

secondary school



**Starting
Secondary
School 2017**



Waltham Forest

admissions@walthamforest.gov.uk

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 2017.

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:

 **0208 496 3000**

 **admissions@walthamforest.gov.uk**

 **Admissions information:
(to speak to someone)**

School Admissions Service
Waltham Forest Town Hall Complex
Forest Road
London
E17 4JF

Please check our website for the opening times

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Applying for a school place for September 2017

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.

Waltham Forest benefits from having high performing secondary schools right across the borough, with dedicated teaching and support staff working exceptionally hard for all our children. Our schools are continually improving and innovating to meet the needs of our young people.

Your council is supporting teachers, governors, parents and children to ensure that every young person achieves their potential – academically, certainly, but also for children to thrive socially, emotionally and physically. Our aim is that every young person will leave school endowed with a life-long love of learning, and either equipped for further study or fully prepared to enter the job market. We want all our young people to be able to take advantage of every opportunity that London has to offer.

You can make your application anytime between **1 September 2016** and **31 October 2016** and the best way to apply is online at **www.eadmissions.org.uk**.

Last year, over 82.4% of applications were made online. 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 2016. 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 2016**. It is very important that you submit your application by this date, otherwise processing your application will be delayed.

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 citizens of our borough. 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.



Grace Willis Signature needed

Councillor Grace Williams
Waltham Forest Cabinet Member for Children and Young People

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 6
- 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 11-12
 - The criteria for other schools in Waltham Forest are listed on pages 13–19
- See how places were allocated last year using the information on page 57
- Look in Section 3 to see how many places each school has available for September 2017 (Planned Admission Number)
- Consider how your child will travel to school
- Discuss the decision with your child
- Try not to let others influence your decisions – the right school for your friend's child may not be the right school for your child

The process outlined above is not applicable if your child has a statement or Education, Health and Care (EHC) Plan. Please see page 59 for more information.

Children being educated outside their normal age group

Waltham Forest's policy is for all children to be educated in their correct chronological year group, with the curriculum differentiated as necessary to meet individual needs.

If parents/carers believe their child should be educated in a different year group they must, at the time of application, submit supporting evidence from relevant professionals working with the child and family stating why the child should be placed outside their normal age appropriate cohort.

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

The governing body of schools responsible for their own admissions (academies, voluntary-aided, foundation and free schools) are ultimately responsible for making this decision for applications made to their school. For community and voluntary controlled schools, the Council is the admission authority and will decide whether the application will be accepted on the basis of the evidence submitted.

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 <http://schoolsfinder.direct.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.



School open evenings

School	Date	Time
George Mitchell School	Tuesday 27 September 2016	5.30pm to 8.00pm
Kelmscott School	Wednesday 28 September 2016	6.00pm to 8.00pm
Connaught School for Girls	Thursday 29 September 2016	6.00pm to 8.30pm
Holy Family Catholic School & Sixth Form	Thursday 29 September 2016	6.00pm to 8.00pm
Lammas School and Sixth Form	Monday 3 October 2016	6.00pm to 8.30pm
Buxton School	Tuesday 4 October 2016	6.00pm to 8.30pm
Willowfield Humanities College	Tuesday 4 October 2016	6.00pm to 8.00pm
Frederick Bremer School	Wednesday 5 October 2016	5.30pm to 8.00pm
Heathcote School & Science College	Wednesday 5 October 2016	6.00pm to 8.30pm
Chingford Foundation School	Thursday 6 October 2016	5.45pm to 8.00pm
Walthamstow Academy	Thursday 6 October 2016	6.00pm to 8.00pm
Norlington School & 6th Form	Thursday 6 October 2016	6.30pm to 8.30pm
Rushcroft Foundation School	Monday 10 October 2016	6.00pm to 8.30pm
Eden Girls School, Waltham Forest	Wednesday 12 October 2016	6.00pm to 8.30pm
Leytonstone School	Wednesday 12 October 2016	5.30pm to 8.30pm
Walthamstow School for Girls	Thursday 13 October 2016	6.00pm to 8.30pm
Highams Park School	Thursday 13 October 2016	5.30pm to 8.30pm

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 pupils and teachers and ask any questions you may have about the school.

Barclay Secondary Free School – The Lion Academy Trust has proposed to open an 8FE Free School for September 2017. Currently, there is no confirmed site for the proposed school. Further details will be provided on the Waltham Forest Council website as they are announced.



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 2016**.

Applications from overseas

The following children are not entitled to a state education:

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

We will consider accepting applications from children whose family can evidence intent to return to and/or permanently reside in Waltham Forest prior to the start of the new academic year. These applications, if accepted, will be processed from the overseas address until sufficient evidence is received to show the child is permanently resident in Waltham Forest. Evidence must be submitted at the time of application. Evidence submitted after the date for late applications (8 December 2016) cannot be taken into account before National Allocation Day. If an applicant owns a property in Waltham Forest but is not living in it, perhaps because they are working abroad at the time of application, the Waltham Forest address will not be accepted for the purposes of admission until the child is resident at that address.

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

Crown Servant/Armed Forces

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

Apply online

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

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

When you have completed your application and pressed the submit button you will be sent an email with an application reference number confirming that you have completed your application. Once you have submitted your application you are then required to upload your evidence documents in a PDF format. You can update your application as many times as you like before 11.59pm on 31 October 2016.

You can also find out the results of your online application on 1 March 2017 during the evening, the same day that offers are made.

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

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

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

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

Please Note

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

Supplementary Information Forms (SIFs)

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

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

Filling in your form

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

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

Your child's details

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

Address – the address you provide must be your child's permanent address. This must not be an address of another family member or another adult who looks after your child and does not have parental responsibility for your child.

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

If parents are separated and have equal custody then they must select one parent's address to be used for the application. You will not be able to change to the other parent's address mid-year unless the current arrangements as dictated by the Courts have changed. You must also provide a copy of any custody or residence order.

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

Please Note

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

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, or a bank statement in the child's name**).

These examples are not an exhaustive list.

If you have moved within the last 3–6 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.

Additional evidence required for specific criteria

If you are applying under any of the following criteria please refer to pages 11-12 for details of the additional evidence required:

- Looked After Child
- Medical/Social
- School Staff Child

If you apply online you must 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

Please Note

If you do not provide these documents, we may not send you an offer letter on 1 March 2017. If you applied online you may not receive an email on 1 March 2017 and you will not be able to check the results of your application online.

Fraudulent Applications

It is really important that the admissions system is fair to all applicants. It would be cheating to use a friend or relative's address, a business address or by temporarily renting a property near to a popular school. Each year a small number of parents try to obtain a school place by providing false information. We always investigate if we believe you have provided false or misleading information to gain admission to a school. Any school offer found to be based on a fraudulent or misleading application will be withdrawn.

Moving house

You must provide the address on your application form where your child is living on 31 October 2016.

- If you move house after 31 October 2016, please let us know immediately.
- If we receive the required proof of your new address by 8 December 2016 and you are in residence; we will be able to use your new address to measure your home to school distances.
- If we receive the information after 8 December 2016 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.

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 secondary admissions updated of any changes to your telephone numbers and email address so that our records are up to date.

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

Please Note

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

Siblings

Sibling means:

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

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

Medical or social reasons

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

See page 11 for further details on medical or social request

Medical

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

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

Social

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

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

You must provide this evidence by the closing date of 31 October 2016.

There is no guarantee that you will get a place at your preferred school as we have to be convinced, from the independent evidence provided, that the child has an overwhelming need to attend a particular school.

Please Note

Your medical 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 2016

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 2016.

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, the Local Authority will not pay excess postage due to take delivery of the application.

Late applications

Applications received after 31 October 2016 will be classed as late.

Late applications can still be made online until the end of June 2017.

Late applications will be considered **after** all the applications received on time have been processed, i.e. after 1 March 2017.

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

Exceptional circumstances

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.

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 8 December 2016. 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 2016 must be made on a new application form available from www.walthamforest.gov.uk

After the closing date

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

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

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



Admissions criteria for Waltham Forest community schools

Special Educational Needs

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

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

Priority 1 – Looked After Children or Children ‘at risk’

Priority 2 – Medical or Social reasons

Priority 3 – Siblings

Priority 4 – School Staff Children

Priority 5 – Distance

1. Looked After Children or Children ‘at risk’

A looked after child is a child who is or was:

- in public care i.e. in the care of a Local Authority; or
- being provided with accommodation by a Local Authority in accordance with Section 22 (1) of the Children Act 1989.

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.

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

If the child is in public care, the application must be completed by their social worker with the name of the local authority, together with a covering letter. If the child is adopted from care, you must provide a copy of the Court Order.

2. Medical or Social reasons

Medical or social reasons can only be taken into account where information is provided by the 31 October 2016. 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 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.

In all cases the medical or social need must be permanent or long term

For medical conditions affecting 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

In the first instance, a check will be made to ensure the evidence submitted demonstrates that the exceptional medical or social reason confirms that the school is the only school that can meet the defined needs of the child. In most circumstances, submitted requests do not meet this criteria.

For requests which include sufficient information to enable a thorough assessment, these are viewed by an appropriate panel including senior officers and professionals (e.g. GP, social worker, education professional).

3. Siblings

Sibling means:

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

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

Please Note

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

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

4. School Staff Children

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

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

5. Distance

Distance is measured from the child's permanent address to the main gate of the school.

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

Please Note

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

Multiple births

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

Automatic Transfers for Buxton and George Mitchell All Through schools

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

If you have a child who is in Year 6 at either of these schools and you wish them to automatically transfer to Year 7, the school will advise you what to do to follow their automatic transfer process.



Admission criteria for Foundation, Trust, Voluntary Aided, Academy and Free Schools

This section relates to those schools in Waltham Forest that set their own admission criteria. Applications for these schools should still be made online or on a paper application form and submitted to Waltham Forest's School Admissions Service. Please note that Holy Family Catholic School and Highams Park School also require parents to complete and submit a supplementary information form (SIF). This can be obtained direct from the school's website and should be returned to the school when completed.

Please Note

Connaught School for Girls will apply the Waltham Forest community schools criteria.

Admission criteria for Buxton School

Admission numbers

Buxton Secondary phase will admit 180 pupils into Year 7.

Children with Special Educational Needs

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

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

1. Looked After Children or Children 'At Risk'

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.

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

2. Children attending the Buxton School Primary Phase

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

3. Medical or social reasons

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

meets any exceptional social needs of the child or family.

4. Sibling

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

5. School Staff Children

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

6. Distance

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

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

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. However, the local authority is administering the appeals process for the school. See Website.

Waiting lists

Waiting lists will finish at the end of August for Secondary transfer. Parents after this date will have to complete an iCAF application from September 2017.

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.

Admission criteria for Chingford Foundation School

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 240.

Children with Special Educational Needs

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

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

- (a) Children who are 'looked after' under provision of the Children Act 1989 and including those children who have previously been looked after, meaning children who were adopted, or the subject of a residence order or special guardianship order, immediately following having been looked after.
- (b) Children who have a sibling on roll at Chingford Foundation School at the time of application. *
- (c) 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 Chingford Foundation School.
- (d) Other children within the catchment area, in order of distance from the school, defined as a straight line from the measurement point of the child's home address to the main pedestrian gate, using the Local Authority's computerised measurement system, with priority being given to the nearest child/children **. The catchment area is defined as follows:
 - To the north** – The bus turning area on Sewardstone Road
 - To the west** – The boundary line of the River Lee navigation
 - To the south** – Hall Lane up to and including The Old Hall Tavern and Nos. 161 and 198 Russell Road from No. 75a to 97 and No. 48 to 58. New Road up to the Chingford/Highams Park Railway Line.
 - To the east** – The Chingford/Highams Park Railway Line from New Road up to and including Bury Road.
- (e) Other children in order of distance from the school, defined as a straight line from the measurement point of the child's home address (as defined by the Ordnance Survey) to the main pedestrian gate, using the Local Authority's computerised measurement system, priority being given to the nearest child / children. **

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

Waiting List

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

Fair Access Panel – In-Year Admissions

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

Please Note

* '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 application.

