lammas School and Sixth Form	Tuesday 3 October 2023	6.00pm to 8.30pm
Leytonstone School	Wednesday 11 October 2023	5.00pm to 8.00pm
Norlington School and 6th Form	Thursday 28 September 2023	6.00pm to 8.00pm
South Chingford Foundation School	Wednesday 27 September 2023	6.00pm to 8.30pm
Walthamstow Academy	Thursday 5 October 2023	5.30pm to 8.00pm
Walthamstow School for Girls	Thursday 28 September 2023	4.45pm to 8.00pm
Willowfield School	Thursday 5 October 2023	6.00pm to 8.00pm

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

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

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



Completing your application form

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

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

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

You must complete either an online application or a paper application form by **31 October 2023**.

Applications from overseas

In most cases, children arriving from overseas have the right to attend schools in England. School admissions will not refuse to admit a child on the basis of their nationality or immigration status nor remove them from roll on this basis. It is the responsibility of parents to check that they have a right of abode and that their children have a right, under any visa entry conditions, to study at a school. Having right of abode means you are allowed to live or work in the UK without any immigration restrictions, which means:

- You will not need a visa to come to the UK.
- There is no limit on the length of time you can spend in the country.

If you are moving to the UK, you must check that you have a right of abode or that the conditions of your immigration status otherwise permit you to access a state-funded school. You can prove you have right of abode if you have a UK passport describing you as a British citizen or British subject with right of abode. Otherwise you need to apply for a Certificate of Entitlement. For more information please visit www.gov.uk/right-of-abode/apply-for-a-certificate-of-entitlement.

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 (12 December 2023) 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.

Children of UK service personnel and crown servants

For families of service personnel with a confirmed posting, or crown servants returning from overseas, please ensure your application is accompanied by an official letter that declares

a relocation date. This should state your intended address in Waltham Forest. If we are provided with evidence of your intended address, this is the address we will apply the schools' oversubscription criteria to when processing your application.

If you do not have a fixed address to return to when you are making your application, you can use a Unit or quartering address as the child's home address which will be used when considering the application against the oversubscription criteria of your preferred schools.

Apply online

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

Applying online for a school place is quick and easy. Download the eAdmissions guide from www.walthamforest.gov.uk/content/applying-secondary-school-place. This will help you to start your child's online application.

After you have submitted your application, you will receive an email confirming details of your online application. The email will list an application reference number. If you do not receive a number it means your application was not submitted successfully and you must login and select the 'submit application' button again. You can make changes to your online application until the closing date, but for your most recent changes to be recorded you will need to press the 'resubmit application' button. Once you have submitted your application, please upload your evidence documents in a pdf format. This includes evidence of looked after, previously looked after, medical, social, or crown servant. If you do not supply us with supporting evidence, we will not be able to take it into consideration in support of your application.

If you submit your application by the closing date you will be sent the outcome of your application during the evening of the 1 March 2024.

You should respond within 14 days. There are 2 ways to do this:

1. Use the reply button in the email that you will receive during the evening. It will take you to the eAdmissions website, log in and respond.
2. Return to eadmissions.org.uk, log in and select view outcome and respond.

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

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

If you have completed a paper application form you will not be able to check your application online. We will post your offer by first class post on 1 March 2024.

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 please do 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 completed and returned to the school by the closing date.

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

Filling in your form

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

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

Your child's details

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

Address – the address you provide must be your child's home address where they are living on the closing date of 31 October 2023. 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.

Parental responsibility

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

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

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

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

Please Note

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

Your details

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

What documents do I need to provide?

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

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

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

These examples are not an exhaustive list.

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

We reserve the right to request further evidence if required.

* This must be dated within the last 12 months.

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

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

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

Additional evidence required for specific criteria

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

- Looked after child or previously looked after
- Medical/social or child 'at risk'
- School staff child

Please Note

If you do not provide these documents, we may not send you an offer letter on 1 March 2024. If you applied online you may not receive an email on 1 March 2024 and you will not be able to check the results of your application online.

Fraudulent applications

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

It is really important that the admissions system is fair for everybody. Nobody should be allowed to cheat by using a friend or relative's address, a business address or by temporarily renting a property near to a popular school. Each year a number of parents try to get a school place by providing false information, which could result in them taking a place that should have gone to another child.

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

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

A false application may, in addition to prosecution, lead to the withdrawal of your child's place in the school applied for, even if the child has already started school. In addition, a sibling link will be withdrawn for any future siblings of any child who has started at a school and it is subsequently found that they have gained a place on the basis of a fraudulent application.

Moving house

You must provide the address on your application form where your child is living on 31 October 2023. Please note that we will not be able to consider an address that you are in the process of moving to, until you have moved into the property.

- If you move house after 31 October 2023, please let us know immediately.
- If we receive the required proof of your new address by 12 noon on 12 December 2023 and you are in residence; we will be able to use your new address to measure your home to school distances. You must provide proof of your new home address with documentation as listed on page 9.
- If we receive the information after 12 noon on 12 December 2023 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 do not list the sibling's details, your application will not be considered under sibling priority.
- If there is a medical and/or social reason why you want your child to attend a particular school, please tick the relevant box on the application and supply the supporting evidence for consideration by the panel.
- If you only apply for one school, you will only be considered for that school.
- If you list the same school more than once it will not increase your chances of being offered that school.
- If we are unable to offer you any of your preferred schools we will allocate a place at the school nearest to your home that has an available space. This is known as an 'alternative offer'.
- No school will know the order in which you have listed them on your application form or which other schools you have named on the form, as this information is confidential prior to the allocation of places.

Please Note

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

Siblings**Sibling means:**

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

In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made.

If you do not provide the name and date of birth of your child's sibling when you make your application we will not be able to take it into account and it will affect your child's chances of being offered a place at that school.

Medical or social reasons

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

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

Medical

You and your GP can 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. Alternatively, 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 2023

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 2023.

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 2023 will be classed as late.

Late applications can still be made online until August 2024.

Late applications will be considered **after** all the applications received on time have been processed, i.e. after 1 March 2024.

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 12 December 2023. 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 2023 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 an Education, Health and Care Plan (EHCP) must be admitted where the school is named. Where a school is not named in an EHCP then the admission criteria below will be applied.

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 and previously looked after children

For admission purposes, a ‘looked after’ child is a child currently in care. In order to be given highest priority for admission, a child has to fall within the definition of ‘looked after’ in section 22 of the Children Act 1989. For looked after children, the application must be completed by their social worker with the name of the local authority, together with a covering letter.

Previously looked after children are children who were in the care of a local authority in England or appear to have been in state care outside of England and have ceased to be in care as a result of being adopted or made subject to a Child Arrangement Order or Special Guardianship Order immediately after being looked-after by a local authority in England or elsewhere. For previously looked after children, a copy of the order under which they left care must be provided. If the child you are applying for is adopted from care, you must provide a copy of the Adoption Order.

Definitions

A looked after or previously looked after child is a child who is or was in accordance with Section 22 of the Children Act 1989:

- in the care of a Local Authority; or
- being provided with accommodation by a Local Authority

Special Guardianship Order – is an order under the terms of the Section 14A Children Act 1989 which is an order appointing one or more individuals to be a child’s ‘special guardian(s)’

Child Arrangement Order – is an order under the terms of the Section 8 Children Act 1989 (as amended by Section 14 of the Children and Families Act 2014) setting out the arrangements to be made as to the person with whom the child is to live

Adoption Order – is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see section 46 adoption orders), as well as children who were in state care outside of England immediately prior to being adopted.”

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

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

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

In all cases the child’s medical or social need must be permanent or long term. For medical conditions affecting the child’s mobility, consideration will only be given for the school nearest to the child’s home.

Examples of possible exceptional medical or social reasons:

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

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

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

3. Siblings

Sibling means:

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

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

Please Note

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

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

4. School staff children

All children of school staff, irrespective of the role that the staff member is performing and whether working part-time or full-time will be given priority where:

- a) 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
- b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

You must provide a letter from the school business manager or another person authorised to do so, in support of your application confirming that you are employed by them and that you fall within this criteria. The Admissions Authority may verify this information with the 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. We have to make a decision of where the child's home address is because the allocation of school places under the Admissions Policy, where the criteria of distance is used, is determined by reference to the child's 'home address'. Where a child lives with each of their separated parents for different parts of the week, we will consider the child's home address on any application to be where the child sleeps for most of the school week.

The allocation of school places is determined in accordance with the Admissions Policy and where the criteria of distance is used this will be determined by reference to the child's 'home address' which is determined with reference to where they reside the majority of the time.

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

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

- All distances will be measured in miles using a computerised mapping system called Routefinder GIS.
- All distances will be measured using this system, which is the only one that that will be used in the allocation of school places by Waltham Forest School Admissions Service.
- If more than one applicant lives in a multi-occupancy building (for example, flats) priority will be given to the applicant whose door number is the lowest numerically and/or alphabetically.

Tie-breaker

The tie-breaker is to decide between two applications that cannot otherwise be separated. The tie-break for two or more applications will be a lottery tie-break draw (where names are drawn at random out of a blind draw) which will take place with the assistance of an impartial third party (LA officer), who does not work for the school admissions team.

Multiple births

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

Automatic transfer for Buxton and George Mitchell All Through schools

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

If you have a child who is in Year 6 at either of these schools and you wish them to 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 2023.

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

Single sex schools

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

Please Note

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

Section 2

How we will process your application

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

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

Application received



Criteria applied to each preference



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



Highest possible preference offered to each child

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

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

The result of your application

Date	What will happen?
1 March 2024	Online applicants will be sent an email during the evening with the result of their application.
1 March 2024	Offer letters will be sent by first class post only to applicants who have applied on a paper application form.
2 March 2024	Offer letters should be received by post, but because of variations in Royal Mail delivery we cannot guarantee this.

Please Note

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

Accepting the offer

Whether you apply online or on a paper form, you will need to confirm whether you want to accept the offer or not by 15 March 2024.

If you applied online you should respond within 14 days. There are 2 ways to do this:

1. Use the reply button in the email that you will receive during the evening. It will take you to the eAdmissions website, log in and respond.
2. Return to eadmissions.org.uk, log in and 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 within 14 days. There are 2 ways to do this:

1. Scan the reply slip and send it by email to admissions@walthamforest.gov.uk.
2. Complete the form and return it by post to School Admissions Service, Waltham Forest Town Hall, Forest Road, London E17 4JF (please note that we do not accept applications in person at this address).

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 2024. 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. To ensure your child has a secondary school place for September 2024, you are advised to accept the offer and then contact admissions to discuss your options.

Alternative offers

If we are unable to offer you any of your preferred schools we will allocate a place at the school nearest to your home that has an available place. If you wish to decline the alternative offer please refer to the 'How places were allocated breakdown'. This will be available on the Waltham Forest website www.walthamforest.gov.uk from the evening of 1 March. This breakdown will list those schools in Waltham Forest with available places at National Offer Day. Should you then decide another school with places would better meet your child's needs, you must contact the School Admissions Service at admissions@walthamforest.gov.uk to change your child's alternative school offer. However, please note that we cannot guarantee a place at a particular school.

