

YOUR GUIDE TO SECONDARY SCHOOLS IN ENFIELD

SEPTEMBER 2022



www.eadmissions.org.uk
www.enfield.gov.uk/admissions

This booklet gives you information about secondary schools in Enfield. If you need further help, please contact your child's current headteacher or telephone us on 020 8379 5501.

Este livreto traz informações sobre escolas secundárias em Enfield. Se precisar de mais assistência, entre em contato com o Diretor da escola atual de seu filho ou nos telefone no 020 8379 5501.

Portuguese

Aceasta broşura va ofera informatii despre scolile secundare in Enfield. Daca aveti nevoie de mai mult ajutor va rugam sa luati legatura cu actualul/a Director/Directoare a copilului sau telefonati la 020 8379 5501.

Romanian

Boog yarahani wuxuu ku siinayaa macluumaad ku saabsan Dugsiyada Sare ee Iskoolada Enfield. Hadii aad u baahato taageero dheeraad ah, fadlan lasoo xidhiidh Maamulaha Qaabilsan ilmahaaga ama telefoonkan usoo dir 020 8379 5501.

Somali

Ky libërth jep informacion rreth shkollave të mesme (secondary schools) në Enfield. Në qoftë se keni nevojë për ndihmë të mëtejshme lutemi të kontaktoni Drejtorin aktual të shkollës së fëmijës tuaj ose na telefononi në numrin 020 8379 5501.

Albanian

Ce livret vous donne des informations sur les écoles secondaires à Enfield. S'il vous faut de l'aide supplémentaire, veuillez contacter le Directeur de l'école actuelle de votre enfant, ou appelez-nous en composant le 020 8379 5501.

French

Bu broşür Enfield'deki ortaokullar hakkında bilgi vermektedir. Eğer bu konuda daha ayrıntılı bilgiye gerek duyarsanız çocuğunuzun Okul Müdürü ile görüşün ya da 02083795501'den bizi arayın.

Turkish

આ પુસ્તિકા તમને એન્ફિલ્ડ (Enfield)માં માધ્યમિક શાળાને લગતી માહિતી આપશે. જો તમને પુસ્તિકામાં આપેલ માહિતીઓ ઉપરાંત વધારે મદદની જરૂર હોય તો કૃપા કરી તમારા બાળકના વર્તમાન મુખ્ય શિક્ષક (હેડ-ટીચર) અથવા ૦૨૦ ૮૩૭૯ ૫૫૦૧ (020 8379 5501) પર ફોન કરી અમારો સંપર્ક કરો.

Gujarati

این برگچه اطلاعاتی را در رابطه با دبیرستانهای منطقه انفیلد در اختیار شما قرار می دهد. در صورت نیاز به اطلاعات بیشتر لطفاً با مدیر مدرسه فرزند خود یا با ما با شماره 020 8379 5501 تماس حاصل نمائید.

Farsi

Broşura zawiera informacje o ponadpodstawowych szkołach w Enfield. Jeśli potrzebujesz dodatkowych informacji skontaktuj się z dyrektorem szkoły twojego dziecka lub zadzwoń do nas pod numer telefonu 02083795501.

Polish

এই বইটিতে এন্ডফিল্ডের সব সেকেন্ডারি স্কুলের তথ্য দেওয়া আছে। আপনার যদি আরও সাহায্যের দরকার হয় তবে দয়া করে আপনার ছেলের বর্তমান হেড শিক্কেসের সংগে যোগাযোগ করুন অথবা আমাদের এই নাম্বারে টেলিফোন করুন - ০২০ ৮৩৭৯ ৫৫০১

Bengali



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WELCOME

Children born between 1 September 2010 and 31 August 2011 will transfer to secondary school in September 2022

This brochure provides an introduction to Enfield's secondary schools and the wide range of learning opportunities that they offer.

We are very proud of our schools in Enfield, which all provide high quality education, outstanding facilities and a range of sporting, musical and extracurricular activities delivered by committed and enthusiastic staff and underpinned by strong leadership.

Selecting the right secondary school for your child is an important and exciting step and you need to gather as much information as possible to help you make the right decisions. Schools hold an open evening and many offer the opportunity to visit during the school day. Please take advantage of these opportunities, you will be welcomed and you will have the chance to speak to students and staff, to hear from the headteacher or principal and to ask questions. Also, take time to look at school websites and pick up a copy of their prospectus.

Transferring from primary to secondary school is a big step for both children and parents. We hope you find the information in this brochure helpful and we wish your child every success for the future.

Enfield Schools Admission Service

Contact the Admissions Service on:
Phone Direct 020 8379 5501 (limited weekday
opening hours)
Email: ESAS@enfield.gov.uk

When emailing please include your child's name and date of birth.





INTRODUCTION

This brochure explains:

- How to decide which secondary school you would like for your child
- How to make your application for secondary schools
- The admissions criteria (set of rules) that will be applied if there are more applications than places available (oversubscription)
- What will happen if we cannot offer your child a place at one of your preferred schools?

When does my child transfer to secondary school?

Children born between **01.09.10** and **31.08.11** will be transferring to secondary school in September 2022.

If your child has an Education, Health and Care Plan (EHCP), the arrangements for your child's transfer will be different. The SEN Services Team will contact you directly to explain the process further.





Pan London

Every year around 70,000 children living in London transfer to secondary school, many crossing borough boundaries to do so. The PAN London coordinated admissions system means that all 33 London boroughs, together with five councils bordering the capital, exchange information and co-ordinate admissions to their secondary schools.

How the PAN London system works for you

The Pan-London arrangements require parents to list all their preferences on their home local authority application form, even if the schools are in another authority. All preferences must be submitted through the home local authority and ranked in true preference order. This is very important because only one offer will be made and this will be from the highest ranked school for which your child has qualified under the admissions criteria.

All participating local authorities use a computerised system to pass on details of applications for schools in other areas and co-ordinate the offer of places. This is to make sure that nobody gets offered more than one school place.

All offers are notified on the same day – 1 March 2022. You will receive an email on the evening of 1 March notifying you of the outcome of your online application.

This benefits all families, with more parents being offered one of their preferred schools earlier. All London local authorities have agreed that parents can nominate up to six schools on the common application form. If you live in Enfield, you make your application at www.eadmissions.org.uk for schools both inside and outside the borough. If your child attends an Enfield primary school, but you live outside the borough, you must make your application through the borough in which you are living. You should contact your home authority for information about their application process.





INFORMATION ABOUT SECONDARY TRANSFER

As well as the information in this booklet, primary schools will often hold meetings for parents to discuss primary to secondary transfer. We would strongly recommend that you attend any meeting especially if you are unclear about the transfer process.

Secondary schools in Enfield offer the opportunity to attend an open evening or visit during the day. This provides an opportunity to see the school and also meet some of the staff.

In view of the ongoing pandemic, though, please check the school websites nearer the time for confirmation that the open evenings are going ahead.

All secondary schools in Enfield have websites (the website addresses are in this booklet) where you will be able to view policies, information about the curriculum and also enrichment and out of school activities that take place.

Check Enfield's website for hints and tips about making your secondary transfer application. www.enfield.gov.uk/admissions





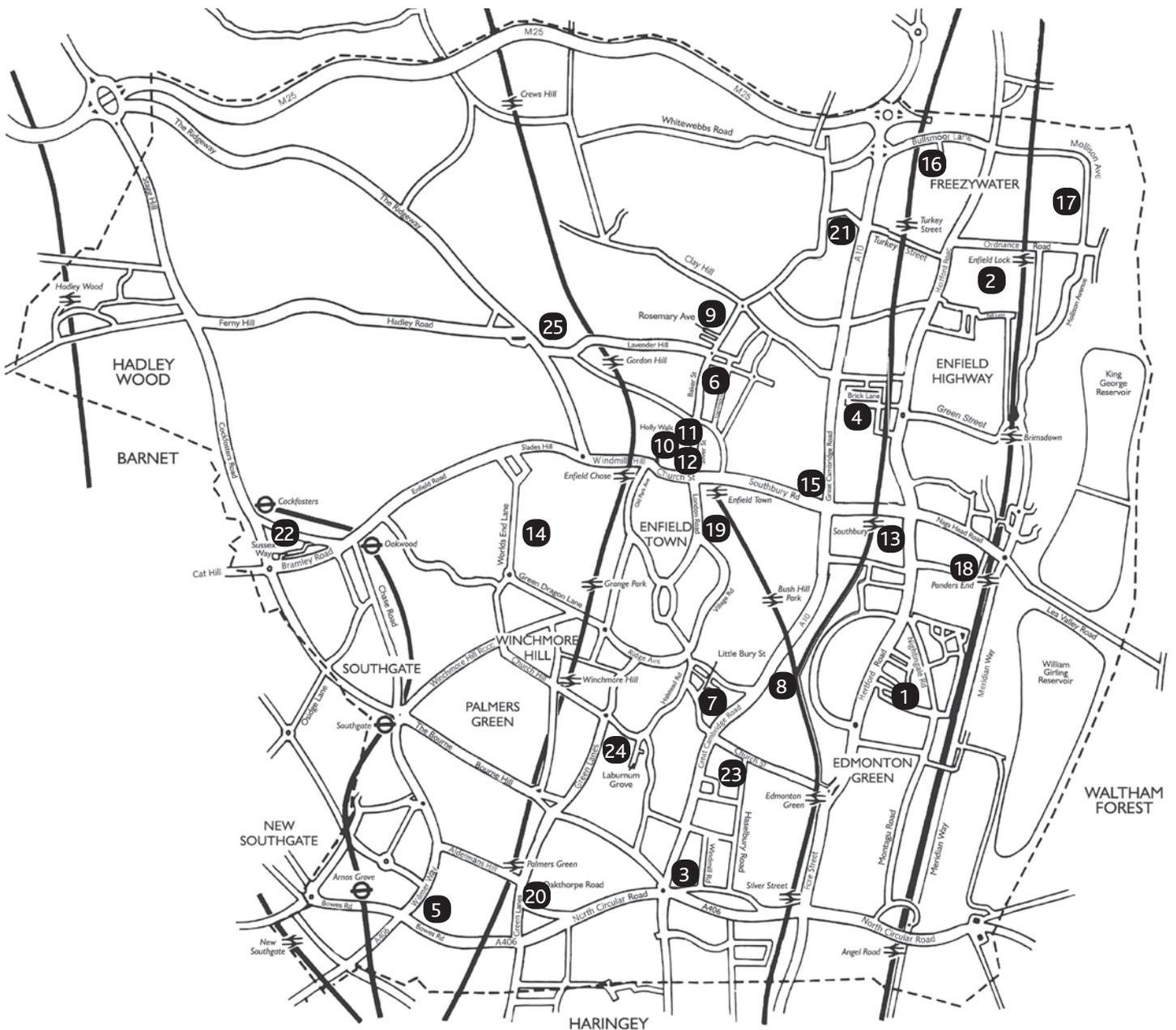
School Term Dates 2022-2023

2022-2023	START	HALF TERM	FINISH
Autumn Term 2022	Thursday 1 September	24 – 28 October	Friday 16 December
Spring Term 2023	Tuesday 3 January	13 – 17 February	Friday 31 March
Summer Term 2023	Tuesday 17 April	29 May – 2 June	Friday 21 July



AT A GLANCE

Borough School Map



KEY

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> 1. AIM North London 2. Ark John Keats Academy 3. Aylward Academy 4. Bishop Stopford's School 5. Broomfield School 6. Chace Community School 7. Edmonton County – Bury Campus | <ul style="list-style-type: none"> 8. Edmonton County – Cambridge Campus 9. Enfield County – Lower School 10. Enfield County – Upper School 11. Enfield Grammar – Lower School 12. Enfield Grammar – Upper School 13. Heron Hall Academy 14. Highlands School 15. Kingsmead School 16. Lea Valley Academy | <ul style="list-style-type: none"> 17. Oasis Academy Enfield 18. Oasis Academy Hadley 19. St. Anne's – Lower School 20. St. Anne's – Upper School 21. St. Ignatius College 22. Southgate School 23. The Latymer School 24. Winchmore School 25. Wren Academy Enfield |
|--|--|---|



School	Headteacher/ Principal	Type of School	Boys/ Girls	Supplementary form required	Date and time of open evening session/s*
AIM North London (1) Turin Road, Edmonton, N9 8DQ	Mr P McGrath	Academy	Mixed	No	Thu 7 Oct, 5pm
ARK John Keats Academy (2) Bell Lane, Enfield, EN3 5PA	Ms J Facer	Academy	Mixed	No	Wed 29 Sep, 5.30pm Wed 6 Oct, 5.30pm
Aylward Academy (3) Windmill Road, Edmonton, N18 1NB	Mr D Rotimi	Academy	Mixed	No	Mon 27 Sep, 4.30pm
Bishop Stopford's School (4) Brick Lane, Enfield, EN1 3PU	Mrs T Day	Voluntary Aided	Mixed	Yes	Tue 21 Sep, 6pm
Broomfield School (5) Wilmer Way, Southgate, N14 7HY	Mrs C Seymour	Foundation	Mixed	No	Tue 5 Oct, 6pm
Chace Community School (6) Churchbury Lane, Enfield, EN1 3HQ	Ms T Douglas	Community	Mixed	No	Mon 20 Sep, 5pm
Edmonton County Bury Campus (7) Little Bury Street, Edmonton, N9 9HZ Edmonton County Cambridge Campus (8) Great Cambridge Road, Enfield, EN1 1HQ	Dr S Tranter	Academy	Mixed	No	Thu 23 Sep, 5.30pm at the Bury Campus
Enfield County Lower School (9) Rosemary Avenue, Enfield, EN2 0SP Enfield County Upper School (10) Holly Walk, Enfield, EN2 6QG	Ms J Gumbrell	Community	Girls	No	Mon 4 Oct, 6.30pm at the Lower School site
Enfield Grammar Lower School (11) Enfield Court, Baker Street, EN1 3EX Enfield Grammar Upper School (12) Market Place, Enfield, EN2 6LN	Mr C Lamb	Academy	Boys	For Sport/ Music only	Mon 4 Oct, 5.30pm at the Upper School site
Heron Hall Academy (13) Queensway, Ponders End, EN3 4SA	Mr A Barzey	Academy	Mixed	No	Tue 5 Oct, 5.30pm
Highlands School (14) Worlds End Lane, Winchmore Hill, N21 1QQ	Mr V McInerney	Community	Mixed	No	Mon 11 Oct, 6pm
Kingsmead School (15) Southbury Road, Enfield, EN1 1YQ	Mr D Medway	Academy	Mixed	For Art/Drama/ Music only	Thu 16 Sep, 5.30pm
Lea Valley Academy (16) Bullsmoor Lane, Enfield, EN3 6TW	Mr S J Kinson	Academy	Mixed	No	Thu 30 Sep, 5.30pm
Oasis Academy Enfield (17) Kinetic Crescent, Innova Park, Mollison Ave, Enfield, EN3 7XH	Mr A Williams	Academy	Mixed	No	Tue 28 Sep, 5.30pm
Oasis Academy Hadley (18) South Street, Ponders End, Enfield, EN3 4PX	Mrs Z Thompson	Academy	Mixed	No	Wed 15 Sep, 5.30pm
St Anne's Lower School (19) London Road, Enfield, EN2 6EL St Anne's Upper School (20) Oakthorpe Road, Palmers Green, N13 5TY	Mrs E Loveland	Voluntary Aided	Girls	Yes	Mon 27 Sep, 6pm at the Lower School site
St Ignatius College (21) Turkey Street, Enfield, EN1 4NP	Mrs M O'Keeffe	Voluntary Aided	Boys	Yes	Tue 14 Sep, 5.30pm
Southgate School (22) Sussex Way, Cockfosters, EN4 0BL	Mr M Lavelle	Academy	Mixed	No	Thu 30 Sep, 6pm Thu 7 Oct, 6pm
The Latymer School (23) Haselbury Road, Edmonton, N9 9TN	Mrs M Cobbett	Voluntary Aided / Selective	Mixed	Yes	Check the school website for further information
Winchmore School (24) Laburnum Grove, Winchmore Hill, N21 3HS	Mr J Owen	Community	Mixed	No	Wed 22 Sep, 6pm
Wren Academy Enfield (25) Hunters Way, Enfield, EN2 8JL	Mr G Smith	Academy	Mixed	No	Wed 15 Sep, 5.30pm at St Paul's Church, N21 1JA

*Please visit the school's website for up to date information on opening evenings.





APPLY ONLINE

From 1 September 2021 you can make your secondary transfer application online at www.eadmissions.org.uk

To make your application online just go to www.eadmissions.org.uk and follow the links. It's quick and easy and you will receive the outcome of your application on the evening of 1 March 2022.

Apply online

- It is quick and easy to do
- You will get an email confirmation that your application has been received
- The system helps you check for errors
- You can change the details of your application up until the closing date
- The system is secure and your information is safe
- You can attach additional documents to your application
- Available 24 hours a day, seven days a week until the closing date of 31 October 2021
- You will receive the outcome of your application on the evening of 1 March 2022





If you don't have access to the internet at home, you can always visit your local library and get access there. The first hour is free, and demand can be heavy, so to avoid disappointment we strongly recommend that you book a session in advance. For further details telephone 020 8379 1000. The closing date for online applications is midnight on 31 October 2021.

After 7pm on the evening of Tuesday 1 March you will be sent an email with the outcome of your application. Please wait until you have received the email before logging on to the Pan London eAdmissions website.

VERY IMPORTANT – PLEASE NOTE:

Parents/carers must have an email address to make an online application. To help parents/carers, links are provided from the eAdmissions website to enable applicants to register for a free email address.

**Apply online at
www.eadmissions.org.uk**

You will receive the outcome of your application on the evening of 1 March 2022.



HOW DO I DECIDE WHICH SCHOOLS TO APPLY FOR?

There are 21 secondary schools in Enfield: 4 community schools, 1 foundation school, 4 voluntary aided schools and 12 academies.

Before you decide which schools to nominate on your application form you should gather as much information as possible. This will help you to make realistic preferences and maximise your chances of securing a place for your child at one of your preferred schools. You are advised to:

- Check the websites of schools you are interested in applying for to find out more information.
- Ask the schools you are interested in for a copy of their prospectus.
- Read the information about each of the schools in this brochure.
- Talk to your child's current primary headteacher.
- Read the admissions criteria (set of rules) used to decide which children will be offered places in the case of oversubscription. Admissions Criteria for all schools is outlined on pages 70-116 of this brochure.
- Consider nominating a local school on your list of preferences.
- Read a summary of the latest OFSTED report for schools you are interested in.
- Look at the pattern of admissions for previous years (see Breakdown of Allocations on pages 68-69).

Make your online application by the closing date of 31 October 2021. You will be notified of the outcome during the evening of 1 March 2022*.

Officers in the Admissions Service are able to provide Enfield residents with home to school distances for schools in our authority only. Please email the service if you would like this information. Details are found at the back of the brochure.

PLEASE NOTE: Measurements for the final allocation process will be calculated by our admissions IT system using AddressBase Premium, which provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each AddressBase Premium is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically or alphabetically. This is an objective method of measuring home to school distances consistently when applying admission rules. It is a straight line measurement and does not take into account the actual or expected route a child will travel to school. Where the local authority provides measurements for voluntary aided, foundation schools and academies, the same system will apply.

**Online applicants only*





HOW TO APPLY FOR A PLACE

Your application

All applications should be made online. When you apply online you receive an email confirmation and a reference number confirming that your application has been received. The closing date for online applications is midnight on 31 October 2021 and you will receive the outcome of your application on the evening of 1 March 2022.

Please note:

If a foundation school, voluntary aided school, an academy or a free school is included in your preferences, the governors of the school concerned may require you to complete a supplementary information form or parental questionnaire. In these cases you will need to complete both the online borough application and the school's own Supplementary Information Form for your application to be considered by the governors.

Completing your application

You may nominate up to six (6) schools, either within or outside of Enfield. These schools should be ranked in your true preference order. Please remember that applying for only one school will not improve your chances of getting a place at that school. Most schools receive more applications than there are places available, so it may not be possible to offer a place to everyone who applies. If your application is unsuccessful and you have not included alternative schools on your form, the authority will allocate your child a place at the closest school to your home address with a vacancy when outcomes are notified in March.

When completing your application, make sure you...

- Give your child's permanent address and include information to support this. You should not use a business address, the address of a child minder or relative, or any address other than the child's home.
- List your schools in the order you prefer them. This is very important because only one offer will be made and this will be for the highest ranked school for which your child has fulfilled the admissions criteria.
- You must include details of any sibling (brother/sister) attending any of the schools you have listed. For the majority of Enfield schools, the sibling must already be on the roll of the school and will still be attending at the time the applicant is admitted in September 2022 (see page 125 for definition of sibling) and also check the admission arrangements for each school.
- If there are any particular reasons why you want your child to attend a school, for example, a medical reason, please state this in your application and provide further information with your application.
- You are strongly advised to consider nominating a local school on your list of preferences.

Siblings

If an older brother or sister is currently attending, and will still be attending, one of your preferred schools at the time of admission in September 2022, please make sure you complete the 'sibling details' box on the application. The local authority defines siblings as full, step, half adopted or fostered brothers or sisters living at the same address, but not cousins (see page 125).

Medical

Very few children are offered places under this criterion. In Enfield, medical priority is usually only given to children who have an exceptional illness or disability, which means that one school is more appropriate than another for meeting the child's exceptional medical need. If you think that your child should be considered under the medical criterion when making your application you must:

- Tick which school(s) you are asking your child to be considered for on medical grounds. Please note that not all schools have a medical criterion.
- Explain how the school concerned can meet your child's needs better than any other school.
- Supply supporting information from a doctor with your application. As well as adding information to your online application you may find it helpful to complete the Medical Priority request form which is on the website www.enfield.gov.uk/admissions. This should be returned to ESAS with all the relevant information by 31 October 2021.

Further information is available on the website at www.enfield.gov.uk/admissions

For community schools, your request for your child to be given priority on medical grounds will then be considered by a panel of senior local authority staff. Further advice may be sought at the discretion of the Director of Education or their representative. **Please note that not all schools have this criterion.**

Please note it is not usually possible to give a child priority on medical grounds after the allocations have been completed if medical information was not submitted at the time of application.

Looked After Children and Previously Looked After Children

Looked after children who have been adopted or become subject to child arrangements or a special guardianship order immediately after having been looked after. And internationally adopted previously looked after children

who were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. A looked after child is a child who is in the care of an English local authority in accordance with section 22 (a) of the Children Act 1989.

If you are making an application for a child who would come under this criterion, it is important that you attach information from the relevant Social Services Department to confirm the legal status of the child.

Important, please see the Keywords section at the end of this booklet for clarification of which children can be considered under this criterion.

Your child's address

The child's address on the application for admission must be the child's place of ordinary residence, that is, the address where there is a settled intention by those with parental responsibility to live for the foreseeable future. If a parent or adult with parental responsibility is found to have knowingly given false information to improve their chances of obtaining a place at a particular school, any offer made on the basis of false information will be withdrawn. If a parent is found to have knowingly given false information to obtain a school place the actions will be investigated with a view to civil or criminal proceedings being taken against them under the Fraud Act 2006 or any other relevant enactment.

Proof of address

The majority of applicants will not have to provide documentary evidence of your address. Please include your council tax reference number in your application. We will then be able to cross reference your details with other internal council databases.

If we are unable to verify your address, for example, if you are not registered for council tax, you will need to provide two copies of documents to confirm your address, such as a utility bill less than three months old. Online applicants can attach proofs of address to their online submission, or you will need to





either email your proofs of address or send them to the Enfield Schools Admission Service separately by post. We reserve the right to request further confirmation of any address if we feel it is appropriate. Information supplied by parents is checked and any offer made on the basis of false information will be withdrawn.

The allocation of a place at a community school will be based on the address of the family (i.e. where the child usually lives) at the time of allocation. You must ensure that the address you use on the application is the child's place of ordinary residence.

Shared care

When parents live separately the application must be based on the address at which the child usually lives and from which he or she attends primary school. When parents live separately but the child lives equally with both parents at different addresses, 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.

If you are not eligible for these benefits please supply a legal document to confirm your arrangements.

If there are reasons why your child is not living with the main parent/carer, you and the other parent/carer must declare this individually by letter sent with your application for consideration by a senior officer in the Admissions Service. If you submit an address other than that held by your child's primary school, you will be asked to provide supporting evidence for that address for consideration by a senior officer in the Admissions Service. If this address is accepted, it will be used for applications to all schools including voluntary aided schools and academies and any schools you may be applying for outside the borough. In all relevant cases the allocation of a place at an Enfield school will be based on the address at which a child is living at the time of allocation.

If a family moves before the allocation and if the new address falls outside the furthest distance it has been possible to offer a place, the place will be withdrawn.

Change of address

If, after submitting your application, you move between September 2021 and September 2022 you must notify the Admissions Service of your new address.

We will require proof of change of address from you.

Note: changes of address can only be accepted once they have taken place. Notice of planned future arrangements is not acceptable. Where there has been a change of address you will need to provide proof to the Admissions Service of the following:

Where you have sold one property and purchased another we will need:

- Confirmation that your property has been sold
- Confirmation of completion on the property purchased

Plus one of the following:

- Registration of council tax on the property purchased
- A utility bill for the property purchased
- If you are not liable for council tax or utilities you will need to supply official evidence that you are resident at that address, for example, driving license or child's medical card.

Where you are moving between properties that you own you will need to supply proof of council tax for your residence and documentation detailing the use of the other property for consideration by the admissions service.

Where this information cannot be provided, the local authority will be unable to accept the new address and, for the purposes of your secondary transfer application, will continue to use the original address provided and confirmed by the primary school.

Where there is a change of address during the secondary transfer process, the change must have taken place before the 8 December 2021 and the appropriate proofs provided to the Admissions Service in order for the change to be considered in relation



to the initial allocations. If you are moving to another area of the country you should check the date by which they will accept a change of address as this may be different.

Applying to schools outside Enfield

If you wish to apply for schools outside Enfield you should contact the Admissions Service of the relevant authority to ask for an information booklet. This will give you information about the school/s you are interested in. You must include any out borough schools on your Enfield application. If any of these schools are voluntary aided, foundation schools, academies or free schools, they may also require you to complete a supplementary information form. Details of Enfield's neighbouring authorities are on page 124.

Changes to your preferences

You may make changes to your online form up until midnight on 31 October 2021 by logging into your eAdmissions account. After this date and until the 8 November 2021 a request to amend your preferences can be sent to the Admission Service in Enfield. You will need to ensure you include your child's name, date of birth and list the schools you wish to apply for in preference order. Any changes of preference submitted after this date will not be considered until after the initial offer date of 1 March 2022. The authority does, however, reserve the right to accept a late change of preference where it considers that there are exceptional reasons for the change to be requested.

Late applications

If you have not made an online application by the closing date of 31 October 2021 at

the latest, your child will not be considered for a place until after the initial offer of places on 1 March 2022. The authority does, however, reserve the right to accept a late application where it considers that there are exceptional reasons for the application not being received on time.

Children living outside the Borough of Enfield

If you live outside the London Borough of Enfield you will need to contact the Admissions Section of the council in whose area you live for details of their application process.

Twins and multiples

No additional priority is given to twins or multiples. When it is not possible to offer places to twins or multiples, their names will be kept on the waiting list in the same way as other children. If only one place becomes available, the authority will contact the parents concerned to ask whether they would like to accept the available place. The authority will not be able to offer two or three places in these cases if there is only one vacancy available.

Please note

Correspondence from the authority will be addressed to the parents at the address of the child. If the parents are separated or divorced, the authority will assume that any application for admission to a school is the result of agreement between both parents. The parent completing the application is therefore requested to consult with, and obtain the agreement of, the other parent before submission. If there are problems with this, please tell the Enfield Schools Admission Service.



HOW PLACES WILL BE ALLOCATED

After the closing date for applications on 31 October 2021, the process of allocating places begins. When deciding which children receive places at oversubscribed schools, the published admissions criteria must be used.

NEITHER THE ADMISSIONS SERVICE NOR THE GOVERNORS OF FOUNDATION, VOLUNTARY AIDED SCHOOLS, ACADEMIES OR FREE SCHOOLS MAY TAKE ACCOUNT OF ANY OTHER FACTORS WHEN CONSIDERING AN APPLICATION.

Step 1

The Admissions Service will let other local authorities know of any preferences you have made for schools in their areas. We will also let any foundation, voluntary aided schools, academies and free schools in Enfield have information about your child if you have included any of these schools in your list of preferences. It is important to remember that as well as including these schools on your application, you may also need to complete a supplementary information form for your application to proceed (please refer to chart on page 11). All of the schools you have asked for will then be considered against the school's oversubscription criteria (rules used to decide how to offer places).

Step 2

When all the applications have been considered under the right criterion, proposed admission lists are drawn up for all the schools. The Enfield Schools Admission Service will then begin to co-ordinate the

offer of places and will also exchange relevant information with other local authorities. Your child will then be offered a place at whichever school is the highest ranked on your list for which they have qualified under the admissions criteria.

Lower preference schools are withdrawn at this stage.

Step 3

If it is not possible to allocate a place at any of the schools nominated on your form, your child will be allocated a place at the closest school to your home address with a vacancy. You are therefore strongly advised to consider nominating a local school in your list of preferences, because you could be allocated a school some distance from your home if closer schools are oversubscribed.

Step 4

Notification of the Outcome of Applications

Applicants will be notified of the outcome of their application on the evening of 1 March 2022. After 7pm on Monday 1 March you will be sent an email with the outcome of your application. Please wait until you have received the email before logging on to the Pan London eAdmissions website. You will be asked to confirm whether you intend to accept any offer made.

PLEASE NOTE that only one offer will be made regardless of the number of schools you have asked your child to be considered for. If you have not been offered a place at a school of your preference, or you would prefer your child to attend an alternative school, you will be given information about waiting lists and appeals procedures.

Fraudulent Applications

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

The Admissions Service investigate all instances where a parent is thought to have provided false or misleading information in order to gain admission to a school.

The vast majority of parents adhere to the rules we have in place, but if you have information about a family who you think are providing false information for the purposes of school admissions, you can let the Admissions Service know by letter, email or telephone. The information provided to the Admissions Service is always treated confidentially.

Any school offer that is found to have been made on the basis of a fraudulent or intentionally misleading application and so denying a place to a child with a stronger claim, will be withdrawn.

Withdrawal of Offers

Places offered at oversubscribed schools will be withdrawn if:

- the offer was made in error
- the offer was made on the basis of information that cannot be corroborated to the satisfaction of the Admissions Service or later proves to be inaccurate. Offers may be withdrawn even after the child has started at a school
- the family has accepted more than one offer at the same time your child's place is withdrawn, you will have the right of appeal against this decision.

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





WHAT HAPPENS NEXT?

New Applications

After 1 March 2022, if you wish to make an application for a school that was not an original preference or re-apply for a school that was a lower preference than the school your child has been allocated, the application must be made through the local authority on an ST2 form. ST2 forms will be available to download from the Enfield website or directly from the Enfield Schools Admission Service after 1 March 2022.

Waiting Lists

Waiting lists are lists of children who still wish to be considered for places at oversubscribed schools. Information about waiting lists will be sent to you with the result of your application.

Waiting Lists March 2022 – July 2022

Unless otherwise stated, from 1 March 2021 until 22 July 2022 your child's name will automatically be included on the waiting list for any Enfield school that was ranked as a higher preference than the school they have been allocated. Your child's position on the waiting list is determined by the oversubscription criteria, not by the length of time spent on the waiting list and consequently their position may go down as well as up as other children are added. For example, the arrival of a new applicant in the area living closer to the school can cause a child's name to move down the waiting list. Information about waiting lists will be sent to you with the result of your application.

Waiting Lists September 2022 – July 2023

If you wish your child's name to be retained on the waiting list for an Enfield school* after the end of the summer term in July 2022, you

will need to complete a Continuing Interest Form, which can be downloaded from the Enfield website at www.enfield.gov.uk/admissions. The Continuing Interest Form will be available from 25 July 2022 and must be completed and returned to Enfield Schools Admissions Service by 19 August 2022.