** 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.

Admission criteria for Eden Girls' School, Waltham Forest

Eden Girls' School is part of the Tauheedul Education Trust. The Trust has devolved responsibility for admissions to the Local Governing Body of Eden Girls' School.

Eden Girls' School is an 11–18 progressive and inclusive Muslim faith school. All applications will be considered equally without reference to faith.

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

The published admission number is 120.

If the school is oversubscribed, the school will admit girls in accordance with the oversubscription criteria, once all girls with a statement for special educational needs or education, health and care plan, naming the school, have been admitted.

Oversubscription criteria

1. Looked after girls or a girl who was previously looked after, but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order (see note 1).
2. Girls with a sibling who is a pupil already attending Eden Girls' School, at the time of both application and admission (see note 2).

3. Daughters of staff employed at Eden Girls' School for 2 or more years at the time at which the application for admission is made, and/or the member of staff has been recruited to fill a post where there is a demonstrable skill shortage (see note 3).
4. Girls for whom the Governing Body accepts that they have proven, exceptionally strong special, medical or social circumstances, which are directly relevant to attendance at Eden Girls' School. Professional supporting evidence must be provided by the parent from e.g. a consultant, doctor, psychologist, social worker or from another professional. A place will only be offered, if the Governing Body accepts the view of the professional, which confirms that the existing medical or social difficulties will be exacerbated if admission is not offered at Eden Girls' School (see note 4).
5. A maximum of 50% of the remaining places will be allocated to girls who live nearest from their home to the nodal point of Walthamstow Queen's Road Railway Station.
6. All other girls who live nearest from home to Eden Girls' School, including those who were refused admission under category 5.

Tie-breaker

If criteria 1-4 and 6 are oversubscribed, then priority will be given to those girls who live nearest from home to school. This will include girls who could not be offered admission under criterion 5. The distance is measured using a straight line from the girl's permanent address to the main gate of the school, using the Local Land and Property Gazetteer. All distances will be measured in miles by Waltham Forest Council using the computerised mapping system called Routefinder GIS.

If under criterion 5, the number of girls requiring admission is greater than 50%, then priority will be given to those girls who live nearest from home to Walthamstow Queen's Road Railway Station. The distance is measured using a straight line from the girl's permanent home address to the main entrance of Walthamstow Queen's Road Railway Station, using the Local Land and Property Gazetteer. All distances will be measured in miles by Waltham Forest Council using a computerised mapping system called Routefinder GIS.

For all criteria, if the distance from the girls' homes to Walthamstow Queen's Road Railway Station or to Eden Girls' School, Waltham Forest is the same, which includes the same geographical property reference (such as a block of flats), then random allocation will be used as a tie-breaker. The random allocation process will be undertaken by Waltham Forest Council's School Admissions Team at the Council Offices in the presence of the school representative.

Address

The address given must be where the child and parent(s)/carer(s) live permanently. It must not be the child minder's, grandparent's or other relative's address. If parent(s)/carer(s) share custody of a child, then the Governing Body may request to see the court order, child tax credit letter, child benefit letter, medical card or other evidence to establish where the child is resident for the majority of the time during the weekdays. If there is joint custody for the child, then the address of the parent(s)/carer(s) receiving the child benefit will be used.

Notes:

1. 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. This includes children who were adopted 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). Under the provisions of s14 of the Children and Families Act 2014, which amend section 8 of the Children Act 1989, residence orders have now been replaced by child arrangement orders. 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).
2. Siblings refer to full, half, adopted, step, foster sisters or the daughter of the parent(s)/carer(s) partner, and, in every case, the girl must be living in the same family unit at the same address.
3. A girl will be eligible for consideration when her parent(s)/carer(s) confirm on the home Local Authority's common Council application form that they are employed at Eden Girls' School, Waltham Forest for 2 or more years at the time at which the application for admission is made, and/or they have been recruited to fill a post where there is a demonstrable skill shortage.
4. It is important that you state on the application form and, if required, attach a letter, clearly setting out your reasons for requesting admission under the medical or social criteria. You must also provide written supporting evidence from a professional with the application form. The letter from the professional must confirm that the existing medical or social difficulties will be exacerbated if admission is not offered at Eden Girls' School, Waltham Forest. The supporting evidence from the professional must be submitted by 31st October 2016. If the evidence from the professional is received after 31st October 2016, then the Governing Body will accept this as long as it is received by 12th December 2016, at the very latest.

Admission criteria for Highams Park School

Admission criteria

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

There is an additional supplementary information form for Highams Park School that must be completed and returned to the Admissions Officer at Highams Park School. This supplementary information form (SIF) is available from the school website. The required SIF must be completed and returned directly to the school by 4.30pm on 31 October 2016.

The School has an agreed published admission number of 240 pupils for entry in year 7. The school will accordingly admit up to 240 pupils 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 2017 the number of places allocated for admissions to year 7 is 240. If the school is oversubscribed, after the admission of pupils with a Statement or Education, Health and Care Plan where the school is named, priority for admission will be given to those children who meet the criteria set out below, in order:

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

Definitions, terms of reference and further clarification

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

- **Statement or Education, Health and Care Plan** – A child with a Statement or Education, Health and Care Plan that specifies Highams Park School for the child. If this is the case then the child will receive a place at the school without the need to apply to the Admissions Authority.
- **Siblings** – In criterion 3 above – Applies if an applicant has a brother or sister (sibling) currently on roll and who is likely to be on roll on the 1st September when the applicant hopes to

become a member of the school. We include step children (i.e. one natural parent in common) and legally adopted children. Where the only sibling is in year 11, there should be a likelihood that they will continue into year 12. Where the sibling is in year 12, only those who previously attended Highams Park to sit their GCSEs qualify their brother or sister for a place in year 7. Where the only sibling is in year 13, they will not qualify their brother or sister because they will no longer be on roll on the 1st September following.

- **Home** – In criterion 4 – the main residence of the child is to be used. The main residence is where the child lives most, if not all of the time.
- **Distance** – In criterion 4 – The distance measurement will be carried out by the local authority, the London Borough of Waltham Forest, on our behalf, using the straight line distance from home to the main gate of the school "as the crow flies".
- Distance is measured using a straight line (using the Local Land and Property Gazetteer).
- All distances will be measured in miles using a computerised mapping system called Routefinder GIS.
- There is no catchment area. There are no preferred Primary Schools.

Admission to the Sixth Form

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

Admission criteria for Holy Family Catholic School & Sixth Form

Holy Family Catholic School & Sixth Form is the only Catholic secondary school in the London Borough of Waltham Forest. The school is a mixed, comprehensive, specialist school catering for the needs of boys and girls 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 2017/18.

Whenever there are more applicants than places available, priority will always be given to Catholic applicants in accordance with the over-subscription criteria for 2017/18 listed below.

Glossary of definitions

Catholic

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

Practising Catholic

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

Siblings

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

Residence

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

In the event of over-subscription 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.
2. Baptised Roman Catholic children whose permanent residence is within one of the following Roman Catholic parish boundaries of the Waltham Forest Deanery and who practise regularly with their family as confirmed by the Catholic Certificate of Practice.

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

3. Baptised Roman Catholic children living outside the Waltham Forest Deanery and who practise regularly with their family as confirmed by the Catholic Certificate of Practice.
4. Baptised Roman Catholic children who are resident in Waltham Forest, but whose level of practice cannot be supported by the Catholic Certificate of Practice.
5. Any other baptised Catholic children.
6. All other Looked After Children or 'formerly Looked After Children' who have been adopted.
7. Children of other Christian traditions whose parents support the aims and ethos of Holy Family Catholic School and whose application is supported by a reference from their minister of religion.
8. Any other Christians.
9. 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.
10. 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 on the school roll 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 main gate of the Walthamstow

House site', using the Waltham Forest Admissions Service computerised measuring system, with those living closer to the school receiving highest priority.

Students with a Statement or Education, Health and Care Plan

The Governing Body acknowledges that the law provides a quite distinct and separate process for the admission of those children with Statements or Education, Health and Care Plans. The Governing Body undertakes to work in full co-operation with the appropriate agencies to ensure such applications are processed in accordance with the Code of Practice for Children with Special Educational Needs.

Applications

Catholic applicants must ask their parish priest for a completed Certificate of Catholic Practice. Applicants from other Christian traditions and other faiths should return a reference from their respective religious leader. In all cases the religious reference should be returned to Holy Family Catholic School no later than October 31st 2016.

Deadline for letters appealing against an unsuccessful application to be received by the Chair of Governors, Ms Ana Marie Bradshaw Murray, c/o Holy Family Catholic School by 3 April 2017.

Waiting Lists

In addition to the right of appeal unsuccessful candidates will be offered the opportunity to be placed on a waiting list. The waiting list will be maintained in order of the over-subscription criteria set out above and not in the order in which applications are received or added to the list.

Applicants who do not produce a Catholic Certificate of Practice/Minister's supporting letter with their application will not qualify within their respective category and should not assume an offer of a place.

Sixth Form Admissions

For admissions to the sixth form please refer to Holy Family's Admission Criteria 2017/18 available from the Walthamstow House site, 1 Shernhall Street, Walthamstow, E17 3EA. Telephone number: 0208 520 0482.

Admission criteria for Rushcroft Foundation School

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 180.

Children with Special Educational Needs

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

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

- (a) Children who are 'looked after' under provision of the Children Act 1989 and including those children who have previously been looked after, meaning children who were adopted, or the subject of a residence order or special guardianship order, immediately following having been looked after.
- (b) Children who have a sibling on roll at Rushcroft Foundation School at the time of application. *
- (c) 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 Rushcroft Foundation School.
- (d) Other children in order of distance from the school, defined as a straight line from the measurement point of the child's home address to the main pedestrian gate, using the Local Authority's computerised measurement system, priority being given to the nearest child / children. **

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

Waiting List

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

Fair Access Panel – In-Year Admissions

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

Please Note

* '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 Rushcroft Foundation School at the time of application.

** 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.

Admission criteria for Walthamstow Academy

Consideration of applications

The Academy will consider all applications for places. Where fewer than 180 applications are received, the Academy will offer places to all those who have applied.

Notwithstanding the above, the Academy may refuse admission to particular applicants in cases where fewer than the published admission number has applied. These are applicants who have been excluded from two or more other schools and the ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose.

Admission Criteria

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below. After the admission of students with Statements or Education, Health and Care (EHC) Plan where the Academy is named on the Statement or EHC Plan, the criteria will be applied in the order in which they are set out below:

- a) Children who are in public care at the time of the application or who were previously looked after but immediately after being looked after, became subject to an adoption, residence, or special guardianship order.
- b) Children who have specific medical needs, social needs and special needs where the application is supported by written specific professional advice as to why admission to the Academy is necessary. The definition as to what constitutes medical, social and special needs within the scope of this provision will be agreed by United Learning and will be available in writing to parents in the prospectus as part of the admissions policy.
- c) Siblings of students who will be attending the Academy on the date when the applicant would be admitted. This excludes students who at that time are in the sixth form but who were not previously at the Academy in lower years. If the student is in Year 11 at the time of the Year 7 application, then that Year 11 student must have accepted the offer of a place in the sixth form.
- d) Children whose permanent address is nearest to the Academy. The distance which determines how close the child lives to the Academy is the shortest distance measured in a straight line from the child's permanent address to the main gate of the Academy building.

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

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

Arrangements for appeals panels

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

Arrangements for admission to post 16 provision

The Academy will publish specific criteria in relation to minimum entrance requirements for the range of courses available based upon GCSE grades or other measures of prior attainment. There will be a right of appeal to the independent appeals panel for unsuccessful applicants.



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 let us know who to offer a place by listing all pupils 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 this happens 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 2017	Online applicants will be sent an email during the evening with the result of their application. Wait until you have received this email before logging into the eAdmissions website.
1 March 2017	Offer letters will be sent by first class post to applicants who have applied on a paper application form only .
2 March 2017	Offer letters should be received in the post, but because of variations in Royal Mail delivery we cannot guarantee this.