Waiting lists

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

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

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

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

For Waltham Forest schools, waiting lists close on 31 December 2024. 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 2025.

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 2024, 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 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. Details of how to appeal and an appeal form should be available on the school and/or local authority website. Your appeal must be sent directly to the school or local authority concerned.

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

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

Please Note

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

Buxton School

235 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 children to be the best that they can be. We have very high expectations for all our pupils. 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 children and ensure that they achieve more than they ever imagine possible. We want our pupils to leave us equipped to succeed in an ever-changing world.

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

Curriculum

As an aged 3-16 school, offering both primary and secondary education all under one roof, many of our pupils will start with us as three to five-year olds and stay right through until they become young adults at 16.

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

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

Key Stage 3

In consultation with our Primary Phase, our Key Stage 3 curriculum has been specially adapted, in line with the National Curriculum, to support the transition from our Primary Phase to our Secondary Phase.

Key Stage 4

Our KS4 curriculum allows pupils to explore their learning interests at a speed that meets the individual needs of the child. 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 children 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 children of all abilities are appropriately challenged in their learning.

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

We have a resource provision for 10 pupils with an Education Health and Care Plan (EHCP) in speech, language and communication in our Secondary Phase.

Behaviour for learning

The expectation of very high standards of behaviour must be met by all our pupils. 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. Pupils 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.

Many of our pupils 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 this 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

The Published Admission Number is 90. This is an all through, 3-16 school. Children in Year 6 will transfer automatically to Year 7 so the total capacity in Year 7 is 150.

Children with Special Educational Needs

Children who have an Education, Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Governing bodies are required by section 324 of the Education Act 1996 and the Children and Families Act 2014 to admit a child with an EHC Plan that names that particular school. Parents of children with statements or EHC Plans should contact their child’s casework officer for further information. Children who have a statement or EHC Plan naming a school will be admitted.



All-Through Trust School 3–16

DFE No: 320 4000

Published Admission Number is 90. This is an all through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 150

Executive Headteacher:
Mrs Jackie Bowers-Broadbent

Chair of Governors: Mrs Meryl Davies

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

Open evening:
Thursday 12 October 2023
6.00pm–8.00pm
Parking will be available
via Courtenay Road
Headteacher's speech at 6.00pm

Bus routes: 58, 308

Buxton School offers a Speech and Language Provision in our Secondary Phase. There are 10 places in the Secondary phase. A child must have an EHC plan or a prominent learning need that encompasses speech, language and communication needs to be eligible for a place within the provision. All other pupil places are mainstream places.

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

1. Looked after children and previously looked after children

For admission purposes, a 'looked after' child is a child currently in care or a child who was in care but became subject to an adoption residence, or special guardianship order, immediately after leaving care. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became the subject of a child arrangement order or special guardianship order)

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

Children for whom only this particular school is appropriate due to an exceptional medical or social reason. Applications under medical criteria will only be considered where information is provided by the closing date if they are supported by a written statement from a doctor (failure to provide such information at this stage may affect whether or not the child is allocated a place at Buxton School). This must demonstrate that there is a very specific connection between the medical needs and this school. Applications under social reasons must be supported by a written statement detailing the specific reasons why this school meets any exceptional social needs of the child or family.

3. Sibling

For this purpose, sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, foster brother or sister, or the child of the parent's/carer's partner 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.

4. School staff children

Children of members of staff, both teaching and non-teaching, full or part-time 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.

5. 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 (as defined by 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.
- In case of 2 or more applications that cannot be separated by the oversubscription criteria outlined, a lottery tie-break draw will take place. This process will be supervised by somebody independent of the school.
- 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 2025.

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 told us that they know they will get help and support when they ask for it. Pupils said that teachers are understanding and always give support when asked. They feel safe and that the school is “really accepting of everyone”. Staff said that they were proud to work at the School. (Ofsted 2018, 2019)

School aims

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

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

- A high quality academic curriculum with a broad range of qualifications that can be offered including the more traditional subjects including RE and Latin and more contemporary subjects such as Economics and Computing.
- Progression through to the prestigious Chingford Academies Trust 6th form.
- A Trust level Careers programme with exceptional business links and experiences.
- Specialist staff with access to an unrivalled Trust level professional development programme that supports high quality teaching and learning for your child.
- A strong voice in our community supporting the legacy of our place at the heart of Chingford and driving change positively through our stakeholders.

Curriculum

Key Stage 3 (Ages 11-14)

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

Key Stage 4 (Ages 15-16)

The strong emphasis on the core subjects continues into KS4 and continues to include Religious Studies. In addition students have a very wide range of option subjects which, as well as academic choices, includes practical and vocational subjects. Every student also has two hours a week of PE as well as Careers and Citizenship and PSHE. There is a very successful

‘English Baccalaureate’ curriculum pathway supporting aspirational students, supplemented by our ‘Beyond Horizons’ programme targeting preparation for Universities.

Key Stage 5 (Post 16)

Chingford Foundation School has an academic Sixth Form where students study for a wide range of A-level subjects.

All students receive Careers support with PSHE and PE enriching the curriculum further. There is also provision for more vocational pathways including BTEC qualifications and a Business School.

Additional needs and personalised learning

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

Behaviour for learning

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

Additional opportunities

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

Parental and community partnership

Chingford Foundation School opened in 1938, we truly represent the Chingford community and our local history contributes to our sense of belonging and community engagement. We have a history of supporting community projects that not only support the local population but provide voluntary work that our students can lead on including our OAP Christmas lunch celebrations.

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

Admission criteria

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

Academy School Mixed 11–19
 DFE No: 320 5401
 Published Admission Number: 270
 CEO/Executive Principal: Mr Rob Mammen
 Head of School: Mr Gary Haines
 Chair of the Board of Trustees: Mr Tony Young
 Chair of CFS Local Governing Body: Mr Mo Allen
 Tel: 020 8529 1853
www.chingfordfoundation.org
 Open evening: Thursday 5 October 2023
 5.45pm to 8.00pm
 Executive Principal's talk at 5.45pm, 6.30pm and 7.15pm
 Bus routes: 97, 215, 397
 Specialist Status: Arts, Humanities and Sports
 School status/awards: Full-Core Extended School;
 Arts Award Welcome Supporter, Quality in Study
 Support (QISS), FMSIS, Sports England
 Sportsmark, Healthy School and
 Artsmark (Gold)

The admissions arrangements provide that, following the admission of children with Education Health and Care Plans that name the School, when applications for admission exceed the number of places available, places will be offered in accordance with the following criteria:

- a) Looked after children and all previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or Special Guardianship Order).*
- b) Children who have a sibling on roll at Chingford Foundation School at the time of admission.**
- c) Children of staff where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- d) 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 Local Land and Property Gazetteer) to the main pedestrian gate, using the Local Authority's computerised mapping system Routefinder GIS, with priority being given to the nearest child/children. All distances will be measured in miles.***

The Catchment area is defined as follows:

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

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

To the South - Hall Lane up to and including The Old Hall Tavern and numbers 161 and 198. Russell Road from number 75a to 97 and number 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) 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 Local Land and Property Gazetteer) to the main pedestrian gate, using the Local Authority's computerised mapping system Routefinder GIS, priority being given to the nearest child/children. All distances will be measured in miles.***

If operation of these criteria does not separate applicants, a process of random allocation will be undertaken to determine priority. The random allocation process will be supervised by a person independent of the school.

IMPORTANT

1. In order to ensure that all the above criteria are applied correctly, applicants will also be required to submit a **Supplementary Information Form (SIF)** to the school by the same deadline as they are required to send an application form to their Local Authority, 31 October 2023.
2. Admissions outside the normal admissions round, must apply directly to the school using the In-Year application form on the school website.



Under age and over age applications

Chingford Academies Trust's Policy is that all children should be educated within their appropriate age group. In cases where it might not be appropriate for the child to be educated in the normal year group, a detailed process would be undertaken to consider this application. Parents must contact the CEO providing information in support of their application.

Appeals

Where an application for a place at the school is refused, parents will have a right of appeal to an independent panel in respect of that decision.

Definitions and further clarification

*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 over-subscription 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 are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. 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 Chingford Foundation School at the time of admission. Where the sibling is in Yr12, only those who previously attended Chingford Foundation School to sit their GCSEs qualify their brother or sister for a place in Yr7. Where the only sibling is in Yr11 or Yr13, they will not qualify their brother or sister because they will no longer be on roll on 1st September.

***This 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 places have been obtained fraudulently the school will invoke its legal right to withdraw the place.

For more information, please visit www.chingfordfoundation.org/Admissions.

The address that appears on the Application Form must be the permanent place of residence for the pupil named. In cases where places have been obtained fraudulently the school will invoke its legal right to withdraw the place.

For more information, please visit our website www.chingfordfoundation.org/Admissions

Connaught School for Girls

Dyers Hall Road
Leytonstone
London
E11 4AE

'SEIZE THE DAY'

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

School vision and values

Connaught School is a place where girls' talents and abilities are nurtured in a safe, creative space and where they can develop their ambitions, creativity, leadership and the power for self-determination. Connaught is a warm, diverse and high-achieving school with an excellent track record for teaching girls to aim high. This has an impressive impact on achievement. The reason for our success is because our purpose is guided by a strong vision to develop independent learners in an inclusive community. Our motto, 'Seize the day' is underpinned by strong values of Excellence, Resilience and Inclusion, giving important direction to our school community.

At Connaught, we:

- Strive for excellence: igniting learning in our school community to develop our potential and achieve future success.
- Strive to be resilient: we bravely rise to challenges and empower our young women to be confident and active citizens.
- Strive to be inclusive: we value our diverse school community and celebrate our individuality and challenge inequalities.

This vision and values, developed by our whole school community, describe the vibrant atmosphere in our school. The classrooms and corridors buzz with positive attitudes towards behaviour for learning; it is a place where learning is in the very fabric of the buildings.

The girls are proud of their school. Every one of them is valued for their individuality and character. They feel happy, safe and supported. Each girl's learning journey is supported by regular monitoring and dialogue with parents/carers as she progresses through her school journey. A comprehensive and strong extra-curricular programme alongside the academic curriculum ensures that she experiences a holistic offer to develop her character and provide stimulating learning opportunities to enhance her cultural understanding to prepare her for life beyond school.

Standards are high and students continuously achieve excellent examination results and make exceptional progress. Year-on-year the government ranks the progress students make at Connaught in the top 10% of all schools nationally. Additionally 92% of Connaught students achieved Grade 4 or better in both English and Maths in 2022, also placing Connaught in the top 10% of all schools nationally.

Our school motto is 'Seize the Day', illustrating our belief that there should be no boundaries to our students' aspirations for their future lives. We nurture and encourage our students to be the best version of themselves, fit to deal with the challenges of the 21st century world.

Curriculum

Key Stage 3

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

Key Stage 4

All students study English language, English literature, mathematics, science, a foreign language (French or Spanish), RE (including citizenship), PE and a choice of three option subjects from a range including humanities, the arts and technology. Provision is made for personal, social & health education and impartial careers advice. Most students achieve 10 GCSEs at the end of their studies at Connaught. A small number of girls spend extra time studying English and Maths to ensure they gain at least Grade 4. Up to a third of Connaught students achieve an extra science or language GCSE, or both, including a wide range of students taking GCSEs in community languages. The school has an excellent careers and post-16 preparation programme. 100% of Connaught students who achieved GCSEs in 2022 are continuing their academic or vocational studies at a range of post-16 college and sixth form providers - both locally in Waltham Forest and in many other neighbouring boroughs.