*Ark John Keats Academy, maintain their own waiting lists and you will need to contact them directly for information about the process you need to follow.

If you wish your child's name to be retained on the waiting list for a school outside the borough of Enfield you will need to contact either the school or the authority where it is located to enquire about the process that should be followed.

Waiting Lists July 2023 onwards

Waiting lists are maintained for the entire academic year and any places that become available during that time will be offered. If your child has not been offered a place from the waiting list by the end of the summer term in July 2023, and you still wish them to be considered for any places that may become available in Year 8, you will need to complete an In-year application form. The In-year application form and further information about the process is available from the Enfield website at www.enfield.gov.uk/admissions.

Appeals for Community Schools in Enfield

Appeals are considered by an Independent Appeals Panel, which must consist of at least three members appointed from the following categories:

- people who are eligible to be a lay member. This means people without

personal experience in the management of any school or the provision of education in any school (disregarding experience as a school governor or in another voluntary capacity). There must be at least one lay member on the panel

- people who have experience in education; who are familiar with educational conditions in the local authority or who are parents of a registered pupil at a school. At least one panel member must fall within this category.

The letter sent to you on 1 March will give you information about the appeal procedure and the deadlines involved for schools in Enfield. If you decide to appeal for a community school in Enfield, your appeal form will be acknowledged. You will be advised of the arrangements for your hearing at a later date.

Appeals usually take place between April and the end of June. Decisions made by Independent Appeal Panels are binding on the local authority, schools and parents.

Appeals for foundation schools, voluntary aided schools, academies and free schools in Enfield

Foundation schools, voluntary aided schools, academies and free schools are responsible for their own appeal procedures. The Governors will set up appeal panels and information about the arrangements for appeals should be obtained from the school concerned. As with community school appeals, the panel has the power to award your child a place at a school and the decision is binding on the Governors.

It is important to note however, that as with community schools, usually only a small number of appeals are granted each year.

Further Appeals

Families can have one appeal for each school once every academic year. Requests for a further appeal in relation to the same school within the same academic year will not be allowed unless there has been a

significant change in circumstances and a fresh application has been accepted by the admission authority.

Appeals for Schools in Other Areas

You should contact the authority in whose area the school is situated for further information.

Appeal statistics for September 2021 admissions

Name of school	Appeals heard	Appeals dismissed	Appeals allowed
Ark John Keats	37	34	3
Aylward Academy	1	0	1
Edmonton County	18	0	18
Enfield County	9	8	1
Heron Hall	1	1	0
Highlands	8	7	1
Kingsmead	17	16	1
Southgate	2	1	1
St Anne's	4	3	1
The Latymer School	21	21	0
Winchmore	16	12	4
Wren Academy	11	10	1





SEN

CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Enfield Council is committed to ensuring that all children with special educational needs and disabilities (SEND) are provided with the opportunity to learn, play and develop alongside their peers within their local community of mainstream schools so they may have similar opportunities and life chances.

Enfield's Local Offer provides information about services and support for families in Enfield with children/young people aged 0-25 years with special educational needs and/or a disability. For more information, please visit www.enfield.gov.uk/SEND

All mainstream schools maintained by Enfield Council have the necessary resources allocated to them specifically to support children with SEND. All schools/settings have a special educational needs coordinator (SENCO) who is responsible for supporting and monitoring children with SEND. Advice and support can be obtained by the school from a range of professionals including educational psychologists, therapists or specialist teachers, when required.

Every school is required to publish their own SEN Information Report on their website, which must:

- make clear to parents how they meet the needs of children with SEN and disabilities
- provide more detailed information about how they identify, assess and make provision for children and young people with SEN and disabilities. This may include additional specialist teaching and support for children and young people with SEN and/or disabilities and how they change the curriculum to support your child's learning needs.

Details of how each school supports children with SEND can be provided by the school or viewed on their website.

There are a small number of children with SEND who may require additional support above what a mainstream school can offer. In these cases a statutory assessment of their special educational needs may need to be undertaken in order to determine whether additional resources are required and what these resources should be.

Eligibility for a statutory assessment will be assessed by Enfield Council's Special Education Needs (SEN) Service, in conjunction with professional colleagues. If eligible, the SEN Service will undertake the statutory assessment process. On completion of this process, the child may be issued with an Education, Health and Care Plan (EHCP). This assessment may not always lead to additional resources. It may indicate ways in which the school, college or setting can meet the needs of the child or young person without the need for any special educational provision being resourced.

In some cases a child or young person will be placed by the SEN Service in an appropriate educational setting.

An EHCP will describe all of a child's special educational needs and the additional resources the child requires over and above the school's own resources. Unless a child has a Proposed or Final EHCP, parents or carers with children who have SEND are required to apply for a secondary school place through the coordinated admissions process on the common application form provided by the local authority where the child is living.

If a parent, carer, or professional has concerns that a child may require an EHC Needs Assessment, requests can be made to the SEN Service at the Civic Centre, Enfield. Before applying, parents or carers are encouraged to discuss any concerns with the school that their child currently attends.

SECONDARY TRANSFER TIMETABLE

2021	
8 July. Date has now closed. Check the school website for further information.	Final date for the return of registration forms to The Latymer School
5 October	Final date for return of Supplementary Information Forms for Enfield Grammar School Music Applications
5 October	Final date for return of Supplementary Information Forms for Enfield Grammar School Sport Applications
5 October	Final date for return of Supplementary Information Forms for Kingsmead Performing and Visual Arts Applications
16 October	Performing and Visual Arts Workshops/Auditions for Kingsmead School
31 October	Final date for return of Supplementary Information Forms for Bishop Stopford's School, St Anne's Catholic High School and St Ignatius College
31 October Midnight	FINAL DATE AND TIME FOR SUBMISSION OF ONLINE APPLICATIONS
2022	
January to the third week of February	Enfield Schools Admission Service, voluntary aided and foundation schools and academies processing all applications and finalising allocations.
1 March	NATIONAL OFFER DAY – Online applicants will receive the outcome of their application during the evening of 1 March.
April onwards	Appeals for all schools.



AIM NORTH LONDON

Open Evening: Thursday 7 October, 5pm – 7pm (Principal speaks at 5.30pm and 6pm)

Open Mornings: Every Wednesday from 15 September onwards, 9.15am – 10.30am. Please contact the school via email to book your place.

Principal

Clare Darley

Address

34 Turin Road
Edmonton
N9 8DQ

Telephone

020 8443 8500

Email

info@aimnorthlondon.org.uk

Website

aimnorthlondon.org.uk

Type of School

Academy

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4004

Planned Intake

120

AIM North London is a brand new school that opened in September 2019. An Academy that will strive for excellence in all that we do.

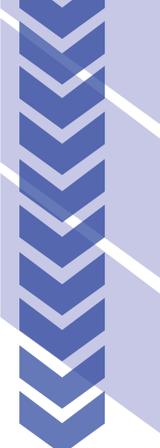
We have made significant progress since September 2019 and invite you to attend our school at one of the open mornings running through September and October. Our sister school London Academy is one of the highest performing schools in the country, our intention is to build the highest performing school in Enfield over the next five years and invite you to join us on that journey. To get a flavour of our school please see our welcome video here <https://vimeo.com/503005263>

Vision

The vision is simple at AIM North London: all young people will become 'Leaders for Tomorrow': leaders of their own life, leaders in their communities and leaders within their chosen career.

- Being a leader of their own life means AIM North London young people are in control of their futures. They have a strong moral compass and clear direction in pursuing their life goals.
- Leading in their communities means AIM North young people selflessly serve their families, their local, national and global communities.
- Leading in their chosen career means AIM North London young people are prepared to enter a profession with prospects and to flourish and thrive within it.





Values

We have four guiding principles at AIM North London. Our LEAD values:

- **Love** – We show love and respect for all members of our community in words and actions
- **Endeavour** – We work hard in all that we do; we know there are no shortcuts
- **Act** – We act swiftly for positive change both in terms of who we are as people and for the things we want to achieve
- **Dream** – We dream big and know that we can determine our own destiny

Behaviour

We have the highest expectations for student conduct. We do not tolerate low-level disruption, bullying or disrespect. We know students benefit from a calm and ordered harmonious climate for learning. Our clear and robust systems, structures and routines ensure that students can learn in a safe and happy learning environment.

Curriculum and Assessment

Our curriculum programmes are knowledge-rich and ensure students have the knowledge and skills needed to flourish and thrive in life. There is a Knowledge Organiser that summarises all the key knowledge for each unit. These Knowledge Organisers are used as the foundation of the unit of learning. These are available for parents to use to support their child. Students have regular mastery knowledge tests and are also formally assessed three times a year. Parents receive the results of these assessments.

Curriculum Key Stage 3

All students study English, Maths, Science, History, Geography, PE and either French or Spanish. Additionally, they study Music, Drama and Art. We allocate more time in our curriculum to English, Mathematics and Science.

Curriculum Key Stage 4

All students study GCSE English, Maths, Science. Most students study History or Geography and a Modern Language. There are then a series of GCSE option subjects that students can choose from: Art, Music, Drama, Technology, Business, PE & Computing.

DEAR-Drop Everything and Read

All Year 7 students will be expected to attend DEAR each morning. This develops a love and enjoyment of reading, develops crucial comprehension skills and improves vocabulary.

Pastoral Care

All students are part of a House Group. Their House Coach will look after your child and be your single point of contact if you have any questions or problems. Additionally, we have a team of pastoral support workers, including a counsellor who will be available if your child needs any support. We believe it is fundamental to know every child individually to understand their strengths and the things that make them unique.

Personal Development and Enrichment

Students will have 30 minutes per day of Personal Development through our LEAD curriculum. Our LEAD curriculum covers aspects of Physical, Social, Health Education, Careers Information, Advice and Guidance and Religious Education.

Additionally, there are a range of extra-curricular clubs that your child will be invited to attend and take part in.



ARK JOHN KEATS ACADEMY

**Open Evening: Wednesday 29 September, 5.30pm – 7.30pm
Wednesday 6 October, 5.30pm – 7.30pm**

Principal

Jo Facer

Primary Headteacher

Amy Baird

Address

Bell Lane
Enfield
EN3 5PA

Telephone

020 8443 3113

Email

info@
arkjohnkeatsacademy.org

Website

arkjohnkeatsacademy.org

Type of School

Academy

Male / Female

Mixed

Ages

3 – 18

School DfE number

308 4001

Planned Intake

90 for children not already
on the roll of the school

At Ark John Keats, we believe Enfield children should have access to a standard of education that is a match for the very best schools, private or state, in the country. We believe every single child who comes to our school has the capacity to be an articulate, knowledgeable, hardworking and caring individual and we work tirelessly to realise this potential.

In our Ofsted inspection of April 2015, we were graded Outstanding overall and outstanding in all individual categories including for achievement, teaching, behaviour and leadership. Inspectors commented that 'the behaviour of children and pupils is outstanding. They are self-disciplined and show maturity not typical for their age groups'.

Our school is very calm and purposeful. We expect nothing but the best from our pupils and have the highest expectations of them in terms of their effort, organisation and behaviour. We believe every pupil can be better at anything they set their mind to and we create an environment that enables them to flourish as learners and in developing their own unique personalities. We recruit teachers with degrees from the best universities in the country so our pupils are taught by experts in every subject area.

We would emphasise strongly that parents should only apply to Ark John Keats if they too are committed to an academic curriculum, strong discipline and the setting of the highest expectations. We strongly encourage prospective parents with these values to come and visit us and meet our pupils and staff.

Jo Facer
Principal





“Children and pupils make rapid progress from their starting points. This is because of excellent teaching over time, the outstanding curriculum, high quality individualised support for individual children and groups, and increased time for learning.”
Ofsted 2015

Curriculum Mastery

Our curriculum design enables our pupils to develop a framework of knowledge and understanding in each subject area that provides a solid foundation for further study and preparation for University.

Exemplary behaviour

We believe pupils learn best in an environment that is calm, respectful and focused on learning. We teach pupils good discipline and how to conduct themselves well. Poor behaviour is not tolerated and is dealt with quickly and effectively.

Character development

From year 7 onwards pupils take part in a thoughtful Character programme. The aim of the programme is to ensure pupils develop a strong sense of self-worth, value other people and their community and contribute to the development of a better world.

Knowing every child

We place great emphasis on ensuring we know every child well. We visit every pupil in their home with their family before they start at the academy.

Raising Aspirations

We provide pupils with regular opportunities to visit and learn about University, different careers and the qualifications and characteristics needed to succeed in life. We host external speakers who talk about their career and qualifications.

Enrichment

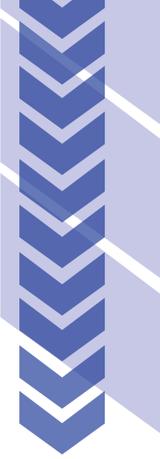
We want pupils to develop interests and passions that will give them enjoyment throughout their lives. There are enrichment activities weekly that are part of the school day and all pupils and staff participate. Pupils currently choose from a variety of activities that range from cooking, gardening, debating, art and acting to football, coding, chess and orchestra. We also provide a wide array of extra-curricular activities to help develop these interests and there is a morning breakfast club and evening homework club.



“Teachers ensure that pupils work with tenacity and apply themselves consistently.” Ofsted April 2015



“Pupils are highly ambitious and the most-able pupils have started to map out their pathway to the best universities in the country.”
Ofsted April 2015



AYLWARD ACADEMY

Open Evening: Monday 27 September, 4.30pm – 7pm
Principal talk at 4.45pm and 6.30pm

Principal

Mr Dele Rotimi

Address

Windmill Road
Edmonton
N18 1NB

Telephone

020 8803 1738

Email

contactus@
aylwardacademy.org

Website

aylwardacademy.org

Type of School

Academy

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 6907

Planned Intake

240

Aylward Academy opened in September 2010. As an Academies Enterprise Trust Academy it aims to ensure that all students find their remarkable by being big hearted, pushing the limits, being unusually brave and discovering what's possible.

Curriculum, Pupil Organisation and Assessment

Our Vision

At Aylward Academy we intend all our students, regardless of background, to become brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of an academic curriculum focused on depth of a wide body of knowledge and skills, as well as the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and 'find their remarkable'.

Our ambition

Our ambition is to inspire our students to see learning as a lifelong journey. We want them to all push their limits to achieve the best possible outcomes both in terms of qualifications, but also in terms of being the best person they can be in their future lives by developing into big-hearted individuals, who show kindness to each other. We want them to understand the possibilities that they have out in the wider world and not allow their ambitions to be constrained by what they perceive to be their opportunities when they join us at the beginning of their journey. We want to do this through inspiring them to question what they know and understand, what they think and what others tell them. We want them to realise that the world is full of big questions; to discover that anything is possible.

Year 7 & 8 and 9

Students are grouped in mixed ability classes for non core subjects, and grouped in ability within the core subjects. All students study the key components of the National





“The staff have really helped me in all my lessons; they pushed me to be my best and supported us all throughout the pandemic.”
C Griffiths – student

“I would like to thank all of my teachers for providing a safe learning environment where we all feel comfortable to ask and answer questions. Our appreciation is endless.” A Yusuf – student

Curriculum – English, Maths, Science and Technology (including D+T and Catering), Humanities (including History, Geography, RS and Citizenship), PE, a Modern Foreign Language (either French, Spanish or Japanese), PE, Art, Music, Drama and Computer Science. Students receive a comprehensive PSHE curriculum through our Tutor Time Programme so they receive a balanced and informative diet which is age and phase appropriate. This culminates with students making their GCSE Option choices at the end of Year 9.

Years 10-11

Our year 10-11 cohorts have a wide range of academic and vocational options which students study alongside their core curriculum, which includes English, English Literature, Maths, Science and core PE. Students are provided with over 25 option choices, with guidance given to ensure that the majority of students take three baccalaureate exam qualifications. In year 10 students partake in a two-week Work Experience to allow them an insight into any possible careers that they may be thinking about pursuing and also to gain an understanding of what work life entails.

KS5

At KS5, the Academy offers two curriculum pathways, which students are allocated depending on their KS4 qualifications.

Our level two hub offers students the opportunity to choose from three level 2 BTEC courses. Alongside this, students would continue to study English and Maths as well as being offered the opportunity for a work placement linked to their BTEC course of choice. This is supplemented by either Level 2 Work Skills or Level 3 COPE.

At level three, students are offered a range of BTEC and AS/A2 courses. Students are also expected to complete a two-week work placement in either year 12 or year 13.

Facilities

Aylward Academy operates from a single site with purpose built facilities. Some of these include:

- a Performing Arts complex offering up-to-date facilities for theatre technology, design and performance and a purpose built theatre seating 300
- excellent facilities for Physical Education which include a full size floodlit synthetic pitch for football, hockey and tennis and a very large fully equipped sports hall plus gymnasium with new changing facilities, a fitness centre and a large sports field
- the Academy has fully refurbished IT suites which were part of our £11 million rebuild. The rebuild included state of the art IT facilities across the Academy and dining facilities.

Primary links and transfer to Aylward Academy

Our primary links, curriculum structure and the arrangements for the induction of new pupils have proved to be very successful in easing the transition from Primary to Secondary school. Our secondary transfer programme includes:

- ongoing curriculum work with the Academy's main feeder primary schools
- a personal interview with all new parents and pupils
- a two day 'taster' programme to both identify individual learning needs and introduce students to academy life
- a parent 'meet and greet' with the Principal
- access to parent support and activities throughout the transition process
- a member of senior management liaising and visiting Primary Schools to discuss any support that needs to be put in place prior to the students arriving in September.



BISHOP STOPFORD'S SCHOOL

Open Evening: Tuesday 21 September, 6pm

Headteacher

Mrs Tammy Day

Address

Brick Lane
Enfield
EN1 3PU

Telephone

020 8804 1906

Email

headoffice@
bishopstopfords.enfield.
sch.uk

Website

bishopstopfords.enfield.
sch.uk

Type of School

Church of England
Voluntary Aided

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4702

Planned Intake

186

Our vision is to provide an outstanding, inclusive and aspirational education for all of our children.

We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness; spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.

Three core principles combine to distinguish our school from other schools and these are:

- Our family ethos leading to a “deep-seated sense of community” where “students and staff are proud to belong to Bishop Stopford’s School” (SIAMS 2016).
- Our drive for excellence which inspires a passion for learning. We are, “ambitious for all pupils” (Ofsted 2018). Pupils, “make stronger

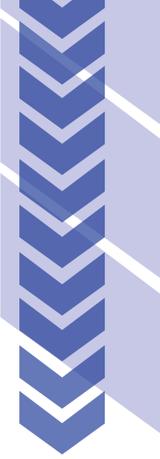
progress across almost all subjects because of the focussed support” the school provides (Ofsted 2018).

- Our underpinning Christian values. “The ‘Stopfordian ethos’ is an effective expression of the school’s inclusive and explicit Christian ethos. This successfully promotes high expectations and leads to good attainment and progress” (SIAMS 2016).

It is important to us that our students are secure and happy and that their memories of school are of success and warmth. At the core of the school, children feel safe, respected and encouraged to give their very best. We promote full participation in extra-curricular activities and enjoyment in all aspects of school life. We encourage our students to be caring, thoughtful and responsible – and to be proud of their school.

Tammy Day
Headteacher





Facilities at Bishop Stopford's School

Bishop Stopford's School is committed to the development of digital technologies and is at the forefront of using new digital initiatives to enhance the learning experience. Classrooms are fitted with the most up to date hardware to facilitate excellent teaching that utilises a varied range of multimedia. We have fully developed science laboratories and design and technology workshops that support the development of a new and exciting engineering curriculum. The school has a purpose built chapel and a fully equipped recording studio, one of only a few in the Local Authority. We are also extremely lucky to have a full suite of MAC computers for the recording of music and graphic design. Our sporting facilities include large playing fields, fully equipped indoor sports hall and gymnasium.

Learning at Bishop Stopford's School is not restricted to the classroom. Staff in all subjects embrace opportunities to take students out of the classroom to bring learning alive, whether it is a trip to NASA, the ski slopes of Europe, the bustling market towns of France or Belgium, the Tate Modern, the West End to see a show, or simply just to see how local businesses are run.

Transition to Bishop Stopford's School

At our school we aim to make the transition to secondary school as easy as possible. We have strong links with all primary schools and therefore, many parents and students already know us well.

From the day you are offered a place at Bishop Stopford's School you become part of our family. Our students are welcomed into a House; Coventry, St George's, King Alfred's, Temple's, Waltham or Trinity. Our former students tell us that the comradery they develop with their House peers stays with them for life.

Achievement assemblies, Collective Worship, and House Festivals are all celebrated in House groups. Students celebrate their progress in Achievement Assemblies and reflect on their contributions to the world in Collective Worship. Houses support chosen charities through regular fund raising.

Heads of Year are responsible for the welfare and academic achievement of our students within their year group, in particular, for ensuring that each student achieves his or her full potential. Every form group has a form tutor. Students have a close relationship with their form tutor, who will act as first point of contact.

The system is designed to:

- develop the full the potential of all students through careful monitoring of academic progress
- develop good relationships with parents and carers
- ensure all students are happy and safe in school
- provide a full range of extracurricular activities for students to widen their experience outside the classroom.

A Caring Community

Our school has a friendly, family environment with a deep sense of belonging. In our most recent Ofsted report it was stated that "The School is a safe place to learn. Students know how to keep themselves safe and seek help. Parents are confident their children are well cared for" (Ofsted). We pride ourselves on a very high level of pastoral care and this is based on trust, understanding, and respect. Our school is highly inclusive and reflects and works with the community around us.

We aim for students at the school to become self-regulating and highly responsible individuals. "The behaviour of pupils is outstanding. Students are extremely polite and respectful" (Ofsted 2015). Pupils, "take pride in their work and they enjoy school" (Ofsted 2018).

Assemblies and School Worship

We are a multi-ethnic, multi-faith school, underpinned by Christian principles.

Our recent SIAMS inspection stated that "The impact of collective worship on the school community is outstanding". The Stopfordian ethos draws well on other school priorities and on current events; this helps students see the relevance of faith and religious belief in the world today.

Beyond Bishop Stopford's School

Students begin preparations for their GCSEs in Year 10. Students at Bishop Stopford's School take a minimum of 8 GCSEs or equivalents. All students take maths, English, science and RE as the core subjects in addition to their options.

As an 11-19 school, our students have the opportunity to remain within the care of our family and continue their education into our Sixth Form. Our Sixth Form provides individual support to students and they flourish in this environment with historically over 95% of our students continuing into further education, with a significant number of our students attending Russel Group Universities.



BROOMFIELD SCHOOL

Open Evening: Tuesday 5 October, 6pm – 8.30pm. Virtual Roadshows, Open Mornings and Open Door Tours can be arranged by contacting the school. Check our website and Social Media for details.

Headteacher

Mrs Cate Seymour

Address

Wilmer Way
Southgate
N14 7HY

Telephone

020 8368 4710

Email

office@broomfield.enfield.sch.uk

Website

broomfield.enfield.sch.uk

Type of School

Foundation

Male / Female

Mixed

Ages

11 – 16

School DfE number

308 5401

Planned Intake

136

Travel and Parking

Buses: 34, 184, 121

Trains: Palmers Green and Bowes Park British Rail, Arnos Grove, Piccadilly Line

Parking: Unfortunately, Broomfield is currently unable to offer parking on-site. Parking is widely available on Wilmer Way and surrounding roads.

Social Media

 @broomfieldsch

 broomfieldschoolenfield

 @broomfield_sch

 Broomfield School

At Broomfield School we are proud of our reputation as a small community school with a family atmosphere. We are a successful school located in Palmers Green/New Southgate.

Broomfield school is a good school, this was confirmed in our Ofsted inspection in May 2015 and again in November 2018. The most recent Department for Education Performance Tables (2019) show that the progress our pupils make is in line with National average, and this demonstrates the ambition all our teachers have for all pupils to meet and exceed expectations.

As a small school we know that no pupil is ever overlooked and there are strong relationships between pupils and staff.

Our vision is to be an inclusive and aspirational school, providing an outstanding quality of education to our diverse and dynamic community.

We want our pupils to succeed in every aspect of their education and ensure that all pupils have opportunity

to reach their full potential. All pupils at Broomfield school follow a broad and balanced curriculum, they are supported by excellent teachers to ensure they attain at the highest academic level possible.

We recognise the challenges that our pupils and community have faced during the pandemic and have a full programme to support pupils academic progress; and social and emotional well-being.

We have extensive sporting facilities and a full programme of extra curricula activities to ensure that all pupils have opportunity to excel beyond the classroom. We aim to equip pupils for learning and life in the 21st century.

We are proud of our pupils and of our Broomfield School community. Our pupil work hard, are well behaved and achievement highly.

We have a growing role within the local community and good partnerships with our local primary schools.

We invite you join us and to become a part of our success.

Cate Seymour
Interim Headteacher



High quality teaching and learning

At Broomfield School great emphasis is placed upon having the highest standards of teaching in all our classrooms.

In a recent review our teachers were described as 'passionate, committed and ambitious.'

Our good and outstanding teachers inspire our pupils to work hard, enjoy their learning and attain at the highest level. We support our pupils to develop a love of learning and make rapid progress.

We believe that everyone can succeed, and we are determined to give every encouragement and opportunity so that all might achieve their full potential and enjoy success.

Excellent Behaviour

Visitors to our school always comment on the excellent behaviour of our pupils, the focused and purposeful atmosphere in the classrooms and the calm environment of the school.

We set the highest standards of behaviour for our young people. We know the importance of having clear boundaries, encouraging the taking of responsibility and developing moral and social maturity.

We do not tolerate poor behaviour of any sort.

We provide the highest standards of pastoral care for our pupils. We recognise that for pupils to achieve their full potential they must feel welcomed, supported and cared for.

Facilities and Resources

The library is a central hub of our school providing pupils with a wealth of resources to foster a culture of reading across the school. We expect all pupils to have a reading book with them and to read every day.

Our pupils love experimenting in our fully refurbished Science Labs which are light, bright and modern.

Sports facilities at Broomfield offer pupils the chance to participate in a wide variety of indoors and outdoor sports activities. We have a large sports hall, gym, playing field and our full size synthetic pitch is being upgraded during the autumn on 2021. We also have outdoor table tennis and basketball areas that pupils access during breaks.

We have not forgotten the arts with our brand new Drama Studio, newly resourced Music Technology Suite and extensive art and technology facilities.

We have been awarded Digital Schoolhouse status with our Head of IT being a Lead Teacher on this prestigious programme.

We anticipate opening our new entrance from Powys Lane, early in the Autumn Term making the journey to school easier and greener for many of our pupils.

Enrichment

Broomfield's role goes beyond education in the classroom and we ensure that all pupils have access to a wealth of enrichment activities both in school and on educational visits.

From Sports Clubs, free music tuition in Year 7 and our prestigious Debating Society there is something for every pupil to enjoy.

All year groups have a programme of trips and visits. Year 7 spend a night under canvas on a Bushcraft Residential, see a performance at the Royal Opera House, visit a museum or historical palace and enjoy rewards trips throughout their first year with us.

Pupils are able to study Latin at KS3, and we have an established link with Queens College Cambridge allowing us to take groups of pupils for aspirational visits to the university.

Transition Programme

Moving to secondary school is an exciting time and we are proud of the programme we provide at Broomfield School to support both children and their families on the journey from Primary to Secondary. We recognise that this time can be one of many emotions: excitement, trepidation and enthusiasm. We ensure that from the Secondary Offer Day onwards you have access to all the information you need about Broomfield School.

We run an early Transition Day in March which allows you to meet the Head Teacher and gives your child the opportunity to spend the day at Broomfield meeting our staff and pupils and sampling a day at their new secondary school.

This is followed in June and July by our Transition Evening and Induction Days giving pupils the opportunity to spend the day with us, make new friends and meet their teachers leaving with their Broomfield School tie ready for September.

We look forward to meeting you. Come and join us on our journey to Outstanding; be a part of our success.

CHACE COMMUNITY SCHOOL

Open Evening: Monday 20 September, 5pm – 7.30pm

Headteacher

Ms Tanya Douglas

Address

Churchbury Lane
Enfield
EN1 3HQ

Telephone

020 8363 7321

Email

chace@chace.enfield.sch.uk

Website

chace.enfield.sch.uk

Type of School

Community

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4037

Planned Intake

224

Travel

Buses: W8, 191

We are delighted to welcome prospective parents and students to Chace.

Chace is a popular, mixed 11-19 inclusive comprehensive school on a single site in central Enfield, welcoming students of all abilities, speaking in excess of 50 home languages bringing a rich cultural diversity to our successful, learning community.

Our Chace signpost guides us at all times to be the best that we can be.

Commitment to learning – learning is at the heart of all we do at Chace. The school provides a high quality, challenging, broad and balanced education within a supportive pastoral system, in a calm, purposeful learning environment. We aim for all students to take part in exciting learning experiences both inside and outside the classroom so that all make rapid and sustained progress.

High expectations – we set standards, expectations and

aspirations high for ourselves and our students ensuring high quality teaching for successful learning. We work in partnership with parents to maintain high expectations of student progress and conduct, valuing their support so all students can be successful learners at Chace.

All can succeed – every student has talents and strengths which we celebrate. We believe that all students can achieve and excel with hard work and determination.

Confidence and courage – we want all students to become responsible, independent, thoughtful adults who, having enjoyed learning at Chace, will continue to be successful in their future lives.

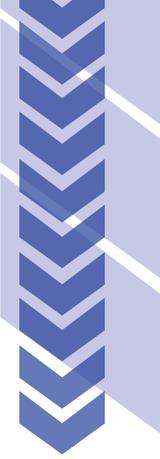
Everyone valued equally – at Chace no child is invisible, all are known by name and encouraged and supported to improve on present best and achieve beyond expectation whatever their starting point.

Ms Tanya Douglas
Headteacher





“The school provides a variety of extra-curricular clubs and trips which support pupils’ development and progress.”
Ofsted June 2018



EVERYONE VALUED EQUALLY underpins all we do so all members of our school community can work, learn and achieve in a safe, purposeful, well-ordered learning environment, with behaviour for learning based on mutual respect and consideration for each other. All students have gifts and talents and we offer excellent extended learning opportunities in the classroom and beyond. The Student Progress team works in partnership with teachers and parents supporting students’ learning in class or through individual or small group withdrawal.

AIMING TO BE THE BEST WE CAN BE, we ensure that all students have access to excellent, challenging learning opportunities in lessons and beyond, supported by regular homework so that all students build on prior learning, improve on present best and achieve beyond expectation. We insist on regular attendance, punctuality, full uniform, and being well prepared for successful learning. The Head of Learning and form tutors have oversight of the learning, progress, welfare and personal and social development of students, moving up the school with students from Year 7 to 11.

Teaching and Learning

All teaching takes place in well equipped, well maintained specialist rooms. Students in Years 7-9 (Key Stage 3) follow the National Curriculum. Lifeskills, our PSHE programme, prepares students to be successful independent learners, able to make informed choices within a framework which explores moral, spiritual and personal development. In Year 7 tutor groups are organised in 8 mixed ability classes. From Year 7 in Maths and Year 9 in Science, learning is organised into sets.

All students in Year 10-11 (Key Stage 4) study English Language and Literature, Maths, Science, Lifeskills, RE, and PE with French or Spanish offered to all students who also choose options from Humanities, Expressive Arts, Vocational and Technology subjects. Flexible learning opportunities are offered through partnerships with the Prince’s Trust and local colleges. We are proud of our rapidly improving performance at GCSE.

Our popular successful 6th Form offers a full range of traditional A level subjects alongside BTEC courses. We are proud of our A Level results enabling our students to go on to study a range of subjects at some of the best universities. Alongside their taught courses 6th Form students benefit from a range of activities including university visits, master classes and outside speakers to prepare them for university, apprenticeships or the world of work.



“The curriculum provides pupils with a broad understanding of the world around them.”