Please Note

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

Accepting the offer

Whether you apply online or on a paper form, you will need to confirm whether you want to accept the offer or not by 15 March 2017.

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

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

If you have not been offered your preferred school, you are strongly advised to accept the school place you have been offered to ensure that your child has a school place for September 2017. Accepting the place offered will not affect your chances of being offered a place at a school you prefer more, either through the waiting list or through the appeal process.

Please Note

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

Declining the offer

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

Alternative offers

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

Waiting Lists

Whether you apply online or on a paper form, you must let us know if you want to be on the waiting lists for any higher preference schools when you receive an offer of a school place.

- If you would like to be on those higher preference waiting lists please tick the box next to the school's name. If you are responding online please write the name of the school(s) in the response section.
- If you want to accept the offered school and do not wish to be placed on the higher preference waiting lists, do not complete the waiting list section.
- 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

All waiting lists close on 31 August 2017. If you then want to rejoin the waiting list for any school please complete an iCAF, available on www.walthamforest.gov.uk, listing your new school preferences. These waiting lists will then remain open until the end of June.

Please Note

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

School admission appeals

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

The deadline for receipt of appeals is 29 March 2017, in order for appeals to be heard in May. If you appeal after the deadline, your appeal will be heard after the main round of appeals. Appeals will be heard within 40 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.

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

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

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

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

Terling Close
Leytonstone
London
E11 3NT

“Learning to inspire, inspired to learn”

‘The school has focused on improving the quality of teaching so it is now good and sometimes outstanding’. (Ofsted March 2013)

School Aims

We provide educational experiences both in and out of class which inspires our pupils to be the best that they can be. As a school central to our community and built on family values, we meet the needs of all pupils, including the development of our More Able and the inclusion of those with Special Needs.

We set high expectations so that pupils develop the skills, confidence and independence necessary to become successful learners. This ambition leads to strong progression through to further and higher education; enabling our pupils to actively participate in both their local and global communities.

By working closely with families we are relentless in our efforts to ensure that every pupil meets their potential.

Curriculum

An all-through school provides a curriculum which ensures continuity and progression for children to access learning opportunities at the appropriate stage not age.

Key stage 3

Our curriculum has been specially adapted in close consultation with the primary phase to support the transition from primary to secondary. At KS3, pupils follow the National Curriculum.

Key stage 4

We offer a flexible curriculum at KS4, which spans three years and enables progression at a variety of speeds to meet individual needs. In addition to our core curriculum of English, Maths and ICT we offer three separate sciences and a wide range of options including some additional vocational courses.

Additional needs and personalised learning

We are able to track the progress of pupils as they develop through the school. This means that every child’s learning can be personalised because we have a thorough knowledge of their progress at any one time. We are able to challenge pupils to tackle new work or support them when they are having difficulty.

The school places great importance on its work with pupils who have particular needs. We have a More Able pupils programme and a designated provision for pupils with speech, language and communication difficulties.

Behaviour for learning

‘A strong feature of Buxton School is the way in which students get on well together. Students of all ages, from a range of backgrounds and cultures, are well supported, settle in quickly and make friends. They are polite, well-mannered and courteous. Behaviour in lessons and around the school is good.’ Ofsted March 2013.

We expect the highest standards of behaviour at all times and have a clear behaviour policy. Careful attention is paid by teachers in preparing and marking work, and pupils are expected to work hard and complete the work set. We also consider homework to be a vital factor in the learning process and homework is set regularly.

Additional opportunities

Our extended school status enables us to provide many extra curricular opportunities.

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

Many of our pupils enjoy the reward of trips. These have recently included those to universities, to Paris, Cornwall, Cambridge, Spain and Stratford – the Olympic site. 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

It is very important to us that we work in partnership with parents to ensure that all of our children succeed and are inspired to be the very best that they can be.



All-Through Trust School 3–16

DFE No: 320 4000

Planned Admission Number: 180

Executive Headteacher: Mrs Kathleen Wheeler

Chair of Governors: Mr Tom Williams

Tel: 0208 534 3425

Fax: 0208 534 3317

www.buxtonschool.org.uk

Open evening:

Tuesday 4 October 2016

6.00pm–8.30pm

Headteacher's speech at 6.00pm

Bus routes: 58, 308

Specialist Status: Science School

School status: Full Core Extended



Chingford Foundation School*

Nevin Drive
Chingford
London E4 7LT

*Founding member of the
Chingford Academies Trust

'The school is very inclusive and works effectively in its aim to ensure all students are provided with the right conditions and support for learning.' (Ofsted)

School Aims

The 'Quality Statement' summarises our aims and our contract with students and parents. We aim to ensure:

- Students achieve above expectation in their curriculum (four levels of progress).
- That students show respect, responsibility and leadership.
- That all students take part in extra-curricular activities and make a contribution to their community.
- That students are aspirational and go on to VI form, University and are a success in the world of work.

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

Curriculum

Key Stage 3

Students follow a broad and balanced curriculum with an emphasis on the core subjects, English, Mathematics and Science. To personalise learning a number of different groupings are used and we run a more integrated curriculum for our most vulnerable pupils. As an Arts College every pupil studies Art, Music, Drama and Media studies. We also specialise in Humanities and Sports.

Key Stage 4

The strong emphasis on the core subjects continues into KS4 and expands 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 (such as GCSE Catering and BTEC Applied Business). Every pupil also has two hours a week of PE and Careers, Citizenship and Personal Education. There is a very successful 'English Baccalaureate' curriculum pathway for more able students, supplemented by our 'Beyond Horizons' programme targeting preparation for Universities.

Key Stage 5

Chingford Foundation School has an academic VI Form where students study for a wide range of A-level subjects, choosing four subjects in Year 12 and usually continuing with three in Year 13. All students study General Studies A-Level and Careers support, PSHE and PE enrich the curriculum further.

Additional needs and personalised learning

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

Behaviour for learning

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

Additional opportunities

Our Extension Programme includes a rich programme of extra-curricular activities in sports and arts. A Saturday College is also offered where a wide range of activities augmenting students' curricular experience can be enjoyed.

Visits are regularly organised to support the taught curriculum including theatre visits and fieldtrips, particularly around our specialisms. In addition, a wide range of other trips abroad are organised including, in recent years netball tours to Malta and Holland, visits to Spain, France, Ireland and Germany. In Year 7, all students are encouraged to take part in a residential activities week in a range of locations around Britain.

Parental partnership

Open access Parents' Forum and a strong Parent's Association Supports the school and staff in providing the best possible education, social and community opportunities for students.

Chingford School has a proud history dating back to 1938. The school cherishes its history and knows that it contributes to our students' sense of belonging and community engagement. We know the lessons from the past contribute to our increasing success in the future.

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



Academy School Mixed 11–19

DFE No: 320 5401

Planned Admission Number: 240

Executive Principal: Mr Mark Morrall

Chair of the Board of Directors: Mrs Geraldine Evans

Chair of CFS Local Governing Body: Mrs Rosemary Chopin-John

Tel: 0208 529 1853

Fax: 0208 506 3875

www.chingfordfoundation.org

Open evening: Thursday 6 October 2016
5.45pm–8:00pm

Executive Principal's talk at 6pm, 6.45pm and 7pm

Bus routes: 97, 215, 397, 505

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)



Connaught School for Girls

Connaught Road
Leytonstone
London
E11 4AB

'SEIZE THE DAY'

'The quality of teaching and assessment is good, teachers plan stimulating and enjoyable lessons which help pupils learn. As a result, pupils make good progress in almost all subjects and do well in their GCSE examinations'

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

School Aims

The school aims to foster:

- A sense of mutual respect, responsibility for others and the environment.
- Self-confidence and a sense of achievement.
- Positive attitudes to all racial groups and to the achievement of women.
- The best possible level of achievement and a desire for further education.

We have high standards and achieve good examination results but we are also very proud of our students' talents in art, music, drama and sports. We encourage our students to become confident, assertive young women who will play a full part in society whether locally, nationally or on a global scale. Our school motto is 'Seize the Day' and our logo is a soaring bird, illustrating that we believe that there should be no boundaries to our students' aspirations.

Curriculum

Key Stage 3

Connaught provides a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of the girls at the school and of society, 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. In Year 8 girls are offered the choice of studying German or Spanish in addition to French. Students are placed in sets according to their ability for mathematics, science and French. All other subjects are taught in mixed ability groups.

Key Stage 4

All students study English, English literature, mathematics, science, a foreign language, RE (including citizenship), PE and also 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.

Additional needs and personalised learning

The curriculum is well 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 support team are used effectively and have a positive impact on student progress. In Year 9, more able students start a triple science course leading to three GCSEs and in Year 10, there is a "fast track" French group taking a one year GCSE course. Students are encouraged to become independent learners through attending different clubs and by completing their homework tasks.

Behaviour for learning

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

Additional opportunities

There is a large range of extra-curricular activities during lunchtime and after school which include football, karate, Duke of Edinburgh, steel band, textiles, debating in addition to clubs which extend subject knowledge and help with revision or to develop new skills. Tuition is also offered from the Borough's Music Service.

The school organises a variety of visits such as to the theatre, museums, and galleries. We have links with European schools and trips take place to France, Germany, Spain and Belgium. We encourage students to take responsibility within school whether as Form Captain, as a prefect in Years 10 and 11 a member of the School Council or as a member of the school's newspaper team.

Parental partnership

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

Converter Academy status: School for girls 11–16

Admission criteria the same as a community school

DFE No: 320 4061

Planned Admission Number: 120* (Connaught will be accepting a further 12 pupils over their PAN for September 2017)

Headteacher: Ms Sally Walker

Chair of Governors: Mr John Buniak

Tel: 020 8539 3029

Email: school@connaught.waltham.sch.uk
www.connaught-school.co.uk

Open evening:
Thursday 29 September 2016
6.00pm–8.30pm

Specialist Status: Language College



Eden Girls' School Waltham Forest

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

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.

School Aims

The school is driven by the belief in setting the highest standards in every aspect of school life to help its students attain educational excellence, career success and determination to contribute to the greater good in the local, national and global community. Everything we do is driven by our values:

- our faith is a core part of our provision – it defines who we are and governs everything that we do
- the interest of our learners is at the heart of everything that we do
- our learners are not just numbers – each one has personal strengths and needs that we look to support
- each learner, regardless of prior ability and background, can succeed and make outstanding progress academically, personally and spiritually
- it is our role to develop our learners into active and outstanding citizens
- our success depends on the unity of purpose, clarity of conviction and willingness to sacrifice of all of our leaders, parents, staff and learners
- we have a responsibility to invest in the health, well-being and personal development of all our staff, learners, parents and the wider community
- integrity, transparency and long-term sustainability should be a key feature of all of our decisions as a school
- as a learning organisation, we must never tolerate failure and always strive to improve
- energy, enthusiasm and endeavour are key to the delivery of sustained excellence.

Curriculum

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

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

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

For those students who for understandable reasons are unable to access a traditional curriculum, we will design a bespoke vocational route, which will be tailored to the specific needs and interests of the students concerned in any specific cohort. We will, nevertheless, expect these students to take GCSEs in English, Mathematics and Science.

Key Stage 5

At Eden our aim is to enable our girls to have successful careers by enabling them to progress into higher education; and then into successful careers and apprenticeships as well as into professions. Key stage 5 is a launch-pad which develops not only the expertise, but also builds the confidence needed to enable students to move to a university or into careers of their choosing.

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 twice a day, help them set and review learning and spiritual (or personal) goals, and liaise with you if there are any concerns or issues. Support will be provided for students with Special Educational Needs and Gifted & Talented students to enable them to make good rates of progress and to meet their needs.

Ours will be a high-achieving school and we will achieve outstanding results because we have a comprehensive programme of support lessons and revision sessions to make sure that your child gets the best possible results. If your child enters the school needing support in literacy and numeracy, we will provide targeted support with booster sessions, to get your child up to the required level as quickly as possible. These 45-minute sessions will be after school. For learners who are struggling in their studies, there will also be additional support sessions during the holidays. Attendance at these sessions is compulsory.