Additional needs and personalised learning

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

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

Admission criteria is the same as a community school

DFE No: 320 4061

Published Admission Number: 120* (Connaught will be accepting a further 12 students over their PAN for September 2024)

Headteacher: Ms Linsey Hand

Chair of Governors: Elizabeth Jackson

Tel: 020 8539 3029

Email: school@connaught.waltham.sch.uk

Web: www.connaught-school.co.uk

Open Evening:

Thursday 28 September 2023

6.00pm–8.30pm



Connaught
School for girls

Parental partnership

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

Admissions criteria

Connaught School for Girls' admission criteria is the same as a community school. Please note that the sibling connection includes brothers who attend Norlington School for Boys.

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

Students are encouraged to participate in the enrichment provision throughout their time at Connaught to increase their confidence, make new friends and equip students with the relevant skills for their journey post 16. There is a large range of extra-curricular activities during lunchtime and after school which include a variety of sports, steel band, board games, animé, BBC Young Reporters, gardening, MFL film club and green club to name a few. In addition to this holistic provision, students are also offered a range of subject specific intervention sessions, which extend subject knowledge and help with revision or to develop new skills.

The school also organises a variety of culturally enriching educational visits to the theatre, museums, and galleries as well as field visits and career related experiences. We have links with European schools and run a penpal scheme with these schools as well as the Duke of Edinburgh and the Jack Petchey Speak Out challenge. Connaught also provides opportunities to develop leadership skills whereby we encourage students to take on responsibilities within school, whether as Form Captains, Student Leaders and Youth Health Champions (in Key Stage 4) or as Student Voice Representatives.



Eden Girls' School, Waltham Forest

Blackhorse Lane
Walthamstow
London E17 5SD

“Exceptionally high aspirations are the norm here. All pupils thrive academically and achieve highly. Leaders have embedded an ambitious curriculum that provides opportunity for all. All pupils make excellent progress through the curriculum to become experts in a subject.”

“Pupils feel happy and safe at school. They appreciate and respect the high standards and expectations that leaders set. They value the academic and pastoral support that teachers give them. Many described the school as being like a family.”

“Pupils’ behaviour is exemplary. They are extremely well prepared for life in modern Britain. Leaders work hard to encourage pupils to become confident and well-educated members of society.”
(Outstanding, Ofsted 2022)

Our 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.

Our values

- **Service** – Being a responsible citizen in our community.
- **Teamwork** – Working together for excellence.
- **Ambition** – Aspiring to be our best.
- **Respect** – Treating others as we wish to be treated.

Curriculum

Our curriculum is designed to foster thought, curiosity and a desire for learning in all pupils, regardless of their background, strengths and needs. It is ambitious, challenging and engaging. It builds on the essential knowledge, skills and understanding from primary school and enables pupils to become informed citizens who have an appreciation of human creativity, ingenuity and achievement.

Our curriculum draws out key concepts that provide a rich web of knowledge for our pupils and help them to become expert critical thinkers.

At the heart of our curriculum is a strong academic core for all our pupils at key stage 3 and key stage 4: the English Baccalaureate. This includes English, mathematics, sciences, history, geography and a modern foreign language. Art, drama, music, technology, computing, and physical education are central to our curriculum offer sparking curiosity, interests and talent. Our curriculum promotes spiritual, moral, cultural, mental and emotional development of pupils at school and in society more widely. Religious Education, Relationship and Sex Education, Health Education and Citizenship are taught throughout key stage 3 and key stage 4.

We believe every pupil is entitled to a curriculum that is varied, challenging and inspiring, which enables every individual to fulfil their potential to the highest possible standard, developing enquiring minds capable of original thought and well-balanced critical argument.

Over 90% of our students are offered an academic curriculum, leading to the English Baccalaureate. All pupils go on to further education with 26% going onto highly selective 6th Forms and 63% going on to study STEM subjects. Our alumni have headed to top London universities like Imperial, UCL, Kings, Queen Mary and SOAS.

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.

Students are taught in sets for the majority of their lessons, ensuring that their needs are being met through personalised

Academy status: Free School for girls 11–18

DFE No: 320 4002

Published Admission Number: 124

Principal: Ms Aamena Mayet

Chair of Governors: Mrs Aysha Esakji

Tel: 020 8523 1810

Email: info@egwf.staracademies.org

www.edengirlswalthamforest.com

Open evening:

Thursday 12 October 2023

5.30pm – 8.00pm

Bus routes: 158



delivery that matches their needs. Support is provided for students with Special Educational Needs to ensure that they excel, and a personalised pathway is created for those students if necessary. Gifted & Talented students are challenged and are offered GCSE Computer Science and GCSEs in Separate Sciences to enhance their learning. Students who are not making the expected level of progress are offered booster sessions after school and during the holidays.

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.

At Eden, we strongly believe that the leaders of tomorrow must be nurtured through positive experiences today. Through our Leadership Specialism we ensure that students have multiple opportunities to participate in varying experiences such as Prince's Trust Enterprise Challenge, Cyber First Girls Competition, Duke of Edinburgh Award, international trips, careers insight visits, outdoors education, sporting tournaments and other local and national initiatives, this forms 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 regular report cards to keep informed of their daughter's progress and behaviour in all subjects.

Admission criteria

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

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

The published admission number for year 7 is 124.

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



Eden Girls

Oversubscription criteria

1. Looked after children or a child who was previously looked after, but immediately after being looked after became subject to an adoption, child arrangement order, or special guardianship order or those children 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.
2. Children 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.
3. Children with proven, exceptionally strong special, medical, or social circumstances, which are directly relevant to attendance at Eden Girls School. Parents are responsible for providing the professional supporting evidence to the school by the closing date from a consultant, doctor, psychologist, social worker or from another relevant independent professional.
4. Children with older siblings who is a pupil attending Eden Girls' School in years 7-11 at the time of application and offer of a place.
5. A maximum of 62 places to children who live nearest from home to the nodal point of Walthamstow Queen's Road Railway Station.
6. All other children who live nearest from home to school including those refused admission under criterion 5.

Tie-breaker

If the number of children requiring admission under criterion 5 is greater than 62, then priority is given to those who live nearest from the centre of the child's permanent home address to Walthamstow Queen's Road Railway Station.

If criterion 6 is oversubscribed, priority is given to children who live nearest from the centre of the child's permanent home address to school. Where the distance in criteria 5 or 6 is the same, which includes the same geographical property reference (such as a block of flats), random allocation will be used as a tie-breaker. Waltham Forest Council's School Admissions Team will undertake the random allocation process in the presence of a school representative.

Address

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

For full details of our oversubscription criteria, please see our website: www.edengirlswalthamforest.com/about-us/admission-to-school/

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 creativity is at the heart of our curriculum.

Why is Bremer so special? There is an ethos in this school which is unique. The school is a representative microcosm of its local community and is held together by an invisible fabric. Diversity is our strength. 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.

We believe that our role as educators is to unlock the potential in every child, and help them pursue their goals and aspirations. We have a restorative approach to behaviour alongside very high standards which we expect from every member of our community.

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 7–8 pupils will receive individual music lessons, initially in violin, viola or flute, and then have an opportunity to specialise further in another instrument.

Key Stage 3 (Years 7, 8 and 9)

All students will study an exciting broad and balanced curriculum. This includes a core curriculum of English, Maths and Science and the broader curriculum covering Languages (French, Spanish or German), Humanities, PE, Creative Arts (Drama, Art, Music), Computing and Design Technology. Students are taught in mixed ability in all subjects, apart from in Maths where they are grouped by current ability.

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, 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 students 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

We provide an outstanding offer to students with additional needs. We have large numbers of pupils with Special Educational Needs, English as an Additional Language or another need. All our pupils are seen as mainstream pupils, and will be within the mainstream school, with personalised in class support if required. Inclusion is at the heart of our work, and we are determined to get the very best for every child at Frederick Bremer.

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 as exemplary. There is 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.



Community School Mixed 11–16
 DFE No: 320 4060
 Published Admission Number: 180
 Headteacher: Ms Jenny Smith
 Chair of Governors: Ms Rachel Lampard
 Tel: 020 8498 3340
 E-mail: school@bremer.waltham.sch.uk
 www.bremer.org.uk

Open evening:
 Wednesday 4 October 2023
 5.30pm–8.00pm
 Headteacher's talk at 5.45pm and 6:30pm

Bus routes: 212, 275, 123, W16

School status/awards: MISST,
 Seven Kings Teaching Alliance



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'.

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 2017)

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 so that all students improve their skills and 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 with 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 the 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 and always 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 excellent pastoral support systems in place. 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.

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, trips to France in year 7 and year 10 and 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

Published Admission Number is 60 . This is an all through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 120

Executive Headteacher: Ms Benita Simmons

Chair of Governors: Ms Dionne Campbell-Mark

Tel: 020 8539 6198

Email: georgemitchell@georgemitchellschool.co.uk
www.georgemitchellschool.co.uk

Open evening:

Wednesday 11 October 2023

5.30pm–8.00pm

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

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

Parental partnership

We encourage and welcome the involvement of parents and carers. The Headteacher operates an open door policy for parents wishing to discuss their child's education. More detailed information can be found on our website www.georgemitchellschool.co.uk and in our termly GM Newsletter. 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 the 6th Form in schools and colleges across London. We encourage students to look beyond their immediate horizons and to consider progression on to university courses and further education. Many ex-students return to us for advice and support.

Admissions criteria

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

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



Heathcote School & Science College

Normanton Park
Chingford
London
E4 6ES

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

School vision and values

Encourage

We encourage our pupils to take pride in their learning and community - to work hard, be kind, display good manners and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect for each other and show excellent behaviour at all times.

Challenge

We challenge our pupils to push themselves, take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed

We succeed when all pupils enjoy their learning and reach their academic potential in all areas; leaving Heathcote as thoughtful, caring and honest citizens fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment and culture where they take a proactive role and develop socially.

School aims

Heathcote School is a uniquely welcoming and inclusive community, but now also one where exemplary behaviour and academic achievement are key expectations. Every pupil is encouraged and challenged to achieve their full academic and personal potential, regardless of their starting point. Leaders at all levels are absolutely focused to ensuring continuous improvement and ensuring we provide the best education, whatever it takes. We always expect the highest standards from our pupils and support and motivate them to become life-long learners. Our priority is school improvement and making sure that your child receives the best education both in the classroom and outside, ensuring nobody is left behind socially or academically and that we develop well rounded individuals who are challenged and stretched whatever their starting point and who succeed in realising their ambitions.

At Heathcote we have made a commitment to ensure that we have a broad and balanced curriculum that is enriched with opportunities such as trips, visits and careers. We have a very inclusive and comprehensive range of extra-curricular clubs and activities and arguably the best PE in the borough for both boys and girls. As a school we pride ourselves on our inclusive approach to Education we have a very skilled pastoral and SEN team to meet the additional learning and mental health needs of our pupils. This approach is coupled with very high expectations that the pupils will be READY, RESPECTFUL and RESPONSIBLE at all times.