“Pupils feel safe and know how to stay safe. Arrangements to safeguard pupils are effective.”
Ofsted June 2018



EDMONTON COUNTY SCHOOL

Open Evening: Thursday 23 September, 5.30pm at the Bury Campus.
Additional school tours: Please contact the school office if you would like to make an appointment to visit during the school day.

Executive Headteacher

Dr Susan Tranter

Head of School

Mr Paul Miller

Address Bury Campus

Little Bury Street
Edmonton
N9 9JZ

Address Cambridge Campus

Great Cambridge Road
Enfield
EN1 1HQ

Telephone

020 8360 3158

Email

info@edmonton.enfield.sch.uk

Website

edmontoncounty.co.uk

Type of School

Academy

Male / Female

Mixed

Ages

4 – 19

School DfE number

308 4007

Planned Intake

240 (secondary department) for children not already on the roll of the school

We are very proud of our school. Edmonton County is a heavily oversubscribed comprehensive school, deemed 'good' by OFSTED and working towards 'outstanding'.

The proportion of students making more than expected progress is significantly above the national average. As a result of excellent teaching, students make outstanding progress, leading to GCSE outcomes that are well above national levels. The proportion of students making and exceeding expected progress in English, mathematics and Science are always above national averages, which represents outstanding progress, according to our OFSTED report.

From January 2014 we became an 'all through school' which means that we now enrol students from 4 years of age through to 18; admitting 60 children each year into our Reception classes.

To accommodate this primary expansion, we have extended the premises and secondary students are benefiting from a brand new, contemporary and well equipped learning environment. Additionally, our Primary phase students actively use the secondary facilities which in turn reinforce our ECS community ethos. Children in the primary phase are guaranteed a place in the secondary school.

We have two campuses- one at Little Bury Street (Bury campus) and one on the Great Cambridge Road (Cambridge campus). The school will allocate students to a campus, to ensure that there is a balanced mix of 135 students on each. As far as possible, siblings will be placed on the same campus. If parents express a preference, we will do our best to accommodate their wishes.

Dr Susan Tranter
Executive Headteacher

Mr Paul Miller
Head of School



Our Values and Expectations

Our school motto '*Non Nobis Solum*' (Not for Ourselves Alone) embodies our core value which is 'Educating the Community for Success.' We will ensure that your child achieves their true potential, in a safe learning environment that encourages positive working relationships with others and the development of the whole child. We are committed to providing the best quality teaching to promote effective learning.

All students are nurtured and encouraged to develop their individual skills and abilities in a wide range of academic and social contexts. We believe that every student has a right to learn and encourage all students to take responsibility for their learning in school.

Good manners and outstanding behaviour are demanded from all students. The school's code of conduct applies to all members of the school community; students, parents and members of staff are all expected to support the school's expectations and rules, so that a purposeful and respectful learning environment can be maintained.

Teaching and Learning

We provide a progressive and challenging curriculum, with opportunities for students to develop their full capacity for different types of thinking and learning. The curriculum is designed to encourage high aspirations and ambitions for all and to prepare our students for further education and their roles as active participants in society.

Key Stage 3

Students are put into ability groups in year 7, with those identified as the most-able being taught all subjects in a single class. Identification of the particular gifts and talents of individual students at the start of year allows us to target and provide opportunities for these students. Students identified as needing additional support will be taught within a smaller 'Transition' group for non-practical

subjects. The Inclusion faculty works closely with these students to provide support and academic and pastoral interventions.

Key Stage 4 and beyond

Key Stage 4 is a three year programme leading to GCSE and equivalent examinations and offering different pathways. All students follow a core curriculum and choose from a range of options, most of which lead to the English Baccalaureate. Close links with local colleges of Further Education provide opportunities for students to take up part or full time specialist courses, where appropriate. Students are further supported by the Information and Guidance support team in school, who provide career information in school and work experience opportunities for students.

In recent years, our GCSE results and Progress 8 scores show that students make significantly more progress than the national average by the end of Key Stage 4."

At A Level we have been judged to be 'outstanding' (ALPS 2) for the last four years based on the progress of students, placing us in the top 10% of all UK post-16 providers; we consistently have at least 50% of students gaining the highest grades (A*-B).

Celebrating and rewarding the achievement of our students

We have high expectations of all students and reward students for meeting these expectations. Challenge grades are used to encourage students to do better than they thought they could, with the most-able students exceeding their demanding targets. At A Level we have 50% of students gaining A* to B. We are currently at ALP's 2 'Outstanding', placing us in the top 10% of UK sixth form providers placing our L3 VA at +0.26.

A wide range of reward schemes are used with students to celebrate academic effort and achievement in class or contribution to wider school life. We encourage students to support one another in striving to reach their true potential.



"There is always someone to help you and always a teacher you can trust." A student

"I am really pleased with the progress of my child since joining the school. Students are really encouraged to learn." A parent



"Teaching is good and at times outstanding. Teachers have good subject knowledge and high expectations which they use effectively to engage and motivate students." Ofsted



ENFIELD COUNTY SCHOOL FOR GIRLS

Open Evening: Monday 4 October, 6.30pm at the Lower School site, Rosemary Avenue. Please note there will be no parking available either on site or in Rosemary Avenue and the surrounding streets. Parents are strongly advised to use public transport.

Headteacher

Ms Jennifer Gumbrell

Address Lower School

Rosemary Avenue
Enfield
EN2 0SP

Address Upper School

Holly Walk
Enfield
EN2 6QG

Telephone

020 8363 3030

Email

ecsgeneral@enfieldcs.
enfield.sch.uk

Website

enfieldcs.enfield.sch.uk

Type of School

Community

Male / Female

Girls

Ages

11 – 19

School DfE number

308 4030

Planned Intake

186

Twitter

@EnfieldCounty

Welcome to Enfield County School for Girls, a vibrant and exciting place to learn with a strong sense of purpose and achievement.

I am very proud to be the Headteacher of this school and to work in such a culturally diverse school community.

Enfield County School for Girls values of: Respect, Responsibility, Equality of Opportunity, Co-operation and Generosity of Spirit permeate and guide the work of our school and we look forward to welcoming and working in partnership with you.

We work to provide a daily learning experience which educates and empowers each student to recognise and grow her gifts and talents to become the very best version of herself and become a leader of tomorrow, and our school motto of “Onward Ever” encapsulates this perfectly.

‘Learning Today, Leading Tomorrow’

Everyone who works, studies, visits and shares in our school community is expected to actively support and reflect our values and the ethos that we are working to ensure is woven through our school.

Respect – developing self-respect, respect for others and respect for our learning environment.

Responsibility – developing personal responsibility for our learning, actions and attitude.

Equality of Opportunity – ensuring fairness and justice and celebrating the diversity of our school.

Co-operation – working together and building strong relationships for the shared good of our school community.

Generosity of Spirit – becoming the best version of ourselves.

A strong sense of purpose, shared by teachers, support staff and our Governing Body ensures that we build strong relationships and continue school improvement to ensure the best for our students.

Learning in Partnership

We expect to develop close and effective working partnerships with parents and carers and recognise how important this is to promoting the achievement and progress of your daughters.

Our website and twitterfeed are important ways of sharing information about our school and we encourage parents and carers to regularly engage with these.

Ms Jennifer Gumbrell
Headteacher





“I love this school because it’s an all-Girls community; everyone’s really nice here and I’ve learnt so much since I started in September. I feel like I really belong here.”
Year 7 student, 2021

Curriculum

Our aim is for every student to experience an engaging, broad and balanced curriculum that develops her independence, resilience and critical thinking from Years 7 to 13. Our curriculum is organised into a two-week timetable where all lessons are one hour in length, five lessons per day and all our courses adhere to the requirements of the National Curriculum with a focus on the EBacc at KS4. We conduct a curriculum review every year to ensure we are delivering outstanding teaching and learning and also encouraging high aspirations for all our students. All of our subjects are taught in mixed-ability groups with the exception of Mathematics and Science.

All KS3 learning takes place at our lower site, Rosemary Avenue where our Years 7 to 9 are based – alongside subjects such as Art, Drama, Computing, English, Geography, History, Mathematics, Music, Physical Education, Religious Studies, Science, Technology, all students also study either French or Spanish. Personal Development, Citizenship and Mental Wellbeing are also delivered in weekly lessons at KS3.

All our staff travel daily and teach between the sites and students in Years 10 to 13 are based at the upper site.

At Key Stage 4, students begin to shape their own curriculum when they choose two options subjects to study at GCSE. All students will be entered at the end of Year 11 for:

- English Language
- English Literature
- Mathematics
- Science (worth x2 GCSEs)
- French or Spanish
- Geography or History

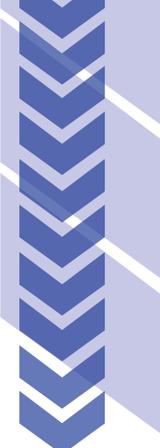
Students can then choose two more GCSEs to study – our current list of subjects are: Art & Design, 3D Design, Classics, Computer Science, Drama, Film Studies, Health & Social Care BTEC, Music, PE, Psychology, RS, Sociology, Textiles. Alongside their GCSE studies, all KS4 students have core PE once a week and follow an extensive Personal Development programme that covers all Citizenship, SRE and Careers Education.

In 6th Form, at KS5, we offer a wide range of Level 3 courses, blending BTEC and A Levels.

Alongside their studies, we offer a rich and diverse extra-curricular schedule of activities to all our students including sport, music, performing arts, Duke of Edinburgh, debating, Model UN, STEM Club, Young Magistrates, Cadets and many others.



“Very impressed on how the school has made the lockdown experience as normal as possible and I really appreciate how each and every teacher has stayed connected with my daughter. Highly recommend the school to other parents. Thanking all the staff.”
Year 7 Parent, 2021



ENFIELD GRAMMAR SCHOOL

Open Evening: Monday 4 October, 5.30pm – 8pm at the Upper School site, Market Place

Headteacher

Mr Christopher Lamb

Address Lower School

Enfield Court
Baker Street
Enfield
EN1 3EX

Address Upper School

Market Place
Enfield
EN2 6LN

Telephone

020 8363 1095

Email

office@enfieldgrammar.com

Website

enfieldgrammar.com

Type of School

Academy

Male / Female

Boys

Ages

11 – 19

School DfE number

308 5404

Planned Intake

180

Enfield Grammar School is a school for boys. We teach boys to value themselves and others. We teach boys to work hard, be polite and respect those that they meet. We teach boys to empathise, to care and to lead. We teach boys until they can learn for themselves. We teach boys how to become young men.

At Enfield Grammar School we know that:

- our progress score puts us in the top third of schools in Enfield for boys' progress
- nationally from 2016-2019 the progress score for boys was below zero
- locally, during the same years, the progress score for boys was below zero
- Enfield Grammar School, during the same years, had year on year improved progress scores and in 2019 (due to covid the last year of verified GCSE results) our progress score was POSITIVE 0.12

As the Headteacher at Enfield Grammar School, I think:

- boys develop a stronger sense of self and desire to achieve in a single sex setting
- boys grow in confidence when talking about their feelings, fears and ambitions in a single sex setting
- boys engage more with learning, ask more questions and are prepared to make more mistakes, in a single sex setting

Enfield Grammar School has a distinguished history, providing an education for local boys since 1558. Our ethos, values and traditions contribute immensely to our success as a school.

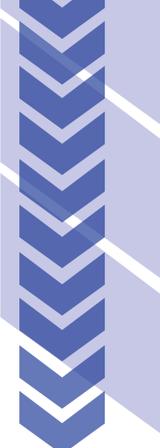
We are a comprehensive school (despite the name "Grammar") catering for boys of all abilities. Our aims are to promote and uphold high standards of achievement; to provide opportunities for all boys to succeed and to develop in our students, a set of personal values based on honesty, trust, tolerance and respect for others. We are very proud of our traditions and they have helped us become the school that we are today; a school graded by OFSTED as a "GOOD"





“Teaching is particularly effective in Mathematics, English and Science in all key stages.” Ofsted 2018

“In many lessons, teachers use remarkably effective questioning to deepen and develop pupil’s understanding.” Ofsted 2018



school in all areas in 2018 and one that has so many outstanding aspects within its day-to-day workings.

We are a highly successful school. Academically, we are one of the highest achieving schools in the borough. Our students’ examination results are consistently above the borough and national average. Our boys excel in sport at borough, county and national level and they perform musically to an exceptionally high standard. We offer an extensive range of extra-curricular activities to inspire and stimulate students, so that every boy can benefit from different learning experiences, develop his talents and skills and truly enjoy what our school offers.

Hopefully, you will consider sending your son to Enfield Grammar School because you believe, as we do, that he will receive a first-rate education that will help him succeed and be fully prepared for adulthood.

Christopher Lamb
Headteacher

Location and facilities

Situated in the heart of Enfield Town, the school is based on two sites, approximately five minutes’ walk apart, in a mixture of modern and historic buildings.

In addition to mainstream teaching rooms, our specialist accommodation comprises a well-stocked library with a wide range of literature that appeals to teenage boys and inspires them to read; several Computer Science suites on both sites; a Lower School Sports Hall (which opened in May 2014) to complement the Sports Hall at the Upper School; a gymnasium, with state of the art exercise and fitness equipment, adjacent to the Lower School Sports Hall. Additionally, we have a dedicated Music Block that provides practice and teaching rooms to support a variety of musical opportunities for boys of all abilities and a purpose-built Technology Block that opened in 1996.

The School’s extensive sports grounds are situated at the Lower School, including our

floodlit, all-weather 3G Artificial Turf Pitch, opened in March 2017, which further enhances our splendid sports facilities. We take great pride in our strong sporting traditions and exceptional level of success in school sports. We encourage boys to participate in sports for health and fitness as well as for enjoyment. Our partnership with Nuffield Health enables boys to take their individual fitness, health and personal well-being seriously and encourages them to enjoy a healthy lifestyle.

Education

We use a variety of pupil groupings to maximise learning opportunities. We plan incredibly hard for a smooth transition from year 6 to 7 using Primary School records and Teacher Assessments to place the boys in 6 forms of mixed ability. This allows the boys to settle and build friendship groups, which is so important in the first year of Secondary School.

The progress of every pupil is monitored carefully. Individual needs are kept under constant review to ensure that pupils are fully supported and challenged to stretch themselves further to achieve as much as they can.

We expect from our pupils positive attitudes and behaviour conducive for learning. We believe in developing the knowledge, skills, understanding and qualities that are required for a fulfilling and successful life beyond school as an active citizen.

We endeavour to expand the horizons of our pupils and raise their aspirations to fulfil their dreams and ambitions and we provide bespoke advice and guidance along the way. The majority of our pupils remain at Enfield Grammar School post-16 to continue their education in our successful Sixth Form. Subsequently, many go on to higher education at some of the most prestigious Russell Group universities.

Our school motto, ‘*Tant que je puis*’ (As much as I can) reflects the aspirations of the entire school community.

We welcome all boys and families who espouse our values, ethos and ambitions.



HERON HALL ACADEMY

Open Evening: Tuesday 5 October, 5.30pm – 7.30pm

Headteacher

Mr Arthur Barzey

Address

Queensway
Ponders End
Enfield
EN3 4SA

Telephone

020 8443 9631

Email

office.heron@chat-edu.
org.uk

Website

heronhallacademy.org.uk

Type of School

Free School

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4000

Planned Intake

240

Travel

Buses: 121, 191, 279,
307, 313, 349, 377, 491
Train: Southbury

As you walk into Heron Hall Academy you get a feeling of pride, of being somewhere everyone matters, where no one is left behind and where every single student can reach their full potential. The magnificent building and facilities, added to the attitude and high aspirations of our staff, inspires our children to work hard and stretch themselves.

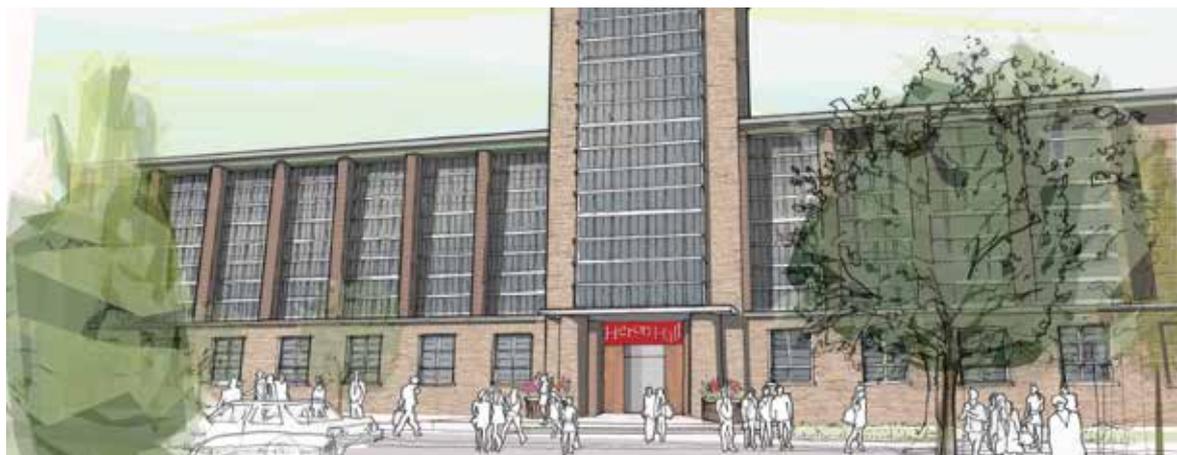
We are delighted that Heron Hall has been shortlisted for an award as the UK's most Outstanding Secondary School, 2021. The prestigious 'Pearson Awards', which have been running for 25 years, receive hundreds of entries every year. To gain such national recognition is the result of an incredible team effort and so much hard work, involving the school staff, our amazing students and our wonderful families.

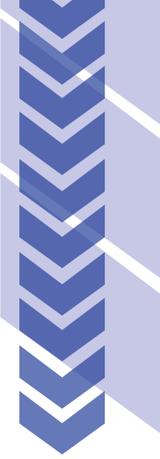
We originally opened in September 2013 with a mission to provide a first-class education to the children in our community. We are part of the new North Star Community Trust and based on the former Middlesex University site in Ponders End. An extensive, multi-million-pound

refurbishment of the buildings we acquired has helped us create a fantastic school with wonderful facilities. These include some of the biggest science labs in London, large, light and airy classrooms, a brilliant indoor sports hall and all-weather outside sports pitches, and a library we are very proud of. This year, our Trust nominated us twice for prestigious national Secondary of the Year school awards.

Led by one of the few black headteachers in the UK, there has been a sustained focus on equality and diversity since the school began. The school has embraced the local community in developing a rich and diverse curriculum with books studied, for example, from authors from a wide variety of ethnic origins.

With a truly ethnically diverse teaching and learning team and the school has a laser like focus on developing character and self-belief, as well as embedding pastoral care into the very DNA of the school. We aim to be an outstanding school recognised for its excellent academic standards, with strong pastoral care and support for our families at the heart of what we do, producing confident, well rounded students who can be successful in any social sphere. Literacy is at the core of the school. We have created a culture of literacy that has impacted significantly





on the progress of our students' reading ages and more importantly, encourage a life-long love of reading.

Our first Ofsted inspection rated us as a good school.

We were very pleased with our first set of GCSE results. We were placed third in the Borough with regards to progress 8 (+0.34) and 58% of Year 11 students left Heron Hall with Grade 5+ in both English and Maths. We followed this up in 2020 by celebrating another year of academic success maintaining our year on year upward trend in improving. We were extremely pleased with the progress made by all students which is shown in our Progress 8 score of +0.92.

At Heron Hall, we have strong values based around the pillars of STRIVE: Supportive, Tolerant, Resilient, Integrity, Visionary, Excellence. As a result, we have high aspirations, high expectations and high standards of all of our staff and students to ensure that our Academy is a happy, friendly and safe place to study.

We will do everything we can to ensure child succeeds. We will do this through:

- High educational standards reflected in student outcomes and achievements
- Personal development for a rounded education
- All students are known and valued, to achieve their full potential
- High expectations of staff and students in a 'no excuses' culture
- Excellent teaching and pastoral care
- A supportive, safe and stimulating learning environment
- A curriculum that is tailored to meet the specific needs of our area and intake

We hope that you will want to join with us and become part of our school family.

Arthur Barzey
Headteacher

Teaching and learning

Students in Year 7 will be taught a range of subjects that prepare them for examination subjects at Key Stage 4. They are taught in groups of approximately 30 students for all lessons. All students will be given the support that they need to enable them to work at the appropriate level. In Year 7 students will be taught English, Maths, Science, French or Spanish, Food Technology, Design Technology, History, Geography, Religious Education, Music, Art, Drama, Physical Education, Computer Science and PSHE. English, Maths and Science are set at the start of Year 7 so

that students' education is tailored to the level that they are currently working at. Students who need extra support will be identified and the appropriate interventions will be put in place.

Transition

To make sure that the school gathers all the important information about every student coming to Heron Hall Academy, the Head of Year 7 will arrange a welcome interview. This interview is an opportunity for parents and carers to get to know the staff at the school and to ask any questions they may have about the school. The Head of Year also asks the local primary schools to provide a summary of your child's learning and friendship groups which enables the students to be grouped appropriately. Heron Hall Academy arranges taster days at the end of the summer term where the future Year 7 students attend the school for two days to get to know the staff, their peers and the school. There are also opportunities for Primary school students to experience the Secondary curriculum through joint Drama and Music productions, and Secondary teachers working with the Primary teachers in their classrooms.

Extra-curricular provision

We are pleased to be able to offer a range of extra-curricular clubs that the students can attend after school. These clubs are offered after school between 3:30pm and 4:30pm on Mondays to Fridays. Clubs will allow students to extend the learning that they have been doing in the classroom as well as focus on activities that they enjoy taking part in. Homework support is also available after school for students who would like extra guidance or provision within a particular subject area. Provisions are also in place to extend students learning through regular visits to theatres, museums as well as experiences in other European countries.

The Physical Education department have joined the Enfield Secondary School Sports Association (ESSSA) so that we can offer our students the opportunity to take part in inter school competitions. The departments also offer the Duke of Edinburgh training and certification for lifelong learning.

Community Outreach

We have established a successful Families & Friends of Heron Hall group, holding events such as international evenings and a major art gallery show. Our dedicated Outreach team, has been praised nationally by Save the Children, forming deep relationships within the Somali, Turkish and Afro Caribbean communities. It has created a much loved 'Parents café' within the school, offering a space for parents to meet and make friends.



HIGHLANDS SCHOOL

Open Evening: Monday 11 October, 6pm – 9pm

Headteacher

Mr Vincent McInerney

Address

148 Worlds End Lane
Winchmore Hill
N21 1QQ

Telephone

020 8370 1100

Email

post.box@highlearn.uk

Website

highlands.enfield.sch.uk

Type of School

Community

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4043

Planned Intake

240

Travel

Buses: W9, 125, 616,
692, 699

Train: Grange Park

Highlands School is a high-performing, mixed comprehensive school serving the west side of Enfield.

The school opened in 2000 in brand new buildings surrounded by landscaped outdoor spaces and playing fields. The school is proud to serve its local community and is very popular, with more than 1,500 preferences to join year 7 in 2020. The sixth form is also thriving, with nearly 200 students starting year 12 in 2020, joining us both from Highlands and from other secondary schools across north London. Highlands has twice been judged 'Outstanding' by OFSTED and students at the school outperform students nationally both in terms of attainment and progress.

Our success is built upon our values: determination, aspiration, respect and equality (DARE).

Our curriculum is broad and academically challenging in order to prepare students for the rigours of further study or work. We are not, however, a school that thinks only of results; Highlands promotes the performing arts, sports and extra-

curricular activities. We also support learning and raise aspiration outside the school setting through our promotion of programmes such as the Duke of Edinburgh Award and through our fantastic range of visits, which have included trips to Zambia, Barcelona, New York and skiing.

We are an inclusive school, with students from a range of backgrounds. We have a commitment to nurturing and supporting each and every student that joins us. We chose 'equality' as one of our core values because we are a school that celebrates diversity.

At Highlands we also place emphasis on good behaviour and character. Excellent learning is underpinned by excellent behaviour. We expect our students to show respect when interacting with other members of our school community and to uphold the reputation of the school in the local area. By helping our students develop a calm, hard-working and determined approach to learning, they will be well placed to achieve highly when they leave our school.

Mr Vincent McInerney
Headteacher





“When teachers believe in you, you set your sights even higher. At Highlands teachers never accept second best!” A student

Teaching and Learning at Highlands

The whole school is focused on creating a centre of excellence in learning. Students undertake a broad, balanced and knowledge-rich curriculum at KS3. Our students have the opportunity to sit two GCSEs by the end of year 10, giving them additional curriculum time to focus on their remaining GCSEs in year 11. We send home reports to all parents twice a year and this allows for regular monitoring of progress.

We have a large sixth form with over 300 students. There are currently on offer over thirty A level subjects as well as a small number of BTEC qualifications. Our students progress to a wide range of universities including Oxford and Cambridge. We expect most of our students to be with us for seven years.

We are determined to ensure that the learning process for students in all subjects is demanding and challenging but also hugely enjoyable, varied, interactive and scaffolded.

Our students are encouraged to set high standards for themselves and develop all aspects of their learning, including the creative, aesthetic, emotional and physical, as well as the intellectual and academic. Visits, trips and activities, which cross curriculum boundaries and often happen outside of the normal timetabled day, also form an important part of the curriculum as do opportunities for performance, debate, discussion and public-speaking.

Our Facilities

As you would expect from a new, purpose built school, our working environment is impressive and established to deliver a broad curriculum for the future. All specialist areas are equipped to the latest specification and we have a wireless ICT network across the school. We have 10 laboratories to enable investigative, experimental science in all years and well-equipped specialist rooms for Computer Aided Design and Computer Aided Manufacture.



“Over the years I have told anyone who would listen what a brilliant school Highlands is, and what a fantastic team you have working there.” A parent



KINGSMEAD SCHOOL

Open Evening: Thursday 16 September, 5.30pm

Headteacher

Mr David Medway

Address

Southbury Road
Enfield
EN1 1YQ

Telephone

020 8351 5000

Website

kingsmeadschool.org

Type of School

Academy

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4015

Planned Intake

252

In 2019 our GCSE results were in the top 20% nationally and our A Level results have been in the top 20% nationally for over a decade. Real success is a basic expectation here.

What makes this all the more remarkable is that at Kingsmead, we do things the right way, not the easy way. In 2019, 77% of students were entered for the English Baccalaureate subjects at GCSE (the national average is 35%). We aim for that to be 90% plus in the future. That means that we refuse to put students into 'easier' courses simply to make the school look good. Instead, we accept that the best education comes from a challenging curriculum and to rise to the challenge of getting the results regardless.

What makes this all the more remarkable again is that our curriculum is as broad as it is challenging, with the majority of students taking eleven GCSEs from a choice of 26. As of 2018, we offered 27 different A Level courses. We do not restrict what children can study. Whatever a student's particular loves and interests, we are proud to say they can study them with us.

In addition to the formal curriculum, we offer a wide range of extra-curricular activities and engagement with the world. Throughout the year we stop the normal timetable to do things differently, which could mean anything from a tile making workshop to a treasure hunt around the City of London, to concerts at St. Paul's Cathedral. Even not on those days, there are dozens of school trips in the UK and abroad every year.

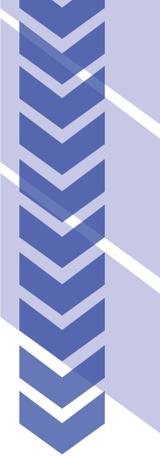
Lastly, we are a school with a Performing and Visual Arts specialism, which not only means many of our students join us in Year 7 because of their aptitude, but also that throughout their time here, students are offered opportunity after opportunity to engage with the Arts.

All of this is possible because we are determined that all students will be successful and have been recognised by various publications and organisations for our approach to behaviour and inclusion. We are a calm and formal school with strong expectations of personal conduct and responsibility. However, Kingsmead is also compassionate and supportive community and I am proud of our inclusive ethos. Indeed, our level of exclusions is well below what would be expected by Ofsted.





“The extensive range of enrichment and personal development opportunities are underpinned by robust systems that manage behaviour and respond quickly to concerns if raised.”
Ofsted June 2016



We aim for every child to be able to access a university course or professional career. Every new student will receive appropriate support and guidance to help them achieve that. Students' progress is closely monitored and as a parent you will always be kept informed of your child's development.

We are heavily oversubscribed each year, but I hope you can visit us so you can see for yourself quite what makes being a Kingsmead student so special.

David Medway
Headteacher

Curriculum

The curriculum at Kingsmead is broad, balanced and relevant. We are determined that students gain the knowledge and understanding of the world that they need to be successful. Year and Student Councils give students an opportunity to contribute to decisions and changes. Praise, rewards and commendations are an important aspect of Kingsmead's philosophy.

Years 7 and 8

The timetable for students in Years 7 and 8 includes Latin, English, Mathematics, Science, Geography, History, French, Technology, PE, Art, Dance, Drama, Music and Religious Education. Computing is used across the curriculum with a weekly period in Years 7 and 8. GCSE preferences are selected at the end of Year 8. The 10% of students who are admitted on the Performing and Visual Arts criteria will also have one extra lesson per week relating to their specialism.

Years 9, 10 and 11

During Years 9, 10 and 11 students study all of the above and have the opportunity to begin a second language. Year 10 and 11 students follow a common core curriculum of studies in English, Mathematics, Science (Additional Science or Biology, Chemistry & Physics as single GCSEs), RE, Physical Education and one period of Computing. Many options, leading to GCSE qualifications, are available for students to select at this stage of their education. Some of our GCSE options include: Art, Economics, Business Studies, Drama, French, German, Spanish, Latin, Media Studies, Music, Textiles, Food Technology, Graphics, Photography and others.

Gifted and Talented

There are programmes to extend those who are gifted or talented in any area, in all years. Students can follow a distinct curriculum that is designed to stretch their abilities, therefore maximising their potential, this includes studying Latin and taking early entrance public examinations up to A level.

High Expectations and Links with Parents

There are various information evenings and an annual academic evening for each year group. A comprehensive report is sent to parents every half term including a summative report at the end of the year. We expect the highest of standards from our students including the wearing of the school uniform and the completion of home-learning. An Anti-Bullying Policy and Behaviour Policy are central to setting the tone of a safe and responsible community. Senior staff are involved in gate, site and bus stop supervision. All students stay on site during the school day, including the lunch hour.



“It is fantastic that staff are on gate and bus stop duty at the beginning and end of the day, I am glad my son attends Kingsmead.” A parent



LEA VALLEY ACADEMY

Open Evening: Thursday 30 September, 5.30pm – 8pm
You are welcome to visit during the working day – please phone to make an appointment.

Headteacher

Mr Stephen Kinson

Address

Bullsmoor Lane
Enfield
EN3 6TW

Telephone

01992 763666

Email

enquiries@lvhs.enfield.
sch.uk

Website

leavalley.org.uk

Type of School

Academy

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4038

Planned Intake

180

We are delighted to welcome you as a prospective parent to Lea Valley Academy.

Lea Valley Academy is part of Edmonton Academy Trust. The Trustees have taken the decision to merge with Edmonton Academy Trust to create a larger organisation with many more opportunities for students and staff. Both Lea Valley Academy and Edmonton County School are judged 'Good' by Ofsted.

At Lea Valley, we believe education is the means to unlocking potential and creating life opportunities for all those that study and work at our school. The shared vision, which underpins our approach is that:

- Every student has the right to a high quality education
- Every student has the right to learn in a safe environment free from bullying, teasing and disruption
- A child's education matters because this is their chance to succeed.

Supporting students on their learning journey

The transition to secondary school is an important time for your family. We are confident that our school will support your child at this crucial time for them. Our pastoral team comprised of: Head of Year, Student Manager and Form Tutors will support your child along their journey whilst at Lea Valley and provide you with a regular point of contact. This enables home and school to work closely and effectively together. At Lea Valley, parents and carers have regular opportunities to come into the school to learn about their child's learning, their academic progress and how best to support them at home in partnership with the school.