We will also offer your child revision programmes to prepare for internal and external exams throughout KS3, KS4 and KS5. These will be in the evening after school, at weekends and during holidays just before exams.

Academy status: Free School for girls 11–18
 DFE No: 320 4002
 Planned Admission Number: 120
 Principal: Mrs Shahina Ahmad
 Chair of Governors: Mrs Aysha Esakji
 Tel: 020 8523 1810
 Email: info@edengirlswalthamforest.tetrust.org
www.edengirlswalthamforest.com
 Open evening:
 Wednesday 12 October 2016
 6.00pm–8.30pm
 Bus routes: 158



Eden Girls



Additional Opportunities

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

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

Young Enterprise, Duke of Edinburgh and other local and national initiatives, will encourage your child to enjoy their learning beyond the school gates.

There will also be special days when the timetable is collapsed and your child will take part in learning involving the school's specialisms of Leadership.

Our programme of outdoor education and adventure trips is also an integral part of our strategy to secure educational excellence.

Parental partnership

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



Frederick Bremer School

Siddeley Road
Walthamstow
London
E17 4EY

This is a good school. The school is an orderly learning environment, which pupils refer to as 'peaceful'. Inspectors agree. Relationships are positive and the strong community spirit leads to pupils working very well together. Ofsted December 2015

School Aims '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 balanced breadth and depth as well as challenge for all. We are proud of our status as a fully comprehensive, mixed school and are committed to serving our local community by providing the best possible education for our pupils ensuring them a successful future. We are on a rapid trajectory towards becoming an outstanding school. Our enhanced Music provision provides enables every pupil to specialise in a classical musical instrument from Y7 and is the core of our STEAM (Science, Technology, Engineering, Arts and Maths) curriculum in years 7 and 8.

Why is Bremer so special? There is an ethos in this school which is unique. While the school is a representative microcosm of its local community in terms of the diversity of our intake, it is held together by an invisible fabric. This is a school where every pupil is known, where relationships are positive and where children feel safe and this is frequently commented on. 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 21st century.

Curriculum

The curriculum is broad and balanced and personalised for the needs of our pupils. We are committed to providing an exciting and engaging learning experience whilst ensuring that the highest academic standards are at the heart of everything we do. We are determined to deliver the romance and the rigour of the curriculum, and to inspire our pupils to develop a life-long love of learning. We work to a consistent approach to lessons ensuring pace, clear objectives, opportunities for feedback on progress and an active approach to learning as well as

consistency and frequency of marking. Pupils are able to make option choices as early as Y8, and some will study GCSE subjects in Y9

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 pupils receive a high quality music education. All year 7-9 pupils will receive individual music lessons, initially in violin or flute, and then have an opportunity to specialise further in another instrument.

Our specialist STEAM school

Pupils in years 7 and 8 will have an opportunity to specialise in Science, Technology, Engineering, Arts or Maths. This is an exciting new curriculum to develop deep learning skills through project based learning which will culminate in a school event or production. Pupils in Y9 will have the opportunity to opt into a creative arts specialist block, which will lead to an accredited outcome for most by the end of the year.

Key Stage 4

A bespoke pathway approach is in place to ensure the curriculum meets the needs of all learners and ensures pupils aim to surpass the targets set. Some pupils will have the opportunity to take a larger number of GCSE subjects including Triple Science and Statistics, whilst others will be able to choose from more vocational options such as Construction which often reflect local job opportunities. All Year 10 pupils 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 pupils to undertake work placement programmes giving them an extra edge in the job market.

Additional needs and personalised learning

The school recognises that many pupils, 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 pupils with SEN/D. Arrangements are made to assess, identify and provide support for these needs, which enable pupils to overcome potential barriers to learning. There are a range of interventions to support pupils who need additional support in various areas such as literacy, numeracy, behaviour, speech and language etc. The school has a Resourced Provision for pupils with statements of special educational needs for autism which supports pupils to access mainstream learning with their peers in many lessons but with additional, specialised learning support. Bilingual learners are supported in the mainstream classroom by targeted teaching approaches although there is some intensive support for early stage learners of English.



Community School Mixed 11–16

DFE No: 320 4060

Planned Admission Number: 180

Headteacher: Ms Jenny Smith

Chair of Governors: Ms Michelle Hegarty

Tel: 020 8498 3340

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

www.bremer.org.uk

Open evening:

Wednesday 5 October 2016

5.30pm–8.00pm

Headteacher's talk at 5.45pm, 6:30pm and 7.00pm

Bus routes: 212, 275, 123, W16

Specialist Status: Engineering School

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

After Frederick Bremer

The vast majority of pupils 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 pupils will take up apprenticeships.

“Supportive, dedicated and passionate are three things that spring to mind when we think of the teachers here at Frederick Bremer. Being at Frederick Bremer is the equivalent to having another family. It's not always a smooth journey, but there is always somewhere to turn to, someone to help you through it. Frederick Bremer, a school which allows you to aspire to be the best, encourages you to believe in your own abilities and build the brightest future possible.”

Head Boy and Girl

Leadership Opportunities

Pupils 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 and this is consolidated in Year 10 with a targeted and taught Leadership Programme for a targeted group and is a step on the way to becoming school prefects. There is also an active School Council who are involved in real life decision making affecting the pupils in school and there are opportunities for pupils to understand more about democracy through such events as Mock Elections.

Additional opportunities

There is a range of exciting enrichment activities from Debating 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 displays. The school teams are incredibly successful and there are also non-competitive sports clubs.

Parental partnership

We believe your child's success rests on a real partnership between school and home and we undertake a number of Information Evenings and other information, advice and guidance activities to ensure parents are best equipped to support their child's learning. Parents are also kept informed about their child's progress through the termly reporting of tracking grades, annual parents' evenings and regular contact through a half-termly newsletter, student planners, text messages and, of course, the school website. Contact is also made individually by telephone and letter.



George Mitchell School

Farmer Road
Leyton
London
E10 5DN

“This is a Good school”

“Pupils’ outcomes are good. Pupils make good progress.

Teachers plan work that is typically demanding for pupils’ abilities.

Pupils have positive attitudes to learning.

They behave well in lessons and around the school.

Pupils are polite and well mannered.”
(Ofsted, January 2016)

School Aims

We are committed to providing an excellent educational experience for our students, inspiring them to achieve their full potential, in a happy and welcoming environment.

‘More is in Me’:

Our motto ‘More is in Me’ applies to everyone in our school community. We expect and encourage students, staff and families to push beyond themselves to improve their skills so that our students are given the best learning opportunities in school and at home.

At George Mitchell School we expect our students to develop

- A thirst for learning
- The skills needed to thrive in modern Britain
- A desire to achieve their full potential
- Respect for themselves and others
- The ability to make safe and informed choices

Our students will develop the confidence to take on new challenges and resilience to overcome difficulties. They will be equipped with the skills needed to take up an effective role in Modern Britain and develop an awareness of wider world issues.

Students leave George Mitchell School as secure and healthy individuals who are self-reliant, assured and motivated to succeed. They will have the skills necessary to explore the many opportunities available to them in the world today

Curriculum

Our curriculum is designed to foster a love of learning. We develop skills, knowledge and understanding in Years 7, 8 and 9 increasing the challenge so that students are ready for Year 10 and Year 11. 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.

Key Stage 3

We have robust curriculum provision of English, Maths and Science together with lessons in the Arts, Languages, Design and Technology, and regular PE lessons. We foster an enthusiasm for reading at George Mitchell, so all KS3 students have reading lessons. Some subjects start their GCSE learning in Year 9. We look for opportunities to enrich and enliven our curriculum to deepen knowledge and understanding, but also to bring learning to life. For example, we run Science and Reading clubs for Year 7s, Robotics and Chess clubs, and a Homework club to help students manage their home learning productively.

Key Stage 4

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

Additional needs and personalised learning

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

We make sure that parents and carers are kept fully informed about their child’s progress throughout the school year about their child’s progress. We also offer the opportunity to meet at any time with the Headteacher and senior leaders to discuss any issues you may have.

In addition to the support given to students in lessons, our teachers are trained to offer help with a range of issues students may be experiencing.

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



All-Through Community School Mixed 3–16

DFE No: 320 4062

Planned Admission Number: 120

Headteacher: Mr Saeed Hussain

Chair of Governors: Sue Milligan

Tel: 020 8539 6198

Fax: 020 8532 8766

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

Open evening:

Tuesday 27 September 2016
 5.30pm–8.00pm

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

Specialist Status: Media Arts

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

through celebration of progress made by students.

Students are encouraged to become involved in a range of extracurricular activities. This includes a very successful and involved Student Governing Body, peer mentoring and peer mediation programmes.

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

Additional opportunities

We believe that children's learning is greatly enhanced by our extensive range of trips and activities, taking place within the school day and after school, at weekends and in the holidays. We have a hugely popular (free) Breakfast Club and a broad programme of sports and hobby-related clubs. There is wide access to study and ICT facilities, during lunchtime and after school, with staff on hand to give individual help with any aspect of students' work.

Parental partnership

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

After George Mitchell

Almost all of our students go on to attend 6th Form colleges in Waltham Forest or neighbouring boroughs, and from there to University. Many ex-students return to us for advice and support and to share their successes beyond George Mitchell.



Heathcote School & Science College

Normanton Park
Chingford
London
E4 6ES

**‘The school’s work to keep students safe and secure is outstanding’
‘Teaching is good and students respond well to the carefully planned lessons’
‘...every student, regardless of ability, behaviour or attitude is treated as an individual with the potential to succeed. As a result students flourish and are prepared well for the next stage of their education, training or employment.’
(Ofsted 2014)**

School Aims

Our aim is to provide memorable, exciting and effective learning opportunities. We always expect the highest standards from our students and support and motivate them to become lifelong learners.

From 2017, our new Year 7 building will provide a base allowing an even smoother transition so students are happy and successful and make rapid progress. They will have a dedicated pastoral team to further develop the qualities we encourage in our students: leadership, organisation, resilience, initiative and communication.

Our transition programme will allow students to:

- Develop new friendships and improve their self-esteem and confidence
- Settle quickly into secondary school life,
- Show an increasing interest in school and school work
- Get used to their new routines and school organisation with great ease
- Experience curriculum continuity.

Curriculum

Key Stage 3

During KS3, we build upon the work achieved in primary schools by developing skills unique to each subject area across the Curriculum. We have a strong focus on enhancing student’s literacy and numeracy skills, develop cross curricular links and utilise projects to improve students independent learning skills.

Key Stage 4

At KS4, the curriculum is more flexible, allowing students to follow a personalised curriculum suited to their needs and aptitudes. In addition to studying the compulsory core subjects, students choose to study additional ‘option’ subjects.

Key Stage 5

In KS5 we offer a demand led curriculum, mixing academic and vocational choices to provide a range of qualifications opted for by students. Many of these courses are linked to Science and Mathematics or vocational courses. The curriculum is supplemented by a wide variety of enrichment activities.

Additional needs and personalised learning

Our More Able students are provided with a programme of extension activities, including University visits, summer schools, a “Scholars Programme” and support with UCAS applications. We provide a programme of carefully planned and individualised support for those with Special Educational Needs including a specialist unit for deaf students. Students with English as an Additional Language are supported in their learning.

Behaviour for learning

We believe good behaviour comes from good teaching and motivated learners. Our House System rewards good behaviour, attendance, achievement and service to the school. All children receive a “Where can I get help?” card providing useful in-school contacts. This includes an email helpline.

The first points of contact for student welfare, general progress or behaviour are our Tutors and Learning Managers. Students are organised into tutor groups where they stay throughout their time at school and have assemblies and form periods which support their personal development. All students are given a Student Planner which enhances the contact between home and school. Additional support comes from an Educational Welfare Manager, Attendance Officer, Social Inclusion Manager, Restorative Intervention Officer and Counsellor.

Additional opportunities

Heathcote’s success comes from our commitment to learning and the vast array of curricular and extra-curricular activities which we offer. The Study Centre opens before school, at lunchtime and after school. Departments run after school clubs which enrich the learning. We provide many opportunities for educational visits. Drama and Music productions are very popular and students enjoy sporting success through competitive sport.