Curriculum

Key Stage 3 – Years 7-9

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

Key Stage 4 – Years 10 and 11

The curriculum is more flexible, allowing pupils to follow a personalised curriculum suited to their needs, aptitudes and interests. In addition to the compulsory core subjects, we encourage all pupils to study language and Humanities to meet the current EBacc requirements. Pupils have a broad offer of other option subjects to choose from including a wide selection of practical subjects and all the Arts, including Dance to ensure our offer always meets the needs of the year group. Pupils also have the chance to become Pupil Ambassadors at whole school and department level and have an opportunity to play a part in the running of the school, including providing feedback on learning regular focus groups. Pupils experience opportunities for trips to support learning, including trips abroad, as well as Duke of Edinburgh Award opportunities and careers education to ensure our pupils are well informed in preparation for future decisions.

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

In the sixth form, we want every pupil 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 pupils an educational experience which is genuinely unique, bringing together pupils from every social, academic and religious background. Recent outcomes for the Sixth Form confirm that it is high performing with pupils making exceptional progress at all levels, from 4 recent Oxbridge offers to highly successful apprenticeships. In addition to this, a large number of enrichment activities are available to our pupils 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.

Community School Mixed 11–19
 DFE No: 320 4063
 Published Admission Number: 180
 Headteacher: Ms Sonia Close
 Chair of Governors: Mr Michael Ashwell
 Tel: 020 8498 5110
 Fax: 020 8529 3935
 Email: heathcote.school@heathcote.waltham.sch.uk
www.heathcoteschool.com

Open evening:
 Wednesday 4 October 2023
 6.00pm–8.30pm

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

Bus routes: 97, 179, 212

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

Additional needs and personalised learning

We provide a programme of carefully planned and individualised support for those with Special Educational Needs, including a specialist Deaf Provision, and pupils make rapid progress in the school. Pupils with English as an Additional Language are supported in their learning. All teachers provide extended learning opportunities for more able pupils to ensure they are constantly challenged in the classroom. Outside the classroom, pupils are provided with a personalised programme of careers guidance for higher education and apprenticeships and opportunities for extension activities, including University visits, summer schools, work experience, transition events – including taster days as well as careers support.

Behaviour for learning

Our key priority is high quality teaching for all pupils ensuring motivated and inspired learners. Our Behaviour Policy revolves around our 3 expectations that all our pupils are Ready, Respectful and Responsible. We aim to achieve this through clear expectations and transparent outcomes (including rewards and support) this has had significant impact and we are relentless in our drive to ensure all our pupils are excellent ambassadors for the school. Each year group is led by a Year Lead supported by an extensive team of pastoral staff to support pupils with various issues that may affect them during secondary school; including a Counsellor, Careers Mentor, Behaviour Support staff, Higher Level Teaching Assistants who run their own team of teaching assistants for each year group and an Attendance Team who all work to create a safe and happy environment where our pupils can reach their full potential. Well-being is a key focus for the school and we are committed to positive mental health. Pupils are organised into tutor groups where they usually 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 and the highest standards for all, but also the vast array of wider learning opportunities and extracurricular activities which we offer. The library opens before school, at lunchtime and after school. Departments run a variety of after school clubs which enrich learning. We provide many opportunities for career and educational and enrichment visits including visits abroad (to Barcelona, Normandy, and Poland). We aim to ensure every pupil attends a minimum of 3 trips a year. Our drama and music productions are very popular and we excel at sporting activities thanks to our wide range of extra-curricular clubs and teams run by our PE department. We also provide catch up sessions and academic intervention sessions to provide the best support for our pupils and allow them to achieve academic success alongside their personal development journey.

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 Information Evenings and there are many opportunities to celebrate progress such as our award assemblies and celebration events such as Culture Day which we use to celebrate our wonderfully diverse community. As a parent/carer, you will be able to track your child's progress and attendance using our online systems. We have a supportive group of parents and are increasing our opportunities for parents to be involved with the school, including supporting with events through joining our newly formed PTA.

Admissions criteria

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



Highams Park School

Handsworth Avenue
Highams Park
London
E4 9PJ

“Leaders have designed a broad and ambitious curriculum. They have thought about how to ensure that the curriculum builds effectively on what pupils have learned in their primary schools.”
(Ofsted, March 2023)

School aims

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

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

- Remain a fully comprehensive mixed 11–18 local school providing a broad and balanced curriculum.
- Ensure high standards of work, behaviour, dress and achievement for all students.
- Develop cheerful, hard-working, honest and well behaved, fit and healthy young adults.
- Ensure a safe learning environment where all are valued.
- Ensure equality of opportunity for all.
- Produce students willing and able to play an active and positive role in a rapidly changing world.
- Develop students’ sense of respect for themselves and others.
- Provide opportunities for students to develop their own spiritual and moral capacities.
- Promote students’ appreciation of their own and other cultures.
- Encourage students to accept their responsibilities to themselves, the school, and the local and wider communities.
- Continue to develop as an important part of the local community.
- Develop continually as an organisation committed to learning for students, staff and the local community.

About us

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

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

Park School as a self-governing autonomous state funded school.

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

The Governors have a long association with the school; the vast majority are parents of current or former students of the school. All desire to serve the local community and to inspire the next generation to be successful.

There are over 1,500 students including approximately 350 in the 6th Form. The school is very popular and normally receives around four applications for every one place in the school. The school regularly achieves excellent exam results; most of our 6th Form students go on to University, some to the most prestigious.

Curriculum

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

Key Stage 3

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

Key Stage 4

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

6th Form

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

Parental partnership

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

Academy Mixed 11–19
 DFE No: 320 5400
 Published Admission Number: 240
 Principal: Mr Nigel Armsby
 Chair of Governors: Mrs Tracy Penfold
 Tel: 020 8527 4051
 Email: enquiries@highamsparkschool.co.uk
www.highamsparkschool.co.uk
 Open evening:
 Thursday 12 October 2023
 5.30pm–8.30pm
 Bus routes: 212, 275, W16



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.

Education, Health and Care Plan – Some children will have an Education, Health and Care Plan that names Highams Park School for the child. If this is the case, then the child will receive a place at the school via the borough SEND department following consultation with the school.

Siblings – In criterion 3 above – Applies if an applicant has a brother or sister (sibling) on roll at the time of application and who is likely to be on roll on the 1st September when the applicant hopes to become a member of the school. We include step children (i.e. one natural parent in common) and legally adopted children. Where the only sibling is in Year 11, there should be a likelihood that they will continue into Year 12. Where the sibling is in Year 12, only those who previously attended Highams Park to sit their GCSEs qualify their brother or sister for a place in Year 7. Where the only sibling is in Year 13, they will not qualify their brother or sister because they will no longer be on roll on the 1st September following.

Home – In criterion 4 – the main residence of the child is to be used. The main residence is where the child lives most, if not all of the time.

Distance – In criterion 4 – The distance measurement will be carried out by the local authority, the London Borough of Waltham Forest, on our behalf, using the straight line distance from home to the main gate of the school “as the crow flies”.

Distance is measured using a straight line (using the Local Land and Property Gazetteer). All distances will be measured in miles using a computerised mapping system called Routefinder GIS. There is no catchment area. There are no preferred Primary Schools.

Admission to the 6th Form

Highams Park will admit students to the 6th Form where it is able to offer a programme that will benefit the student and for which they are suitably qualified.

Details of courses offered and other information about entry requirements and the 6th Form in general can be found on the 6th Form section of the school’s website. The overall capacity of the 6th Form is 400.

Admission criteria

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

There is an additional supplementary information form for Highams Park School that must be completed and returned to the Admissions Officer at Highams Park School. This supplementary information form (SIF) is available from the school website. The required SIF must be completed and returned directly to the school by 4.30pm on 31 October 2023.

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 2024 the number of places allocated for admissions to year 7 is 240. If the school is oversubscribed, after the admission of students with an Education, Health and Care Plan where the school is named, priority for admission will then be given to those children who meet the criteria set out below, in order:

1. A ‘looked after child’ or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989). This includes children adopted from state care outside of England known as internationally adopted previously looked after children (IAPLAC).
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 application. This includes students in Year 12 who previously completed their Year 11 education 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.



Holy Family Catholic School and Sixth Form

1 Shernhall Street
Walthamstow
London
E17 3EA

“Pupils said they enjoy the strong friendships they build here. The school is welcoming and like a family. Pupils appreciate the supportive staff who push them to go the extra mile in their work. Staff promote the values of respect and equality. Leaders ensure that pupils receive a broad curriculum. They have clear aspirations for pupils to succeed.”
(Ofsted 2023)

School aims

The school's Catholic ethos and ASPIRE values underpin all that we do. We are a member of the Aquinas Trust of Catholic Schools in Waltham Forest and work closely with our partner primary schools to provide the best possible Catholic education for all our young people. We are inspired by the words of St Oscar Romero: “Aspire not to have more, but to be more”.

We aim to educate the whole person, to develop each student's academic potential as well as nurturing their creativity, spirituality, character and resilience. We seek to instil in each of our students the belief that they should have a strong concern for others and that they should seek to do good, both in their school, and in their wider community.

Curriculum

Key Stage 3

We offer a broad and balanced curriculum, through which all students study the full range of National Curriculum subjects. We provide progression and continuity of experience along with differentiated teaching to meet the needs of the students' various abilities, interests and talents. All students learn either French or Spanish. On admission, students are organised into mixed ability classes of up to thirty students, with some subjects taught in smaller groups. Students are grouped by ability in maths and English. Students requiring additional support in English and/or maths are taught in small groups.

Key Stage 4

In addition to the core curriculum of English language and literature, maths, science (double award), RE and PE, students choose three subjects from a wide range including art, art photography, computing, drama, design technology, IT, French, geography, history, hospitality & catering, media studies, music, sociology, Spanish and Textiles. Students are given

the opportunity to study the three separate sciences. We also offer vocational programmes of study alongside GCSEs. Most students are strongly encouraged to select subjects that make up the English Baccalaureate.

Key Stage 5

Our aspirational Sixth Form provides high-quality programmes of study for students who wish to continue with their studies in a school environment. We offer a wide range of A Level courses as well as a range of 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 independent careers advice and guidance to ensure our students progress to university or higher apprenticeship placements of their choice. In addition, we offer all students a wide range of career-based opportunities, including the option to apply for professional internships in their field of interest.

Additional needs and personalised learning

The school actively works to identify students who may be experiencing difficulty in accessing the curriculum. More able students are identified and staff made aware of them and their progress is carefully monitored. A personalised approach allows all students to follow a curriculum appropriate for their needs and interests. Intensive, targeted support is provided for students whose first language is not English, particularly those who may have recently arrived in the United Kingdom.

Behaviour for learning

All members of our 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. Our mantra of “Ready, Respectful, Safe” underpins our approach to behaviour both in and out of school.

This is part of the ‘Holy Family Way’ of doing things. Intensive, targeted support is provided for students whose first language is not English, particularly those who may have recently arrived in the United Kingdom.