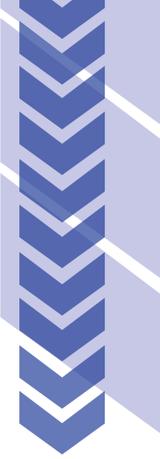
Our Expectations

We are committed to providing the best quality teaching to promote effective learning. All students are nurtured and encouraged to develop their individual skills and abilities in a





“We are very glad we chose Lea Valley – we have had a really positive experience and good support from the staff.”
Parent of a Year 10 student



wide range of academic and social contexts. We believe that every student has a right to learn and we encourage all students to take responsibility for their learning in school.

Good manners and outstanding behaviour are demanded from all students. The school's code of conduct applies to all members of the school community. Students, parents and members of staff are all expected to support the school's expectations and rules, so that a purposeful and respectful learning environment can be maintained.

Teaching and Learning

We provide a progressive and challenging curriculum, with opportunities for students to develop their full capacity for different types of thinking and learning. The curriculum is designed to encourage high aspirations and ambitions for all, to prepare our students for further education and their roles as active participants in society.

Key Stage 3

Students are placed into ability groups in year 7, both for literacy and numeracy; with those identified as the most-able being taught in a single class for all subjects. Identification of the particular gifts and talents of individual students at the start of the year allows us to target and provide opportunities for these students. Students identified as needing additional support will be taught within a smaller 'Transition' group for non-practical subjects. The Inclusion faculty works closely with these students to provide support and academic and pastoral interventions.

Key Stage 4 and beyond

Students transition from Key Stage 3 to 4

in year 9; leading to GCSE and equivalent qualifications at the end of the key stage in year 11. At Key Stage 4, the curriculum is made up of two parts: the core curriculum and a student's own personalised pathway. The core curriculum is designed to equip students with the essential skills required to succeed in the modern world and is comprised of English, Maths, Science, ICT and Citizenship. In addition to this, each student is supported and guided through the process of choosing their own personalised pathway with a wide range of academic, practical and vocational courses on offer.

Beyond Key Stage 4, our popular sixth form offers students a continued wide range of courses tailored to meet the needs and interests of individuals.

Beyond the classroom

We encourage our students to view all experiences as learning opportunities and appreciate that learning is a lifelong activity that occurs beyond the classroom. Our enrichment curriculum is designed to instil students with the confidence to take the opportunities life will present them and make the most of them. At Lea Valley, we ensure that learning involves residential trips, visits to museums and art galleries, theatres, careers fayres and university visits– all with the intention of widening each young person's horizon. In addition, students have the opportunity to be involved in after school activities ranging from sports clubs to our highly successful school productions.

Thank you for your interest in our school. We look forward to meeting you at our prospective parents evening.

Mr Stephen Kinson
Headteacher



“Lea Valley feels like being part of a family.”
Sixth form student



OASIS ACADEMY ENFIELD

Open Evening: Tuesday 28 September, 5.30pm – 7.30pm
Open Mornings: 22 September, 5, 14 October, 8.45am – 10.30am
Open door: Tours can be arranged at other times by telephoning the Academy.

Principal

Mr Anthony Williams

Address

Kinetic Crescent
Innova Park
Mollison Avenue
Enfield
EN3 7XH

Telephone

01992 655400

Email

info@oasisenfield.org

Website

oasisacademyenfield.org

Type of School

Academy

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 6905

Planned Intake

180

Travel and Parking

Buses: 121, 491
Train Station: Enfield Lock
Parking: Kinetic Crescent
and surrounding streets

This is an exciting time to join Oasis Academy Enfield. As the new Principal, there is a great opportunity to build on the achievements and successes already established.

Our fervent aim, is to ensure all students have a rich, rewarding and enjoyable experience at our Academy. To this end, we place great emphasis on our culture and ethos so students are clear about our expectations, are well supported, and achieve well.

We acknowledge that a calm and purposeful learning environment, creates a solid foundation for learning with the highest expectations for behaviour, a good work ethic and mutual respect. We know that students thrive when these values and expectations are consistently evident and therefore, we provide the nurture, care and support to achieve this.

Our curriculum provides students with the necessary breadth and depth of knowledge and skills they need to acquire and secure at Key Stage 3, providing a sound platform for Key Stage 4 in preparation for GCSEs and beyond. We also place a high priority on enrichment at Oasis Enfield Academy, offering opportunities for students to engage in various clubs, activities, trips and visits to broaden their horizons and make new friends.

We are totally committed to providing the very best education provision for your child. Our teachers and staff have a genuine desire to see that every student not only fulfils their potential but develops the character and attitude they will need to be successful beyond their school years. Working in close partnership with parents, we want our students to be fully equipped to face an ever changing world of work, bringing their own unique gifts and talents that will contribute to a stronger community and society for us all.

Anthony Williams
Principal

Our Ethos

The Enfield Way is our interpretation of the Oasis Ethos for students and staff.

- **Lead:** We will inspire others to make positive contributions to the Academy and the local and global communities in which we live
- **Excel:** We will be the best we can be
- **Aspire:** We will have the highest expectations of ourselves and others for both learning and behaviour
- **Resilient:** We will persevere, enjoy a challenge and not give up easily
- **Nurture:** We will be care for one another, our academy and the community at Oasis Academy Enfield, our mission is to be the best that you can be. The Enfield Way is to LEARN.



Oasis Horizons

With Oasis Horizons, every student who joins the Oasis Academy Enfield family will receive their very own iPad for the duration of their time with us. We want to give our young people equality in their opportunity for learning, therefore the iPad will be theirs to use at school and at home.

Filled with educational apps, the iPad is used in lessons for exploration of learning, class quizzes and teamwork projects. They are a fantastic teaching tool for our staff to keep on top of new resources, students understanding. And preparing our students for a future working with digital technologies.

The iPads have strict e-safety measures in place to keep every child safe online, both at the academy and at home, alongside lock and tracking features should the device go missing.

Our Curriculum

At Oasis Academy Enfield, we place emphasis on those subjects that will most fully equip students to enter the Sixth Form, go to University and follow career paths that will lead them to achieve and fulfil the life they most wish for themselves and their families. Success in the core subjects of English, Maths and Science is essential in unlocking the potential of students wishing to study further with us at post-16 and beyond. Without success in these core subjects, students can find themselves at a disadvantage and we therefore place great emphasis on success in these areas of study.

Greater emphasis is given to English Baccalaureate (EBacc) subjects and we ensure that there is appropriate provision, support and guidance in the areas of History, Geography and Modern Foreign Languages. The emphasis placed on these subjects by universities and employers cannot be ignored and we offer these subjects to all and deliver a curriculum that recognises achievement and nurtures interest in these subjects. We are proud as an Academy to still offer the full range of creative and performance subjects at KS3 and there are opportunities to continue these subjects into KS4.

A high level of literacy for all of our students is important to us. Students are encouraged to read for pleasure throughout their time at the academy. Our students enjoy reading aloud in class and attending the library. Our librarian listens to the needs of the students and endeavours to bring in books that students are interested in and which provide positive lessons in personal, social and emotional development. All levels of students make good progress in reading through the reading pathways of Lexia, Ruth Miskin or the Accelerated Reader reading strategies.

We believe that students flourish when they have the opportunity to follow a broad curriculum

and therefore, we encourage our students to learn a musical instrument, participate in school productions and performances, and sporting activities to build their confidence and develop wider skills. It is intended that an exciting program of musical and sporting activities will take place regularly throughout the week and across the school curriculum. It is our intention that the broader curriculum will support and develop a love of music in all students, encouraging them to be active participants in learning an instrument and creating their own music. We also support with the cost of music lessons and instrument hire, making these accessible to all.

Our successful Sixth Form offers a wide range of courses. Students follow a personalised learning programme with most following A level courses or a combination of Level 3 Vocational courses such as BTEC and A Levels. We have strong links with Oasis Academy Hadley and share our Sixth Form provision. By doing this, we are able to offer a wide range of subjects and ensure student success, enabling them to go on to study at the top universities of their choice.

Our Student Care

We expect much from our students in terms of personal standards, discipline and attitude. In return we offer students an environment where they feel safe, secure and valued. We believe that our pastoral system provides excellent care, guidance and support.

The highly skilled and dedicated staff in our inclusion provision, support students who have special education needs, or require more specific support with their social, emotional and mental well-being.

We encourage our students to take on additional responsibilities to develop their self-confidence, leadership and presentation skills.

Learning Reviews take place throughout the year. Discussions involve the student, Form Tutors and parents/carers reviewing progress and supporting them to achieve their very best.

Oasis Life Day and Enrichment

Our Oasis Life Day programme offers an exciting range of enrichment activities for all our students. Specialist workshops, visiting speakers and academy developed activities make up our creative Oasis Life Day programme. All students participate in at least three trips throughout each year with no cost to their families.

We offer our students a wide range of extra-curricular activities for all age groups covering sport, music, arts and academic subjects. These activities give students the opportunity to develop skills and interests in a fun environment. We also support with the cost of music lessons and instrument hire, making these accessible to all. We offer residential visits in the UK and abroad.

OASIS ACADEMY HADLEY

Open Evening: Wednesday 15 September, 5.30pm – 7.30pm
Open Mornings: 21, 29 September, 7 October, 9am – 10am.
Open door: Tours can be arranged at other times by telephoning the Academy.

Principal

Zoë Thompson

Address

South Street
Ponders End
EN3 4PX

Telephone

020 8804 6946

Email

info@oasishadley.org

Website

oasisacademyhadley.org

Type of School

Academy

Male / Female

Mixed

Ages

2 – 18

School DfE number

308 6906

Planned Intake

120 for children joining year 7 not already on the roll of the school

Travel and Parking

Buses: 191, 279, 313,
349, 377, 491

Train Station: Ponders End

Parking on site. Woodall Road Car Park for Open Evening. Available on Falcon Road Spur for daytime visits

I am immensely proud to be the Principal of Oasis Academy Hadley.

Hadley is an all-through family school, where children at every key stage from ages 2 to 19 learn well and make great progress.

We pride ourselves on being inclusive and championing the gifts and talents of every individual. The happiness, care and wellbeing of all our children is central to our approach and enables everyone at Hadley to thrive in a safe and secure environment.

We have an established culture of high expectations, where children are taught well and encouraged to develop both academically and culturally. Having such a well-rounded learning experience is central to our purpose as it is this that enables our children to be aspirational for themselves, their families and their community. By nurturing a positive mindset we build children's confidence to be successful whichever path they choose.

As we are an all through school many of our children are with us for the

majority of their formal education and do stay on into our very popular Sixth Form where each year, approximately 95% go onto University with 85% going to Russell Group and top third Universities which are some of the best in the world.

Hadley has a track record of great achievements and is an inspirational place to learn and work. Throughout all Phases of our Academy we have a team of skilled and dedicated staff with a great deal of expertise who are committed to securing the best outcomes.

As a parent you will know your children better than anyone. We really value our parent's views and recognise the enormous trust and confidence they place on us with regard to children's learning and development. For this reason we are committed to working in partnership to secure the best from every child.

I look forward to meeting you at one of our community events.

Zoë Thompson
Principal



Hadley Curriculum

The Hadley Curriculum is carefully structured to empower every child to live The Hadley Way, facing every challenge with the confidence to care, aspire, achieve and endeavour. Our curriculum is broad and dynamic and always prepares children for their next stage of learning where we:

- Create exciting and purposeful opportunities for our children.
- Expect all of our children to have high aspirations for professional and academic life; The National Curriculum and the requirements of examinations and qualifications are reflected in our curriculum.
- Cultivate a rich source of cultural capital through experiences both in the academy and throughout the wider community.
- Address the emerging needs of our children; our curriculum is responsive to the children and compliments our Hadley Steps to Excellence teaching methodology.
- Place the development of Character at the heart of our curriculum, ensuring that every child builds a broad range of personal and social skills that enable learning, growth and participation as active citizens.
- Provide first class career education, including interactions with universities, employers, work experience and one-to-one advice from experts.

In years 7, 8 and 9 we follow a core curriculum with a strong emphasis on English, Maths and Science, Humanities, Computing and Modern Foreign Languages. Children are also taught Technology, Art, Music Sports Dance and Drama through discrete projects timetabled in a carousel. In years 10 and 11 children study GCSEs courses and are expected study for the EBacc qualification but also have the opportunity to study a wide range of additional subjects including Psychology, Sociology, Business, Finance, RE, Statistics and Triple Science.

Our popular and successful Sixth Form offers a range of courses and prepares children for university study. Students follow a learning programme which typically consists of A levels, and Level 3 BTEC courses. Sixth form also follow enrichment programme focussed on developing cultural capital and university preparation. Each year around 95% of our children go on to study at University with the vast majority going to Russell Group and top third universities.

Hadley Cares

At Hadley we appreciate every child as an individual and we also recognise that starting a new school can be an anxious and worrying time. We work hard to maintain an environment where everyone feels safe and valued. To

support the transition process and alleviate anxiety, there are a number of meetings events that take place prior to joining us in order to get to know each child. This includes one to one meetings with parents, meetings with current classroom teacher, meetings with new teachers, and induction day and also a summer school to help to get to know the building and make new friends prior to starting in September.

Every child is a member of a learning group and has a learning guide who they meet every day. This will be your child's main 'go-to' person and person who knows them best.

The learning guide will meet with and maintain contact with parents regularly throughout the year. Each year group also has a year leader who supports their pastoral wellbeing, learning and progress. They are also assisted by a member of the academy leadership team who are each linked to a specific year group.

Learning and progress is reviewed regularly throughout the year. Meetings are held with the learning guide and quality discussions take place with parents and children to agree next steps and support that will enable every child to make good progress and achieve their very best.

Hadley Enrichment

Our unique Life Day programme offers an exciting range of enrichment activities for all our children. Each life day has a particular theme and involves specialist workshops, visiting speakers as well as trips and visits to a range of places, including theatres, museums and universities. All children take part in at least three trips throughout each year with no cost to parents. They will also be given the opportunity to go on a residential trip.

There are many opportunities to take part in wide ranging extra-curricular activities for all age groups which include sport, leadership, music, arts and citizenship initiatives. These activities give children the opportunity to develop skills and interests in a fun and relaxed environment. All children are given the opportunity to play a musical instrument. We also support with the cost of music lessons and instrument hire making these accessible to all. We offer residential visits in the UK and abroad. The Duke of Edinburgh Award programme is offered from Year 9 onwards. The Library is open from 7.30am and with after school study running until 6.00pm.

Hadley Hub

Oasis is committed to working in partnership with the community through our Hadley Hub. The Hub leads on a range of community support initiatives including parent support, youth activities, holiday clubs, adult learning programmes as well as a food and clothes bank.

ST ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

Open Evening: Monday 27 September, 6pm – 8pm at the Lower School site

Headteacher

Mrs Emma Loveland

Address Lower Site

London Road
Enfield
EN2 6EL

Address Upper Site

Oakthorpe Road
Palmers Green
N13 5TY

Telephone

020 8886 2165

Website

st-annes.enfield.sch.uk

Type of School

Voluntary Aided, Catholic

Male / Female

Girls

Ages

11 – 19

School DfE number

308 4706

Planned Intake

180

St. Anne's Catholic High School for Girls is a Voluntary Aided Catholic Comprehensive School, located on two sites in Enfield Town (Years 7-9) and Palmers Green (Years 10-13).

Our Catholic ethos pervades all aspects of school life, making St. Anne's a focused, caring and happy community in which girls flourish. We are an inclusive school and welcome students of all abilities, believing that every child can achieve high standards here. Students at St. Anne's demonstrate outstanding behaviour, enthusiasm for learning and caring attitudes to one another and the wider world.

Pastoral support is a key strength of the school and underpins our academic success. Achievement

Leaders play a crucial role in the care of students and their non-teaching role affords them more time to focus on individual needs within their year group.

Special care is given to our Year 7s to help them settle in and make a successful transition to secondary school and the next stage of their education.

St. Anne's is a high achieving Catholic school. Ofsted judged the school to be 'Outstanding' in December 2016. We are very proud of our school, our students and our many successes. I warmly invite you to visit our school to discover for yourself what St. Anne's has to offer.

Emma Loveland
Headteacher





“My daughter has settled in very well, found a sense of independence, made new friends and is keen to go to school each day. We are very happy.”
Year 7 Parent

The curriculum

Girls at St. Anne's benefit from our broad curriculum and innovative teaching methods. Careful monitoring and evaluation ensure that we keep a strong focus on progress, allowing us to provide additional challenges for Gifted and Talented students and give extra learning support to those who need it.

Our broad enrichment programme provides many opportunities for the girls to continue learning outside the classroom. As well as providing sporting, musical and dramatic activities we enhance learning through homework clubs, intervention classes and summer schools. Students enjoy taking part in concerts and theatrical performances, visiting places of interest and travelling abroad on school trips.

Our successful Sixth Form provides opportunities for girls to extend their academic knowledge and develop skills for University and the workplace.

Caring for one another

Our ethos and the support we provide for our students reflect the fact that Gospel values form the foundation of everything we do at St. Anne's. We celebrate our Faith through morning prayers, Assemblies, Retreats, Masses and special events. There are many opportunities for worship and reflection to nurture girls' spiritual growth.

We provide a safe and orderly environment that is conducive to learning and expect high standards of behaviour and appearance. We foster a culture that inspires our pupils to show tolerance, care and forgiveness towards others. As a result, girls enjoy excellent relationships with one another and with staff, leading to a harmonious and very happy school community.



“I have made a lot of friends. The staff are very kind and helpful.”
Year 7 student



“We are very pleased we chose St. Anne's for our daughter. We like the values they teach as well as the strong academic focus.”
Year 7 Parent



“I feel happy to be attending St. Anne's. I feel safe in an environment where I can be myself.”
Year 7 student



ST IGNATIUS COLLEGE

Open Evening: Tuesday 14 September, 5.30pm – 8pm

Headteacher

Mrs Mary O’Keeffe

Address

Turkey Street
Enfield
EN1 4NP

Telephone

01992 717835

Email

enquiries@st-ignatius.
enfield.sch.uk

Website

st-ignatius.enfield.sch.uk

Type of School

Voluntary Aided, Catholic

Male / Female

Boys

Ages

11 – 19 (Boys)
16 – 19 (Mixed)

School DfE number

308 5403

Planned Intake

186

Welcome to St Ignatius College where we have a rich history of providing Jesuit education for boys in North London for over 125 years.

We value and preserve our heritage and traditions but are also forward thinking and innovative in preparing our students for the demands of the 21st century. We are incredibly proud of our academic standards: our boys make significantly better progress than boys nationally and locally in Enfield, an achievement which totally defies the trends for boys. An all-boys education up to the age of 16 allows boys to focus on their studies and fully explore who they are without some of the pressures of adolescence. However, we are about much more than academic results. Our aim is for our students to thrive in every way so that they have the skills, knowledge, confidence and principles to take their place in the world and lead truly fulfilled lives. We nurture young men with a clear set of values who will go out into the world and make it a better place, speaking out against injustice and ready to be leaders in their communities.

Choosing a secondary school for your son is one of the most important decisions a parent can make. Your child arrives at the beginning of Year 7 and leaves as a young man at the end

of Year 13; the years of experience in between will determine his adult formation, his true education. We are very conscious of the magnitude of the move to secondary school for you as a family and so we work very closely with parents, students and primary school colleagues to ensure a smooth transition so that students make the best start possible, and you and your son feel welcome and secure. We foster warm, open and supportive relationships. The partnership between home and school underpins all we do and we welcome and expect parents to be involved in all aspects of school life.

Our focus is ensuring that each student is challenged intellectually and we expect the best for, and of, each child. We believe that with the right support, all children will achieve, regardless of their starting points. We foster intellectual growth, enquiring minds, independent learners, young people with the qualifications needed to access the next stage of their academic journey.

If you are looking for a school with academic rigour in which your son can flourish in every respect and where you will be integral to his secondary education, then St Ignatius College is the one for you.

Mary O’Keeffe
Headteacher





“St Ignatius was the only school we saw that convinced us it would value our son as an individual. We are delighted with his academic progress and the extra-curricular activities he’s involved in.” Parent
 “I’m proud to be an Ignatian.” Student

Care for the whole person, in Jesuit terms, *cura personalis*, is at the heart of our educational philosophy. Our purpose as a school is to educate the whole child, academically, emotionally, physically, artistically, culturally, socially and spiritually, so that our boys will grow to be confident, successful, responsible, fulfilled adults, working to make the world a better place. Our students excel in the whole range of extracurricular activities on offer to them and we have an enviable record of success in sport and music in particular, competing, and performing, to great success locally and nationally.

Curriculum and Learning

Our curriculum is stimulating, relevant and responsive to students’ needs and interests, and is designed to equip students for the modern world. It is academically rigorous to support the intellectual formation of each student and we continually review our offer to fulfil that goal. For example, we teach Mandarin and are members of the prestigious Mandarin for Excellence Programme. Our curriculum also fosters creativity and the arts, reflecting our distinctive Jesuit mission – the development of the whole person.

Our teachers provide high quality, creative and engaging lessons, challenging students to think for themselves and grapple with complex ideas. They encourage pupils to enjoy learning, enquire about their world and develop a desire to take their learning beyond the classroom.

Facilities and Extra-Curricular Activities

We are fortunate to have extensive grounds and first class facilities including two gymnasias, a

swimming pool, pitches both on and off site as well as modern classrooms, a well-resourced library, a chapel, newly refurbished science laboratories and computer suites. Our vibrant, stimulating learning environment is supported by a wide range of technology and resources.

In order to ensure the fullest possible development of each individual student, and to encourage the pursuit of excellence in all aspects of school life, we offer a rich and varied extra-curricular programme of activities. We have a proud tradition of sporting excellence, especially in Rugby, which has resulted in an impressive sporting trophy cabinet. Alongside sport, we have an extensive music provision. The College also has a long-standing Combined Cadet Force, and a wide range of opportunities to learn and develop beyond the classroom such as the Duke of Edinburgh award, Mandarin and Latin classes, dance, philosophy, debating, STEM club and a range of other societies. Through these activities, we instil in our students the Jesuit ideals of developing character, leadership qualities, resilience and creativity.

Personal Responsibility

Ours is an ordered, calm, purposeful environment where teachers can teach and students can learn. We nurture in students a sense of self discipline, self-worth, achievement and responsibility within the school community. There are numerous leadership opportunities at all stages so that students develop into confident, upright young men with a clear set of values, ready to take a role in society and be true men for others.



“The school offers pupils an impressive range of activities.”
 “Leaders and teachers insist on high standards of behaviour, good manners and respect.”
 Ofsted November 2019



“Leaders have high aspirations for all pupils.”
 “Pupils enjoy school and value their education.”
 Ofsted November 2019



SOUTHGATE SCHOOL

Open Evening: Thursday 30 September, 6pm – 8.15pm
Thursday 7 October, 6pm – 8.15pm

Headteacher

Mr Martin Lavelle

Address

Sussex Way
Cockfosters
EN4 0BL

Telephone

020 8449 9583

Email

office@southgate.enfield.
sch.uk

Website

southgate.enfield.sch.uk

Type of School

Academy

Male / Female

Mixed

Ages

11 – 18

School DfE number

308 4029

Planned Intake

250

At Southgate School, we empower students to navigate their future and find a direction in life that truly reflects their unique talents and personality.

Combining a broad curriculum and enrichment opportunities with strong pastoral care and high quality teaching, we inspire, challenge and support each individual student to ensure they thrive both personally and academically.

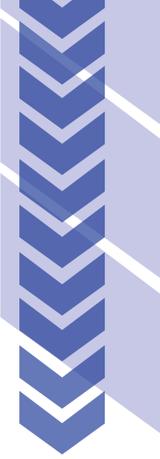
Academic rigour and excellent exam preparation are a given. We provide the opportunities for our students to grow as individuals, develop their unique talents and skills, assume leadership roles and form lasting friendships; all of which allow them to step confidently into the real world.

If you are looking for a strong, dynamic school where students are valued as individuals and there is a track record of academic success, then Southgate School is for your child.

Read on to find out more about life at Southgate School. I look forward to meeting you soon.

Mr Martin Lavelle
Headteacher





Academically ambitious

Our highly experienced, talented and dedicated team of teaching staff inspire and equip our students to strive for personal excellence in all their endeavours.

We prepare and empower students for the future by providing an environment in which academic curiosity is cultivated, high aspirations are encouraged, confidence is built and individual talents are nurtured.

We regularly celebrate our students and their academic achievements and are proud to be one of the top performing schools in the borough. Our Sixth Form students secure places at prestigious universities, including Oxbridge and Russell Group universities, apprenticeship schemes and work placements; and it is always a pleasure to welcome them back to share their experiences and successes from across the career spectrum.

Educating the whole child

Life at Southgate is about much more than academic success. Students are encouraged to explore and engage in a whole host of activities, trips and events which take place beyond the classroom.

There are many sporting activities, debating club, drama productions, music concerts as well as an 'Oscars' evening for our Media students and a termly music festival. The Duke of Edinburgh's Award scheme has mass student participation rates and others take up roles of responsibility through our mentoring programme and student leadership teams. We are also delighted to offer the chance for some of our students to work with PhD students through the Brilliant Club.

These opportunities promote personal growth and allow students to develop key skills and qualities that will be an invaluable addition to their university applications and CVs.

Paramountly progressive

We are a member of the Middlesex Learning Trust. The Trust and its schools have a long history of maximising the potential of every child and improving their life chances. Within the Trust, there is a palpable commitment

to fostering high aspirations in all children in order to secure the very best outcomes for them regardless of their background. All schools within the Trust are committed to this moral purpose and are supported to secure the very best educational outcomes. Through the sharing of best practice with The Compton School, being at the forefront of national incentives and developing cutting edge solutions, we are constantly challenging ourselves to exceed our past successes.

We have also formed the Southgate Learning Alliance which brings other leading schools from Enfield, Barnet and Hertfordshire together, in a mutually supportive and collaborative manner, to share good practice and provide outstanding learning opportunities for both students and staff.

A happy school

Outstanding pastoral care, and the promotion of social, emotional and mental health, has always been a key strength of Southgate and the strength of this care is intrinsically embedded throughout the school, firmly rooted into our ethos and teaching.

Our strong pastoral team, including Heads of Year, Form Tutors and Learning Mentors, have a detailed understanding of each student and their specific strengths which enables us to personalise their learning experience, stretching and challenging students as appropriate.

As well as learning more about themselves, our students are encouraged to learn more about their community and wider world through community initiatives, fundraising events and our partnerships with businesses and universities.

Transition

Our transition programme starts the moment a student is offered a place with us. Through a range of events and activities delivered in the summer term, including visiting us for a day of induction and meeting their new tutor in a personal interview, our new students meet key members of staff and their new peers long before their first day. This process also allows us to get to know more about them so that we can start personalising their learning experience for when they arrive at Southgate.



"Leaders, staff and pupils all aim to be faithful to the school's motto of "Excellence for all". Pupils want to succeed and staff work hard to help pupils achieve well." Ofsted



THE LATYMER SCHOOL

For Open Evening information, please refer to the school website:
www.latymer.co.uk/admissions

Headteacher

Mrs Maureen Cobbett

Address

Haselbury Road
Edmonton
N9 9TN

Telephone

020 8807 4037

Email

office@latymer.co.uk

Website

latymer.co.uk

Type of School

Voluntary Aided, Selective

Male / Female

Mixed

Ages

11 – 18

School DfE number

308 5400

Planned Intake

192

Welcome to The Latymer School a voluntary aided coeducational grammar school. Last year we were the top performing coeducational grammar school in the country for GCSE and A level (Sunday Times).

Our aim is to ensure that all pupils achieve their potential and thrive as young people. Latymer is well known for its academic achievement, but visitors often comment on the warmth of the relationships amongst all members of the school community. It is a part of the Latymer ethos that school life should be enjoyed for itself and not just as a preparation for adulthood.

Latymerians attain the very highest educational standards and enjoy a wide range of extra-curricular activities. We have a wide variety of clubs and societies from Amnesty International to Yoga many of which are run by the students themselves. Our motto is *Qui patitur vincit* (who endures wins) and our students are supported to rise to the challenges that life offers and to seize the opportunities offered by both work and recreation.

Whilst the traditions of The Latymer School are firmly established, preparing students for the future is at the heart of our work. Successfully blending the old and the new prepares our young people for the years ahead. Students from all backgrounds thrive at Latymer and parents, staff and governors are very proud of students who achieve so much. They develop their own talents but also learn to contribute to the school and local community.

We have 192 places each year, and places are offered based on the results of the test taken in September. Whilst taking a test to get in to a school sounds daunting you should not be too worried as the tests are very similar to SATs and other tests you already do. As Latymer is a selective grammar school the school admits girls and boys who are capable of following an education leading to the higher grades of GCSE in a full range of National Curriculum subjects.

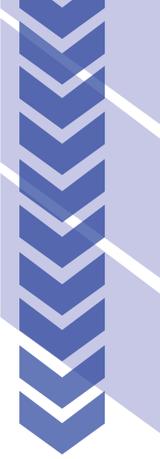
We are proud of Latymer's history, yet are forward-looking. We seek to continue the fine traditions and to maintain and further enhance the very high standards at the school.

Maureen Cobbett
Headteacher





“A particular strength of the school is the high level of commitment shown by the staff and the senior team to maintaining top class academic standards while continually seeking to widen and enrich the curriculum.” Ofsted



Curriculum

Our aim is for each pupil to develop talents and interests to the full whilst experiencing a broad and balanced curriculum throughout Years 7 to 11. In Years 12 and 13 the curriculum is narrower and unashamedly academic and prepares pupils for further studies and many different careers.

The courses offered at all levels challenge pupils to develop insight and independence of thought and value both sound learning and intellectual rigour. Our courses in Years 7 to 11 comply with the requirements of the National Curriculum. The curriculum is reviewed each year.

In KS3 The curriculum is organised into a two week timetable. Lessons are taught in 40 minute periods which may be single or double periods. In Years 7 and 8 there are 74 teaching periods. For Years 7 and 8 all pupils follow the same courses subject to language variations. Pupils study either French or German in Year 7. In Year 8 pupils begin to study a second language which may be German, French, Latin or Russian. Science is taught as an integrated subject in Years 7 and 8 with the separate disciplines being taught in Year 9.

Personal, Social, Health and Economic Education (PSHEE), and Citizenship, is taught by a combination of form tutors and a specialist team in Years 7 and 8. In Year 9 this part of the curriculum is taught by a specialist team and is organised in a carousel arrangement with Drama and Design Technology.

The curriculum at Key Stage 4 has a small optional component. There are 76 periods in the teaching cycle and all pupils follow a curriculum as given below:

- English Language and Literature (= 2 GCSE subjects)
- Mathematics
- Triple Science (= 3 separate GCSE subjects – Biology, Chemistry, Physics)
- A Modern Foreign Language (chosen from those modern languages already being studied in school, i.e. French, German, Russian)
- A Humanity subject (chosen from Geography, History, Religious Education)
- Non-examination Physical Education and Religious Education
- ICT is incorporated in all subjects.

Pupils choose 2 additional subjects to complete a 10 subject curriculum. The subjects on offer at present are: Art & Design, Drama, French, Geography, German, History, Business Studies, Latin, Media Studies, Music, Physical Education, Product Design, Religious Studies, Russian and Textiles Technology.

There is a Citizenship Week in summer term of Year 10 when pupils have sessions on PSHEE and Citizenship, and Careers Education. Pupils also have the opportunity to work shadow an adult relative or friend as a preliminary to the Work Experience offered in Year 11.

In the 6th Form most pupils progress to our large Sixth Form, entry to which is subject to grade criteria for academic achievement. A wide range of courses is available. Most pupils take 4 AS-levels in Year 12 and progress to A2 or Advanced Level in 3 or 4 subjects in Year 13. Sixth Formers play a major role in the organisation of School and House activities.