Parental partnerships

We work closely with parents. Our learning managers are available to discuss any concerns you might have and we hold a weekly ‘parent surgery’ on Monday from 4.30pm to 5.30pm where parents/carers can meet with senior staff. As a parent/carer, you will be able to track your child’s progress and attendance using our online systems.

Community School Mixed 11–19

DFE No: 320 4063

Planned Admission Number: 240

Headteacher: Mrs Zoe Cozens

Chair of Governors: Mr Ian Moyes

Tel: 020 8498 5110

Fax: 020 8529 3935

Email: heathcote.school@heathcote.waltham.sch.uk

www.heathcoteschool.com

Open evening:

Wednesday 5 October 2016

6.00pm–8.30pm

Bus routes: 97, 179, 212

Specialist Status: Science

School status/awards: Princes Trust Institute

Leadership Mark, STEM Assured Award



Highams Park School

Handsworth Avenue
Highams Park
London
E4 9PJ

“Highams Park is a good school. Students are taught well by dedicated teachers who are committed to supporting their learning.” (Ofsted 2013)

School Aims

We believe the values expressed in the list below best sum up the spirit and ethos of the school and act as a set of guiding principles steering the school in the right direction. We aim to:

- Remain a fully comprehensive mixed 11–19 local school providing a broad and balanced curriculum.
- Ensure high standards of work, behaviour, dress and achievement for all pupils.
- 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 people willing and able to play an active and positive role in a rapidly changing world.
- Develop pupils' sense of respect for themselves and others.
- Provide opportunities for pupils to develop their own spiritual and moral capacities.
- Promote pupils appreciation of their own and other cultures.
- Encourage pupils 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 pupils, staff and the local community.

About Us

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

On the 1 October 2011 it became an independent Academy. As an Academy it is run by Highams Park Academy Trust, a charitable company limited by guarantee. The Highams Park Academy Trust is the equivalent of the Governing Body for the school. Unlike sponsored Academies that are part of a chain, Highams Park Academy Trust only exists to support Highams Park School as a self-governing autonomous state funded school.

The governors, who are also the directors of Highams Park Academy Trust, are committed and highly able and they appoint and employ all the school staff and make all strategic policy decisions for the school, subject to government guidelines.

Most have a long association with the school; many are parents of current pupils in the school or former pupils of the school. All are rooted in the local community.

There are over 1,600 pupils and students including approximately 500 in the 6th Form. The school is very popular and normally receives around 5 applications for every 1 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, pupils are allocated to a mixed ability tutor group usually on the basis of friendship groups. Each group has a tutor who would normally stay with it from Year 7 through to Year 11, which ensures continuity and builds up strong links. Pupils' progress in Year 7 is monitored by the Head of Year 7 who also deals with induction from primary schools. For most subjects pupils are taught in ability groups based on information from primary school.

Key Stage 3

In Year 7 the pupils follow a broad and balanced curriculum including the following areas of study: English, mathematics, French, design & technology (construction materials, food & textiles), science, information and communication technology, history, geography, religious education, art, music and physical education as well as citizenship. In Years 8 and 9 Drama is introduced.

Key Stage 4

In Years 10 and 11 pupils follow GCSE and vocational courses according to their aptitude and choice. There is a core curriculum of mathematics, English, science, design and technology, 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 pupils' 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. Over recent years we have seen the 6th Form grow in size with more and more students going on to University and Higher Education. Double the numbers of students from Highams Park go on to University courses than was the case five years ago. Exam results are very good. Those students that work hard and want to succeed will do so in our 6th Form. Students joining in 2017 will benefit from the construction of a new block dedicated to the teaching of 6th Form students that encompasses dedicated personal study, teaching and social space.

Parental partnership

Regular communication with parents is an important feature of Highams Park. Initial meetings are held with parents before a child enters the school, and all parents are encouraged to share concerns as they arise, with their child's tutor in the first place, or with the appropriate Head of Year. As necessary, staff will also contact parents by telephone, letter or via the student planner. At the end of a pupil's first half term there is a Tutor Evening, where Year 7 parents are invited to meet the tutor to discuss the way their child has settled into the school.

Academy Mixed 11–19

DFE No: 320 5400

Planned Admission Number: 240

Principal: Mr Philip Grundy

Chair of Governors: Mr Peter Cates

Tel: 020 8527 4051/6744

Fax: 020 8503 3349

Email: enquiries@highamsparkschool.co.uk

www.highamsparkschool.co.uk

Open evening:

Thursday 13 October 2016

5.30pm–8.30pm

Bus routes: 212, 275, W16



Holy Family Catholic School & Sixth Form

1 Shernhall Street
Walthamstow
London
E17 3EA

“Holy Family Catholic School is in the top 25% of schools nationally for value added” (FFT 2015)

“Very strong principles of love and respect for all human life, regardless of colour or background, play a central role in students’ spiritual, moral, social and cultural development.” (Ofsted 2014)

School Aims

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

Curriculum

Key Stage 3

We offer a broad and balanced curriculum, giving access to the full range of educational opportunities. We provide progression and continuity of experience along with differentiation to meet the needs of the students’ various abilities, interests and talents. On admission students are organised into mixed ability classes of thirty students with some subjects taught in smaller groups. Students are set by ability in maths, science, English and French. However, there is mobility so students can be moved to a different set, as appropriate, to meet their needs.

Key Stage 4

In addition to the core curriculum students can choose three subjects from a wide range of options including: art; catering; computer science; drama; economics; French; geography; graphics; history; ICT; media; music; PE; resistant materials; sociology and Spanish. Students are also able to study triple science and we offer vocational programmes of study.

Assessment

Curriculum and assessment changes mean that students will be required to **‘master and secure knowledge and skills.’** We have developed our assessment by breaking down the knowledge and skills for each subject and banding them into four areas that we will refer to as **thresholds**.

To ensure we are on line with new GCSE requirements, we are using a new assessment model for KS3 which is based around **Thresholds**. This means that a student will be measured against **themselves as opposed to other students of the same year/age group**.

Key Stage 5

Our sixth form provides a high-quality provision for students who wish to continue with their studies in a school based Catholic post-16 environment. We offer a wide range of over 20 A Level courses and a programme of level 3 vocational qualifications. All students are expected to participate in enrichment activities to develop their leadership skills and to give back to the school and wider community. We provide high quality careers advice and guidance to ensure students progress to university or higher apprenticeship placements of their choice. In addition we offer all students a wide range of career based opportunities, including the option to apply for professional internships in their field of interest.

Additional needs and personalised learning

The school actively works to identify students who may be experiencing difficulty in accessing the curriculum, including a daily reading programme, a speech and language therapy group, group teaching and EAL intervention. More able and talented students are identified and staff made aware of them and their progress is carefully monitored. An accelerated curriculum enables students in Year 9 to begin to study GCSE English, maths, science and RE early. A personalised approach allows all students to follow a curriculum appropriate for their needs and interests.

Behaviour for learning

All members of the school community are expected to treat everyone with respect at all times. Students know that teachers have high expectations of both their behaviour and work. Great emphasis is placed on praising good behaviour and expecting courtesy, consideration and hard work. This is part of what we call the ‘Holy Family Way’ of doing things. The Vivo reward system enables staff to award points to students for a variety of reasons. Personal Learning and Thinking Skills and the Learning to Learn programme called Building Learning Power focus on developing students as independent learners and encouraging staff to look at creative and interesting ways to deliver lessons. Our ambition is to inspire our young people to be lifelong learners.

Catholic Voluntary Aided School Mixed 11–19
 DFE No: 320 4603
 Planned Admission Number: 240
 Headteacher: Dr. Andy Stone
 Chair of Governors: Ms Ana Marie Bradshaw Murray
 Tel: 020 8520 0482
 Fax: 020 8520 4658
 Email: hftc@holyfamily.waltham.sch.uk
www.holyfamily.waltham.sch.uk
 Open evening:
 Thursday 29 September 2016
 6.00pm–8.00pm
 Bus routes: 123, 212, 275



Additional opportunities

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



Parental partnership

We believe students learn best when there is consistency and uniformity of expectations from home and school and where parents are fully supportive of the ethos of the school. Once accepted, all students and parents are interviewed to gain as much information as possible. The Year 7 students do a shoebox project over the Summer which then forms part of the induction days in September.

We are fortunate to have a very active PTA group called the Friends of Holy Family. We arrange regular ways for parents to visit the school including: consultation evenings; open evenings; information evenings, social events and public performances. The Headteacher's weekly surgery is an opportunity for parents to visit without an appointment. A newsletter called 'Family Matters' is published weekly online.



New images supplied are not suitable.

Supplied as word documents, very small and low resolution.

Kelmscott School

Markhouse Road
Walthamstow
London
E17 8DN

**“Putting Learning First”
“Kelmscott School has been nationally recognised for its exceptional 2015 performance, the school is in the top 10% nationally for progress made by pupils between their Key Stage 2 results at primary school and their Key Stage 4 results.” (SSAT 2015)**

School Aims

Kelmscott School is truly a community school in the heart of Waltham Forest. Our school aims encapsulate what we are trying to achieve for our pupils;

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

About Us

The school has come a long way in recent years and are looking forward to an imminent Ofsted visit as we believe that we are a (very) 'good' school who are very much on the up. We are very proud that when our pupils leave us they are well rounded, confident individuals who will play a role in society, whether nationally or globally.

Teaching and Learning is at the heart of all that we do. We are very fortunate to have a fantastic crop of teachers who are able to deliver good and outstanding lessons to our pupils. Their love and passion for their subjects as well as a commitment to engaging with the very latest educational research and pedagogy allows our pupils to make exceptional progress. In fact, last year Kelmscott was placed in the top 10% nationally for progress, a feat we are particularly proud of.

Curriculum

In Key Stage Three, pupils follow a broad and balanced curriculum that has been made more challenging and robust in recent years, to ensure that pupils are prepared for the new GCSEs. We also work very closely with local primary schools to ensure that the academic transition from primary to secondary is a smooth one, and that all pupils are challenged in line with their ability. They are placed in mixed ability tutor groups from the outset and most lessons are taught in these groups. Pupils are grouped by ability in Mathematics and Science. In Year 9 pupils are offered the chance to study a second language such as Spanish or Urdu.

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

In Key Stage Four we pride ourselves on maintaining a broad choice of options for pupils. Pupils are given the opportunity to study the English Baccalaureate (Ebacc) but are also encouraged to choose a variety of subjects to broaden their interests, such as Art, Photography, Digital Media, Music, GCSE PE, Engineering, Technology, Economics, Business, ICT and Computing amongst others. All pupils are expected to reach and hopefully exceed their potential; there are many interventions both inside and outside the classroom to support this.

At Key Stage Five we offer an inclusive, bespoke provision that caters for pupils who, for a variety of reasons, are not quite ready for a large Sixth Form or College environment. A broad choice of level 1 and 2 courses are available as well as excellent careers advice to support pupils in getting to the next stage of their education.

Behaviour for Learning

The behaviour at Kelmscott is excellent. The many visitors that we have to school always comment on the calm and purposeful atmosphere we have here at Kelmscott. We firmly believe that teachers have the right to teach and pupils have the right to learn. We have the highest of expectations for all of our pupils both in and outside of the classroom which are reinforced consistently. Pupil voice surveys confirm our belief that pupils 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 pupils minimise absence and arrive on time.

Additional Opportunities

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

Community School Mixed 11–17

DFE No: 320 4075

Planned Admission Number: 180

Headteacher: Mrs Lynnette Parvez

Chair of Governors: Mr Bill Onwusah

Tel: 0208 521 2115

Fax: 0208 520 7303

Email: kelmescott.school@kelmescott.waltham.sch.uk

Open evening:

Wednesday 28 September 2016

6.00pm–8.00pm

Bus routes: 58, 158

Specialist Status:

Humanities and Business Enterprise



Parental Partnership

In order to maximise pupils' 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 pupils 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 pupil before they arrive. Many pupils visit us for additional events at school for example to use some of our specialist facilities. Parents are actively encouraged to participate in their child's education. Parents Evenings are held annually but parents are welcome to arrange an appointment to visit the school at any time. Parents are also consulted over a range of issues and policies. In addition, we welcome parents in to school for celebration events as well as the many performances that take place over the year.