Additional opportunities

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

Parental partnership

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

We arrange regular ways for parents to visit the school including consultation evenings, open evenings, information evenings, social events and public performances. The Headteacher's weekly surgery is an opportunity for parents to discuss issues without an appointment. Our newsletter, ‘Family Matters’, is published weekly.



Catholic Voluntary Aided School Mixed 11–19

DFE No: 320 4603

Published Admission Number: 210

Headteacher: Ms Carolyn Laws

Chair of Governors: Mr Justin Madubuko

Tel: 020 8520 0482

Fax: 020 8520 4658

Email: office@holyfamily.waltham.sch.uk

www.holyfamily.waltham.sch.uk

Open evening:

Thursday 28 September 2023

6.00pm–8.00pm

Bus routes: 123, 212, 275, W16

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 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 2024/25.

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

Catholic applicants should provide a baptismal certificate or ask their parish priest for a completed Certificate of Practice. Applicants from other Christian traditions and other faiths should return a reference from their respective religious leader. In all cases the religious reference or copy of the baptismal certificate should be returned to Holy Family Catholic School no later than 31 October 2023.

Whenever there are more applicants than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria for 2024/25 listed below.

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.

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

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

Tie break

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

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



Kelmscott School

245 Markhouse Road
Walthamstow
London
E17 8DN

“Students and teachers are fully committed to the school’s motto of ‘Putting Learning First’.”

“Teaching is sharply focused on making sure students learn what leaders expect.”

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

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

School aims

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

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

About us

Kelmscott was judged to be a Good school by Ofsted in January 2020 with many outstanding features. Teaching and learning is at the heart of all we do. Our vision is to ensure it provides the best possible opportunity for students, of all abilities, to reach their potential.

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

Curriculum

In Key Stage Three, students follow a challenging, broad and balanced curriculum, to ensure that all students are prepared for their GCSEs and beyond. All students are challenged in line with their ability. Students are placed in mixed ability tutor groups from the outset and most lessons are taught in these groups. There is a choice of French or Spanish for students to study from Year 7. Kelmscott also offers a very successful and ground breaking Latin, Ancient Greek and Classical Civilisation programme which begins in Year 7 for all students 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, Computing and The Classics amongst others.

Pastoral system

We boast an outstanding pastoral system at Kelmscott, that ably supports our wish to develop students holistically. Heads of Year and Form Tutors stay with the year group throughout their five years with us, leading to the building of transformational relationships.

Form Tutors support their tutees with a well thought through character development programme that helps to instil Kelmscott values and qualities such as kindness, resilience and hard work. Each morning, students begin the day by engaging in the Tutor Reading Programme. Every student is read to for twenty minutes to begin the day, from a range of engaging, diverse and challenging texts. Every student has a copy of the book and follows the tutor reading. This exposes our students to a rich vocabulary as well as helping to foster a love of reading.

Behaviour for learning

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

Community School Mixed 11–16
 DFE No: 320 4075
 Published Admission Number: 240
 Headteacher: Mr Sam Jones
 Chair of Governors: Ms Scarlet Harris
 Tel: 020 8521 2115
 Fax: 020 8520 7303
 Email: info@kelmscott.waltham.sch.uk
 Open evening:
 Wednesday 27 September 2023
 5.30pm–8.00pm
 Bus routes: 58, 158



Kelmscott School

"Putting Learning First"

Additional opportunities

At Kelmscott we pride ourselves on the large number of co-curricular 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 Classics residential trip to Bath, 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.

We also benefit from a business mentoring programme that matches students with a mentor from a business, who they meet with regularly, in school and at the workplace, for support, guidance and advice.

Parental partnership

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

Admissions criteria

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



Lammas School and Sixth Form

150 Seymour Road
Leyton
London
E10 7LX

The Lammas School is a proud member of the Griffin Schools Trust. We have been educating students in the East End of London since 2001 and sit in the heart of a diverse and thriving community.

Our vision

The Lammas School teaches students from ages 11 – 18 and is committed to providing an excellent and inspiring educational experience for all our students. Our three pillars of Wide Horizons, Proud Traditions and High Achievement encapsulate who we are as a school – the determination that our students will develop to choose their place in society, and become active and positive citizens.

Our school:

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

Curriculum

Key Stage 3

In Years 7, 8 and 9 students study a Modern Foreign Language, Maths, English, Science, Food Technology, Music, Ethics, Visual Art, Drama, History, Geography and Computer Science. Additionally, students follow a rich pastoral curriculum which supports them to become resilient, aware and creative future citizens.

Key Stage 4

We begin Key Stage 4 in Year 10 and support students to be successful in their personalised pathway. Whilst ensuring the core subjects are taught throughout KS4, our students are also given the choice to choose the option subjects which are right for them.

Key Stage 5

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

Additional needs and personalised learning

As an inclusive school, we provide a wide range of support for students. We appreciate that every child is unique and we want every individual to meet their potential and make progress. Our dedicated 'Access to Learning' Department ensures that our staff are fully equipped to support all our students with their learning, language and emotional needs.

The Griffin Family of Schools

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

A proud member of the Griffin Schools Trust, we provide an exceptionally broad curricular and co-curricular offer with opportunities such as the Griffin Sports Festival, Griffin Science Symposium, Griffin Arts Festival and Founders Day, all of which ensures every child is inspired to be the best they can be.

Additional opportunities

We are passionate about educating young people through a well-rounded approach built on rich extra-curricular programmes and high quality pastoral care as well as an inspiring curriculum, expertly taught. These include residential journeys both within the UK and abroad: field trips, visits to museums and theatres alike. In addition to our extensive, club offering, we are proud silver badge holders of the Shakespeare Schools Festival. In addition to performance opportunities for Music, Drama, Art and Design, our students are encouraged to develop their spoken word through Debate Mate and Jack Petchey workshops. Our highly commended PE team, continue to nurture the professional athletes and sporting stars of the future. The opportunity to nurture individual talents, and reward community endeavours is further supported in our offer of both Bronze and Silver Duke of Edinburgh Awards.

Student Voice is heard, respected, and nurtured at The Lammas School. We engage our students in a range of activities to help them become active citizens. Our Pupil Leadership Team offer students the opportunity to grow and flourish as young leaders.

Pastoral focus

At the Lammas School, we have daily Tutorial Time which fosters and develops strong relationships between students and their form group or year groups lead. Students will also enjoy weekly assemblies on important themes around acceptance and tolerance. We guide our students to make the right decisions



Fully comprehensive mixed 11–18 academy

DFE No: 320 4076

Published Admission Number: 180

Executive Head: Mr Mark Bland

Head of School: Ms Carla Kenny

Chair of Governors: Ms Anne Powell

Tel: 020 8988 5860

Fax: 020 8988 5861

Email: school@thelammas.com

www.lammas.waltham.sch.uk

Social Media: @thelammasschool

Open evening:

Tuesday 3 October 2023

6.00pm to 8.30pm

Bus routes: 48, 56, 58, 158

through these assemblies and tutor times, ensuring the delivery of our PSHE curriculum both at these times, and our dedicated Ethics lessons.

We keep in regular contact with parents through our dedicated school app – making communication easy and straight-forward. We encourage our parents to join the Parent Leadership Group, attend our Year 7 Welcome Evening, yearly Parents' Evenings, regular Coffee Mornings, and keep up to date by following our social media posts.

Transition programme

Lammas school offers an outstanding transition programme. Our Open Evening at the beginning of the Academic Year is only the start. After this event, potential new Lammas families are welcome to participate in tours of our amazing facilities. In early March, we have our Friendship Afternoon where new students can experience our incredible teaching through taster lessons, whilst parents can meet key members of staff - allowing any outstanding questions to be answered. In June we have an Activities Afternoon - a team building event and a great way for our students to make new friends! Further, we have 'Getting to Know you Interviews' for our new families towards the end of June, as well as the Induction Day in July. Lammas also offers a Summer School for students over the summer holidays. The first day of term in September will be only Year 7s on site. And finally, we begin Year 7 with a Team Building Day of highly designed and impactful team building activities. For our new parents, we also have a Welcome Evening in September, where new Lammas families are invited in to meet their young person's new form tutor, head of year, and other key members of staff.

Admissions criteria

Our admissions criteria are the same as a community school.



Leytonstone School

Colworth Road
Leytonstone
London
E11 1JD

**Leytonstone School is a VILLAGE.
We are proud, a FAMILY, a community;
We are citizens.
We work hard together, HANDS HELD,
challenged to improve, and we IMPROVE,
every day.**

School vision

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

Curriculum

Leytonstone School aims to develop learners who:

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

Key Stage 3 (Years 7 to 9)

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

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

Key Stage 4 (Years 10 and 11)

As part of the KS4 offer, students opt for GCSE study in creative and expressive arts (including Design and Technology, PE and Media Studies), the humanities (with RS - Philosophy and Ethics as core) and a free choice in the remaining suite of qualifications. The school offers a carefully selected range of vocational qualifications including L2 Health and Social Care.

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

Additional opportunities

Students are encouraged to take on responsibilities that promote personal development and community cohesion. We have an active Pupil Parliament and a prefect system embedded in all year groups. We have an active LGBTQ Student Ally group, a climate action group and the work of our Diversity Champions can be seen across the school. We have state of the art facilities for Science, Art and Technology, as well as fantastic Drama and Music facilities and a purpose-built sports hall and dedicated fitness suite.

A wide range of sports clubs are offered to students, at borough, county and national level in a variety of activities including basketball, netball, volleyball, football, badminton, table tennis and athletics.

Additional needs

At some point, nearly all students require additional support. We have:

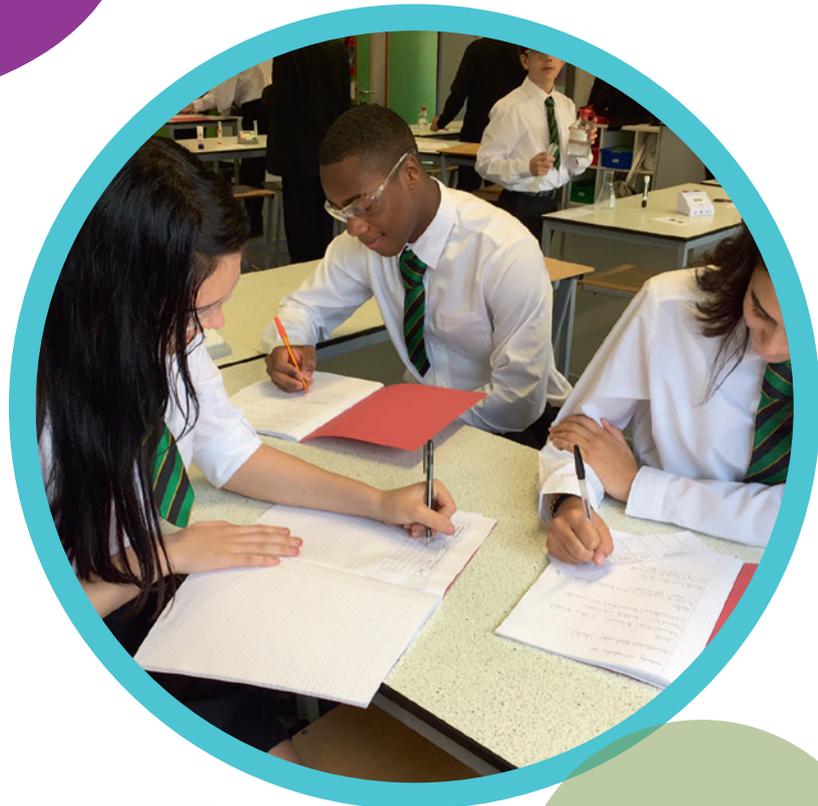
- An experienced and highly successful Inclusion Team – supporting all pupils with SEND.
- A child-centre pastoral support system.
- A team of professionals who support emotional health and wellbeing across the school.
- A rich and varied menu of performance, creative, sport, language and leadership activities.
- A successful careers and employment programme.
- A personalised transition programme to further study or training.
- A community which works together to ensure all students are inspired and empowered to achieve their full potential.