“...this school is what education is all about’, a view echoed in many of the written comments received by the inspectors.”
A parent



WINCHMORE SCHOOL

Open Evening: Wednesday 22 September, 6pm

Headteacher

Mr Jim Owen

Address

Laburnum Grove
Winchmore Hill
N21 3HS

Telephone

020 8360 7773

Email

office@winchmore.enfield.
sch.uk

Website

winchmore.enfield.sch.uk

Type of School

Community

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4026

Planned Intake

240

I am delighted that you are taking an interest in Winchmore School. At Winchmore, we are very proud of our students and their achievements.

In November 2016, Ofsted said:

- 'The school is a harmonious environment where pupils report feeling happy and safe'
- 'Attainment at GCSE continues to exceed the national average'
- 'The proportion of pupils gaining the English Baccalaureate qualification is higher than average'
- 'Accessible and inclusive curriculum'
- 'Positive, friendly learning environment'
- 'The sixth form is popular and growing'

As an arts college with international school status, we are proud of our broad and balanced curriculum within which students achieve very good results, with the vast majority remaining with us into our oversubscribed Sixth Form.

We have a firm commitment to providing a rich and wide educational experience for all our students. We believe strongly in extra-curricular activities, particularly out of school trips and visits. As well as helping to promote the social and emotional development of our students, enrichment events also help to bring us together as a close knit community. We believe, as Ofsted has indicated, that we are a harmonious community in which students feel valued, happy and safe.

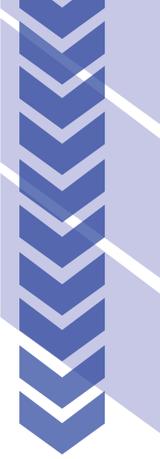
We look forward to welcoming you and answering any questions you may have.

Jim Owen
Headteacher





“I would just like to thank all the staff who have taught and supported my son to realise his potential and to achieve absolutely amazing results in his A levels. This has enabled him to secure his first choice university, UCL, to study Maths and Physics.” A parent



The Curriculum

Winchmore’s curriculum is designed to challenge and inspire all learners, yet meet statutory requirements. In addition, as a specialist arts college, there is an emphasis on the expressive arts across the Key Stages. As a result, pupils are prepared for higher education, training, employment and to take their place in society as active citizens.

We have an inclusive and accessible curriculum which provides support for students of all abilities. This includes pupils with special needs as well as those who have English as an additional language. Ofsted commented on our provision for our talented and gifted students; “The most able pupils are challenged by teachers’ probing questioning and well-chosen activities” – Ofsted 2016.

Key Stage 3

All National Curriculum subjects are taught in years 7-9, including, Drama, Art, Computer Science and Music. These are delivered in mainly mixed ability groups, but pupils are allocated to sets in Maths during Year 7 and in English, Science and Modern Foreign Languages from Year 8.

Key Stage 4

Winchmore offers a broad and personalised curriculum. The majority of students will be able to achieve the ‘English Baccalaureate’ by studying GCSEs in English Language, English Literature, Mathematics, Combined Science, a Modern Foreign Language, and Geography or History. We also offer a range of other GCSE and vocational qualifications – students will be able to choose up to 3 additional ‘options’ courses to study in Years 10 and 11, as well as those listed above.

In addition, all students study Religious Education, Physical Education and Personal Social, Citizenship and Health and Enterprise Education (PSCHEE).

Key Stage 5 – The Sixth Form

Access to the Sixth Form is open to all students for courses appropriate to their prior achievement. The specific requirements are set in the Sixth Form Prospectus. The school offers an extensive range of A Levels and vocational qualifications (including BTECs and CTECS at Level 2 and 3). We aspire for all students to progress to university on completion of their Sixth Form study programme.

All Year 12 students follow a demanding and very successful enrichment programme that includes voluntary work in the local community and preparation for higher education and employment. Students will be provided with a one week work experience placement to support their studies.

Assessment and Feedback

Students’ work is regularly marked and feedback is given with clear targets for further progress. Feedback is provided in a range of ways including written targets in books and verbal feedback to individuals, groups or the whole class. Students and parents receive Progress Checks throughout the year, and a range of interventions are provided to support students at risk of underachievement.

Pastoral Care

The current pastoral system at Winchmore is organised into year groups, from Years 7 to 13.

Each Year group is divided into tutor groups. Each tutor group is led by a form tutor. Teams of tutors are led by a Head of Year. This structure ensures the highest standards of tutoring, behaviour, safety and achievement for all students.

As well as Year groups the students are organised into six Houses. The House system is mainly for sporting occasions, competitions and other enrichment activities, and enables the school to foster a sense of community, belonging and mutual respect, which are reflected in Winchmore’s core values.



WREN ACADEMY ENFIELD

Open Evening: Wednesday 15 September, 5.30pm – 8pm at St Paul's Church, Church Hill, London, N21 1JA. Wren Academy Enfield will be also offering Morning Tours and Q&A session and details will be on our website, where parents can book their slot.

Executive Principal

Gavin Smith

Address

Hunters Way
Enfield
EN2 8JL

Telephone

020 3150 4604

Email

enfield@wrenacademy.org

Website

wrenacademyenfield.org

Type of School

Academy

Male / Female

Mixed with single gender teaching in English, Mathematics and Science

Ages

11 – 18

School DfE number

308 4003

Planned Intake

184

Travel

Buses: W8, W9, 313
Train: Gordon Hill Station

Twitter

@wrenenfield

Facebook

Wren Academy in Enfield

Wren Academy Enfield is a new school which opened in September 2020 with a first cohort of Year 7 students. Presently located in temporary portacabins, plans are in place for the school to move into permanent state of the art accommodation on the Chase Farm Hospital site in September 2022.

Having opened with 184 students in September 2020, this is an exciting opportunity for the third cohort of Year 7s to have a full role in creating the second highly successful Wren Academies Trust school. It has been designed to replicate all the features which have resulted in Wren Academy Finchley achieving three Outstanding Ofsted's and GCSE results which place it in the top 2% in the country. However, there has already been a focus on ensuring that the school has a distinctive ethos which matches the needs of Wren Academy Enfield students.

A key aim for all young people who join the school is that they make the best progress possible, regardless of their academic starting point. They will engage in a rigorous and enriching curriculum which will enable them to fulfil their full potential.

The social dimension matters as much to us as examination results. The school has focused on ensuring that all students are enabled to be happy, confident and secure. This will be aided by the highest expectations of student behaviour which have created a respectful and safe school environment.

Every aspect of the school is underpinned by a close and inclusive community with a clear Christian vision where everyone matters, and each individual is celebrated for all their gifts and talents.

I look forward to meeting with prospective students and parents to explain more about how our plans for the school will create an outstanding learning community.

Gavin Smith
Executive Principal





“The school across all phases is characterised by a respectful and harmonious rapport between pupils and their teachers. Well-established routines, leaders’ high expectations and pupils’ appreciation of their education mean that excellent conduct and attitudes to learning are the norm.” Wren Academy Finchley, Ofsted September 2018

Christian Vision

Wren Academy Enfield is a Church of England Academy which celebrates the wide diversity of its students. We welcome students from a wide range of cultural and faith backgrounds but expect all families to understand that our Christian values are at the heart of Academy life and fully subscribe to these.

The daily life of the Academy will present opportunities for students to learn about Christian beliefs and engage in acts of worship. Having many faiths in the school and taking faith issues seriously generates understanding, reverence and mutual respect. The moral and spiritual values will help every member of our community become active, thoughtful and considerate citizens.

Our ethos has created a community where all young people are valued and feel safe to express themselves as we aim to ‘Do justice, love kindness and walk humbly with your God’ Micah 6v8.

Learning

We have combined our determination for students to achieve the very best academic results with an emphasis on developing the skills and learning dispositions to become accomplished and lifelong learners. The rigorous and enjoyable Wren curriculum, taught by well qualified teachers has been proven to lead to exceptional academic outcomes. Student progress is measured by an effective assessment programme which will be shared fully with parents and carers.

The core subjects of English, Mathematics and Science are taught in single sex groups which gives students all the benefits of single sex education in a mixed school. This approach leads to strong outcomes and is popular with both boys and girls.

A minimum of two hours of enrichment a week has been incorporated into the curriculum for every student. The programme will offer a wide range of opportunities for young people to pursue interests in creative arts, sports, languages, technology and science.

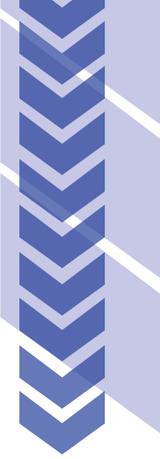
In addition, a wide range of trips available to all students throughout their time in the school. This will begin with a trip to St Paul’s Cathedral and will be followed with a Year 7 residential trip, the Duke of Edinburgh expeditions and opportunities for international travel.

Pastoral Care

Every student is assigned to a tutor group and one of six houses. Each day begins and ends with a tutor session and there are assemblies every week. These systems promote wellbeing by offering personal support to all students and helping them to develop the skills which will create effective learners. As the school grows, vertical tutor groups of 24 students will ensure that students of all ages learn and work together. It will be the privilege of students in the first few cohorts to take a lead in establishing inclusive and caring groups for future cohorts of Wren students. Opportunities will be given for them to assume responsibility, share their experiences and offer practical support to each other.



“I feel my child is very well supported at Wren. Staff are very approachable, and deal with matters skillfully. The Residential Trip, after a term of settling in, was really beneficial to making friends and being independent, and my child loved it! Thank you.”
Wren Finchley Year 7 Parent



BREAKDOWN OF ALLOCATIONS

Enfield Schools 2020	Type of school	PAN	EHCP/ LAC/ Medical	Siblings	Parent employed at the school	Distance	Max distance offered (miles)	Number of refusals
AIM North London	Academy	180	Places have been offered to all applicants.					
Ark John Keats Academy ¹	Academy	180	12	64	0	53	0.346	379
Aylward Academy	Academy	240	7	71	0	162	1.512	52
Bishop Stopford's School	Voluntary Aided	180	Places have been offered to all applicants.					
Broomfield School	Foundation	200	Places have been offered to all applicants.					
Chace Community School	Community	240	Places have been offered to all applicants.					
Edmonton County School ²	Academy	270	4	77	0	167	1.145	190
Enfield County School for Girls	Community	186	3	40	0	Not applicable – Quota system		
Enfield Grammar ³	Academy	180	2	–	2	–	–	89
Heron Hall Academy	Academy	240	6	68	0	87	1.518	70
Highlands School	Community	240	12	95	2	131	0.843	379
Kingsmead School ⁴	Academy	270	10	83	1	153	0.916	310
Lea Valley Academy	Academy	240	Places have been offered to all applicants.					
Oasis Academy Enfield	Academy	180	Places have been offered to all applicants.					
Oasis Academy Hadley ⁵	Academy	180	0	48	0	98	1.926	37
St. Anne's Catholic High School for Girls	Voluntary Aided	180	The School has been able to offer places to all girls who were considered under criteria 1 – 6. Criterion 7 – Places offered to siblings and girls who live a maximum of 0.699 miles from the school. No girls have been offered places under criterion 8.					97
St. Ignatius College	Voluntary Aided	186	The College have been able to offer places to all boys who were considered under criteria 1 – 7. Criteria 8 – Places offered to boys who live a maximum of 3.926 miles from the college.					22
Southgate School ⁶	Academy	250	6	91	2	139	1.996	210
The Latymer School	Voluntary Aided	192	The School was able to offer places to children who were ranked up to number 296 in the first round of offers.					
Winchmore School	Community	240	10	89	3	138	0.836	300

¹ Ark John Keats Academy: Children transferring from Year 6 to Year 7: 51

² Edmonton County School: Children transferring from Year 6 to Year 7: 22

³ Enfield Grammar: Sports and Music: 17; Criterion 5.1 – Named schools: 70; Criterion 5.2 – Other Enfield schools: 89

⁴ Kingsmead School: Performing and Visual Arts: 23; Medical: 0

⁵ Oasis Academy Hadley: Children Transferring from Year 6 to Year 7: 34

⁶ Southgate School: Priority Zone: 12

Key to Abbreviations:

PAN – Published Admission Number

EHCP – Education Health and Care Plan – places must be allocated if a school is named

LAC – Children in care to a local authority or who have previously been in care and then adopted

Please note: Children who have been refused places are automatically on the school's waiting list.

Appeals – Information is available from the school's website.

Enfield Schools 2021	Type of school	PAN	EHCP/ LAC/ Medical	Siblings	Parent employed at the school	Distance	Max distance offered (miles)	Number of refusals
AIM North London	Academy	120	Places have been offered to all applicants.					
Ark John Keats Academy ¹	Academy	180	12	67	0	45	0.308	448
Aylward Academy	Academy	240	9	92	0	139	1.235	54
Bishop Stopford's School	Voluntary Aided	186	Places have been offered to all applicants.					
Broomfield School	Foundation	180	Places have been offered to all applicants.					
Chace Community School	Community	224	Places have been offered to all applicants.					
Edmonton County School ²	Academy	270	11	82	0	136	1.145	126
Enfield County School for Girls	Community	186	0	28	0	Not applicable – Quota system		
Enfield Grammar ³	Academy	180	7	–	2	–	–	10
Heron Hall Academy ⁴	Academy	240	4	77	0	100	2.452	10
Highlands School	Community	240	15	71	2	149	0.966	298
Kingsmead School ⁵	Academy	252	6	89	1	140	0.916	234
Lea Valley Academy	Academy	240	Places have been offered to all applicants.					
Oasis Academy Enfield	Academy	180	Places have been offered to all applicants.					
Oasis Academy Hadley ⁶	Academy	180	Places have been offered to all applicants.					
St. Anne's Catholic High School for Girls	Voluntary Aided	180	The School has been able to offer places to all girls who were considered under criteria 1 – 7. Criterion 8 – Places offered to siblings and girls who live a maximum of 1.576 miles from the school.					81
St. Ignatius College	Voluntary Aided	186	Places have been offered to all applicants.					
Southgate School ⁷	Academy	250	4	80	1	156	2.647	83
The Latymer School	Voluntary Aided	192	The School was able to offer places to children who were ranked up to number 283 in the first round of offers.					
Winchmore School	Community	240	14	84	2	140	1.001	191
Wren Academy Enfield ⁸	Academy	184	8	4	0	–	–	168

¹ Ark John Keats Academy: Children transferring from Year 6 to Year 7: 56

² Edmonton County School: Children transferring from Year 6 to Year 7: 41

³ Enfield Grammar: Sports and Music: 11; Criterion 5.1 – demand met; Criterion 5.2 – demand met; Criterion 5.2(ii) – 6

⁴ Heron Hall Academy: Children attending CHAT primary schools – 59

⁵ Kingsmead School: Performing and Visual Arts: 16

⁶ Oasis Academy Hadley: Children Transferring from Year 6 to Year 7: 34

⁷ Southgate School: Priority Zone: 9

⁸ Wren Academy Enfield: Community places: 86 – furthest distance: 0.902 miles; Foundation: 86 divided between the two criterion: 1. Church of England: 46 demand met; 2. Church other: 40 – furthest distance: 2.355 miles





CRITERIA FOR ADMISSION TO COMMUNITY SCHOOLS IN ENFIELD

Children who have an Education, Health and Care Plan (EHCP) will be offered a place at the school named on their plan in accordance with the relevant legislation.



This criteria applies to:

Chace Community School, Enfield County School for Girls, Highlands School and Winchmore School.

If there are more applications than places available, priority will be given to applicants in the following 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, child arrangement or special guardianship order including those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who in (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 function (see the definition in Section 21 (1) of the Children Act 1989).*
2. Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.
3. Children with a brother or sister (sibling) who will be attending the school at the time of proposed admission. The children concerned must be living at the same address.

4. Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.
5. Children genuinely resident within the school's designated priority zone. This criterion only applies to Chace Community School (see details of the roads concerned below).
6. Children living nearest to the school measured 'as the crow flies', that is, in a straight line from the child's home to the

* Children adopted without having been previously looked after are not included in this criterion.

- When it is not possible to admit all applicants to a particular school within any criterion, priority will be given to those living closest to the school measured as in criterion 6 above.
- For Enfield County School for Girls, which is situated on two sites, the distance measured will be in a straight line from the child's home to the lower school site.

Chace Community School designated priority zone:

- Ash Ride
- Beech Avenue
- Beggars Hollow
- Burnt Farm Ride
- Cattlegate Road
- Clay Hill (numbers 180 upwards and 181 upwards)
- Cypress Avenue
- East Lodge Lane

- Enders Close
- Flash Lane
- Golf Ride
- Rosewood Drive
- Rossendale Close
- Strayfield Road
- The Ridgeway (odd numbers 235 upwards, even numbers 230 upwards)
- Theobalds Park Road
- Tingey's Top Lane
- Whitewebbs Road
- Wroxham Gardens

Enfield County School for Girls

Places at Enfield County School for Girls are allocated in accordance with a quota system which is different to the other community schools.

Each year, a number of places are reserved for each of the quota areas set out below. The number of places reserved for each quota area is different every year as it is based on a proportion of the total number of girls, across the borough, who are transferring to secondary school that year.

The number of places reserved for quota area 1 is worked out first. Quota area 1 has a higher proportion of places reserved because Enfield County is one of its local schools. The proportion of the total number of places reserved for quota area 1 is nominally 45% of the Enfield County School for Girls year group (186), but the precise percentage varies according to the total number of girls transferring to secondary school from quota area 1.

The council then divides the remaining number of places available at Enfield County School for Girls between all the





other quota areas. To do this, the Council adds up how many girls are due to transfer from the maintained schools in each of the quota areas, then works out what percentage of the total number of girls in the borough transferring to secondary school that number represents. Each quota area is then allocated that percentage of the total number of places available at Enfield County School for Girls, after the quota area 1 places have been deducted.

As an example, if there were 200 girls in quota area 1 who were transferring to Secondary School, the formula used to work the number of places reserved for Quota 1 would be:

The Enfield County Admission number (186) X 45% = 83.7

83.7 as a percentage of 200 girls in quota area 1 = 41.85%

So 42% of the total places available in year 7 at Enfield County School for Girls would be reserved for quota area 1, which would equal 78 places.

This would leave 108 places. Five places are reserved for girls who live outside the London Borough of Enfield and the remaining places are then divided between the remaining quota areas, pro rata to the number of girls in each quota area who are transferring to Secondary School that year. Within each quota area, the reserved places are then allocated to the schools, pro rata to the number of applications received from girls linked to that school.

Each child is counted into the quota area of the primary school they attend. If you live in Enfield but your child does not attend one of the primary schools listed,

for example, they attend an independent school or a school in another borough, they will be counted into the quota area of the primary school that is closest to your home address, measured in a straight line.

There is a further quota area for children who live outside the Borough, making a total of eleven quota areas in all.

Places are then allocated to girls linked to each primary school according with the community school criteria outlined above.

Distance Management

Measurements for the final allocation process will be calculated by our admissions IT system using AddressBase Premium, which provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each AddressBase Premium is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically or alphabetically. This is an objective method of measuring home to school distances consistently when applying admission rules. It is a straight line measurement and does not take into account the actual or expected route a child will travel to school. Where the local authority provides measurements for voluntary aided, foundation schools and academies, the same system will apply.

Definition of Sibling

The local authority defines siblings as brothers or sisters of children already on the roll of the school who will still be in the school at the time the applicant is admitted. Siblings must be living at the same address. For primary to secondary transfer, sibling priority will only be given where the older sibling will still be attending the school in the September that the younger child joins.

The term 'sibling' means a full, step, half, adopted or fostered brother or sister, but not cousins. Proof of the relationship may be requested.

The sibling link will be withdrawn for any future siblings of any child who has started at a school and it was subsequently found that they had gained a place on the basis of a fraudulent application.

Fair Access Protocols

To comply with DfE Fair Access Protocols the local authority may, in exceptional circumstances, override the admissions criteria in order to protect the interests of vulnerable children, children missing education or those with challenging behaviour. These children may be admitted even when schools are full and ahead of other children on the waiting lists. This only applies to children whose applications are being considered outside the normal admission round, and decisions will be taken by the local authority's Fair Access Panel.

NOTE: Enfield's admission arrangements take into account the requirements of the Sex Discrimination Act, Race Relations Act, Human Rights Act, Disability Discrimination Act and relevant education legislation.

Enfield County School for Girls Quota Areas

Quota Area	Primary School	Quota of Places
1	Chase Side, Forty Hill CE, George Spicer, Lavender, St Andrew's Enfield CE, St George's Catholic, St John's CE, St Michael's CE, Worcesters	50
2	Capel Manor, Chesterfield, Freezywater St George's CE, Honilands, Keys Meadow	10
3	Ark John Keats, Brimsdown, Eastfield, Enfield Heights, Prince of Wales, St James CE	12
4	Alma, Bush Hill Park, Carterhatch, Kingfisher Hall, Oasis Academy Hadley, Southbury, St Matthew's CE, St Mary's Catholic, Suffolks	17
5	Brettenham, Cuckoo Hall, Delta, Eldon, Fleecefield, Houndsfield, St Edmund's Catholic, Woodpecker Hall	19
6	Churchfield, Edmonton County, Galliard, Raglan, Starks Field	14
7	Hazelbury, Latymer All Saints CE, Meridian Angel, Oakthorpe, Raynham, St John & St James CE, Wilbury	20
8	Firs Farm, Highfield, St Paul's CE	7
9	Bowes, Garfield, Hazelwood, Our Lady of Lourdes Catholic, St Michael at Bowes CE, St Monica's Catholic, Walker	15
10	De Bohun, Eversley, Grange Park, Hadley Wood, Merryhills, St Andrew's Southgate CE, West Grove, Wolfson Hillel	17
11	Children living outside the London Borough of Enfield	5
	TOTAL	186





ACADEMY, VOLUNTARY AIDED AND FOUNDATION SCHOOLS CRITERIA FOR ADMISSION

These criteria form part of, and must be read in the context of, the full admissions policy and notes contained within the school's published arrangements. Please refer to the school prospectus or website for full policy and admission arrangements.

Please note that following the new School Admissions Code issued in July 2021 schools are having to amend their criteria in relation to looked after and previously looked after children, please check the schools website for the most up to date admission arrangements.

AIM Academy North London

Admission Arrangements

The admission arrangements for AIM North London for the year 2022/23 and, subject to any changes approved by the Secretary of State, for subsequent years are:

a) AIM North London has an agreed published admission number of 120 students, in year groups 7-11.

Process of application

AIM North London will be part of London Borough of Enfield's co-ordinated admissions scheme, including having the same timetable for applications and date for the notification of places awarded.

Application for school admission from Enfield residents must be made online via The London Borough of Enfield at www.eadmissions.org.uk

Non-Enfield residents should visit their home authority's website for information about how to apply.

Consideration for applications

AIM North London will consider all applications for places. If AIM North London receives fewer applications than the agreed admission number, it will offer places to all those who have applied.

The admission of students with an Education, Health and Care Plan (EHCP) is dealt with by separate process by the SEN team in your home local authority.

Any application received after the statutory deadline will be treated as a late application. Late

applications are not dealt with until all on time applications have been considered.

Applications received after the notification date (after places are offered) will be added to the Academy's waiting list in admission criteria order.

Unless there are significant and material changes in the circumstances of a parent's application for their child or the Academy, the governors will not consider a repeat application in the same academic year.

The Governing Body has a duty to take reasonable care to ensure that the information given on applications is correct and that the places are allocated fairly. If the school discovers that a fraudulent or misleading application has been made, any offer may be withdrawn.

The school is committed to taking its fair share of vulnerable children who are hard to place, in accordance with locally agreed protocols (Fair Access Panel). These students will be shared between schools in ways that are fair, objective and transparent. Accordingly, outside the normal round of admissions, the Governing Body are empowered to give absolute priority to a child where admission is requested under any local protocol even when admitting such a child would exceed the published admission number.

Arrangements for admission to post 16 provision

AIM North London expects that the great majority of its Sixth Form will comprise of students transferring from Year 11 at AIM North London. Places will therefore be allocated to

students of AIM North London first.

All students must submit an application for the Sixth Form by the published date and any offers are conditional upon the results of relevant public examinations and subject/course availability.

Where the Academy is oversubscribed, priority will be given in accordance to our procedures set out in Section 'Procedures where AIM North London is oversubscribed'.

The minimum entry requirements for applicants will be:

a) For all Advanced Level courses the entry requirement will be a minimum of five separate GCSE grades 9-4 in the subjects chosen or other relevant subjects.

b) For Level 2 courses the entry requirement will be an average of grade 3 at GCSE or equivalent.

AIM North London will publish specific criteria in relation to minimum entrance requirements for the wide range of courses available post 16. The detailed information will be contained in the Post-16 booklet published annually.

The admission limit for Year 12, subject to student course combination choices, will be 120 in 2022.

Procedures where AIM North London is oversubscribed

If the Academy is oversubscribed after the admission of pupils with an Education, Health and Care Plan where the Academy is named in the Plan, priority for admission will be given to those children who meet the criteria set out below, in order:



a) Children who are ‘looked after’ and children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order under the provision of the Children Act 1989.

b) Siblings at the Academy (siblings would include half, step, adoptive and foster siblings provided they also live at the same address as the applicant). It will also include siblings of former students provided they completed their education at the end of year 11 or in Sixth Form.

c) Children attending another AIM Academy Trust school.

d) Remaining places will be allocated on a geographical basis (the distance from the academy). Distance will be measured in a straight line from the address point for the child’s home to the entrance of the Principal’s office using the London Borough of Enfield’s computerised geographical information system with those living closest being given priority.

e) Students whose parent has been employed at the Academy for two or more years at the time at which the application is made and children of staff who have been employed to fill a post for which there is a demonstrable skill shortage.

f) Distance will be used as a tie breaker in each category.

If two or more children with the same priority for admission live an indistinguishable distance from the Academy but cannot all be admitted, then the available places will be decided by random allocation using the

London Borough of Enfield’s computerised system.

If the last student to be offered a place within the Academy’s published admissions Number (PAN) is a multiple birth or the same cohort sibling, any further same cohort sibling will be admitted.

Shared or Joint Residence

Where a child lives with parents with shared responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence. If a child’s residence is split equally between both parents, then parents will be asked to determine which residential address should be used for the purpose of admission to school. If the residence is not split equally between both parents, then the address used will be the address where the child spends the majority of the school week. Documentation to confirm the arrangement such as a residence order or other court order may be required. If this is not available or the School Admissions Team is not satisfied with this documentation, Enfield will consider the address at which the child is registered with a doctor (GP). A copy of the child’s medical card will be requested. We may also ask for further evidence if required.

Admission of children outside their normal year group

Parents may request that their child be educated outside of their normal age group. Such requests must be submitted in writing to the Principal with any supporting evidence. Decisions

will be made on the basis of the circumstances of each case and in the child’s best interests taking into account the following:

- the views of the parent
- information about the social, emotional and academic development of the child as often supported by education and other professionals
- the views of the Principal
- where relevant the child’s medical history and the views of a medical professional
- whether they have previously been educated out of their normal age group
- whether they may naturally have fallen into a lower age group if they were not born prematurely

Where a request for a child to be admitted outside their normal age group is agreed, the application will then be processed by applying the oversubscription criteria set out in this policy.

Operation of waiting list

Where in any year AIM North London receives more applications for places than there are places available, a waiting list will operate. Unsuccessful applicants are automatically placed on the waiting list.

Children’s position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in the section ‘Procedures where AIM North London is oversubscribed’ of this Policy. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Arrangements for appeals panels

Parents will have the right to appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision by AIM North London.

Parents wishing to appeal against an admission decision by AIM North London should send a completed appeal form to the Clerk of Appeal Panel at the address given on the appeal form together with any other supporting documents.

Arrangements for admitting students to other year groups, including replacing any students who have left AIM North London

Applications for vacancies that arise outside the normal admission round for Year 7 will be considered at any time during the year and must be made online via the London Borough of Enfield at www.enfield.gov.uk. Where AIM North London receives more applications than there are places available, a waiting list will operate.

A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in the section 'Procedures where AIM North London is oversubscribed'. Where places become vacant they will be allocated to children on the waiting list in accordance with the admissions policy of AIM North London.



Ark John Keats Academy

Purpose

This policy sets out the admission arrangements for Ark John Keats Academy, in 2022/23. It applies to applications to start in Reception, Year 7 and Year 12 (sixth form) in September 2022 as well as 'In-year' applications; it also includes details of the oversubscription criteria, waiting lists and the appeals process.

1. Introduction

i. Thank you for your interest in applying for a place at Ark John Keats Academy, Bell Lane, Enfield, London, EN3 5PA. The aim of this policy is to provide clear guidance on the admission arrangements for a place at the school including information on timescales, deadlines and contact details for queries.

ii. It also provides guidance on how applications are administered, the criteria used to prioritise applications (where necessary), waiting lists and the appeals process.

iii. **Ark John Keats Academy is a non-selective all-through school with a nursery and sixth form. The school has an agreed Published Admission Number¹ (PAN) for the following year groups;**

- **Primary (Reception): 90**
- **Secondary (Year 7 – external places): 90**
- **Sixth Form (Year 12 – external places): 10**

Ark John Keats Academy has a larger number of form groups in the Secondary phase than in the Primary phase. All current Year 6 students automatically progress to Year 7 and the remainder of

places are available for external applicants.

PLEASE NOTE: In some years, the school may be able to offer more Sixth Form places to external applicants than the external PAN, candidates are advised to consult the information given on the school's website and prospectus.

2. Statutory Guidance and Definitions

i. All information in this policy meets the statutory requirements set out by the Department for Education (DfE) in the School Admissions Code 2021, ("the Code") and the School Admissions Appeals Code 2012, ("the Appeals Code").

ii. Ark Schools is a Multi-Academy Trust and is the admissions authority for all schools in the Ark network, including Ark John Keats Academy. Ark Schools, in accordance with its funding agreement, is responsible for the admissions policy of each school and co-ordinates with the relevant Local Authority for the administration of admissions applications. For Ark John Keats Academy, the relevant Local Authority is London Borough of Enfield.

iii. According to the Code, there are two different routes for applications - 'normal round' and 'in-year'; each route has a slightly different application process and timescales. Both application routes are detailed separately in this policy.

'Normal round' is relevant to all applications for a place in Reception or Year 7 starting at the beginning of the Autumn term in September.

'In-Year' is relevant to applications;

a) for all year groups other than Reception or Year 7 starting at the beginning of the Autumn term in September.

or

b) for any year group after the start of the Autumn term.

iv. The Nursery admissions process is separate from admissions to the rest of the school as it is not covered by the Code. Please refer to the Nursery Admissions Policy on the school website for information on this process, see link below.

<http://arkjohnkeats.org/admissions>

v. **PLEASE NOTE:** This policy is not relevant to the process for naming the school on a child's Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs. There is a **separate process** for selecting or changing the school named on an EHCP or Statement of Educational Needs which is outside of the admissions process. Please contact the child's home Local Authority for further details.

3. Application Process

3.1 Normal Round – Primary (Reception) and Secondary (External Year 7)

i. Applications for a place at the school are administered through the Enfield Council application process. Parents resident in Enfield can apply online at <https://new.enfield.gov.uk/services/children-and-education/school-admissions-and-information/>; parents resident in other areas must apply through their home local authority.

ii. The Local Authority's timetable will be used for all normal round applications each year (exact dates within the months may vary from year to year).

iii. The school publishes information about the arrangements for admission, including oversubscription criteria, in February for the following September (e.g. in February 2021 for admissions in September 2022).

iv. **PLEASE NOTE:** the school has a larger number of form groups in the Secondary phase than in the Primary phase. All current Year 6 students automatically progress to Year 7 and the remainder of places are available for external applicants.

v. Primary application timeframe: The school has an agreed PAN of 90 pupils in Reception.

Autumn Term 2021: The school provides opportunities for prospective pupils and their parents/carers to visit the school.

15th January 2022: National closing date for Primary applications. Deadline for the Common Application Form to be completed and submitted to the relevant Local Authority.

January-March 2022: The school and Local Authority coordinate to process all applications. If more applications are received than places available they will be ranked according to the oversubscription criteria published in this policy, see section 4 below.

PLEASE NOTE: schools are not able to provide any information regarding specific applications during this process.