Lammas School and Sixth Form

150 Seymour Road
Leyton
London
E10 7LX

Lammas students make outstanding progress. We are in the:

- Top 10% of schools in England
- Top 1% in England in English

“This is a Good school. Students’ attitudes to learning are very positive and behaviour across the school is good.”

“The school community is highly harmonious and presents a very safe environment.”

“There are excellent opportunities for the development of students’ spiritual, moral, social and cultural development.”
(Ofsted 2013)

School Aims

Lammas School and Sixth Form is committed to providing an excellent and inspiring educational experience for all our students. Our students are part of a multi-cultural school community which teaches them to be strong, confident, considerate individuals with high standards and aspirations for the future.

Lammas School life is underpinned by the core values of friendship, respect, excellence, determination, responsibility, inspiration, courage and equality, known to all of us as “FREDRICE”.

Curriculum

Our school has a creative curriculum and ensures that all abilities are catered for. Our staff are dedicated, loyal, energetic, and committed. A diverse range of practical and academic opportunities are available including: extra exams in heritage languages, academic and vocational courses at Key Stage 4, “Super Learning Days” (involving active learning outside the classroom), inspirational Activities Week including lots of trips and visits, early exam entries if appropriate and connections with local sports clubs.

In Years 7 and 8, students follow the National Curriculum including Spanish or French plus Drama and Swimming. By beginning Key Stage 4 studies in Year 9, students are given the maximum time for exam study. They follow a more personalised pathway for their exam choices to meet their needs, interests and aspirations.

In Key Stage 4 students follow a core curriculum of English, Maths, Science, PE, PSHRE and have a choice of 4 option subjects.

In our Sixth Form, students are continuing their education on a wide range of high quality A level courses as preparation for university.

Business Links

We have excellent links with some of the major businesses in London. Companies such as HSBC, Deutsche Bank, Citigroup, Tottenham Hotspur FC, Mazars LLP and Zurich are committed to working with our students through Careers Insight visits, Enterprise Days and Careers Conferences. Many of our students benefit from one-to-one mentoring and support from those in the world of work, encouraging them to set high goals and raise their aspirations.

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. We have professional teams of staff who support students with their learning, language and emotional needs. We provide individual and small group interventions where it is required and also recognise students who are high achievers and ensure that their skills and talents are developed.

Behaviour for learning

We have strong links with local primary schools and offer many opportunities in Years 5 and 6 for your child to get to know us and feel confident, comfortable and excited about their move to secondary school.

Your child will be placed in a mixed age tutor group – like an extended family – where students of different ages support each other. There are 5 teams of Vertical Tutor Groups across the school and everyone at Lammas belongs to one.

Tutorial time takes place each day and we believe this fosters and develops strong relationships between students of different Year Groups as well as creates a family ethos within the school. Your child’s tutor will care for them in school, working with you, throughout their five years here.

We have a school-wide approach to positive behaviour that encourages students to become actively involved in their own learning, show self-discipline, consideration for others, seek responsibility and receive praise. Inconsiderate behaviour is unacceptable and is discussed with students. When appropriate, sanctions will be used. We keep in contact with parents if there are difficulties. Our merit and demerit system encourages regular monitoring of progress and celebrates the many successes of our students.

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



Community School Mixed 11–18

DFE No: 320 4076

Planned Admission Number: 180

Headteacher: Ms Shona Ramsay

Chair of Governors: Mr Ted Cooke

Tel: 020 8988 5860

Fax: 020 8988 5861

Email: school@thelammas.com

www.lammas.waltham.sch.uk

Open evening:

Monday 3 October 2016 6.00pm to 8.30pm

Bus routes: 48, 56, 58, 158

School status/awards:

DFE top 100 schools for student progress (2015), Mayor of London's Gold Club member, Investors in People, Quality in Study Support, Healthy School Award, Get Set 2012 Network, Accord Coalition 2012 winners of the national Inclusivity Award, International Schools Award, SSAT Education Outcomes Award 2014 and 2015.



Additional opportunities

Lammas offers a wide range of enrichment activities, all of which are a valuable part of school life. These include residential journeys, field trips, visits to museums and theatres, clubs for Music, Drama, Art and Design, Mandarin, Spoken Word, various sports, competitions such as Debate Mate, frequent school productions and access to several additional exam courses. Our fine computing facilities are available to students outside lesson times and we offer additional support with academic studies through extra lessons after school and in holidays as well as Saturday school.

Parental partnership

We value the fundamental contribution parents make to their child's learning. You are always welcome at Lammas, to meet teachers and other staff in order to discuss your child's progress at school. You may contact your child's tutor or Student Progress Leader at any time to discuss concerns.

We keep in touch in many ways: a weekly newsletter, Student Planner, four reports each year, two interviews each year to review all your child's progress, Parents' Evening to discuss progress with each subject teacher; texting to inform you about your child's attendance and information about the curriculum and wider school life on our website.



Leytonstone School

Colworth Road
Leytonstone
London
E11 1JD

‘The school is a caring and happy community... where students enjoy learning and behave well.’ (Ofsted, January 2014)

School aims

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

Curriculum

Our curriculum supports all students to pursue their individual career and life ambitions. In this curriculum we embed the vital skills expected by employers of team-work, problem-solving, risk-taking and leadership, underpinned by a solid foundation of literacy and numeracy.

Key Stage 3

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

Key Stage 4

Students follow a 3 year KS4 to allow real depth of learning in key parts of the curriculum as well as ample opportunities for assessments. We believe students learn best when they have time to make connections in subjects and this enables them to achieve the highest grades. Students can study any of the subjects from the KS3 curriculum and in addition, product design, craft, sports, business and media studies.

Additional Needs and Personalised Learning

We are a highly inclusive school and in every lesson the individual student’s progress is considered, planned for and evaluated. All of our teachers teach very able students and those who require additional help at times.

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

- An intensive learning support programme.
- a programme for most able students
- A comprehensive pastoral support system.
- A school based counsellor
- A team of professionals who support emotional health and wellbeing across the school
- Specialist literacy teachers and teachers of lexia
- Specialist support in numeracy and maths
- Dyslexia leads and leads on autism
- A rich and varied menu of performance, creative, sport, language and leadership activities.
- A personalised support programme for transition to further studying or training
- A community which works together to ensure all students are inspired and empowered to achieve their full potential

Additional opportunities

All students are encouraged to take on responsibilities that promote personal development whilst making a real contribution to the school and community through leadership activities. Being part of a vibrant, mixed and multicultural school allows our students to develop the social and life skills that reflect the living and working community of London, and the world beyond. We have a very active Pupil Parliament, a prefect system in KS4, peer mentoring opportunities and the opportunity to have leadership skills truly developed and a real say in the development of the school.

We provide a wide range of after school clubs and activities as well as ‘help’ clubs in a variety of academic subjects; knowledge gained in the classroom is also supported with fieldwork and educational trips when possible. We believe strongly in rewards and praise, and as such regularly offer educational reward visits and residential trips within this country and Europe.

We recently completed our £12 million building project. We now have state of the art facilities for science, art, technology and languages, as well as brand new drama and music facilities. Our beautiful and distinctive turn of the century building has also been refurbished.



Community School Mixed 11–16

DFE No: 320 4069

Planned Admission Number: 180

Headteacher: Ms Grainne Smyth

Chair of Governors: Ms Siobhan Walsh

Tel: 020 8988 7420

Fax: 020 8988 7430

Email: school@leytonstone.waltham.sch.uk

www.leytonstoneschool.org

Open evening:

Wednesday 12 October 2016

5.30pm–8.00pm



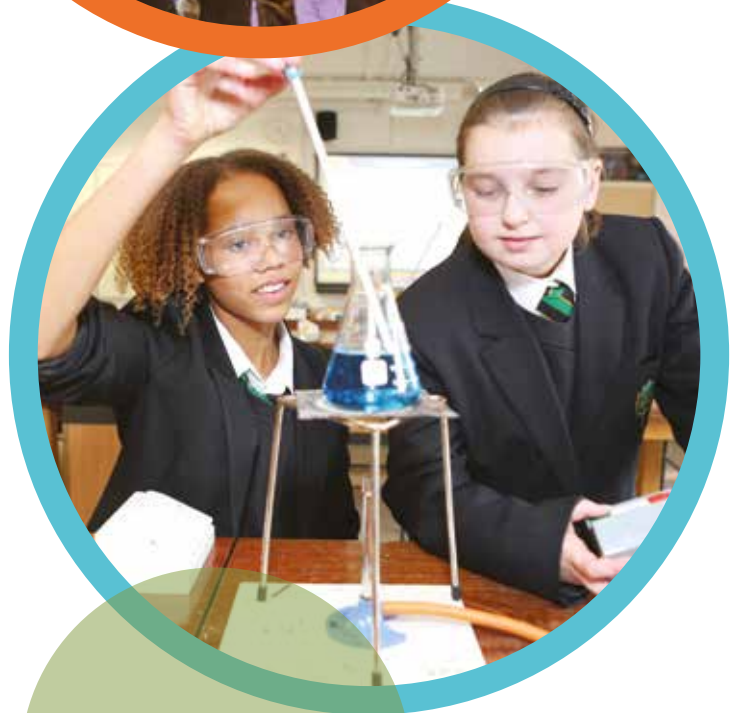
Parental partnership

We value close partnership with parents/carers and families. High quality education requires close co-operation between the school and home and we place real emphasis on good communication so you are kept up to date with your child's progress. Parents are supported through student planners, curriculum guides, parent support events, annual student reports, parents' evenings, newsletters and our comprehensive website. We also operate a text and email contact system which allows teachers to send updates quickly and efficiently to parents/carers about their child's progress and behaviour in classes.

Friends of Leytonstone is our highly active Parent Association which promotes social, educational and support activities for parents, students and the school.

After Leytonstone School

We are very proud of our students, many of whom go on to become very successful in life. Our students regularly gain places at Oxford, Cambridge, and many other top universities. As importantly, many students who excel in sports or arts gain places at Central Saint Martins, the BRIT School or professional sporting academies in the UK and abroad. Our students have also been very successful at obtaining apprenticeships which allow them to progress directly into the world of work.



Norlington School & 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, Sept 2013 – School recognised as ‘Good’)

Norlington School is committed to excellence in everything it does. We believe every student is capable of the extraordinary. Recently we were recognised as one of the top 5 boys’ schools and one of the most improved schools in the country. For the past 2 years the school has achieved in the Top 1% of all schools for student progress and remains the highest achieving school that boys can attend in the local area. In addition, the school was congratulated by the Minister of State for Schools achieving in the top 100 schools in the country on three separate occasions.

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

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

In September 2015 Norlington opened a new 6th Form focused on supporting our students to access the best universities in the country.

School Vision and Aims

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

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

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

Curriculum

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

Key Stage 3

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

Key Stage 4

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

Additional opportunities

Leadership development

Norlington is committed to developing the leaders of tomorrow. As part of an extensive leadership programme students complete first aid training, leadership camp and outward bound courses, opportunities to coach and mentor and the Duke of Edinburgh Bronze Award.

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 are recent Borough Champions in Table Tennis, Badminton, Cricket, and Basketball. Norlington has won the ‘Team of the Year’ at Waltham Forest Sports Awards for the past 2 years (2014 Volley Ball and 2015 U15 Cricket). Our students regularly win medals at the indoor rowing Championship and we have reached the Essex County Cricket Finals on 2 occasions in recent years.

The Arts

Norlington is committed to providing every student with a wide range of extra-curricular opportunities to broaden their minds and develop self-confidence. Students are encouraged to take part in events such as school plays, the year 7 Pantomime and the Norlington Talent Show. Over 1/3 of students are involved in learning a musical instrument with instrument lessons provided by a team of 6 music teachers. There are clubs for Film, Sculpture, Art & Textiles and all Year 7, 8 & 9 students visit a Theatre, Museums and Gallery at least once a year.