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

Open evening:
Wednesday 11 October 2023
5.00pm - 8.00pm



Leytonstone
SCHOOL



Parental partnership

We know that students' success is dependent on us working closely with families. We have a dedicated Family Engagement Partner who leads on ensuring that our families are actively involved in their child's education. Bullying is rare at our school and is dealt with robustly; we celebrate the diversity of our community and we take care of ourselves and each other.

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. We are regularly recognised as one of the top performing boys' schools nationally and have been in the Top 10% of all 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.

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.

The Norlington approach

Norlington has a very clear approach set out around three themes:

- The 'Norlington Family' captures our commitment to providing the best learning environment for all students, somewhere they feel safe and cared for, and the strong partnership that exists between the school and home.
- 'Everybody's Welcome' defines the responsibility all ladies and gentlemen, students and staff, of Norlington have to make everybody welcome, even if we disagree.
- 'Every Child, all the Time' sets out the structures and strategies used to ensure all students are able to achieve academically, creating exceptional learning opportunities and making them count.

Curriculum

Norlington students experience a broad curriculum designed to challenge and inspire them that embodies the aspirations we hold for every child.

Our curriculum is designed to ensure all students gain the skills and qualifications to succeed. All students study a range of subjects including English, Mathematics, Science, Humanities French, PE, ICT, PSHE, Religious Studies and the Arts. In Year 10 they are able to focus in areas that match their interests and aptitude. Alongside these courses, every student receives practical careers guidance and development courses focused on literacy, self-organisation, teamwork and leadership, including First Aid training.

Parents are kept informed about their son's progress through reports every 6/12 weeks, 3 subject/tutor meetings per year and regular contact through the school website, student planners, a half-termly newsletter and, when appropriate, letters and telephone calls.

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, with specialist staff supporting those with learning needs. This 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.

Additional opportunities

Leadership development

A key Norlington commitment is to develop the leaders of tomorrow. As part of an extensive leadership programmes, students complete first aid training, a leadership camp and outward-bound courses, have opportunities to coach and mentor and complete the Duke of Edinburgh Award. Our students have participated in national and international leadership development 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.

We have been recent London Cricket Champions as well as regular Borough Champions in Table Tennis, Badminton, Cricket, and Basketball. As part of the school's commitment to further developing our sporting success the Norlington Cricket Academy, partnered with Essex CCC, is being established.



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

Admissions criteria is the same as a community school

DFE No: 320 4064

Published Admission Number: 162

Headteacher: Mr Juan Hernandez

Chair of Governors: Ms Gwyneth Hamand

Tel: 020 8539 3055

Fax: 020 8988 9661

Email: norlington@norlington.net

Website: www.norlington.net

Open evening: Thursday 28 September 2023

6.00pm to 8.00pm

Headteacher's Presentation – 7.00pm

Specialist Status: Maths and Computing

School status/awards:

Healthy Schools, Investors in People,

Sportsmark, FMSIS (Financial

Management Standard in Schools)

Cultural experiences

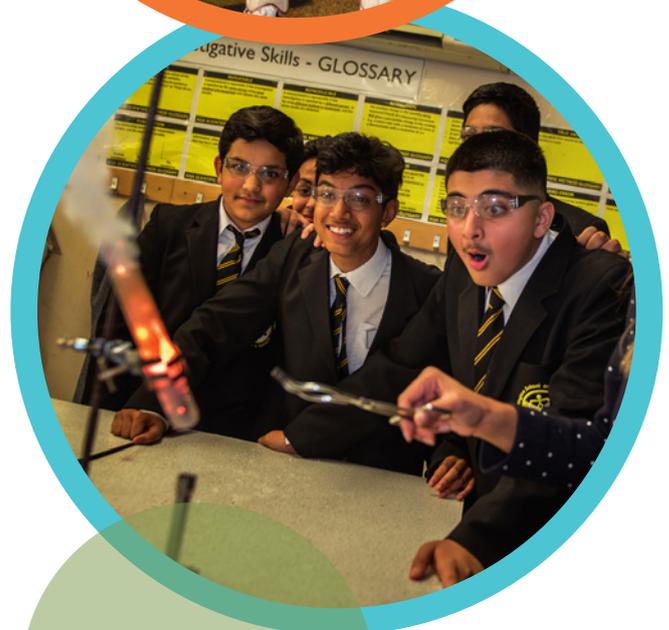
Norlington is committed to providing every student with a wide range of extra-curricular opportunities to broaden their minds and develop self-confidence. Students are encouraged to take part in events such as school plays and the Year 7 pantomime.

1 in 3 of our students are involved in learning a musical instrument with instrumental lessons provided by a team of music teachers as well as attending live music experiences.

There are clubs for film, art, drama, and music with all Year 7, 8 & 9 students visiting a theatre, museum and gallery at least once a year.

Admissions criteria

The admission of students is controlled and administered by the Exceptional Education Trust. Students will be admitted normally at age 11 and without reference to ability and follows the Waltham Forest admission criteria. Please note that the sibling connection includes sisters who attend Connaught School for Girls. The published admission number will be 162.



South Chingford Foundation School

Stadium Close,
London
E4 8ES
(Part of the Chingford Academies Trust)

“Pupils are proud of their school. They feel it is a very close community. Parents and carers, and pupils said it is like a big family. It is friendly and ‘everyone knows everyone’. They feel that they are very well looked after and are well supported by adults in the school. Pupils are safe and happy.” (Ofsted, 2021)

Leaders have high expectations of behaviour. Pupils recognise this and know what good behaviour looks like.” (Ofsted, 2022)

“Leaders have reorganised their curriculum to strengthen the breadth and depth of provision. They are ambitious about what they want pupils to achieve.” (Ofsted, 2022)

School vision

Our vision is to build ambition in every learner; opening up the opportunities available to them so that they reach their potential and more. We call this ‘The South Chingford Experience’ which is achieved through:

- a rigorous, academic curriculum
- a wide range of enrichment opportunities beyond the classroom
- delivery of our vision, mission and values
- a dedication to pastoral care

Our values can be observed in all that we do. Our students’ ambitious attitudes to learning mean that they achieve well, in trying to be the best version of themselves they become resilient, independent young citizens, ready for the world beyond the school gates; they are unified by the strong sense of community that South Chingford has created.

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

- A high quality academic curriculum with a broad range of subjects including Psychology at GCSE.
- Students get priority access to the prestigious Chingford Academies Trust 6th form.

- On offer is a Trust level Careers programme with exceptional business links and experiences.
- Specialist staff with access to an unrivalled Trust level professional development programme that supports high quality teaching and learning for your child.

Our students’ pride in their school is unique. They appreciate the perfect balance of academic professionalism delivered within a small, student-focused environment that is built on a commitment to a personalised approach. Our staff know students’ names and form strong relationships built on an understanding of their passions, aspirations and learning needs.

Curriculum

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

Key Stage 3 (Ages 11-14)

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

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

Key Stage 4 (Ages 15-16)

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

Key Stage 5 (Post 16)

South Chingford Foundation School has priority access to the prestigious and successful Chingford Academies Trust’s academic sixth form.

Additional needs and personalised learning

Our uniquely small school environment ensures that leaders, teachers and support staff will quickly get to know your child’s individual academic, pastoral and social needs. Your child will be rapidly integrated into our school community and children of all ages support one another through our peer mentoring scheme. Our SEND (Special Educational needs and disabilities) offer can be found here www.southchingfordfoundation.org.uk/Information/SEN/.

Behaviour for learning

Our Inclusion and ‘Rewards and Sanctions’ policy is predicated on supporting students’ moral and social development. Parents are regularly informed of both positive contributions to learning and the community and we seek the power of partnership with parents when we inform them of any behaviors that have fallen below standard. A high profile **hall of fame** celebrates rewards

Academy School Mixed 11–16
(with Specialist Post 16 provision)
DFE No: 320 4001
Published Admission Number: 165
CEO/Executive Principal: Mr Rob Mammen

Head of School: Ms Emma Hobbs

Chair of the Board of Trustees: Mr Tony Young

Chair of SCFS Local Governing Body:
Rev Sarah McCulloch

Tel: 020 8531 9231
Email: office@southchingfordfs.org.uk

Twitter: @Schingfordfound
Facebook: South Chingford Foundation

Open evening: Wednesday 27 September 2023
6.00pm–8.30pm

CEO & Head of School talks at 6.30pm and 7.30pm
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

and a tariff system exists to encourage and celebrate the impact of positive behaviors. Students are encouraged and supported to self-regulate to enable them to develop into successful citizens.

Additional opportunities

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

South Chingford has a history of supporting community projects that not only support the local population but provide voluntary work that our students can lead on. We are key partners with AgeUK, Waltham Forest and 'Eat or Heat' our community foodbank.

Admission criteria

The admission of pupils is controlled and administered by the Chingford Academies Trust. Pupils will be admitted normally at age 11 and without reference to ability. The published admission number will be 135.

The admissions arrangements provide that, following the admission of children with Education Health and Care Plans that name the School, when applications for admission exceed the number of places available, places will be offered in accordance with the following criteria:

- 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).*
- Children who have a sibling on roll at South Chingford Foundation School at the time of admission. **
- Children who have medical grounds for special consideration (supported by documentary evidence from a

Specialist Doctor, not a G.P.). Places will be allocated on medical grounds if, in the opinion of the Admissions Panel, exceptional circumstances prevail which make it essential that the child attends South Chingford Foundation School.

- Children of staff where the member of staff has been employed at the School for two or more years at the time at which the application for admission to the school is made; and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage.
- 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 Local Land and Property Gazetteer) to the main pedestrian gate, using the Local Authority's computerised mapping system called Routefinder GIS, priority being given to the nearest child/ children. All distances will be measured in miles.***

If operation of these criteria does not separate applicants, a process of random allocation will be undertaken to determine priority.

Under Age and Over Age Applications

The Chingford Academies Trust's Policy is that all children should be educated within their appropriate age group. In rare cases where it might not be appropriate for the child to be educated in the normal year group, a detailed process would be undertaken to consider this application.

Appeals

Where an application for a place at the school is refused, parents will have a right of appeal to an independent panel in respect of that decision. Further details will be set out in the decision letter in respect of the admission.