28th February 2022: Deadline for the school to publish its appeals timetable on their website.

18th April 2022: Offers made to parents/carers by the Local Authority.

i. Secondary application timetable:

The school has an agreed **external PAN** of 90 in Year 7

September/October 2021: The school provides opportunities for prospective pupils and their parents/carers to visit the school.

31st October 2021: National closing date for Secondary applications. Deadline for the Common Application Form to be completed and submitted to the relevant Local Authority.

November 2021-February 2022: The school and Local Authority coordinate to process all applications. If more applications are received than places available they will be ranked according to the oversubscription criteria published in this policy, see section 4 below.

PLEASE NOTE: schools are not able to provide any information regarding specific applications during this process.

28th February 2022: Deadline for the school to publish its appeals timetable on their website.

1st March 2022: Offers made to parents/carers by the Local Authority.

ii. Allocation of places (Primary and Secondary):

a) Where the school is named on a child's EHCP or Statement of Special Educational Needs, that pupil will be admitted to the school.

b) The school will consider all applications for places. Where fewer applications are received than places available, the school will offer places to all those who have applied.

c) If the number of applications for admission is greater than the PAN (places available), all applications will be considered and places offered according to the oversubscription criteria in the order set out below (see section 4).

d) Where an application has been unsuccessful due to a place not being available, applications will be put onto a waiting list which will be maintained until the end of the admission year. The waiting list will be ranked solely according to the oversubscription criteria detailed in this policy (not date of application) and updated each time an unsuccessful application is added. See section 7 below for more details on waiting lists.

e) Where an application has been unsuccessful parents/carers have the right to appeal the decision to an Independent Appeal Panel. See section 8 below for detailed information on the appeals process.

3.2 Post-16 Provision (Sixth form – Year 12)

i. The school has a PAN of 10 for Year 12. This is the minimum number of external candidates the school guarantees to admit.

ii. Ark John Keats academy offer two pathways for post-16 education. The minimum academic entrance requirement to be eligible for a place in the sixth form is:



a) A Level Pathway:

- Minimum average point score at GCSE of 5.5, including at least a 4 in English and Mathematics.

b) Professional Pathways:

- Minimum average point score at GCSE of 4, including at least a 4 in English and Mathematics.

The same requirements apply to both internal and external applicants.

iii. PLEASE NOTE: While every attempt will be made to offer students a place on their course of preference this will not always be possible and cannot be guaranteed. Specific courses may have additional entrance requirements and others will have a higher rate of preference. Details of all the courses available and any additional course requirements are provided in the Sixth Form prospectus, available through the school website.

<http://arkjohnkeats.org/sites/default/files/AJK%20Sixth%20Form%20Prospectus.pdf>

iv. Application process:

a) For internal applicants:

Current Year 11 students may automatically progress to Year 12 if they obtain the minimum academic requirements detailed above. Students should complete the form on the school website to register their interest in a place.

<http://arkjohnkeats.org/admissions/sixth-form-admissions>

b) For external applicants:

Applications should be made directly to the school through a form on the website, see link below.

<http://arkjohnkeats.org/admissions/sixth-form-admissions>

v. Young people may make their own application to the sixth form; the application can be made by the parent/carer but does not have to be.

vi. Where more applications are received than there are places available the oversubscription criteria in this policy applies (see section 4).

vii. Unsuccessful Applicants have the right to appeal the school's decision to an Independent Appeal Panel. See section 8 for further details on the appeals process.

4. Oversubscription Procedure and Criteria (All applications)

If the number of applications received for any phase or year group is greater than the number of spaces available, places will be allocated according to the oversubscription criteria and order below.

i. 'Looked After Children'² and children who have previously been a 'Looked After Child' but immediately following this became subject to adoption, a child arrangements order or special guardianship order, including those who appear (to Ark Schools) to have been in state care outside of England and ceased to be in state care as a result of being adopted³.

ii. Children of staff at the school who occupy, or have been recruited to, a post where there is a demonstrable skill shortage. Ark Schools must approve the Principal's assessment process and designation of such posts to confirm the staff members' eligibility under this criterion. Priority will be limited to one place for each form of entry in

any year (i.e. 3 places in each 3-form year group).

iii. Children who, at the time of admission, have a sibling who attends the school. For example, for applications in September 2022, the sibling must also be attending the school in September 2022. For this purpose, "sibling" means a whole, half or step-sibling or an adopted child resident at the same address.

iv. Children of staff in the school who have been employed at the school for two or more years at the time the application is submitted. Ark Schools must approve the Principal's decision to allocate places to staff under this criterion. Priority will be limited to one place for each form of entry in any year (i.e. 3 places in each 3-form year group).

v. Distance measurement – Priority will be given to those children who live closest to the school.

The Local Authority measures distance on behalf of Ark Schools. Enfield Council use an admissions IT system, ADDRESS-BASE PREMIUM®, to calculate **straight line distance** between the child's home and the main entrance to the school. In the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically/or alphabetically.

PLEASE NOTE: A child's home will be the address at which the child normally resides and which has been notified to relevant agencies (e.g. the Local Authority) as being the child's

normal place of residence. Where a child lives normally during the school week with more than one parent at different addresses, the permanent home address for the purposes of school admissions will be the one where the child spends the majority of school nights Monday–Friday.

vi. Tie breaker: If Ark Schools is unable to distinguish between applicants using the published oversubscription criteria, places will be offered via a random draw which will be supervised by someone independent of the school.

vii. In the case of multiple births or siblings in the same year group, where there is only one place available in the school, all will be considered together as one application.

5. Children Below Compulsory School Age and Deferred Entry to School

i. All children are eligible for a full-time place at school in the September following their fourth birthday.

ii. A child must be in full-time education⁴ by the time they reach compulsory school age. A child reaches compulsory school age on the next prescribed day on or following their fifth birthday. The prescribed days are 31st December, 31st March and 31st August.

iii. When a place has been offered to a child below compulsory school age, parents can choose to defer the date their child is admitted to the school until later in the year. This date cannot go beyond the point at which the child reaches compulsory school age and cannot go beyond the beginning

of the final term of that same academic year.

iv. When a place has been offered to a child below compulsory school age, parents can also choose for the child to attend the school part-time up until the child reaches compulsory school age, after which they must attend full time.

6. 'In-Year' Application Process

i. The 'In-Year' application process is relevant to applications for places in any year group that does not have a PAN (e.g. Years 1-6 or Years 8-11), starting at the beginning of the academic year or for **any** year group starting at any other point throughout the academic year.

ii. The Local Authority holds information on which schools in their area have spaces for each year group. Contact Enfield Council via the link below for further information.

<https://new.enfield.gov.uk/services/children-and-education/school-admissions-and-information/>

iii. In-year applications to Ark John Keats Academy can be submitted at any time and are made directly to the school. Parents will be notified of the outcome of any in-year application within 15 school days

The In-Year application form can be accessed through the link below.

<http://arkjohnkeats.org/admissions>

iv. The school will inform the Local Authority of any In-Year applications received, as well as the outcome, so that they can track vacancies across the area.

v. If an in-year application is refused the child will be added to the waiting list for that year group. A child's position on the waiting list will be determined solely according to the oversubscription criteria in this policy. See section 4 for the oversubscription criteria and section 7 for more information on waiting lists.

vi. If an In-Year application has been refused, the parent/carer has the right to appeal the decision to an Independent Appeals Panel. For detailed information about the appeals process see section 8 of this policy.

vii. Fair Access Protocol: Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced, vulnerable children are offered a place at a suitable school as quickly as possible. The school complies with Enfield Council's Fair Access Protocol. Admissions under Fair Access Protocol are discussed between the school and Local Authority on a case-by-case basis. This may mean admitting children above the PAN.

7. Waiting Lists

i. Any child refused a place at the school will automatically be put on a waiting list (unless a higher preference school has been offered.) A waiting list will be maintained until the end of the academic year after which it will be cleared.

ii. The waiting list is maintained in the order of the oversubscription criteria only (not application date). This means that names can move down the list if, e.g. someone moves into the area and is higher placed under the oversubscription criteria.



iii. Parents/carers have the right to request their child is removed from the waiting list at any time. Once removed, the child cannot be reinstated on the waiting list without submitting a new application.

iv. If a place becomes available it will be allocated to the first child on the waiting list, in accordance with the oversubscription criteria. If that offer is declined the place will be offered to the next child on the waiting list.

8. Unsuccessful Applications and the Appeals Process

i. All applicants who have applied for a Primary, Secondary or Sixth Form place at the school and been refused have a right to appeal that decision to an Independent Appeal Panel.

ii. Applicants will be informed in writing of the school's decision to refuse their application. This letter will include;

- a) The reason a place was refused (e.g. no available places)
- b) Information about the waiting list
- c) Information about the right to appeal
- d) The deadline for submitting an appeal
- e) Contact details for making an appeal

iii. Full details on the appeals process, timetable and an appeals booklet for parents is available on the school website, see link below.

<http://arkjohnkeats.org/admissions>

iv. The deadline for submitting an appeal will be at least **20 school days⁵ from the date of notification that an application was unsuccessful.** Appeals received after this date are

subject to different timeframes and exact deadlines will be provided in the letter from the school. This deadline applies to 'normal round' and 'in-year' applications.

v. Appeals are submitted to Ark Schools via an online⁶ form which is available through the school website or from the school. See section 10 for contact details.

vi. The decision of the Independent Appeal Panel is binding on all parties.

9. Applications Out-of-Chronological Age Group

i. Parents/carers may choose to seek a place for their child outside of their chronological age group for a variety of reasons (e.g. the child is summer born, is considered gifted and talented or has experienced problems such as ill health).

ii. The decision to admit a child out-of-year group is uncommon and will always be made on the basis of the unique circumstances for each specific case and what is best for that individual child. The decision will be made by the Principal of the school and will take into account parents'/carers' views, expert advice from relevant social, educational and medical professionals, whether the child has previously been educated out of their normal age group, any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely and the long-term impact of the decision on the child.

iii. Applications for a child to be admitted to a year group outside of their chronological age group should be made

through the same process set out in this policy for both 'normal round' and 'in-year' applications. However, in addition to the standard application form **further documentation should be provided to support the request for a place out of chronological year group.** This applies regardless of whether it is for a higher or lower year group.

iv. The Principal may request additional information after the submission of an application for an out-of-year group place, if necessary.

v. Each application will be considered on the individual circumstances of each case. Applicants will be notified in writing of the decision, including the reasons for it.

vi. Unsuccessful applicants have the right to appeal if they are refused a place at the school. However, this right does not apply if they are offered a place at the school but it is **not** in their preferred age group.

10. Further Information and Contact Details

i. For queries regarding this policy, admissions arrangements for the school and the waiting lists and appeals process, please contact:

Admissions Officers
Primary: Ceyda Beliger
Secondary: Victoria Edwards

Email: info@arkjohnkeatsacademy.org
Phone: 020 8443 3113

ii. Further information and links to all relevant forms for admissions and appeals are available on the school website via the link below.

Ark John Keats Academy
admissions website – [click here](#)

London Borough of Enfield
admissions website – [click here](#)

iii. Further information for
applications to the Sixth Form –
[click here](#)

iv. The Department for Education
website on school admissions –
[click here](#)

v. The Department for Education
School Admissions Code 2021 –
[click here](#)

vi. The Department for Education
School Admissions Appeals
Code 2012 – [click here](#)

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- 1 The maximum number of places available for admission in the year group.
 - 2 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 full definition in Section 22(1) of the Children Act 1989).
 - 3 Under the Admissions Code, a child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.
 - 4 For this purpose, 'full-time education' includes registered for home schooling and attendance at other educational institutions as detailed in section 8 of the Education Act 1996.
 - 5 School days do not include weekends, national holidays or school holidays.
 - 6 Hard copies are available on request from the school. These should be returned to the school for the attention of the Admissions Officer.



Aylward Academy

Admissions Arrangements for School Year 2021-22

London Academies Enterprise Trust is the Admissions Authority for the Academy.

These arrangements are established in accordance with Annex 1 of the Academy's Supplemental Funding Agreement.

Admission Number

Aylward Academy has an agreed Published Admission Number (PAN) of 240 for entry into Year 7. The Academy will accordingly admit at least 240 pupils in the relevant age group each year if sufficient applications are received. All applications will be admitted if 240 or fewer apply.

Children with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan ("EHCP") is required to be admitted. This gives such children overall priority for admission to the named academy. This is not an over-subscription criterion.

Looked After Children

Any child that is Looked After or previously Looked After is required to be admitted to the Academy. This gives such children overall priority for admission to the named school. In the case of previously looked after children, admission authorities may request a copy of the adoption order, residence order or special guardianship order and a letter from the local authority that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

Over-subscription Criteria

If the Academy is oversubscribed, after the admission of pupils with an Education, Health and Care Plan ("EHCP") where the school is named in the Plan. Priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Looked after children and previously looked after children.
2. Exceptional medical and social grounds.
3. Children with a brother or sister who will be attending the school or linked junior school at the time of proposed admission. The children concerned must be living at the same address.
4. Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.
5. Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school. (Travel by private car or public transport will not be taken into account).

Operation of waiting lists

Subject to any provisions regarding waiting lists in the coordinated admission scheme, the Academy will operate a waiting list. Where in any year the Academy receives more applications for places than there are places available, a waiting list will operate until the end of the first school term. This will be maintained by the Academy and

it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application. Places from the waiting list will be offered in the priority order set out above, not in order of the date applications are made.

Late applications

Application forms received after the closing date will be considered alongside those applicants who applied on time wherever possible. Where it is not practicable because places have already been allocated, or are shortly to be allocated, then late applications will be considered only after those applicants who applied by the published closing date.

Admission Outside of the Normal Age Group

Parents may seek to apply for their child's admission to school outside of their normal age group, for example if the child is exceptionally gifted and talented or has experienced problems such as ill health. In addition, the parents of summer born children may choose not to send their child to school until the September following their fifth birthday and may request that they are admitted outside of their normal age group to Reception rather than Year 1.

These parents will need to make an application alongside children applying at the normal age which should explain why it is in the child's best interest to be admitted outside of their normal age which may include information such as professional evidence as to why this is the case and why

an exception should be made in the case of the child. A decision as to whether this is an appropriate course of action will be made by The Trust (AET) as the admissions authority, who will take into account the circumstances of the case and views of the Principal. Parents do not have the right to insist that their child is admitted to a particular year group.

Fair Access Protocols

The Academy works in accordance with the in-year Fair Access Protocols held by the Local Authority; should a vulnerable child within the protocols require a place at the Academy, they will take precedence over any child on the waiting list.

Tie breaker

If it is necessary to use a tie-breaker to distinguish between two or more applications, a distance criterion will be used. We will give priority to the applicants who live nearest to the school as measured by a straight line from the front door of the home of the applicant to the front door of the main reception of the school site that was on the original application for a place.

Appeals

London Academies Enterprise Trust as the Admission Authority delegates the responsibility for appeals back to the Academy/ Local Authority. Parents who wish to appeal the decision of the admissions authority to refuse their child a place at your Academy may apply in writing to the Academy where appeals will be heard by an independent panel.

The Academy can be contacted at the following address:

Remo lafrate, Principal
Aylward Academy
Windmill Road
London
N18 1NB

Tel: 020 8803 1738
Fax: 020 8807 6285

Post 16

Admission Number

Aylward Academy has an agreed Published Admission Number (PAN) of 300 for entry into Years 12 and 13 with 5 places for external applicants. The Academy will accordingly admit at least 300 pupils in the relevant age group each year if sufficient applications are received. All applications will be admitted if 300 or fewer apply.

Oversubscription Criteria

Further admission criteria information can be obtained directly from the sixth form.

Definitions

A **sibling** is defined as a child who has a brother, sister, adopted brother or sister or stepbrother or stepsister living in the same family unit in the same family household and address who attends the Academy in any year group excluding the final year. Biological siblings who attend the Academy in any year group excluding the final year will also be treated as siblings irrespective of place of residence. Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings.

Brothers and Sisters

Brothers and sisters include children with the same natural

parents living at the same address children with the same natural parents living at different addresses (e.g. due to separation of natural parents) half- brothers/sisters living at the same address step – brothers/ sisters living at the same address – children living as part of the same family unit with their parents/guardians at the same address.

Looked after child

A 'looked after child' (1) or a child who was previously looked after but immediately after being looked after became subject to an adoption (2) child arrangements order (3) or special guardianship order (4).

(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.

(2) 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).

(3) Under the provisions of s.14 of the Children and Families Act 2014, which amend section 8 of the Children Act 1989, residence orders have now been replaced by child arrangements orders.

(4) See 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).





Adoption Order

An adoption order is an order under Section 46 of the Adoption and Children Act 2002.

Residence Order

A residence order is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Residence/resident

Residence is defined as the normal family address where the child resides. The qualifications date is the closing date for applications under the co-ordinated admissions scheme (where families change normal address after the closing date but before the allocation process has finished this can be considered under the review procedure). Where parents live at separate addresses and have joint custody, the address used will be the one where the child spends the main part of the school week (i.e. Sunday night to Thursday night inclusive). Childcare arrangements involving relatives' addresses do not qualify as normal family addresses for this purpose unless there is a court Residence Order in place.

Exceptional Medical and Social Grounds

Children who the academy accepts have an exceptional medical or social need for a place at one specific school. Applications will only be

considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. This includes children in need, as determined by Section 17(10) of the Children Act 1989.

Bishop Stopford's School

Bishop Stopford's school is an inclusive Church of England school that welcomes applications from students of all faiths and none.

Admissions Criteria for Year 7

Parents applying for places do so knowing that the School aims to provide an education based on Christian principles and, therefore, the Governing Body expects that all students will take part in the Christian worship of the School and will attend Religious Education lessons.

Prior to the allocation of places in the school, priority will be given to:

1. Applicants who are looked after or were previously looked after and have been adopted. (Written evidence must be supplied, at the time of application.)
2. Applicants who are designated as carers and for whom this is the nearest suitable school. (Written evidence should be supplied, at the time of application, from the relevant LEA.)
3. Applicants who currently have or have had siblings at the school.

The remaining places will be divided 50/50 between Foundation and Open places, with preference given to applicants as follows.

Foundation Places

Foundation places are offered to students whose parents are regular worshippers in a Christian Church. For the purposes of the admissions criteria, the Governors have defined regular worship to mean at least fortnightly for a minimum period of two years.

Written evidence of the applicant's commitment to their place of worship is required

in the supplementary form. If there are more applicants for foundation places than there are places available, they will be allocated according to the following criteria. These are stated in order of priority:

1. Applicants who are regular worshippers at an Anglican Church.
 - a. Within the Deanery of Enfield
 - b. In other deaneries.
2. Applicants who are regular worshippers at a church of any other Christian denomination within Churches Together in Britain and Ireland or the Evangelical Alliance.

In the event that there are more applicants than there are foundation places, and two or more applicants have equal right to a foundation place under any of the above criteria, the Governing Body will determine the priority order for all such applicants according to the nearness of the home to the School, measured as the crow flies, using the computer programme operated by the London Borough of Enfield from the main gate of the School to the main ground floor entrance of the applicant's home.

Any unfilled foundation places will become additional open places. Unsuccessful applicants for foundation places will be considered for any open places remaining unfilled at the end of the allocation procedure.

If you would like to apply for a foundation place, please obtain the Supplementary Form (this may be obtained from the school or downloaded from the Parents section of the school website). Completed forms must reach the Governors at the

School, addressed to the Clerk to the Governors as indicated on the front of the form.

Open Places

Open places are offered to applicants who do not qualify for a foundation place, but whose parents have chosen the School for the type of education it provides.

Open places will be allocated in order of the nearness of the home to the School, measured as the crow flies using the computer programme operated by the London Borough of Enfield from the main gate of the School to the main ground floor entrance of the applicant's home.

In the event that there are fewer applications for open places than there are places, any unfilled places will become additional foundation places. Unsuccessful applicants for open places will be considered for any foundation places remaining unfilled at the end of the allocation procedure.

Appeal Process

Parents who are not offered a place for their child have the right of appeal to an independent appeal panel. Parents wishing to appeal should obtain an appeal form from the Clerk to the Governors, at the School's address. The form should be sent to reach the Clerk to the Appeal panel, care of the School, within 14 days of the date of the letter confirming the Governors' decision not to offer a place. Should some appeals be unsuccessful, the Governing Body will not consider further applications from those parents within the same academic year unless there have been significant and material changes in their circumstances.



Broomfield School

General Principles

1. Broomfield School is an 11-16 mixed comprehensive school. We do not have any requirement for aptitude from prospective students.
2. Admission to our school is not dependent on any 'voluntary' contribution.
3. Pupils will be admitted at the age of 11+ without reference to ability or aptitude using the criteria below.
4. The admission number for September 2022 will be 136.
5. Broomfield School participates in the Local Authority coordinated scheme and all deadlines within that scheme must be adhered to by applicants.
6. Children with an Education Health and Care Plan naming Broomfield School will be admitted.
7. As required by the School Admissions Code the school will give the highest priority to applications on behalf of children in public care (looked after children) and all previously looked after children. (See definitions below)
8. The Board of Governors of Broomfield School has determined that the criteria for admissions from September 2022 will be as follows.

Definitions and Details

1. By **sibling** we mean brothers and sisters, adopted siblings, step-children, common law step-children, halfsiblings, children subject to a child arrangements order or special guardianship

order and foster children (only those "looked after" by any local authority) who permanently live in the same household.

2. For Broomfield School to take a sibling into account the sibling's name must be correct on the application form and the sibling must be on roll of Broomfield School at the time of proposed admission.

3. Home Address: proof of residence will be required by the co-ordinated scheme. The offer of a place may be withdrawn if proof of residency is not met or a place has been offered under fraudulent or intentionally misleading grounds.

4. Where a child lives part of the week with one parent and part of the week with another member of the family the '**home address**' will be considered to be the residence where the child spends at least three nights of the school week each week.

If a child lives equally with both parents at different addresses, the home address will be the address of the main parent eligible to receive child benefit for the child.

5. Looked After: 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 definition in Section 22 (1) of the Children Act 1989) at the time of making an application to the school.

6. Previously Looked After: A previously looked after child is a child who was looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

Admissions criteria

Children with a statement of Special Educational Needs or an Education Health and Care Plan that names Broomfield School will be admitted before any other applicants and these admissions will count toward the admission number.

If there are fewer applications made than places available, then every child will be offered a place.

Oversubscription criteria

In the event of over subscription we will offer places to applicants in this order:

Category 1. Children in public care (looked after children) and all previously looked after children.

And then

Category 2. Children who have a sibling at Broomfield School who is on our school roll at the time of the proposed admission.

And then

Category 3. Children for whom Broomfield School is appropriate on exceptional medical grounds.

Applications under this criterion will only be considered if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school.

And then

Category 4. Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

And then

Category 5. Other children
Children living nearest to the school measured 'as the crow flies' that is in a straight line from the child's permanent home address to the main entrance of the school (travel by private car or public transport not taken into account). ***

*** Permanent home address is the address where the child usually lives. When parents live separately, the home address will be where the child spends the majority of the school week.

If a child lives equally with both parents at different addresses, the home address will be the address of the main parent eligible to receive child benefit for the child.

Tie Breaker

If there are more applications than places available, then all applicants will be allocated a number via a random allocation (lottery) process. This number will decide a child's priority within each of the admission criterion set out above. It will only be used if there are not enough available places left to accommodate all the applicants falling under that criterion. Places will then be offered to applicants in accordance with the randomly allocated number, starting with the lowest number first. This process will be independently verified.

Applications made outside the normal admissions round

Admissions for places for children in all other year groups will be dealt with in accordance with this policy. If the School is unable to offer a place to an applicant then the name of the child will be included in the School's waiting list.

The School Waiting List

1. The School will hold a single waiting list.
2. In regard to applicants for Year 7 places, all children whose Year 7 applications were unsuccessful¹ in the normal admission round will be included on the waiting list on 1st March of the academic year in which the child's parents apply for a place in Year 7 at the School.
3. All children whose parents applied unsuccessfully for Year 7 places outside the normal admissions round will be included on the waiting list on the date that their application was rejected or 1st March of the year of the normal admission round whichever is the later.
4. All children whose parents apply for places in other years and for whom the School is unable to offer a place will be included on the waiting list on the date their application is rejected.
5. The names of children will remain on the waiting list until whichever of the following dates falls soonest after the first anniversary of their name be included on the list: 31st March; 30th June; 31st October; 31st December.
6. So, if a child's name is included on the list on the 31st March it will be removed on the 31st March of the following year. And if a pupil's name is included on the list on the 8th April it will be removed on the 30th June of the following year.
7. When places become available, if there are more children in the relevant year group(s) on the waiting list than

there are places available, then all those on the waiting list will be allocated a number via a fresh random allocation (lottery) process². This number will decide a child's priority within the highest relevant oversubscription criterion set out above which they meet. It will only be used if there are not enough available places left to accommodate all those on the waiting list in the relevant year groups(s) falling under that criterion. If it is used places will be offered to children in order of the randomly allocated number, starting with the lowest number first.

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- 1 That is, children who were allocated a place at a school for which they had not expressed a preference or for which they had expressed a preference that was lower than that expressed for Broomfield School.
 - 2 Any number allocated in a previous random allocation will be discounted.





Edmonton County School

Admissions Criteria

In the case of over-subscription, after the admission of pupils with an 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 the following order:

1. Children in public care (looked after children) and children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.*
2. Children who are in year 6 at Edmonton County Primary Phase.
3. Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.
4. Children with a brother or sister (sibling) who will be attending the school at the time of proposed admission. The children concerned must be living at the same address.
5. Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.
6. Children living nearest to the school measured 'as the crow

flies'. As Edmonton County School is situated on two sites, the distance measured will be in a straight line from the child's home to a point midway between both sites, that is the closed end of Lynton Gardens (travel by private car or public transport will not be taken into account).

* Children adopted without having been previously looked after are not included in this criterion.

- When it is not possible to admit all applicants to a particular school within any criterion, priority will be given to those living closest to the school measured as in criterion 5 above.
- Siblings are defined as brothers or sisters of children already on roll of the school who will still be in the school at the time the applicant is admitted. Siblings must be living at the same address. For primary to secondary transfer, sibling priority will only be given where the older sibling will still be attending the school in the September that the younger child joins. The term 'sibling' means a full, step, half, adopted or fostered brother or sister, but not cousins.
- Applicants who wish to appeal against the decision of the admissions authority to refuse their child a place at the school should contact Edmonton County School directly: Little Bury Street, Edmonton, N9 9HZ. Tel no. 020 8360 3158.

Enfield Grammar School

Admissions Criteria

The Pupil Admission Number (PAN) agreed with both the Department for Education and the Local Authority, is 180.

How places will be allocated at Enfield Grammar School

1. Looked after boys or who are subject to an Education Supervision Order under the Children Act 1989 which names the School. Boys with Special Educational Needs identified through an Educational Health and Care Plan issued under the Education Act 1996 which names Enfield Grammar School.
2. Boys, who on exceptional medical grounds, find this school appropriate. Each application must be supported by evidence from a doctor. The connection between the boy's needs and Enfield Grammar School must be clearly demonstrated.
3. Boys willing to support the corporate and extra-curricular life of the school and who can contribute at a high level to major sports or music. (Maximum 10%). N.B. Parents applying under this criterion must complete a supplementary application form (available directly from the school office or from the website) in addition to the London Borough of Enfield application form accompanying this booklet. The supplementary form should be returned to the school by **Tuesday 5 October 2021**.

Music: Each candidate applying under this criterion will be invited to a musical aptitude test at Enfield Grammar School. Candidates who achieve the

qualifying mark in the test will be invited to an audition to perform a single piece on their chosen instrument or vocally. The musical aptitude test is of approximately 40 minutes' duration and does not require any formal knowledge of music theory. The test will cover questions on pitch, rhythm, texture and melody and will be performed on computers.

Candidates will be notified in advance of the test date and venue. Consideration for alternative test dates will be given in extenuating circumstances only and will be at the discretion of Enfield Grammar School. Extenuating circumstances include, but are not limited to, bereavement, religious holidays or festivals or medical appointments.

During the audition, candidates will perform a piece of their choosing either instrumental or vocal (accompanists will not be provided). Performances should last no longer than three minutes. As there is a free choice of instrument and piece, candidates of all abilities and all cultures will have equal opportunity to succeed.

The purpose of the audition is to both assess ability and the candidate's capacity to learn or develop musical skills and benefit from the opportunities at Enfield Grammar School.

Sport: Places will be awarded following assessment of the pupils' aptitude by the School's sports staff. Applications will be welcomed if supported by a written recommendation from an accredited representative of a recognised sports association, normally of County standard.

Consideration will also be given to candidates without that level of qualification but who otherwise demonstrate exceptional sporting aptitude. The major school sports under this criterion are cricket, football and rugby.

4. Boys whose parent is a member of staff directly employed by Enfield Grammar School for two or more years at the time of application and/or boys of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

5. The remaining places will be allocated in the following order:

5.1. 50% of places will be assigned to boys attending one of the named primary schools below, which are within a radius of 1 mile from the Tudor Hall:

- Bush Hill Park
- Chase Side
- George Spicer
- Lavender
- St Andrews (Enfield)
- St Georges
- St Michaels

In cases of over-subscription at this stage the following will be used to decide priority:

a) Boys with a brother¹ attending the School at the time of admission. (The children concerned must be living at the same address.)

b) The unallocated places will be assigned to the listed schools in proportion to the number of remaining applications from each school, e.g., if there are overall in this category 100 applicants with a total of 50 places available, the number of places assigned to each primary school will be half





the number of its applications. Within each school's allocation, priority will be given to those who live closest to the school as determined by the straight line distance from the boy's home, to Enfield Grammar School Tudor Hall.

Should a child be awarded a place then other brothers, eligible for admittance in the same year group, will be automatically awarded sibling status.

Should there be under-subscription from this area, surplus places will be re-allocated to schools in 5.2 (i) below.

5.2. The remaining 50% of places will be assigned to boys under the following:

i) Other Enfield primary schools (including maintained and independent)

With the exception of the five places in 5.2(ii) below, the remaining places will be allocated to Enfield primary schools which are more than one mile from the Tudor Hall

In cases of over-subscription at this stage the following will be used to decide priority.

a) Boys with a brother¹ attending the School at the time of admission. (The children concerned must be living at the same address).

b) The unallocated places will be assigned to schools in proportion to the number of remaining applications from each school. Within each school's allocation, priority will be given to those who live closest to the school as determined by the straight line distance from the boy's home, to Enfield Grammar School Tudor Hall.

Should a child be awarded a place then other brothers, eligible for admittance in the same year group, will be automatically awarded sibling status.

Should there be under-subscription, surplus places will be re-allocated to schools in 5.1 above.

ii) Primary schools outside the Borough of Enfield

A maximum of 5 places will be reserved for boys attending primary schools outside the Borough of Enfield.

In cases of over-subscription at this stage the following will be used to decide priority.

a) Boys with a brother¹ attending the School at the time of admission. (The children concerned must be living at the same address).

b) Those who live closest to the school as determined by the straight line distance from the boy's home, to Enfield Grammar School Tudor Hall.

Should a child be awarded a place then other brothers, eligible for admittance in the same year group, will be automatically awarded sibling status.

5.3. Allocation of a place to a pupil who is not educated in a primary school either inside or outside the Borough.

i) Should the pupil reside inside the Borough he will be considered to be attending the primary school with the shortest straight line distance from his home and criterion 5.1, or 5.2(i) will be applied.

ii) Should the pupil reside outside the Borough he will be considered to be attending an

out-of-Borough primary school and criterion 5.2(ii) will be applied.

Should there be under-subscription, surplus places will be re-allocated to schools in 5.2(i) above.

Under the distance criteria, places will be allocated according to the boy's registered home address as of 28 February 2022.

In the event of a tie at any stage in the application process, places will be allocated to those who live nearest the school.

Where parents² live separately, and at different times the child resides at both addresses, the parents must decide before submitting their application which address they wish to use. You will not be permitted to change the address to that of the other parent once you have submitted your form, other than in exceptional circumstances.