Community School for Boys 11–18

DFE No: 320 4064

Planned Admission Number: 120

Headteacher: Mr Juan Hernandez

Chair of Governors: Mr Stephen Pierpoint

Tel: 020 8539 3055

Fax: 020 8988 9661

Email: norlington@norlington.net

Website: www.norlington.net

Open evening: 8th October 2016 6.30pm to 8.30pm

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)



Additional needs and personalised learning

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

Behaviour for learning

As the only 11–16 Boys' School in Waltham Forest (although our 6th Form is mixed) we have been able to develop and deliver the curriculum in a way that meets the learning styles of our students. We place an emphasis on achievement for all students and have adopted a simple phrase to remind students of our expectations: 'Right Time, Right Place, Right Attitude'.

The supportive relationships between students and staff create the right conditions for a purposeful learning environment. Students are rewarded for good work, behaviour, attendance and punctuality.

Parental partnership

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



Rushcroft Foundation School

Rushcroft Road
Chingford
London
E4 8SG

(Part of the Chingford Academies Trust)

“Rushcroft (Foundation School) has improved significantly since it was last inspected. The school’s work to promote community cohesion is exemplary the quality of care, guidance and support is now outstanding. The school has been markedly successful in raising overall attainment” (Ofsted rated ‘GOOD’ School 2016)

School Aims

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

- students achieve above expectation in their curriculum (four levels of progress)
- that students show respect, responsibility and leadership
- that **all** students take part in extra-curricular activities and make a contribution to their community
- that students are aspirational and go on to VI Form, University and are a success in the world of work.

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

Curriculum

Key Stage 3

Students follow a broad and balanced curriculum with an emphasis on the core subjects, English Maths and Science. To personalise learning a number of different groupings are used and we run a more integrated curriculum for our most vulnerable students. As an Arts College every student studies Art, Music, Drama and Media Studies. We also specialise in Humanities and Sports.

Key Stage 4

The strong emphasis on the core subjects continues into KS4 and expands to include Religious Studies and ICT. In addition students have a very wide range of option subjects which includes practical and vocational subjects (such as GCSE, Catering and BTEC Applied Business) as well as academic choices. Every student also has two hours a week of PE and Careers, Citizenship and Personal Education. There is a very successful ‘English Baccalaureate’ curriculum pathway for more able students, supplemented by our ‘Beyond Horizons’ programme targeting preparation for Universities.

Key Stage 5

Rushcroft Foundation School have priority access to the Chingford Foundation School academic VI form where students study for a wide range of A-Level subjects, choosing four subjects in Year 12 and usually continuing with three in Year 13. All students study General Studies A-Level and Careers support and PSHE enrich the curriculum further.

Rushcroft Foundation School is developing its own distinctive VI Form offer. Its ‘Football Academy’ is very successful and leads to scholarships to the USA.

Additional needs and personalised learning

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

Behaviour for learning

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

Additional opportunities

Our Extension Programme includes a rich programme of extra-curricular activities in sports and arts. A Saturday College is also offered where a wide range of activities augmenting students’ curricular experience can be enjoyed.

Visits are regularly organised to support the taught curriculum, particularly around our specialisms, including theatre visits and fieldtrips. In addition, a wide range of other trips are organised abroad, including football and netball tours, visits to China and to a variety of countries in Europe.

Parental partnership

Rushcroft Foundation School was opened originally in 1978 and together with Chingford Foundation School (opened 1938) knows that our local history contributes to our sense of belonging and community engagement. As schools within the locality are replaced, we know the lessons of the past contribute to our increasing success in the future.

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

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

DFE No: 320 4001

Planned Admission Number: 180

Executive Principal: Mr Mark Morrall

Chair of the Board of Directors: Mrs Geraldine Evans

Chair of RFS Local Governing Body: Mr Andrew Musgrave

Tel: 020 8531 9231

Fax: 020 8523 4779

www.rushcroftfoundation.org.uk

Open evening: Monday 10 October 2016
6.00pm–8.30pm

Executive Principal's talks at 6.30 and 7.15pm

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

Specialist Status: Arts, Humanities and Sports

School status/awards:

Extended School, Arts Award, Quality in Study Support (QISS), FMSIS, Sports England, Healthy School



Walthamstow Academy

Billet Road
Walthamstow
London
E17 5DP

“The best in everyone.”

School Aims

We set very high standards with clear expectations. All of our students are encouraged to reach the highest levels possible, gaining the skills, qualifications and confidence to fulfil their dreams and ambitions. Walthamstow Academy is not a faith school but it has a broadly Christian ethos. It welcomes students of all faiths and none.

We want all our students to have hopes and dreams for the future that mean they are challenging themselves to be the best they can be.

Curriculum

Key Stages 3 and 4

Walthamstow Academy students receive an all-round education that inspires and engages.

Our curriculum is inclusive, meets the needs of all learners and looks to the future by offering skills-based vocational and academic courses. We spend time teaching students how to learn, in the knowledge that once they know how to learn they are able to learn anything.

All students have access to a broad and balanced curriculum that supports their learning. In their first two years at the Academy they try many subjects so they are in an informed position to make choices in Year 8.

Key Stage 5

Walthamstow Academy Sixth Form enables progression to all university courses and careers and allows students to continue to study in an environment in which they are already known, understood and cared for. We give these older students the freedom, respect and responsibility they have earned as young adults within our framework of strong support, close monitoring and high expectation.

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 HE.

Additional needs and personalised learning

Students have a form tutor who will be the first point of contact with home. Students are able to access their coursework online from home and from the Academy's Learning Resource Centre. We have a programme of extension for More Able students and for students with individual learning needs. We plan that all learning is personalised to individual students, and constant tracking of progress ensures that action can be taken quickly to support achievement. Students will be moved between groups as required to ensure challenge is maintained. Students are provided with intensive literacy support if they require it through our excellent learning support assistants. This support is usually in class to ensure consistency with their programme of study for every subject. Our virtual learning environment allows students to access work for home study and to submit work online.

Additional opportunities

The Walthamstow Academy day runs from 8.30am – 3.30pm (Fridays until 3.00pm) with an assembly or tutor period at the start or end 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 expected to take part in these activities, selecting from a range of sports, performances, productions, games, clubs, societies, extension activities and learning support.

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

Parental partnership

Parents and carers are welcomed, informed and involved in their child's education. The partnership between parents/carers, student and Academy is central to our success. Parents/carers are kept informed via the calendar, homework diary, 'Show My Homework' website, Academy website, Twitter and Newsletters. We report progress six times a year and hold an annual parents evening for each year group. We also have a meeting between parents and the child's tutor in the first term.

Academy Mixed 11–19

DFE No: 320 6905

Planned Admission Number: 180

Headteacher: Ms Emma Skae

Chair of Governors: Mr Geoff Skewes

Tel: 020 8527 3750

Fax: 020 8527 3603

Email: info@walthamstow-academy.org

www.walthamstow-academy.org

Open evening:

6 October 2016 5.30pm – 7.30pm

Bus routes: 158, W11



Walthamstow School for Girls

Church Hill
Walthamstow
London
E17 9RZ

‘Neglect not the gift that is in thee.’

The Headteacher and Senior Leadership Team are ambitious for all the students at the school. There is a strong focus on excellent academic outcomes, but also a belief that academic achievement must be fostered alongside the broader development of students as rounded individuals.’ (Ofsted 2014)

School Aims

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

Curriculum

Key Stage 3

In Years 7–9 girls follow the full national curriculum. Languages studied are French, Spanish and Urdu. In addition all Year 7 students have a GREEN Building Learning Power/Learning to Learn programme lesson once a fortnight which helps them to develop the skills needed to be effective lifelong learners.

Key Stage 4

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

In addition to the common curriculum, girls choose four more subjects. The following subjects are currently offered: Biology, Chemistry, Physics, Drama, Music, PE, French, Spanish, Urdu, Art, ICT, Economics, Graphic Products, Textiles, Product Design, Geography, History, Travel & Tourism, Business Studies, Media and Computer Studies and Latin.

Additional needs and personalised learning

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

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

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

Specialist teachers support students for whom English is an additional language. There are booster classes to assist with basic skills in core subjects. The progress of able students is monitored carefully. A wide range of in-class and extra-curricular extension activities are provided to extend and challenge all students, including the most able.

Additional opportunities

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

Parental partnership

The school works closely with parents and carers. There are termly reports along with an annual parent subject consultation evening with staff. Parents and carers can discuss their daughter’s progress at other times by appointment. The Headteacher holds a weekly surgery and the governors are keen to encourage the involvement of parents and carers in the life of the school.

Community School for Girls 11–16

DFE No: 320 4072

Planned Admission Number: 180

Headteacher: Ms Meryl Davies

Chair of Governors: Ms Gillian Barker

Tel: 0208 509 9446

Fax: 0208 509 9445

Email: info@wsfg.waltham.sch.uk

www.wsfg.waltham.sch.uk

Open evening:

Thursday 13 October 2016

6.00pm–8.30pm

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

Specialist Status: Mathematics and Computing,
Second Specialism in Applied Learning, SSAT
national award winners 2015 (top 5% for attainment
and progress), TES High Aspiration national
award winning school, DfE List of Top Performing
Schools, High Performing Specialist School.



Willowfield Humanities College

209 Blackhorse Road
Walthamstow
London
E17 6ND

“This is a good school” Ofsted “The very strong elements of trust and friendliness that characterise relationships student-to-staff and student-to-student greatly contribute to a positive attitude to learning” QAR Review January 2016

We are a happy, successful, oversubscribed and expanding school. We moved into our fantastic new buildings in September 2015 and the enhanced facilities are bringing to life even greater opportunities for our students. We are proud to be a local community school that gives all of our students the best possible start in life and nurtures them as effective learners and happy, productive 21st Century citizens. Our school community is amazingly diverse with more than 50 languages spoken. We are very proud of our inclusive ethos characterised by a ‘striking culture of mutual respect and support’ (Ofsted Jan 2012). Willowfield students are happy effective learners who make great progress. Under the Government’s new National Performance measure called “Progress 8” Willowfield scored +0.7 and +0.5 over the last two years. This is extremely impressive and puts us in the top 100 schools nationally for progress. The school’s ethos and values are centred on developing our young people as great citizens and this infuses the entire curriculum and learning experience. We have strong partnerships with local schools and colleges and are involved in many community projects.

School Vision

Our Vision

- Our school is a safe, happy, exciting place - a vibrant learning hub at the heart of our community
- The student and the learner is at the heart of everything we do - we are driven by the core belief that schools exist for children
- Our students are cared for, nurtured and challenged, enabling them to thrive and flourish, making great progress as learners and people
- We are ambitious and aspirational, inspired by the belief that our students will achieve the most amazing things
- Great lessons complemented by learning experiences beyond the classroom challenge and inspire everyone, whatever their starting point, to be the best they can be
- We celebrate success at all levels and challenge and intervene immediately when students are not hitting the heights they could reach
- We are a truly international school that celebrates the diversity of our school community and embraces the

wonderful opportunities that arise from being part of this great city

- Difficult beginnings and barriers for our young people are explored and we support them to deal with and overcome them
- A difficult start on their learning journey or lack of family support is never an excuse for underachievement for our students
- The learning journey for our students is a short one where time is precious - there is an embedded culture of healthy impatience to ensure that we never process underachievement
- Everyone in the school is proud to be at Willowfield and works together to contribute to the great community that is our school
- Staff at all levels and in all roles are committed to giving students the best possible nurturing and challenging experience
- We are reflective, outward facing professionals committed to exploring how we can make the Willowfield experience even better
- Every member of staff is on their own learning journey and we are committed to growing and nurturing everyone in the school community within a learning culture where all have the space to flip from learned to learner
- Our young people develop into great citizens able to play a full, positive and productive part in the 21st century world
- At the end of the Willowfield experience, our students can compete with anyone, anywhere, professionally and personally, in the world that is their future

Curriculum

Students at Willowfield enjoy a broad and balanced learning experience that meets the requirements of the National Curriculum. At key Stage 3 the curriculum is planned to be inclusive but also to stretch and challenge all students to be the best they can be, preparing them for the challenges ahead in years 10 and 11. At Key Stage 4, students can choose from a range of options allowing them to opt for subjects related to their areas of 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 are also committed to developing them into thoughtful citizens able to play a full, positive and productive part in the 21st century world they will be living and working in. Our Humanities specialism is key to developing this citizenship and its ethos and values infuse the whole learning experience from year 7 through to year 11.