Definitions and Further Clarification

* 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 over-subscription 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 are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. 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

Our Mission: "The best in everyone...best lesson, best day, best year, best future..."

'The curriculum is ambitious and has been well designed to help pupils learn and remember key ideas. Teachers have strong knowledge of the subjects that they teach'. (Ofsted, November 2022)

'Pupils enjoy attending Walthamstow Academy and are kept safe here. Leaders and staff have high expectations of pupils' behaviour. As a result, pupils behave well in lessons and around the school'. (Ofsted, November 2022)

'Pupils enjoy a range of enrichment opportunities.' (Ofsted, November 2022)

School aims

All our students are encouraged to reach beyond what they thought possible, building the character, skills, and qualifications 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. To achieve this, we set high standards with clear expectations for our students, based on our core values of ambition, determination and respect.

Curriculum

Throughout Key Stages 3 and 4

We have a warm and welcoming transition programme to allow our students to swiftly feel comfortable in their new daily environment. Our curriculum is broad, balanced and inclusive. It meets the needs of all learners and looks to our students' futures by offering skills-based vocational and academic courses. Our teachers are subject experts who impart excellent subject knowledge to our students, 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 study many subjects such as English, Maths, Science, Modern Foreign Languages, Geography, History, RE, Music, Art, Computing, Drama and PE, so they are in an informed position to make GCSE choices in Year 9.

From Year 10, along with the core curriculum of English, science, maths, RE and PE, we offer additional subjects including History, Geography, French, Spanish, Computing, Music, Drama, Triple Science, Psychology, Sociology, Business, Health and Social Care, Media, Product Design and Photography. With this broad range of subjects, students are able to work towards and achieve the English Baccalaureate. Our exam results are notably excellent and, alongside being wonderful students, we are extremely proud of the outstanding qualifications that our students gain.

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 and in which they thrive, 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 a huge range of learning resources online and we have extension and support programmes for all students, depending on the level of challenge they need. We plan all learning so that it 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 from our excellent learning support assistants. This support is usually in class to ensure consistency with their programme of study for every subject and we offer additional programmes outside the school day for some students.

Behaviour for learning

We expect students to strive for excellence in every aspect of academy life and this 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 that 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 and effort.

Academy Mixed 11–19
 DFE No: 320 6905
 Published Admission Number: 180
 Headteacher: Ms Emma Skae
 Chair of Governors: Mr Geoff Skewes
 Tel: 020 8527 3750
 Fax: 020 8527 3603
 Email: info@walthamstow-academy.org
www.walthamstow-academy.org
 Open evening:
 Thursday 5 October 2023
 5.30pm to 8.00pm
 Bus routes: 158, W11



Extra-curricular opportunities

The Walthamstow Academy day runs from 08.30–15.10 with an assembly or tutor period at the start of 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 welcome 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 Junior Leadership Team made up of students from the Sixth Form, led by our Head Student. Each year group has a year group council, made up of students from that year group. This involves all students in consultation and contributes to Academy improvement planning – we are proud that our students have strong voices.

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, Character Journal, Google Classroom, Academy website, our app 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 Year 7 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 students and what they achieve. Furthermore, we have a large number of students securing places at Russell Group Universities as a result of the supportive environment we provide whilst maintaining high expectations.

Admission criteria

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.

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

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

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



Walthamstow School for Girls

Church Hill
Walthamstow
London
E17 9RZ

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

“Pupils’ attitudes to learning are highly positive.”

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

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

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

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

School aims

Our school motto, ‘Neglect not the Gift that is in thee’, reflects our belief that every student at WSFG is unique and it is our role to bring out the best in each one. We use our school values of Courage, Compassion, Aspiration and Integrity to guide students throughout their time with us. A summary of our core aims and principles is below:

- To develop a deep love of learning in every student.
- To empower our students to become the leaders of the future.
- To ensure that students achieve the highest academic standards of which they are capable.
- To develop critical thinkers who are intellectually curious and have the ability to question and argue rationally.
- To actively celebrate diversity and to oppose all forms of discrimination.
- To provide a wide range of educational experiences for every student in a school environment that is both stimulating and nurturing.
- To contribute to the social and moral development of students by creating a robust sense of individual and collective responsibility.
- To develop strong partnerships with parents, carers and the local community.

Curriculum

Key Stage 3

In years 7 to 9, we provide a broad and balanced curriculum which aims to ignite students’ passion for learning by studying specialist subjects in depth. All girls study English, maths and science, which are core subjects, as well as history, geography, RE, PE, drama, music, art, design and technology (textiles, food and product design), computing, and PSHE (Personal, Social and Health Education). Students study one language, either French or Spanish, with an option to begin Latin in year 7 and to take both French and Spanish from year 8 onwards. We encourage a love of reading through tutor time and through our literacy curriculum.

Key Stage 4

Our Key Stage 4 curriculum provides students with the opportunity to specialise and follow a personalised curriculum most suited to their needs and interests. In Years 10 and 11 all students study English Language, English Literature, mathematics, sciences, PE, RE and PSHE.

In addition to the core curriculum, students choose four more subjects. The following subjects are currently offered: Drama, Music, PE, French, Spanish, Fine Art, Art Textiles, Film Studies, Design Technology, Food Preparation and Nutrition, Religious Studies, Geography, History, Business Studies, ASDAN (Personal and Social Effectiveness), Computing and Latin.

Supporting your child

We believe that happy students will be successful ones. Your child will be part of a tutor group, overseen by the pastoral leader (SPL) for their year group. The tutor knows each student, meeting with the tutor group every day in order to support students with their development and wellbeing, as well as their academic progress.

Additional needs and personalised learning

We have recently opened our Wellbeing Hub, staffed by qualified practitioners, who can provide social and emotional support for students when required, in addition to our qualified counsellor and two learning mentors.

The Language and Learning Development Faculty works with parents and students to ensure that those with Special Educational Needs can develop the skills and knowledge they need to make the best possible progress. Through close liaison with primary schools and small group meetings with parents and students, we ensure that students’ needs are prepared for before they enter year 7. Students who are in early stages of learning English receive support from specialist teachers. There are booster classes and 1-1 tuition to assist with basic skills in core subjects. Students with additional needs also have the opportunity to receive additional support, both within and outside of class and may benefit from a flexible curriculum, including the ASDAN Personal and Social Effectiveness qualification at KS4. The progress of all students is monitored carefully. A wide range of in-class and extra-curricular activities are provided to extend and challenge all students, including the most able.

Additional opportunities

The school provides students with a range of opportunities to broaden their horizons. Whether students are benefiting from our Brilliant Club programme, work with the National Theatre and Old Vic, MyBnk economic awareness or Duke of Edinburgh



Community School for Girls 11–16

DFE No: 320 4072

Published Admission Number: 180
Teaching School Hub

Headteacher: Ms Helen Marriott

Chair of Governors: Ms Gillian Barker

Tel: 020 8509 9446

Fax: 020 8509 9445

Email: info@wsfg.waltham.sch.uk

www.wsfg.waltham.sch.uk

Open evening:

Thursday 28 September 2023

4.45pm–8.00pm

Headteacher's talks will be at

5.00pm, 6.00pm and 7.00pm

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

SSAT national award winners

“Transforming in Education” awards for Leadership

with Moral Purpose and System Leadership, TES

High Aspiration national award winning school,

Good Schools’ Guide



or overseas educational visits, we aim to ensure that individual gifts and talents are nurtured through a wealth of activities.

We pride ourselves in offering a wide variety of extra-curricular clubs, including drama, science and technology, ceramics, debating, global book group, a variety of sports clubs and fixtures, Glee Club, our school musical and our nationally-renowned steel pans. We actively encourage student leadership through our student ambassadors, student council and SLT, peer mentoring and global alliance. As the lead school for the North East London Teaching School Hub, we co-ordinate training and development across 239 London schools, enabling us to benefit from the latest research and attract the best teachers. Further details can be found on the school website, in our Greensheet or by enquiry at the school.

Parental partnership

We welcome and value the contribution of parents and carers and understand the vital role this partnership plays in your child's success. We hold regular information and consultation evenings, parent focus groups and surveys. Parents can track their child's progress through reports, parents' evenings and our online systems. The Headteacher has an open door policy and welcomes contributions from parents and carers. We have a supportive community of parents and we are expanding the opportunities for parents to become more involved in the life of the school including through our Parents' Association.

Admissions criteria

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



Willowfield School

209 Blackhorse Road
Walthamstow
London
E17 6ND

“Pupils enjoy their education at Willowfield School,” (Ofsted 2021)

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

“What strikes any visitor to Willowfield is the strong sense of community: the team-work of staff; the harmonious relationships between staff and students; the way younger and older students listen to one another’s views.” Roy Blatchford CBE

"Leaders often go the extra mile to make sure that vulnerable pupils benefit from the opportunities provided by the school" (Ofsted 2021)

"Pupils behave well" (Ofsted 2021)

School aims

Willowfield has been proudly serving the local community for over 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 every student to be the best they can be. Willowfield students build on their strengths and overcome their personal barriers, enabling them to compete with anyone anywhere as successful, confident, well-rounded citizens able to shape the future and make a difference.

Curriculum

Students at Willowfield enjoy a stimulating broad and balanced learning experience within a great modern building. At Key Stage 3, the curriculum is planned to be diverse and 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 learning and teaching 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 to continuously improve our provision.

Behaviour for learning

We expect the very best in terms of courtesy and respect from our students and they rise to meet our high expectations. Life at Willowfield is characterised by calm and purposeful learning, under-pinned by mutual respect. It is an environment where staff and students enjoy happy, harmonious and very productive relationships. This atmosphere is key to our success and stems from the great support and care every student receives, making them feel valued, listened and cared for. 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

There is a broad and interesting extra-curricular programme on offer to all students. Students are encouraged to engage and explore, and our many awards reflects the range and quality of creative activities they can access. 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 opportunities for student leadership and extra-curricular learning, which will provide pathways to flourish in a range of areas.

Parental and carer 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
Published Admission Number: 210
Headteacher: Ms Rebecca Linden
Chair of Governors: Mr Stuart Smith

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

Open evening:
Thursday 5 October 2023 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.