Parental responsibility: Having parental responsibility means assuming all rights, duties, powers, responsibilities and authority that a parent of a child has by law³. People, other than a child's natural parents, can acquire parental responsibility through:

- **Being granted a residence order;**
- **Being appointed a guardian;**
- **Being named in an emergency protection order (although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare); or**
- **Adopting a child.**

Any fraudulent or misleading information given in support of an application may well result in the Governors withdrawing a place which has been offered.

In accordance with the Regulations, the Governors re-confirm these admission arrangements each year. In the case of over-subscription, they have also established an Admissions' Appeal process.

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- 1 Definition of brother: each of two or more children having one or both parents in common.
 - 2 Definition of parent: Section 576 of the Education Act 1996 defines 'parent' to include:
 - All natural parents, whether they are married or not; and
 - Any person who, although not a natural parent, has parental responsibility for a child or young person.
 - 3 Parental responsibility is defined in the Children Act 1989. If the parents of a child were not married to each other when the child was born, the mother automatically has parental responsibility but the father does not, even if he is named on the birth certificate. He can, however, subsequently acquire parental responsibility by various legal means.



Heron Hall Academy

Admissions Criteria Year 7

The Governing Body is responsible for the admission of students in to Year 7 classes of Heron Hall Academy and the agreed admission number is 240 students full-time in to Year 7.

If there are fewer applications for the Academy than there are places available, everyone is offered a place.

After the admission of pupils with a statement of special educational needs naming the Academy,

Governors use the following criteria to decide which children should be offered places when there are more children wanting to go to the Academy than there are places available.

- 1.** Looked after children (as defined by Section 22(1) of the Children Act 1989) and children who were looked after, but ceased to be so because they were adopted¹, or became subject to a residence order² or special guardianship order³.
- 2.** Students of staff at Heron Hall Academy where:
 - a.** the member of staff has been employed at the school for two or more years at the time at which the application for admission is made; or
 - b.** the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- 3.** Children with a sibling who is attending Heron Hall Academy at the time of application and who will remain on roll at the time of admittance. Long term foster children will be accepted as siblings of the foster carers own

children and other children in foster care at the same address. The children concerned must be living at the same address and evidence may be required to verify the sibling link.

Priority within this group will be given in the following order:

- a.** Children of twin/multiple births living at the same address.
 - b.** Other children.
- 4.** Children on roll at the Cuckoo Hall Academies Trust (CHAT) feeder schools⁴, Cuckoo Hall Academy, Woodpecker Hall Primary Academy, Kingfisher Hall Primary Academy or Enfield Heights Academy (all of whom have been admitted through a fair and transparent process through primary admissions) at the time of application and remain on roll at their respective Academy until their admittance to a Heron Hall Academy.
- 5.** Other children by distance with those who live closest being admitted first. Priority within this group will be given in the following order:

- a.** Children of twin/multiple births living at the same address.
- b.** Other children.

If a tie-break is needed to determine who is admitted under criteria 4, priority will be given to children living nearest to the Academy. For all purposes nearness to the Academy will be measured as the crow flies, that is, in a straight line from the child's home to the main entrance of Heron Hall Academy. Random allocation will be used if the distance between two children's homes and the school is the same. This process will be independently verified.

Waiting Lists

In addition to the right of appeal, unsuccessful candidates will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained by the Academy in order of the oversubscription criteria set out above and not in the order in which applications are received or added to the list.

Parents/carers will be consulted regularly on whether they still wish to remain on the waiting list and the waiting list will be maintained until the end of the Academic year.

Please note that attendance in the classes at Cuckoo Hall Academy, Woodpecker Hall Primary Academy, Kingfisher Hall Primary Academy and Enfield Heights Academy does not guarantee admission to the Academy for secondary admission and that a separate application must be made for transfer from Primary to Secondary for Heron Hall Academy.

Application Procedures, Late Applications and Timetable for admissions to Year 7 classes for September 2022

Application to Heron Hall Academy is not dependent on any ability test and in order to apply for a place at the Academy a standard LA application form must be completed and returned to Enfield Schools Admission Service by the due date for the common admissions application timetable. Further information is available on the London Borough of Enfield admissions website at www.enfield.gov.uk/admissions. Parents/carers will be advised of the outcome of their applications

on 2nd March 2022 or the next working day. Unsuccessful applicants will be given reasons related to the oversubscription criteria listed above and advised of their right of appeal to the independent appeals panel.

Late applications will be allocated to the waiting list and places will be allocated as vacancies occur.

The admission of pupils with a statement of Special Educational Needs, where a local authority has named the Academy on a child's statement (under Section 324 of the 1996 Education Act), this is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by local authorities. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

After an offer has been made of a place at the Academy, Heron Hall Academy requires 2 proofs of residence of the permanent home of the child to confirm the place. One of these must be a notification of Child Benefit from HMRC unless the parent/carer is not entitled to Child benefit when another proof of residence must be provided. The other proof of residence must be a council tax document, child's medical card, a gas or electricity bill or similar. Confirmation of date of birth of the child will also be required.

Where the Child Lives

Where parents have shared responsibility for a child and the child lives for part of the week with each parent, then the child will be deemed to live where they spend the majority

of school nights. School nights are Sunday night, Monday night, Tuesday night, Wednesday night and Thursday night. In the event of joint parental responsibility with the child spending equal time with either parent, the child will be deemed to live with the parent with the Child Benefit Award Notice.

Siblings

A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by reason of a court order or a child who has been placed with the family as foster carers as a result of a being looked after by a local authority.

Looked after children

In the case of a previously looked after child, Heron Hall Academy will require a copy of the adoption order, residence order or special guardianship order and a letter from the local authority that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

Note

Unfortunately, it appears that there have been some cases where parents have been tempted to supply false or inappropriate information to try and get a place at a particular Academy or school, for example by giving the address of a relative instead of the home address. Information supplied by parents/carers is checked. If it is found that false information has been provided and a place has been obtained because of this, the place offered is likely to be

withdrawn. Parents/carers will still have the right of appeal if the place is withdrawn.

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- 1 Under the terms of the Adoption and Children Act 2002, Section 46
 - 2 Under the terms of the Children Act 1989, Section 8
 - 3 Under the terms of the Children Act 1989, Section 14A
 - 4 Distances from home to school are calculated by the London Borough of Enfield admissions service. The Governing Body has been advised that the distances provided are calculated by the London Borough of Enfield admissions service using ADDRESS-POINT®. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain to a resolution of 10cm, with each point falling within the addressed building. In the case of multi-occupancy buildings such as flats where there may be only one address point, priority will be given to applicants whose door number is the lowest numerically or alphabetically



Kingsmead School

Year 7 Admissions

Each year in September the school will admit 252 students into Year 7. As a school with a specialism in Performing and Visual Arts, up to 10% of this intake may be admitted according to aptitude in one of Music, Drama, Art or Dance.

In any of the above application categories, if demand exceeds places available, priority will be given to applicants in the following order:

1. Children in public care – looked after children and 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).
2. Students who can demonstrate an aptitude for Performing and Visual Arts (as set out above).
3. Students who have brothers or sisters (siblings*) attending the school (including 6th form) who are on the roll of the school at the time applications are made.

***Sibling details:** A sibling is a child who has one or more parents in common, or any other child (including an adopted child) who permanently lives at the same address and for whom the parent also has parental responsibility as defined in the Children Act 1989, Part 1 Section 3.

4. Compelling medical reasons for attending the school. Robust and documented medical evidence must be provided in support from an appropriate independent registered professional such as a GP

or hospital consultant. This documentation must set out why the school is the only school that can meet the young person's needs or circumstances.

5. Children of members of staff will be given a place at Kingsmead School (staff must have been employed for a minimum of 2 years).
6. Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school. Travel by private car or public transport will not be taken into account.

- All distances will be calculated by the Local Authority admissions IT system using ADDRESS-BASE PREMIUM®. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each ADDRESS-BASE PREMIUM® is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically /or alphabetically.

Admissions to Year 7 On the Basis of Aptitude in Music, Drama, Art or Dance

If your child can demonstrate that they show promise in the areas of Music, Drama, Dance or Art, she or he may be eligible for one of the special Performing and Visual Arts places.

Parents wishing to apply for one of these places should acquire a specific supplementary application form from the school.

Each candidate applying under the Performing Arts criteria will be invited to attend auditions/workshops to test aptitude. They will also be required to bring a portfolio of certificates/work to show evidence of aptitude in their selected subject. Candidates will be notified in advance of the audition date and venue. Those unable to attend on this date due to compelling religious, medical or other reasons will be offered one alternative date. The purpose of the audition/workshop is not to assess ability but rather to determine whether the candidate has the capacity to learn or develop musical, dramatic or artistic skills. Further details of the selection process are available from the school.

Lea Valley Academy

Admissions Criteria

In the case of over-subscription, after the admission of pupils with an 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 the following order:

- 1.** Children in public care (looked after children) and children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.*
- 2.** Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.
- 3.** Children with a brother or sister (sibling) who will be attending the school at the time of proposed admission. The children concerned must be living at the same address.
- 4.** Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.
- 5.** Children living nearest to the school measured 'as the crow flies'.

*Children adopted without having been previously looked after are not included in this criterion.

- When it is not possible to admit all applicants to a particular school within any criterion, priority will be given to those living closest to the school measured as in criterion 5 above.
- Siblings are defined as brothers or sisters of children already on roll of the school who will still be in the school at the time the applicant is admitted. Siblings must be living at the same address. For primary to secondary transfer, sibling priority will only be given where the older sibling will still be attending the school in the September that the younger child joins. The term 'sibling' means a full, step, half, adopted or fostered brother or sister, but not cousins.
- Applicants who wish to appeal against the decision of the admissions authority to refuse their child a place at the school should contact Lea Valley Academy directly: Bullsmoor Lane, Enfield, EN3 6TW. Tel: 01992 763666.



Oasis Academy Enfield

Admissions Arrangements

Oasis Academy Enfield is a fully inclusive, mixed, secondary, non-selective Academy. Admissions for Year 7 to 11 operate under the Enfield Local Education Authority's scheme for Co-ordinated Admissions to Primary and Secondary School. Admissions to Sixth Form are operated by the Academy. To view our Admissions Policy please visit our website www.oasisacademyenfield.org or call into the Academy reception.

The address of the Academy for Admissions is Kinetic Crescent, Innova Park, Mollison Avenue, Enfield, EN3 7XH

Where the number of applications for admission is greater than the published admission number, applications will be considered against the oversubscription criteria set out below. The criteria will then be applied in the order in which they are set out below:

a) Children in public care (looked after children) and children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.

- Children in care are children who are in the care of a local authority or provided with accommodation by that local authority in accordance with section 22 of the Children Act 1989.

b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an

attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.

c) Children with a brother or sister, sibling, who will be attending the school at the time of proposed admission.

The children concerned must be living at the same address. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins. The sibling link will be withdrawn for any future siblings of any child who has started at a school and it was subsequently found that they had gained a place on the basis of a fraudulent application.

d) Children whose parent is a member of staff who has been employed at the school for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

e) Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school on Mollison Avenue.

Travel by private car or public transport will not be taken into account. All distances will be calculated by Enfield Council's admissions IT system using Address Base Premium. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each Address Base Premium is such that each point will fall within the addressed building. In

the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically or alphabetically.

Children who have an Education Health Care Plan will be offered a place at a school if it is named in their Plan in accordance with the Education Act 1996 and the Special Educational Needs Code of Practice.

Oasis Academy Hadley

Admissions Arrangements

Oasis Academy Hadley is a fully inclusive, mixed, all-through, non-selective Academy. Admissions for Reception to Year 11 operate under the Enfield Local Education Authority's scheme for Co-ordinated Admissions to Primary and Secondary School. Admissions to Nursery and Sixth Form are operated by the Academy. To view our Admissions Policy please visit our website www.oasisacademyhadley.org or call into the Academy reception.

The address of the Academy for Admissions is 143 South Street, Ponders End, Enfield, EN3 4PX

Children already in Year 6 of the Academy at the time of secondary applications will transfer to Year 7.

a) Looked after children and all previously looked after children and immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order. This includes those children who appear to Oasis Community Learning to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an

attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.

c) Children with a brother or sister, sibling, who will be attending the school at the time of proposed admission.

The children concerned must be living at the same address. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins. The sibling link will be withdrawn for any future siblings of any child who has started at a school and it was subsequently found that they had gained a place on the basis of a fraudulent application.

d) Children whose parent is a member of staff who has been employed at the school for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

e) Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school on South Street. Travel by private car or public transport will not be taken into account. All distances will be calculated by Enfield Council's admissions IT system using Address Base Premium. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each Address Base Premium is such that each point will fall within the addressed building. In the case of a multi-occupancy building

such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically or alphabetically.

Children who have an Education Health Care Plan will be offered a place at a school if it is named in their Plan in accordance with the Education Act 1996 and the Special Educational Needs Code of Practice.



St Anne's Catholic High School For Girls

Admission Arrangements

St. Anne's Catholic High School for Girls was founded by the Catholic Church to provide education for children of Catholic families. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. The school welcomes applications for children of all faiths and of none and all applicants are expected to give their full, unreserved and positive support for the aims and ethos of the school.

The published admission number (PAN) for the school is 180 girls. The Governing Body has sole responsibility for admissions to this school and intends to admit 180 girls to Year 7 in September 2021. Priority will always be given to Catholic applicants.

Oversubscription Criteria

When the number of applicants exceeds the admission number, offers of places are made using the following criteria in order of priority:

1. Catholic/Other "looked after" girls and previously "looked after" Catholic/Other girls who have been adopted or made subject to Child Arrangements Orders or Special Guardianship Orders.
2. Baptised Catholic girls where the application is supported by a baptism certificate.
3. Baptised girls by Eastern/Orthodox Churches where the application is supported by a baptism certificate or a certificate

of reception. Also Catechumens with a certificate of entry into the order of Catechumens.

4. Girls from Christian families where the application is supported by either a baptism certificate or a letter from a Minister of Religion confirming membership of the Parish Community.
5. Girls of families from other Faiths where the application is supported by a letter from a Religious Leader of the Faith confirming membership of the Faith Community.
6. Any other girl.

Exceptional Need

The Governors will give top priority in any category to girls whose exceptional medical, social or pastoral needs justify a place at the school. To demonstrate an exceptional social or medical need, which can only be met at this school, the Governing Body will require compelling written evidence at the time of application from an appropriate professional: e.g., doctor, priest or social worker.

Siblings

Siblings will be given priority within each criterion, immediately after those with exceptional need described above. A sibling in Year 11 would be expected to take her place in the Sixth Form and should, therefore, still be on roll when the candidate starts in September.

Tie Break

If there are insufficient places to admit all applicants in any of the categories above priority will be given to applicants living nearest to the school site appropriate

to the year to which the child would be admitted, measured in a straight line from the child's house. In the case of a number of addresses in a block with the same geographical reference, priority will be given to those living nearest to the main entrance of the block. The distance measurement is carried out by the Local Authority. Measurements for the final allocation process will be calculated by the admissions IT system using AddressBase Premium, which provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. It is a straight line measurement and does not take into account the actual or expected route a child will travel to school. Where the Local Authority provides measurements for voluntary aided, foundation schools and academies, the same system will apply.

Multiple Births

The Governing Body does not give priority under its admission criteria for twins, triplets or other multiple applications from one family for the same year group. If there are insufficient places available and one twin/sibling is offered the last place, the Governing Body will agree to exceed the published admission number and admit the additional child/children.

Application Procedure

All applicants must apply by using the e-admissions system. In addition, applicants should complete the **St. Anne's Supplementary Information Form (SIF)** which is available on the School's website. The

e-admissions form must be completed and submitted to the Local Authority by 31st October 2021. However, if you would prefer to complete a paper form these are available from the Local Authority upon request. The Supplementary Information Form (SIF) is available directly from the school and should be completed and returned to the school by the closing date, also 31st October 2021. If you do not complete both the e-admissions form and the SIF and return them by the closing date, the Governing Body may be unable to consider your application fully against the oversubscription criteria and it is very unlikely that your child will not get a place at the school. Late applications will be considered after the initial allocation process has been completed.

Applications for criterion 1 must be accompanied by written proof of the child's status from the appropriate authority. Those applying under criterion 2 should provide a copy of the child's baptism certificate. If the certificate is not available, applicants should indicate in writing the reasons for this being the case.

The Local Authority will write to you on behalf of the Governing Body with the outcome of your application at the beginning of March 2022 and the information will also be available on line. You should indicate your acceptance of the place as soon as possible. Information concerning the Appeals Procedure will be sent out to those who are unsuccessful in obtaining a place.

The school maintains a waiting list, ranked according to the published criteria, and places will be offered as and when vacancies occur. The waiting list will remain open until 25 July 2022. If you wish your child's name to stay on the waiting list you must apply to the school in writing before that date.

Pupils with an Education, Health and Care Plan (EHCP)

The admission of pupils with an Education, Health and Care Plan (EHCP) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHCP you must contact your local authority SEN officer. Children with an EHCP naming this school will be admitted.

Change of details

If any of the details on your form change between the date of application and the receipt of the letter of offer or refusal, you must inform the School immediately. If misleading information is given or allowed to remain on the form, Governors reserve the right to withdraw the place, even if the child has already started at the School.

Fair Access

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the Governing Body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been

agreed by both the Diocese and the Governing Body for the current school year. The Governing Body has this power even when admitting the child would mean exceeding the published admission number.

In Year Admissions

Applications for In-Year admissions are made directly to the school. If a place is available and there is no waiting list, the child will be admitted. If more applications are received than there are places available then applications will be ranked by the Governing Body in accordance with the oversubscription criteria. If a place cannot be offered at this time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the Governing Body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the Governing Body will re-rank the list and make an offer.

Children educated out of chronological age group

Any application for a child to be educated out of her age group will be considered by Governors on an individual basis and will only be granted in exceptional circumstances. Parents should write to the Chair of Governors during the Autumn Term in the (academic) year of application, giving reasons and providing compelling professional evidence.



Interpretation of terms used in the Admissions Policy and Oversubscription Criteria

'Looked after child' has the same meaning as in S.22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents at the time of making an application to the school).

'Adopted' for the purposes of this policy an adopted child is any child who has been formally adopted from care and whose parent/guardian can give proof of legal adoption.

'Child Arrangements Order'
A child arrangements order is an order under the terms of the Children Act 1989 s.8 settling the arrangements to be made as to the person with whom the child is to live. Children 'looked after' immediately prior to the granting of the order qualify under this category.

'Special Guardianship Order'
A special guardianship order is an order under the terms of the Children Act 1989 s.14A appointing one or more individuals to be a child's special guardian(s). Children 'looked after' immediately prior to the granting of the order qualify under this category.

Candidate: The child on whose behalf an application is being made.

Applicant(s): The parents and/or legal guardians submitting an application for a place on behalf of a child. Or a young person of 16 years or over submitting their own application.

Catholic: A member of a Church in full communion with the See of Rome, including Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church. For the purposes of this Policy it also includes a "looked after" child who is in the process of adoption by a "Catholic family".

Catechumen: A member of the catechumenate of a Catholic Church. This will normally be evidenced by a Certificate of Reception into the order of catechumens.

Christian: Children of other Christian denominations means: children who belong to other churches and ecclesial communities which, acknowledging God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local

Churches Together Group (by whatever title) on the above basis.

Other Faiths: Definition of children of other faiths means: children who are members of a religious community that does not fall within the definition of 'other Christian denominations' and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship

Sibling: A sister to include step-sisters, half-sisters or adopted sisters, who live at the same home as the child.

Family: Those who live at the residential address of the parent/legal guardians who are submitting an application for a place on behalf of a child. Where the admission arrangements refer to "practising Catholic families", it is sufficient for just one parent to attend Church.

Residential Address: Residence is defined as where the child lives for more than 50% of the school week.

St Ignatius College

Admissions Policy

Introduction

St Ignatius College is a voluntary aided Catholic Secondary College for boys in the trusteeship of the Society of Jesus (Jesuits), a Religious Order of the Catholic Church founded in 1540. The ethos and principles of the Jesuit approach to education are set out in the document 'The Characteristics of Jesuit Education' (1987). It is part of the provision of Catholic education in the Archdiocese of Westminster and an apostolic work of the Society of Jesus.

The published admission number (PAN) for the school is 186 children. The Governing Body has sole responsibility for admissions to this school and intends to admit 186 children to Year 7 in September 2022. Priority will always be given to Catholic applicants.

Oversubscription Criteria

When the number of applicants exceeds the published admission number, offers of places are made using the following criteria in order of priority:

1. Catholic/Other "looked after" children and previously "looked after" Catholic/Other children who have been adopted or made subject to child arrangement orders, or special guardianship orders.
2. Baptised Catholic boys where the application is supported by a baptism certificate.
3. Baptised boys by Eastern/Orthodox Churches where the application is supported by a baptism certificate or a certificate

of reception and Catechumens with a certificate of entry into the order of Catechumens.

4. Boys from Christian families where application is supported by a baptism certificate, or a letter from the Minister of religion confirming membership of the Parish Community.

5. Boys of families from other faiths where the application is supported by a letter from a religious leader of the faith confirming membership of the faith community.

6. Any other boys.

Priorities

If the number of applicants exceeds the places available in any one of the oversubscription criteria, priority will be given in the following order:

1. The Governors will give top priority in any category to children whose exceptional medical, social or pastoral needs justify a place at the school. To demonstrate an exceptional social or medical need, which can only be met at this school, the Governing Body will require compelling written evidence at the time of application, from an appropriate professional e.g. doctor, priest or social worker.
2. Baptised Catholic boys who will have a brother (or sister in the sixth form) at St Ignatius College at the time of admission (September 2022). Brothers include blood siblings, adopted children and siblings by marriage (step-brothers) who reside at the same address.
3. Baptised Catholic boys who have a brother (or sister in the sixth form) who was previously at St Ignatius College.

In the last three years St Ignatius College has been pleased to admit children from all categories.

Distance Tie Break

Where there are more applications within a criterion than spaces available the tie-break will be used. Priority will be given to candidates living nearest to the College, measured in a straight line from the child's house. The distance measurement is carried out by the LA. Measurements for the final allocation process will be calculated by the admissions IT system using AddressBase Premium, which provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. It is a straight line measurement and does not take into account the actual or expected route a child will travel to school. Where the local authority provides measurements for voluntary aided, foundation schools and academies, the same system will apply.

Multiple Births

The Governing Body does not give priority under its admission criteria for twins, triplets or other multiple applications from one family for the same year group. If there are insufficient places available and one twin/sibling is offered the last place, the Governing Body will agree to exceed the published admission number and admit the additional child/children.

Supplementary Information Form (SIF)

The Supplementary Information Form (SIF) is used by St Ignatius





College to assess whether an applicant meets the College's oversubscription criteria. If you choose not to submit the SIF, St Ignatius College will be obliged to apply the oversubscription criteria using the information given on the Common Application Form (CAF) only, which may result in your application being given a lower priority.

Religious Practice

Applicants wishing to be considered under criterion 2 should submit a copy of the child's Catholic Baptismal Certificate to the College. If the certificate is not available, the applicant should indicate in writing the reasons for this being the case.

Parental Preference

St Ignatius College will consider every application for a place in accordance with the admission criteria described in this document. The Governing Body is the Admissions Authority for the College.

Pupils with an Education, Health and Care Plan (EHCP)

The admission of pupils with an Education, Health and Care Plan (EHCP) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHCP you must contact your local authority SEN officer. Once the College has been named the College will admit the child.

Application Procedure

Boys transferring from Y6 at primary school to Y7 secondary

school must do so through the London-wide co-ordinated admissions scheme. All applicants must submit the e-admissions online application to the boy's Local Authority. However, the CAF form is available upon request to the Local Authority.

In addition, applicants should complete the St Ignatius Supplementary Information Form (SIF) which is supplied on our website. The SIF should be returned to the College by the closing date.

The e-admissions form is available on the LA website and the SIF are available on our website. The deadline for both forms is, **31st October 2021**.

Applications received after this date will be considered after the initial allocation process has been completed (see late application below).

If you do not complete both the e-admissions and the SIF and return them by the closing date the Governing Body may be unable to consider your application fully and it is very unlikely that your child will get a place at the College.

Boys already in Y7 at secondary school who wish to transfer to Y7 at St Ignatius College do so by following the procedure set out below in In-Year Admissions.

In Year Admissions

All In-Year transfers are processed through Enfield Schools Admissions Service (ESAS). Once processed, ESAS will send details to the Admissions Officer at St Ignatius College. If a place is available and there is no waiting list,

parents and the student will be invited to the College for interview. If more applications are received than there are places available, then applications will be ranked by the governing body in accordance with the oversubscription criteria above. If a place cannot be offered at this time, then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will re-rank the list and make an offer.

Children educated out of chronological age group

Application may be made for a child to be educated out of his/her age group i.e. a 12-year-old being admitted to a Year 7, a 17-year-old to a Year 12 or any child admitted in-year to the year above or below their chronological age group. The applicant should write to the Chair of Governors at the time of application with an explanation requesting that the child may be admitted out of his/her chronological age group.

Unsuccessful Applications

If your child is not offered a place at the College, his name will normally be placed on a waiting list for admission to the College (see 'Waiting List' below).

If your child is not offered a place at the College you will be entitled to appeal to an independent panel. Details will be given in the letter of refusal. The decision of the panel is final.

Waiting List

St Ignatius College has a waiting list of boys who have not been offered a place but whose parents express the wish for them to take up a place should one become available. If a place does become available all applicants are assessed in accordance with the entry criteria. Date of receipt of the application is not a factor. Boys who are on the waiting list will not be removed unless requested by their parent(s).

Late Applications

Applications received after the closing date will be dealt with after the initial allocation process has been completed. If the College is oversubscribed it is very unlikely that late applicants will obtain a place.

Fair Access

The College is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in the locally agreed protocols. Accordingly, outside the normal admissions round the governing body is empowered to give absolute priority to a child where admission is requested under local protocol that has been agreed by both the Diocese and governing body for the current school year. The Governing body has this power even when admitting the child would mean exceeding the published admission number.

Change of details

If any of the details on your form change between the date of application and the receipt of the letter of offer or refusal, you must inform the College immediately.

If misleading information is given or allowed to remain on the form, governors reserve the right to withdraw the place, even if the child has started already.

Information and assistance

St Ignatius College is committed to fairness and transparency in the way it operates its admissions procedures. Parents are invited to contact the College to obtain help in applying, especially if they are disabled or have difficulties of language or are not familiar with the admissions process.

Applications to Sixth Form

Students transferring from Year 11 do not need to re-apply, but must meet the requirements for the courses for which they have applied. Please see Sixth Form entry requirements for the relevant year of entry. Applications from external students including girls are welcome and places will be offered up to maximum capacity. Applications should reach the school by the published closing date, and in the case of over subscription the same criteria will apply as for Year 7.

Further enquiries should be directed to the Head of Sixth Form. A Sixth Form Application Form is available on the website or directly from the College.

Interpretation of terms used in the Admissions Policy and Oversubscription Criteria

The following definitions have been set by the Diocese of Westminster with due regard to statutory legislation:

‘Adopted’. For the purposes of this policy an adopted child is

any child who has been formally adopted from care and whose parent/guardian can give proof of legal adoption.

‘Catholic’ a member of a Church in full communion with the See of Rome, including Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism or reception into the Catholic Church. It also includes a child who is in the process of adoption by a “Catholic family”

“Children of other Christian denominations”

means: children who belong to other churches and ecclesial communities which, acknowledging God’s revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God’s will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principal has no creedal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and of CYTUN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.





Definition of “Children of other faiths” means children who are members of a religious community that does not fall within the definition of ‘other Christian denominations’ and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in a supreme being through worship.

“Child Arrangements Order”. A child arrangements order is an order under the terms of the Children Act 1989 s.8 settling the arrangements to be made as to the person with whom the child is to live. Children ‘looked after’ immediately prior to the granting of the order qualify under this category.

‘Special Guardianship Order’. A special guardianship order is an order under the terms Children Act 1989 s.14A appointing one or more individuals to be a child’s special guardian(s). Children ‘looked after’ immediately prior to the granting of the order qualify under this category.

‘Looked after child’ has the same meaning as in S.22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents at

the time of making an application to the school).

‘Resident’. A child is deemed to be resident at a particular address when he/she resides there for more than 50% of the school week.

References

Go Forth and Teach: ‘The Characteristics of Jesuit Education’ (1987) by Father Peter Hans Kolvenbach. Pub.

www.cheverus.org/document.doc?id=750

www.st-ignatius.enfield.sch.uk/school-info/admissions

<http://webarchive.nationalarchives.gov.uk/20130401151715/>

www.education.gov.uk/publications/standard/publicationdetail/page1/dfes%200581%202001 (SEN)

www.gov.uk/government/publications/school-admissions-appeals-code

Acknowledgements

Diocese of Westminster
Education Service

Southgate School

In the case of oversubscription, after the admission of pupils with an Education Health and Care Plan (EHCP), where the school is named, priority for admission will be given to those children who meet the criteria set out below, in the following order:

1. Children in public care (looked after children) and children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.*

*Children adopted without having been previously looked after are not included in this criterion.

2. Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.

3. Children with a brother or sister (sibling) who will be attending the school at the time of application. The children concerned must be living at the same address.

Note: Siblings are defined as brothers or sisters of children already on the roll of the school. The term 'sibling' means a full, step, half, adopted or fostered brother or sister, but not cousins.

4. Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/

or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

5. Children genuinely resident within the school's designated priority zone for the academic year in question.

6. Children living nearest to the school measured 'as the crow flies', that is, in a straight line from the child's home to the main entrance of the school (travel by private car or public transport will not be taken into account).

When it is not possible to admit all applicants to a particular school within any criterion, priority will be given to those living closest to the school measured as in criterion 6 above.

Applicants who wish to appeal against the decision of the admissions authority to refuse their child a place at the school should contact:

Education Appeals
Clerk to the School Admission
Appeals Panel
PO Box 367
Cuffley
Herts
EN6 4XZ

Fax: 0844 4431813

Email: clerk@educationappeals.com

Web: www.educationappeals.com



The Latymer School

Admissions Procedures

The Latymer School, Edmonton is a Voluntary Aided Selective Grammar School for boys and girls aged 11-18.

Admission to The Latymer School will be awarded on the basis of academic ability determined by performance in the school's selection tests which are compulsory for all applicants. In normal terms the top 650 applicants will be deemed selective and only applicants deemed selective will be admitted. However, adjustments will be made in relation to our oversubscription criterion (see below).

There is one round of tests after which applicants will be ranked in order of their standardised test score and places allocated according to the Oversubscription Criteria. Each year the school receives a substantial number of applications from children living outside of the Inner Area. However, as our application numbers are so high, it is extremely unlikely that these applicants would be successful in gaining admission to the school due to our oversubscription criteria. **This is because, historically, all places are filled by those applicants living in the Inner Area and there has never been an offer made to Out of Area applicants under criteria 5.**

Open Evening

The school will be open for tours for prospective pupils on **Thursday 1 July 2021**. The Headteacher, senior staff and pupils will give talks on life at Latymer and the admissions procedure. Further details

regarding this and school tours will be published on our website when final arrangements have been determined. We will be operating an online booking system which will be accessible from our website.

Admission to Year 7 in the normal Annual Admissions Round

The Published Admission Number (PAN) is 192.

The school is part of the Pan-London Co-ordinated Admissions Scheme. In order to make an application to The Latymer School, parents must name The Latymer School on the Common Application Form (CAF) issued by the applicant's Local Authority (the Home Local Authority). You will receive the common application form from either your primary school or local authority. If you do not name The Latymer School on your CAF the local authority will be unable to process your application further and your child's name will be withdrawn from the process.

Registering for the Assessment Tests

The school's Supplementary Information Form (SIF) must be completed in order for candidates to sit the compulsory assessment tests. **For applicants who live outside the Inner Area, this will include a section for you to set out your willingness and ability to move to the Inner Area if a place could be offered to your child under our Inner Area criterion.**

The online SIF will be available on the school website **only**, from **11 May until 8 July 2021**. We are unable to accept

registrations after this date, or registrations made via tutoring group websites. Please ensure that the information you provide on the SIF is accurate, especially your child's date of birth, as the school cannot be responsible for parental errors once the testing materials have been printed.