Additional needs and personalised learning

We are proud of our inclusive ethos. Students from all backgrounds and all abilities are welcomed and flourish within a safe and caring environment at Willowfield. Our caring and effective pastoral system is the glue that keeps our school happy and successful. Every form group has two tutors to maximise personal attention and are overseen by experienced pastoral leaders. Students make good progress during



Community School Mixed 11–16
 DFE No: 320 4066
 Planned Admission Number: 180
 Headteacher: Mr Clive Rosewell
 Chair of Governors: Ms Liz Rutherford
 Tel: 020 8527 4065/8523 0992
 Fax: 020 8353 4264
 Email: school@willowfield.waltham.sch.uk
www.willowfield.waltham.sch.uk

Open evening:
 Tuesday 4 October 2016 6.00pm–8.00pm
 Headteacher talks at 6.30pm & 7.15pm

Bus routes: 123,158, 230

Specialist status: Humanities

School status/awards: Artsmark Silver, Investors in People Silver, Investors in Careers, Healthy Schools Professional Development Quality Mark (Gold Award), Pupil Premium Awards 2015, UCL/IOE Specialist Partner, SSAT Educational Outcomes Award 2014.

their time with us because they are supported but also challenged to produce their best. We have the highest expectations of all students and will not allow them to settle for ordinary. Every student has targets and their progress is carefully monitored. Specialist subject teachers plan carefully to meet individual students' needs and give them advice about how to improve their work. We are particularly proud of the progress of our students who did not make a good start to their education or have found learning difficult. Targeted support through the SENDCO and his experienced team provides appropriate additional help for those who need it. We also have a specialist support team including a Lead Practitioner for High Attaining Students, Ethnic Minority Achievement Coordinator, Learning Mentor and an Inclusion Manager.

Behaviour for learning

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

Additional opportunities

We have a wide range of extra-curricular opportunities available to all students, something that we have been able to extend and develop since we moved to the new site in September 2015. The list of possible activities includes sport, music, drama, art and extra help with learning. Opportunities to engage in activities related to citizenship are many and varied, while our Artsmark Award reflects the range and quality of the opportunities offered here. There are a range of visits including trips to theatres, galleries and museums and an annual French residential trip. Students have many opportunities to

take on responsibilities, for example as peer mentors, sports captains, prefects, citizenship ambassadors, school journalists, librarians or bank managers. We have a very active Student Leadership Council who play a real role in helping shape the direction of the school – not least they played an important role in the appointment process for the new Headteacher!

Parental partnerships

We believe the relationship with parents is key to the happiness and success of our students. We celebrate success with our parents and ensure that parents are informed of their child's progress through termly reports and parents evening. Sometimes students need some support to make good decisions and we are committed to working with parents and letting them know at the earliest possible time so that we can work together to help the child learn and move on from their mistakes. We run other events to keep parents informed and are committed to developing this further; over the last 12 months we have run parent events on stretching the most able, helping students who are struggling with the curriculum or not making enough progress, improving attendance and discussing forthcoming residential trips.

After Willowfield

Our vision is for Willowfield students to leave us and be able to compete with anyone, anywhere, professionally and personally, in the world that is their future. We want them to be well rounded young adults who have developed into great citizens able to play a full, positive and productive part in their 21st century world. Our year 11 students progress on successfully to college, work and University and we are always proud to hear from them and their successes after Willowfield. To help them on their way, we supplement classroom learning with good quality information, advice and guidance, mock interviews with active business leaders, work experience in Year 10 and some students going to a top University for a taster experience.

Willowfield's Future

We look to the future with great optimism. We are an oversubscribed and financially secure school - improving and going places. It is a great school where children from our community can thrive, flourish and be the best they can be.

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

Admissions Team
Town Hall, 1 Town Square
Barking, Essex IG11 7LU
Tel: 020 8215 3004
Email: admissions@lbbd.gov.uk
Website: www.lbbd.gov.uk

Enfield

PO Box 56, Civic Centre
Silver Street, Enfield EN1 3XQ
Tel: 020 8379 5501
Email: enfield.school.admissions@enfield.gov.uk
Website: www.enfield.gov.uk

Essex County Council

PO Box 4261
Chelmsford, Essex CM1 1GS
Tel: 0845 603 2200
Email: admissions@essex.gov.uk
Website: www.essex.gov.uk/admissions

Hackney

Learning Trust
1 Reading Lane, London E8 1GQ
Tel: 020 8820 7247/7489
Email: admissions@learningtrust.co.uk
Website: www.learningtrust.co.uk

Haringey

3rd Floor, River Park House
225 High Road, London N22 8HQ
Tel: 020 8489 1000
Email: schooladmissions@haringey.gov.uk
Website: www.haringey.gov.uk

Havering

Town Hall
Main Road
Romford RM1 3BD
Tel: 01708 434600
Email: schooladmissions@haverling.gov.uk
Website: www.haverling.gov.uk

Newham

Pupil Services
PO Box 69972, London E16 9DG
Tel: 020 8430 2000
Email: pupil.services@newham.gov.uk
Website: www.newham.gov.uk

Redbridge

Secondary Admissions
Lynton House
255–269 High Road
Ilford IG1 1NN
Tel: 020 8708 3562/3055/3140
(telephone opening times are from 8.30am to 5.00pm on Monday, Wednesday and Friday; from 2.00pm to 5.00pm on Tuesday and Thursday)
Email: AdmissionsAndAwards@redbridge.gov.uk
Website: www.redbridge.gov.uk

Tower Hamlets

Pupil Admissions Team
Mulberry Place
5 Clove Crescent
London E14 2BG
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

<http://schoolsfinder.direct.gov.uk/>

Section 5

Other information

How places were allocated on 1 March 2016

School	PAN (Published Admission Number)	Applications received	SEN (Statement Educational Need)	LAC (Looked After Children)	Medical or Social	Feeder Link	Sibling	Religious Criteria	Distance	LA Alternative Offer*	Places available (Vacancies)	Cut off distance ^{-Within Catchment}	Appeals Heard	Appeals Allowed
Buxton School	180	317	1	1	0	47	13	n/a	67	17	34	n/a		
Chingford Foundation School	240	871	9	2	0	n/a	99	n/a	130	0	0	1.056 *	4	0
Connaught School for Girls	120	306	0	0	0	n/a	34	n/a	86	0	0	0.783	4	2
Eden Girls' School Waltham Forest	100	292	1	0	0	n/a	16	38	45	0	0	n/a	14	1
Frederick Bremer School	180	506	4	1	0	n/a	48	n/a	127	0	0	1.924		
George Mitchell All Through School	120	235	0	0	0	10	15	n/a	30	23	42	n/a		
Heathcote School & Science College	180	615	1	0	0	n/a	44	n/a	135	0	0	2.911	2	0
Highams Park School	240	903	0	6	0	n/a	96	n/a	138	0	0	0.816		
Holy Family Catholic School	180	402	2	0	0	n/a	53	125	0	0	0	n/a		
Kelmscott School	180	409	3	0	0	n/a	56	n/a	89	11	21	n/a		
Lammas School & Sports College	180	367	1	0	0	n/a	27	n/a	87	8	57	n/a		
Leytonstone Business and Enterprise Specialist School	180	386	1	1	0	n/a	36	n/a	92	6	44	n/a		
Norlington School for Boys	120	289	2	0	0	n/a	16	n/a	83	6	13	n/a	1	0
Rush Croft Foundation School	180	325	1	0	0	n/a	13	n/a	53	36	77	n/a		
Walthamstow Academy	180	768	1	1	0	n/a	61	n/a	117	0	0	0.763	9	2
Walthamstow School for Girls	180	579	2	0	0	n/a	27	n/a	151	0	0	0.894	13	1
Willowfield Humanities College	180	556	3	2	0	n/a	28	n/a	141	6	0	n/a	6	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 2 June 2016.

KEY

Places available	Number of available places in year 7 for entry in September 2016.
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 applied and were allocated a place in the secondary phase of that school.
LA Alternative Offer	Alternative offer – where none of an applicant's preferences can be met we offer a place at the nearest community school to their home with an available place.
Cut off distance	Home to school distance of the last child offered a place at a school.

Cut off distances in miles for past three years

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

School	Cut off distance (in miles)		
	2014/15	2015/16	2016/17
Buxton School			
Chingford Foundation School	1.650	1.056	1.505
Connaught School for Girls	1.474	0.783	0.776
Eden Girls' School, Waltham Forest	n/a	n/a	School 1.047 Station 0.886
Frederick Bremer School	1.265	1.924	
George Mitchell School			
Heathcote School and Science College	2.856	2.911	4.14
Highams Park School	0.832	0.816	1.2
Holy Family Catholic School	n/a	n/a	n/a
Kelmescott School			
Lammas School and Sports College			
Leytonstone School			
Norlington School & Sixth Form			1.893
Rushcroft Foundation School			
Walthamstow Academy	0.738	0.763	1.054
Walthamstow School for Girls	0.723	0.894	0.938
Willowfield Humanities College			0.855

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

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 a statement of SEN or 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 SEND team in September 2016. The SEND secondary transfer form must be completed and returned to the SEND team by 21 October 2016.

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

There are five special schools in Waltham Forest that are able to accommodate secondary age children. These are Belmont Park School, Hornbeam Academy (Brookfield House School and William Morris School), Joseph Clarke School and Whitefield Schools & Centre. Places at these schools are authorised by the SEND Phase Transfer Panel.

Further advice is available from the SEND team based at:

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

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

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



Fair Access Protocol

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

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

This Protocol is designed to:

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

Please Note

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

Free school meals

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

You can apply online at

www.walthamforest.gov.uk/freeschoolmeals

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 Years

For mid term applications you will need to complete an In Year Common Application Form (iCAF). If you are currently in a Waltham Forest School, you can obtain this from the school office. Alternatively, you can download the form from the Waltham Forest website www.walthamforest.gov.uk/. Please ensure Part B is completed by your child's current school.

Please note that you cannot apply for children from non-European Economic Area (EEA) countries who are here as short-term visitors (e.g. to visit relatives). Children from non-EEA countries who have permission to study in the UK are allowed to study in England on the basis that they attend an independent, fee-paying school.

Section 6

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 pupils can remain there until they are 16 or older if the school has a sixth form.

Common Application Form (CAF)

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

Community School

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

Distance

Distance is measured using a straight line from the child's permanent address to the main gate of the school. For more detailed information on distance, please refer to page 12.

DfE

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

Faith Schools

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

Free schools

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

Governing Body

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

LA

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

Looked After Children / Previously Looked After Children

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

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

OfSTED – Office for Standards in Education

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

Oversubscription

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

Oversubscription Criteria

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

Preference(s)

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

Published Admission Number (PAN)

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

School Staff Children

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

Sibling

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

Sixth Form

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

Statement of SEN or Education, Health and Care Plan

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

Supplementary information forms (SIFs)

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

Trust Schools

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

Type of Schools**Junior School**

A school that caters for pupils aged 7 to 11.

Primary School

A school that caters for pupils aged 4 to 11.

Secondary School

A school that caters for pupils 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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Notes

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Timeline for secondary applications

1 September 2016

Applications open

27 September to 13 October 2016

School open evenings

31 October 2016

Closing date for applications

1 March 2017

Offer letters will be posted to applicants making paper applications

1 March 2017

Online applicants will be sent an email with the outcome

2 March 2017

Offer letters should be received by applicants who made paper applications

15 March 2017

Deadline to accept or decline offer

29 March 2017

Deadline for appeals to be submitted