Section 4

Schools in other Local Authorities

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

Barking and Dagenham

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

Enfield

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

Essex County Council

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

Hackney

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

Haringey

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

Havering

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

Hertfordshire

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

Newham

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

Redbridge

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

Tower Hamlets

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

Useful contacts for information and advice

Ofsted

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

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

Department for Education

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

0370 000 2288
www.education.gov.uk

Advisory Centre for Education (ACE)

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

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

Schools Finder

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

www.compare-school-performance.service.gov.uk/

Section 5

Other information

How places were allocated on 1 March 2023

School	PAN (Published Admission Number)	Applications received	SEN (Special Educational Need)	LAC (Looked after children)	Medical or Social	Feeder Link	Sibling	Staff Children	Religious Criteria	Distance/Catchment	LA Alternative Offer*	Places available (Vacancies)	Cut off distance **Within Catchment	Appeals heard	Appeals allowed
Buxton School	122**	230	8	0	0	12	12	0	n/a	55	35	0	n/a		
Chingford Foundation School	240	520	13	1	n/a	n/a	71	4	n/a	90/62	0	0	4.973		
Connaught School for Girls	132	270	4	0	0	n/a	27	1	n/a	100	0	0	1.189		
Eden Girls' School Waltham Forest	124	344	1	0	1	n/a	23	1	n/a	School 53 Station 45	0	0	School 1.594 Station 0.659	9	0
Frederick Bremer School	180	750	26	1	0	n/a	52	0	n/a	101	0	0	.637	24	7
George Mitchell School	72***	329	8	0	0	4	19	0	n/a	41	0	0	.431	5	1
Heathcote School & Science College	180	573	12	1	0	n/a	56	2	n/a	109	0	0	1.451	7	0
Highams Park School	240	728	4	1	n/a	n/a	95	3	n/a	137	0	0	.875	11	0
Holy Family Catholic School and Sixth Form	240	287	5	0	n/a	n/a	n/a	n/a	124	31	0	80	n/a		
Kelmescott School	240	450	10	0	0	n/a	48	0	n/a	149	33	0	n/a	1	1
Lammas School & Sixth Form	180	172	2	1	0	n/a	19	0	n/a	44	66	48	n/a		
Leytonstone School	210	663	13	2	4	n/a	55	1	n/a	135	0	0	.869	17	3
Norlington School and 6th Form	165	305	11	1	0	n/a	43	0	n/a	110	0	0	1.128	7	0
South Chingford Foundation School	135	264	3	0	n/a	n/a	21	0	n/a	70	41	0	n/a		
Walthamstow Academy	180	780	9	0	0	12	50	1	n/a	108	0	0	0.663	25	0
Walthamstow School for Girls	180	607	2	1	1	n/a	42	1	n/a	133	0	0	.745	16	1
Willowfield School	210	517	12	1	1	n/a	44	1	n/a	151	0	0	.818	4	0

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 17 July 2023.

KEY

Places available	Number of available places after processing and allocating all on time applications for entry into year 7 in September 2023.
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.

* If the last child to be offered is one of multiple births, all multiple birth siblings have been allocated to the school.

** Buxton: Published Admission Number is 122 as there were 58 children on roll in year 6. This is an all through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 180.

*** George Mitchell: Published Admission Number is 72 as there were 48 children on roll in year 6. This is an all through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 120.

Cut off distances in miles for past three years

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

School	Cut off distance (in miles)		
	2021/22	2022/23	2023/24
Buxton School			
Chingford Foundation School		2.610	4.973
Connaught School for Girls	3.038	1.205	1.189
Eden Girls' School, Waltham Forest	School 1.436 Station 1.119	School 1.704 Station 0.740	School 1.594 Station 0.659
Frederick Bremer School	0.902	0.872	0.637
George Mitchell School	0.581	0.426	0.431
Heathcote School & Science College		1.465	1.451
Highams Park School		0.931	0.875
Holy Family Catholic School and Sixth Form			
Kelmscott School			
Lammas School and Sixth Form			
Leytonstone School	1.017	0.929	0.869
Norlington School and 6th Form	2.006		1.128
South Chingford Foundation School			
Walthamstow Academy	0.753	0.731	0.663
Walthamstow School for Girls	0.813	0.764	0.745
Willowfield School	0.712	1.081	0.818

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

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



Additional information and services

Children with Special Educational Needs

Children with an Education, Health and Care (EHC) Plan should not apply using the Common Application Form. Instead, each parent must complete the application form sent to their home address by the Waltham Forest SEND Service in Summer Term 2023. The SEND secondary transfer form must be completed and returned to the Waltham Forest SEND Service by October half term 2023.

The SEND secondary transfer form will give parents the opportunity to name two secondary schools/academies. 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/academies.

There are three special schools in Waltham Forest that are able to accommodate secondary age children. These are:

- Belmont Park School (SEMH)
- Lime Academy Hornbeam (Brookfield House (SLD/ASD) and William Morris (MLD/ASD) schools)
- Flourish Learning Trust (which covers Joseph Clarke (VI/ASD), Margaret Brearley (SLD/PMLD/MSI) and Peter Turner (ASD/MLD) schools).

In addition to this, we have got mainstream schools in the local borough which have got 'specialist resourced provision'. These schools are:

- Buxton (SLCN)
- Chingford Foundation (ASD)
- Frederick Bremer (ASD)
- Heathcote (HI)

Places at these schools are authorised by the Waltham Forest SEND Service Phase Transfer Panel.

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

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

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

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

Fair access protocol

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

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

This Protocol is designed to:

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

Please Note

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

Free school meals

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

You can apply online at

www.walthamforest.gov.uk/content/free-school-meals.

You can also apply using a self service PC at North Chingford, Walthamstow, Leyton or Leytonstone libraries.

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

In-Year applications

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

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

If you want to change schools

A parent can apply for a place for their child at any school, at any time. It is extremely important for children to have continuity in their education. For this reason, we strongly urge parents to think carefully before making applications for transfers between schools. If your child is already attending a school, but you feel that a move would be in their best interests, we urge you to discuss your reasons for this with your child's current school. It is important, we believe, that you try to resolve any difficulties by working with the school where your child is attending as that could well avoid there being an unnecessary transfer. If, however, you want to go ahead with a transfer then to apply for an in year place, you should complete the online application form. The link is available from the Waltham Forest website www.walthamforest.gov.uk/content/yearadmissions. If you prefer to complete a paper form, this is also available on the website. Please 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 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 (please note that we do not accept applications in person at this address).

Email: admissions@walthamforest.gov.uk

Please Note

There are some schools which process their own in year admission forms. This means you will need to apply directly to the school for an in year place. Please see our website for further details on these schools.

Providing the correct proof

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

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

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

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

These examples are not an exhaustive list.

We reserve the right to request further evidence if required.

* Must be dated within the last 12 months.

** Must be dated within the last 3 months.

Guardianship

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

Medical or social

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

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

What happens next?

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

If your child does not have a school place

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

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

If your child is already in a Waltham Forest school

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

Waiting lists

Your child will only be placed on a waiting list if you request it on the reply slip, received with your response letter. Waiting lists are kept in criteria order and it is possible to move both up and down a waiting list as 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 made it a legal requirement that all Local Authorities must inform parents/carers of all students in Year 9 about schools in or within travelling distance of the Local Authority area that admit students at the beginning of Year 10.

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

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

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

UTCs are set up by universities and businesses and specialise

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

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

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

	Status	Age Range
De Salis Studio College Hewens Road, Hayes, Middlesex UB4 8JP 020 3819 3421 www.desalisstudiocollege.co.uk	Studio	14–19
Logic Studio School Browells Lane, Feltham TW13 7EF 020 8831 3001 www.logicstudioschool.org	Studio	14–19
Parkside Studio College Wood End Green Road, Hayes, Middlesex UB3 2SE 020 8573 2097 www.parksidestudiocollege.co.uk	Studio	14–19
Space Studio West London Letchworth Avenue, Feltham, Middlesex TW14 9RY 020 3696 8140 www.spacestudiowestlondon.org	Studio	14–19
BMAT STEM Academy Velizy Avenue, Harlow, Essex CM20 3EZ 01279 621570 www.btmatstem.org.uk	UTC	14–19
Elstree Screen Arts Academy Studio Way, Borehamwood, Hertfordshire WD6 5NN 020 8386 6220 www.esaacademy.org	UTC	14–19
Elutec (East London University Technical College) Yew Tree Avenue, Rainham Road South, Dagenham East RM10 7FN 020 3773 4670 www.elutec.co.uk/	UTC	14–19
Global Academy UTC The Old Vinyl Factory, Blyth Road, Hayes, Middlesex UB3 1DH 020 3019 9000 www.globalacademy.com/	UTC	14–19

	Status	Age Range
UTC Heathrow Potter Street, Northwood, Middlesex HA6 1QG 01923 602130 www.heathrow-utc.org/	UTC	14–19
London Design and Engineering UTC (LDEUTC) Docklands Campus, University Way, London E16 2RD 07714 255193 www.ldeutc.co.uk/	UTC	14–19
Mulberry UTC 64 Parnell Road, London E3 2RU 020 3137 7024 www.mulberryutc.co.uk/	UTC	14–19
South Bank Engineering UTC 56 Brixton Hill, Brixton, London SW2 1QS 020 7738 6115 www.southbank-utc.co.uk/	UTC	14–19
Leigh UTC Brunel Way, The Bridge Development, Dartford, Kent DA1 5TF 01322 626600 www.theleighutc.org.uk	UTC	14–19
Watford UTC Colonial Way, Watford, Hertfordshire WD24 4PT 01923 905240 www.watfordutc.org	UTC	14–19

Section 7

Definitions

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

Academy

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

Admission authority

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

Admission criteria

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

All Through Schools

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

Atypical schools

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

Common Application Form (CAF)

The form parents/guardians complete, listing their preferred choices of schools, and then submit to their local authority when applying for a school place for their child as part of the local co-ordination scheme, during the normal admissions round. 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.

Education, Health and Care Plan

An Education, Health and Care Plan is a plan made by the local authority under Section 37 of the Children and Families Act 2014 specifying the special education, health and social care provision required for that child.

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 bodies

School governing bodies are bodies corporate responsible for conducting schools with a view to promoting high standards of educational achievement. Governing bodies have three key roles: setting strategic direction, ensuring accountability, and monitoring and evaluation.

Home local authority

A child's home local authority is the local authority in whose area the child resides.

In-year application

An application is an in-year application if it is for the admission of a child to a relevant age group and it is submitted on or after the first day of the first school term of the admission year; or it is for the admission of a child to an age group other than a relevant age group.

Looked after children (see also 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.

National Offer Day

The day each year on which local authorities are required to send the offer of a school place to all parents in their area. Secondary National Offer Day is 1 March (or the next working day). Primary National Offer Day is 16 April (or the next working day).

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.

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).

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

All children of school staff, irrespective of the role that the staff member is performing and whether working part-time or full-time will be given priority where:

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

Please note that the above definition refers only to Waltham Forest community and/or voluntary controlled schools.

Sibling

Sibling means a full brother or sister, half brother or sister, step brother or sister, foster brother or sister adopted 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.

Special Educational Needs abbreviations

ASD – Autistic Spectrum Disorder

EHCP – Education, Health and Care Plan

HI – Hearing Impairment

LD – Learning Difficulties

MSI – Multi Sensory Impairment

PCR – Person Centred Review also known as AR (Annual Review)

PMLD – Profound and Multiple Learning Difficulties

SEMH – Social, Emotional and Mental Health

SLCN – Speech, Language and Communication Needs

SLD – Severe Learning Difficulties

SPLD – Specific Learning Difficulties

VI – Visual Impairment

Supplementary information forms (SIFs)

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

Trust schools

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

Type of schools

Junior School

A school that caters for students aged 7 to 11.

Primary School

A school that caters for students aged 4 to 11.

Secondary School

A school that caters for students aged 11 to 16.

VA (Voluntary Aided) Schools

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

VC (Voluntary Controlled) Schools

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

Waiting lists

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

Please Note

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

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

Notes

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Waltham Forest