Please note that the school cannot be held responsible for technical breakdowns/errors when completing our on-line registration form on electronic devices.

For applicants applying under the Oversubscription Criteria all supporting evidence must be supplied to the school by **8 July 2021**.

Parents wishing to apply on the basis of exceptional musical ability (see Oversubscription Criteria 4 below) will need to complete a separate music form which will be available at our Open Evenings and on our website. Due to the high volume of applicants expected to apply under this criterion, we may only be able to contact those candidates required to audition.

The Test

All registered candidates will receive an invitation to the tests detailing the date and time of their test. Candidates will be required to produce photographic ID on the day of the test. Further instructions will be included in the invitation correspondence.

Test Dates

Friday 3 September, Saturday 4 and Sunday 5 September 2021. Applicants will attend one of these days only.

Unfortunately, date clashes with other selective schools that also have assessment tests are sometimes unavoidable.

For registered applicants unable to attend the test session offered due to illness, a late test will be arranged. For any other circumstance(s) please contact the school for further advice.

Testing Procedure

All tests will take place at The Latymer School and can only be taken once at the beginning of Year 6.

Registered applicants will be invited to sit tests in Mathematics, Verbal Reasoning and English. Applicants are expected to show competence in skills appropriate to Key Stage 2 English and Mathematics.

The Mathematics and Verbal Reasoning test will be one combined test paper of multiple-choice format set by GL Assessment. It will be 60 minutes in duration (30 minutes Mathematics and 30 minutes Verbal Reasoning) and the School will have no advanced knowledge of the content of this paper. The English paper will be set by the school and will include both reading and writing sections; it will be 60 minutes in duration (30 minutes reading an extract and answering questions and 30 minutes writing).

The Verbal Reasoning and Mathematics papers will be scored first by the test provider using Optical Marking Recognition (OMR) scanning technology. These results will be combined to give an age-standardised result for each applicant in rank order (rank 1 being the highest position).

Applicants with a ranking position below 650 will be deemed by the School Governors as not eligible for consideration to the school under academic ability and will therefore not have their English papers marked. The exception to this rule is applicants applying under our Oversubscription Criteria (1, 2 & 3) as mentioned below.

Applicants with a ranking position between 1 and 650 will have their English papers marked by staff at the school and the raw score will be added to the Verbal Reasoning and Mathematics raw scores by the test provider in order to produce re-standardised age related results for the top 650 cohort (rank 1 being the highest position, rank 650 being the lowest). 192 places will be offered in order reflecting our oversubscription criteria.

The school will not be able to consider requests for re-marks.

Special Educational Needs and Disability

Applicants requiring adjustments on test day should refer to the separate SEND Guidance document provided prior to the test. Candidates with a SEND/medical issue may be tested on a separate day to the published dates. Please note that once the tests have taken place the school will not be able to consider late evidence of a special need.

Applicants holding a current Education Health & Care Plan (EHCP)

In accordance with Section 324 of the Education Act 1996, pupils holding an Education Health & Care Plan (EHCP) at

the time of registering for our assessment tests will be deemed selective if they are ranked within the top 900 applicants and reside within the Inner Area. Those applicants ranked within the top 900 will have their English paper marked. Only applicants deemed selective will be admitted subject to consultation. The school must be named in the EHCP. There is no limit to the number of applicants admitted for EHCP.

Offers

The Governors will select the 192 applicants to whom they wish to offer places and intend 50 ranked applicants will be held on a waiting list. A list of the top 650 applicants will be sent to the London Borough of Enfield who will be coordinating the process with all other Boroughs. Parents are advised to view the admission arrangements for their home local authority so that they are aware of procedures.

Parents will be notified, usually in October before the CAF deadline, of the likelihood of receiving a firm offer of a place based on their ranking after all tests have been marked and age standardised. The final outcome of the Secondary Transfer Procedure will be communicated to parents by their own Local Authority on National Offers day early in March.

We must emphasise that meeting the criteria required by the Governors is not a guarantee that a place at the School will be offered. It is likely that many more candidates than PAN will meet the criteria required to be eligible for a place should they choose to apply.





In the event of there being more than 192 applications (including children with EHCPs naming the School), places will be allocated in accordance with the oversubscription criteria below in number order 1 to 5.

Oversubscription Criteria for Year 7 entry

If the school is oversubscribed, priority for admission will be given to those applicants who reside in the Inner Area and who are within the Top 650 applicants.

However, applicants applying under our Oversubscription Criteria will be considered if they reside in the Inner Area and provide supporting evidence for the category for which they are applying in the following order:

In the event of the over subscription criteria being applied:

1. Looked After Children: any child who is, or has previously been, looked after under the provision of The Children's Act 1989, will be deemed selective if they are ranked within the top 900 applicants and only applicants deemed selective will be admitted. Those applicants ranked within the top 900 will have their English paper marked. There is no limit to the number of children admitted under this criterion. Documents to confirm an applicant's looked after status should be submitted to the school at the time of registration. The school must be named on the CAF. There is no requirement for qualifying applicants to reside in our published Inner Area.

Children who were previously looked after (in state care) outside of England but ceased

to be so because they were adopted. Applications will be considered under this criterion if the applicants previously looked after status and adoption is confirmed. Documents to confirm an applicant's previously looked after status should be submitted to the school at the time of registration. Applicants will be deemed selective if they are ranked within the top 900 applicants and only applicants deemed selective will be admitted. Those applicants ranked within the top 900 will have their English paper marked. There is no limit to the number of applicants admitted under this criterion. The school must be named on the CAF. There is no requirement for qualifying applicants to reside in our published Inner Area.

In the event of the over subscription criteria being applied:

2. Up to 20 applicants on the basis of **Pupil Premium** who can provide written confirmation, directly from their primary school that they are in receipt of free school meals at the time of registering for our assessment tests. Applicants will be deemed selective if they are ranked within the top 900 applicants and only applicants deemed selective will be admitted. The school must be named on the CAF. In the event of a Pupil Premium applicant withdrawing from the process, the next highest ranked child under this criterion will be considered for the place. The number of applicants admitted under this criterion can vary from year to year. Qualifying applicants applying under this category will have their written

English papers marked, as places are limited under this criterion.

In the event of the over subscription criteria being applied:

3. Up to 20 applicants who show **Exceptional Musical Talent** will be considered for a music place. Applicants ranked within the top 900 will be deemed selective and only applicants deemed selective will be admitted. Exceptional musical talent can be demonstrated on any instrument/s (including voice) based on assessment with a recognised board such as ABRSM and Trinity. Applicants should usually have achieved at least Grade 5 distinction level, but this will depend on the instrument as well as previous opportunity and experience. Some applicants may not have reached Grade 5 distinction as a result of their starting point but this should not prohibit applicants from applying under the music criterion. Confirmation of this level may be tested by an audition. Please note that the school's decision to audition candidates (or not) or to offer music places is final. The number of applicants admitted under this criterion can vary from year to year. Qualifying applicants applying under this category will have their written English papers marked, as places are limited under this criterion.

4. Applicants resident in the Inner Area in rank order.

5. Applicants resident outside the Inner Area in rank order. (Please note that this criterion will only be applied if the school is unable to fill places from within the Inner Area).

It is the responsibility of the parent(s)/carer(s) to supply supporting evidence in relation to our oversubscription criteria (numbers 1-3). This should be provided by the deadline of 8 July 2021 and can be emailed to: admissions@latymer.co.uk or posted to the school address.

In the event of a 'tie' situation for the last available place, due to applicants achieving the identical aggregate age-standardised test score within a category, preference will first be given to students who are on pupil premium but haven't been offered a place under this category, then to students who show exceptional musical talent but haven't been offered a place under this category and then those who live closest to the school by straight line measurement from the school to the permanent residence address.

Inner Area

Priority is given to those applicants who are resident in the Inner Area as of **7 January 2022** as described in the Oversubscription Criteria above.

The Inner Area means applicants whose Main Address is in the following postcode areas; E2, E4, E5, E8, E9, E17, EN1, EN2, EN3, EN4, EN5 (Sectors 1, 2, 4, 5 only), EN8 (Sectors 7, 8, 9 only), N1 (not N1C), N2, N3, N4, N5, N6, N7, N8, N9, N10, N11, N12, N13, N14, N15, N16, N17, N18, N19, N20, N21, N22. There is no preference within this list.

Main Address means the place at which the applicant spends the weekday nights in the ordinary course of events.

Waiting List

Once the local authority is in a

position to confirm offers to the school, the waiting list of 50 applicants can be established. These 50 applicants will be held in rank order of the assessment tests. You will receive written notification from the school informing you if your child is on the waiting list and at what position. Movement on the waiting list is dependent on applicants withdrawing their offer.

However, please be aware that the waiting list positions can change for the following reasons:

A. Parents with a child who sat the assessment tests but did not name the school as an original preference, can name the school as a late preference and have their child reinstated onto the waiting list in rank order.

B. Parents with a child who sat the assessment tests but are currently residing in the Outer Area – if families relocate, their child may be reconsidered for a place on the waiting list in rank order.

The waiting list will remain open until the 31st December.

Siblings

Designated grammar schools must not give priority to siblings or former pupils.

Practice Material

Please refer to the school's website www.latymer.co.uk/admissions/year-7 for example papers.

Admission of Applicants outside of their normal curriculum age group (over/under age applicants)

Requests to admit applicants outside of their normal age group will be considered upon written

confirmation from the current primary school/provider stating that the applicant is capable of following the academic curriculum offered by the school. These applicants will be ranked alongside all others in accordance with the school's oversubscription criteria.

Applicants who have taken early GCSE examinations (Year 7 to Year 11)

Please note that any applicants admitted to the school who have taken early GCSE examinations will follow the normal curriculum in that subject and will be examined at the end of Year 11. The school will not be able to offer individual support outside the curriculum area.

Withdrawals of offers and places (Year 7 to Year 11)

The school reserves the right to withdraw offers and, where appropriate, places if it transpires that any untrue statement has been made in support of an application, or there has been a failure to notify a change which has a material impact on the outcome of the application.

Appeals Procedure

Where a child has been refused admission to any school named on the Common Application Form, parents have the right to appeal against that decision. In the case of applications at the secondary transfer stage (Year 6 to Year 7) parents should appeal within 20 days of notification by their Local Authority that their child has not been offered a school place. Appeals for The Latymer School will take place in April or May at the school and heard by an Independent





Appeals Panel. At other times parents should appeal within 30 days of receipt of the letter refusing a place at the school.

External In Year Admissions (KS3/KS4) Year 7 to Year 11

For those applicants who took the assessment tests at the secondary transfer stage (Year 6), the ranking list is maintained until 31 December. Therefore, if a Year 7 vacancy was to arise between the start of the academic year in September and 31 December, the next applicant on our initial waiting list of 50 would be offered the place.

For all other vacancies that may arise in Years 7-11 parents must email: enfield.school.admissions@enfield.gov.uk to register their interest and complete the borough In Year admissions form. Enfield Admissions will be coordinating any In Year vacancies that may arise at the school. In the event of a pupil's name being removed from the school register, the school will contact and test all applicants on the relevant waiting list within 4 weeks of the date of removal (this does not include school closures). We will continue to accept applications up to one school week before the test is due to take place. Unsuccessful applicants will remain on the list for any further vacancies that may arise during the academic year. The Governors will base their decisions to offer any places(s) on the results of tests in English and Mathematics. Applicants will be ranked in order of the test results (rank 1 being the highest). Applicants will be considered to be resident in the published Inner Area if they are living within the

area at the time of application for the child's name to be entered on the waiting list. In all cases, the applicant's home address must be within the published Inner Area at the time of testing.

For any vacancies that may arise in Year 11, we would only seek to fill a vacancy if the vacancy arose by the 15 September and that applicants wish to study subjects that are available at Latymer and courses of study are compatible. The same procedures apply as for other In Year vacancies (as above), testing in English and Mathematics with the addition of the Sciences; the results are ranked in order; and the applicant with the highest overall score will be offered the place. Each subject is equally weighted.

In accordance with the Admissions Code, looked after children or previously looked after children must take precedence over those on the waiting list. There is no restriction on qualifying applicants to reside in our published Inner Area.

In the event of a 'tie' situation for the available place(s), due to the top ranked applicants achieving identical test scores, the applicant living closest to the school by straight line measurement from the school to the permanent residence address will be offered the place. Our Inner Area criterion applies to all vacancies that may arise at the school.

There are no practice papers available for In Year tests but please view our web page www.latymer.co.uk/curriculum for further information on the school curriculum.

Before the end of the summer term the waiting list will close. You will need to make a fresh In Year application (via Enfield Admissions) each new academic year if you wish your child to continue to be considered.

Sixth Form

External Admissions to Year 12

The Governors offer places each September to approximately 50 pupils from other schools. Online registration forms and prospectus are available on the school website, www.latymer.co.uk normally from October.

The Open Evening for sixth form entry normally takes place in October/November, with the closing date for receipt of registration forms early December with the assessment tests taking place in January. **All dates, once confirmed, will be published on the school website.**

Candidates required to take the assessment tests

For those wishing to study any of the following: **Mathematics, Further Mathematics, Biology, Chemistry or Physics there is a compulsory assessment test.** Further information regarding this will be available on the open evening and also published on the school website.

For those applicants for Year 12 who are tested, the school admits those with the highest test scores and who meet the minimum GCSE requirements. The minimum GCSE requirements are: (1) at least a grade 7 (equivalent to a grade A) in the subjects they wish to study at AS-level; and (2) at least 6 grade 7s overall at GCSE.



Students should also have a minimum of a grade 5 (equivalent to grade C – strong pass) in English and Maths.

Provisional offers are made to applicants with the highest score in the test (except that subject choices may mean that some subjects become full and further places cannot be offered to applicants seeking to study those subjects). If you do not sit the test for Mathematics and the Sciences, you will not be allowed to study these subjects at Latymer and therefore if an applicant is considering them as possible options, they should sit the test.

The provisional offer only becomes a full offer if the applicant's GCSE grades meet the minimum GCSE requirements (6 grade 7s in full GCSEs and a grade 7 in each subject to be taken and a minimum of a grade 5 (strong pass) in Maths and English.)

Students wishing to study Further Maths will need a minimum of a grade 8 in Mathematics GCSE but places will be allocated first to students with a grade 9).

Candidates not required to take the assessment tests

There is no test for other subjects. If there is capacity in the subjects requested the decision to make a provisional offer will be based on mock exam results and predicted grades from an applicant's current school. An applicant will not be allowed to switch to the subjects requiring the test if they have not sat the test on the date advertised for entry in that year. There will not be an opportunity to sit the test at a later date.

Oversubscription

If there are more applications than places in certain subjects, priority for admission will be given to those applicants who are Looked After or previously Looked After.

Conditional offers are made on subject availability for applicants who are not required to sit the assessment tests.

For applicants required to sit the assessment tests, conditional offers are made in rank order of the assessment test results and subject availability.

Please note that the school does not offer students the option of repeating a year.

Adjustments for candidates on Test Day

Applicants with an EHCP or known medical need should indicate this on Registration Form. We will then contact you prior to sitting the Tests.

Resolution of a tie situation

Preference will be given to students who live closest to the school by straight line measurement from the school to the permanent residence address.

Further Requirements

1. Students must be able to show to the school's satisfaction that they have a right to reside in the United Kingdom and is entitled to State Education. Overseas applicants must hold a full British or EU passport or have documentation that confirms their status to remain in the UK.
2. Students will not be admitted to the school until they have

provided authentic, valid and bona fide documentation in support of their application, including documentation to confirm their GCSE results.

Withdrawals of offers and places (Year 12)

The school reserves the right to withdraw offers and, where appropriate, places if it transpires that any untrue statement has been made in support of an application, or there has been a failure to notify a change which has a material impact on the outcome of the application.

Appeals Procedure

Where an applicant has been refused admission to the school the applicant or parent(s) have the right to appeal the decision.

Appeals for year 12 are held at the school during September/October by an Independent Appeal Panel.

The information contained in this document relates to admission in the academic year 2022 and is correct for that year at the date of publication. It should not be assumed, however, that there will be no changes affecting this information before the start of, or during, the academic year in question.

Please also refer to our published FAQs page in conjunction with this document.



Wren Academy Enfield

Admissions Procedures

Wren Academy Enfield is a secondary school sponsored by the London Diocesan Board for Schools (LDBS) and Berkhamsted School. Wren is an academy founded on Christian principles, which is both a community school meeting needs of local residents and which serves the children of the Christian community in Enfield. Our Christian ethos means that we place an emphasis on spiritual development as well as academic, social and personal development. It does not mean that all our students come from a Christian background. Indeed, we welcome applications from people from many different backgrounds and faith traditions. We do however expect that everyone who comes to Wren Academy Enfield will be fully supportive of the school as a Christian foundation.

Therefore, the admissions policy of the school seeks a balance between those who come from a Christian background and those who come from other faith backgrounds or no faith backgrounds. This is in line with our aim to be a distinctive school, but also an inclusive school.

Admission number(s)

The school has an admission number of 184 for entry in Year 7.

The school will accordingly admit this number of pupils if there are sufficient applications. Where fewer applicants than the published admission number(s) for the relevant year group are received, the Wren Academies Trust will offer places at the school to all those who have applied.

Application process

Applicants should complete the local authority (LA) common application form for all school choices by 31 October 2021. The LA then processes all applications for admission to Year 7.

Parents will receive an email notification from Enfield Local Authority (or their home authority if they do not live in Enfield) with the admissions application outcome on the evening of 1 March 2022. Parents are asked to confirm their acceptance of the offer with the Local Authority in which they live by 15 March 2022.

Parents and students will then be offered an opportunity to visit the school before September 2022 and meet staff as part of preparing them to give them the best possible start in the school.

Oversubscription criteria

The criteria in this section apply to entry at all phases of the school.

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or a Statement of Special Educational Needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order¹ including those who appear to the LA to have been in state care outside of England and ceased to be in state care as a result of being adopted.¹

2. Priority will next be given to children based on their exceptional medical need or those of their parents/carers. Each application must include: recent written evidence from a medical consultant responsible for the treatment of the child's or their parent's/carer's need which evidences and fully explains the medical need in question; why they must attend this school rather than any other as a result of the medical need in question which could not potentially be met by one or more other schools in the borough if the child were to attend another such school; and the application is supported by a written explanation of the difficulties that the child would suffer if he or she did not attend the Wren Academy Enfield in particular. If evidence is not submitted to the LA with the application, a child's or their parent's/carer's medical needs cannot be considered.

The Governors will retain an absolute discretion whether to allow any particular application under this criteria and will be entitled to take any factors which they consider appropriate into consideration including whether the school has the facilities and resources at the relevant time to accept the child and the impact of the admission on other students.

3. Priority will next be given to the siblings² of pupils attending the school at the time the application is received.

4. Priority will next be given to the children of staff members who have been employed on a permanent contract for a period of two years or more at the time at which the application is made.

5. The remaining places will be allocated equally between Community and Foundation applicants as follows:

a. Community places based on proximity³ to the school

b. Foundation places⁴

i. 60% for applicants regularly attending Church of England churches

ii. 40% for applicants regularly attending a church of another Christian denomination in fellowship with the Church of England⁵

In the event that during the period specified for attendance at worship⁶ the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

6. Where there are places available in the categories above, these will be filled from the other category.

Tie-break

If in category 5 a and b above a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. In the event of equal distance, random allocation will be applied. Distance is measured in a straight line between the address point for the child's home,⁷ supplied by Ordnance Survey to the school's front gate (unless specified otherwise) using the Council's computerised geographical information system.

Supplementary Information Forms

As well as completing the LA common application form, all applicants who wish to apply for a Foundation Place at Wren Academy Enfield are asked to complete and submit a Wren Academy Enfield Supplementary Information Form (SIF) to the school, by 31 October 2021, so that Governors can consider their application fully.

The Supplementary Information Form can be downloaded from the school's website at www.wrenacademyenfield.org from 1 September 2021.

Late applications

All applications received by the LA after the deadline will be considered to be late applications. Late applications will be considered after those received on time. If, following consideration of all applicants the school is oversubscribed, parents may request that their child is placed on the school's waiting list.

Admission of children outside their normal age group

Parents/carers may request that their child is admitted outside their normal age group. To do so parents/carers should include a request with their application, specifying why admission out of normal year group is being requested⁸. When such a request is made, the Trust will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned, taking into account the views of the Principal and any supporting evidence provided by the parent/carer.

Waiting lists

The school will operate a waiting list in accordance with the oversubscription criteria. Where the school receives more applications for places than there are places available, a waiting list will operate until the end of the academic year. This will be maintained by the Trust and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting lists will be reordered in accordance with the oversubscription criteria whenever anyone is added to or leaves the waiting list. The waiting list will operate until the end of the academic year.

In-year admissions

The Academy will consider all such applications and if the year group applied for has a place available, admit the child. If more applications are received than there are places available, places will be offered to those on the waiting list in line with the oversubscription criteria set out above. The school will operate a waiting list for each year group until the end of the academic year.

Children being allocated a place in accordance with the Fair Access Protocol from the local authority will take precedence over those on a waiting list. Parents/carers whose application is turned down are entitled to appeal.





Appeals

All applicants refused a place have a right of appeal to an independent appeal panel constituted and operated in accordance with the School Admission Appeals Code.

Information on the process and timeline for appeals can be found on the Academy's website at www.wrenacademyenfield.org. All appeals should be sent to:

Clerk to the Independent Appeal Panel
PO Box 367
Cuffley
Hertfordshire
EN6 4XZ

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- 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).
 - 2 Siblings include half, step, adoptive and foster siblings provided they also live at the same address as the applicant.
 - 3 Applicants who live closest to the school.
 - 4 Regular attendance at church under criteria 5.b.i and ii is defined as attendance at church for regular Sunday services on at least two occasions per month for at least the last two years as at the date of application. This requirement is also set out on the Supplementary Information Form.
 - 5 Churches that are in fellowship with the Church of England will be a member of the Evangelical Alliance or Churches Together in Britain and Ireland.
 - 6 The period specified for attendance at worship is set out in Footnote 4 and in the Supplementary Information Form.

- 7 The home address is where a child normally lives. Where a child lives with parents/carers with shared parental responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents/carers stating the pattern of residence. If a child's residence is split equally between both parents, then parents/carers will be asked to determine which residential address should be used for the purpose of admission to school. If no joint declaration is received where the residence is split equally by the closing date for applications, the home address will be taken as the address where the child is registered with the doctor. If the residence is not split equally between both parents then the address used will be the address where the child spends the majority of the school week.
- 8 The Trust will consider the parent's/carer's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They will also take into account the views of the head teacher of the school concerned.



OTHER ADMISSIONS

If you wish to apply for a secondary school place or a school transfer for your child, you should complete an 'in-year' Enfield application form.

This form should be used to apply for the majority of schools whether community, voluntary aided, foundation, academy or a free school in Enfield. Application forms are available from secondary schools, from the Enfield Schools Admission Service (ESAS) or online at www.enfield.gov.uk/admissions.

Ark John Keats Academy will take direct applications. You do not need to apply through the local authority.

Forms may be returned directly to ESAS or handed in at any secondary school. You will need to provide documentation with the form confirming your child's date of birth and your home address. Voluntary aided schools, foundation schools, academies and free schools may require you to complete an additional supplementary information form. These forms are available from the schools concerned or from the Enfield website.

Details of all Enfield schools can be found in the chart on page 11 of this brochure. If the school/s you are requesting are full, or there are more applications than there are places available, the admission criteria will be used to decide which child is offered the place.

Details of the admission criteria for community schools in Enfield can be found on pages 70-73 of this brochure.

Admission criteria for voluntary aided, foundation schools, academies and free schools in Enfield are detailed on pages 74-116 of this brochure or available to view on each school's website.

If you wish to make an application for a school in another authority you should contact that authority directly for information about their admission procedures and request their application form.

If you live outside the borough of Enfield you should complete the Enfield 'in-year' application form when applying for schools within the borough.

If your child has an Education, Health and Care Plan (EHCP) you must approach the Special Needs Team and make your application through them.

Admissions to the Sixth Form

All schools in Enfield have sixth forms, except Broomfield School and Heron Hall Academy. Admissions are dealt with directly by the schools.

Admission to schools in Year 12 (sixth form) will only be considered if the child's level of attainment is suitable for the proposed course of study and there are enough students to run a viable course up to the maximum group size. It is expected that any student wishing to join a sixth form will be committed to study.

Raising the participation age

All young people in England are now expected to continue learning until the end of the academic year in which they turn 18, so parents must make plans for their child's education and/or training up to the age of 18. There are a number of choices to consider at the end of Year 11, including full-time education or training in a school sixth form or college, an apprenticeship or traineeship or full or part-time employment with training. For more information regarding opportunities at post 16 go to www.enfield.gov.uk/careerservice



University Technical Colleges (UTCs) and Studio Schools

Schools which admit pupils in year 10 are called University Technical Colleges (UTCs) or Studio Schools. UTCs are set up by universities and business and specialise in one or two technical subjects. In years 10 and 11, they offer a similar GCSE curriculum to a typical secondary school, including English and Maths, as well as their specialist subject.

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

Details of UTCs in London can be found on Enfield's website – www.enfield.gov.uk

The application process for each school can be found on their website.

Find out more at: www.utcolleges.org





FURTHER INFORMATION

Free School Meals

Free School Meals are available if you are in receipt of Income Support, Income-Based Jobseekers Allowance, Income-related Employment and Support Allowance, the guaranteed element of State Pension Credit, assistance as an asylum seeker under part VI of the Immigration and Asylum Act 1999 OR Universal Credit. You would also qualify for free meals if you receive Child Tax Credit provided you are not also receiving Working Tax Credit and your annual income does not exceed £16,190.

Please note: If you are in receipt of Working Tax Credit you will not be entitled to Free School Meals for your child unless your entitlement to Working Tax Credit is being paid to you in the four-week period after your employment has ceased.

If you qualify the authority will provide a meal for your child free of charge each day, or, where there is a cafeteria system, food to the value of this standard meal.

Please note that this scheme is currently under review and may be subject to change.

For more information on free school meals, contact: freeschoolmeals@enfield.gov.uk or telephone: 020 8379 5367.

Instrumental Tuition

The Enfield Music Service provides inclusive instrumental lessons to thousands of children and young people, including those with Special Educational Needs. We also run a range of fun and exciting out-of-school music groups and choirs for children and young people of all ages and abilities.

EMS offer inspiration and opportunities for children and young people throughout Enfield, working with schools and families

to provide the best musical experiences in a range of settings, from instrumental tuition and whole class music lessons, to after-school choirs, bands and orchestras.

EMS are proud to be the lead partner for Enfield Music Hub, for which they receive a substantial grant through Arts Council England.

For more information about instrumental tuition or the many ensemble/choirs that EMS offers in Enfield visit the website – www.enfield.gov.uk

Family holidays during term time

Family holidays should not be taken during term time. Guidance from the DfE (Department for Education), states that amendments to the **Education (Pupil Registration) (England) Regulations 2006**, which came into force on 1 September 2013, has removed references to family holiday, extended leave and Headteacher's discretionary 10 days threshold. Headteachers can only authorise a **“leave of absence”** in **“exceptional circumstances”**.

Regulations are Statutory Instruments and have the force of law. There is, therefore, a legal requirement on schools to work to them. The Headteacher **does not have to give permission** if you request a holiday or leave of absence.

Parents do not have the automatic right to withdraw pupils from school and, in law, have to apply for permission in advance. The school will always want to discuss this with you personally.

If a Headteacher grants a leave of absence request, it will be for the Headteacher to determine the length of time that the child can be away from school.

Parents should be mindful that taking a child of statutory school-age on holiday without

the school's permission, or staying longer than agreed, will result in the school marking your child's absence as unauthorised and that you will be breaking the law. This may result in the Education Welfare Service involvement, the issue of a Penalty Notice fine, a criminal record if the case is proven in the magistrates Court and even loss of a school place.

Fair Access Protocol

Enfield Council operates an in-year Fair Access Protocol. This means that in exceptional circumstances we may override the admissions criteria in order to protect the interests of vulnerable children, children missing education or those with challenging behaviour. These children may be placed in a school even when that school is full and ahead of other children on the waiting lists. Places are allocated through the Fair Access Protocol on a 'fair share' basis to ensure that the distribution of children under this protocol is proportionate. **This only applies to children whose applications are being considered outside the normal admission round and decisions are taken by the local authority's Fair Access Panel.**

Religious Preference

There is no provision in community schools for the particular needs of any religious group. The religious preferences of parents, as they may affect the education of their child, will not be taken into account when considering applications for non-denominational schools.

Statement of Equal Opportunities

The London Borough of Enfield believes in equality of opportunity for all its citizens regardless of class, age, colour, creed, religion, gender and sexual orientation. Multi-Cultural education is just one of the many aspects in its implementation and accordingly the London Borough of Enfield will treat all its residents on an equal and fair basis

Your Information and Data Protection

The Admissions Service is the coordinator body for the application process for schools and academies and is often the initial

contact point for enquiries about school places. We need to collect and share information in order to deliver our services. The information you provide will be used in line with the provisions of the General Data Protection Regulation (GDPR).

This information includes: name of child, date of birth, address, parent/carers full name and address, contact details, Council Tax number, current or previous education provision, supporting documentation, educational background for in year applications, information specific to the admission criteria (e.g. sibling), country of origin if a new arrival to the country.

We collect this information through an application that is either submitted on line or a hard paper copy. Additional information can be requested by letter, email, telephone or face to face.

As well as using your information to determine a school application, we may also use your information for other legitimate purposes and, where necessary, share this with other Council departments and external bodies.

Reasons for sharing information with the internal and external bodies will be: processing school applications including sharing information with other local authorities and schools, other teams within the Local Authority to verify the information provided so that the admission process can be accurately administered, to fulfil the Council's safeguarding duty, Central government bodies in relation to mandatory data returns, admission appeal panels, the Schools Adjudicator and the Local Government Ombudsman. Information may also be shared with any organisation legitimately investigating allegations of fraud or criminal offences.

The Admissions Service is the coordinator body for the application process for schools and academies and is often the initial contact point for enquiries about school places. We need to collect and share information in order to deliver our services. The information you provide will be used in line with the provisions of the General Data Protection Regulation (GDPR).





ARE YOU LOOKING AFTER SOMEONE ELSE'S CHILD?

If you are caring for a child under the age of 16 (or 18 if disabled) for 28 days or more, and you are not a close relative, this is called a 'private fostering' arrangement.

A close relative is defined as either a grandparent, sibling, aunt or uncle (whether blood relative or by marriage) or a stepparent.

Some examples of private fostering:

- Children sent from abroad to live with other families, or extended family members, in the UK.
- Children whose parents have paid someone to care for them whilst they are away working or studying.
- Unaccompanied minors who are living with friends or strangers.
- Teenagers living with the family of a boyfriend or girlfriend.
- Children who are attending boarding schools and who live with a host family during the holidays.
- Children brought to the UK for adoption.
- Children and young people who have to live away from their own family as a result of parental separation, divorce or arguments at home. All private fostering arrangements have to be registered with the local authority because local authorities have a duty to safeguard and promote the welfare of all children in their borough, and to ensure that those in private fostering arrangements are safe and secure.

What the law says:

- By law, all private fostering arrangements have to be registered with the local authority where the private foster carer lives.
- If you intend to look after someone else's child for more than 28 days you must inform Enfield Children and Families Social Care at least six weeks before the child comes to live with you.
- Where an emergency arrangement has been made you must inform Enfield Children and Families Social Care within 48 hours of the child's arrival.
- It is an offence not to inform your local authority about a private fostering arrangement unless there is a reasonable explanation.

Private fostering is based on parental consent for the duration of the arrangements, and birth parents retain parental responsibility all of the time. Birth parents should inform Enfield Children and Families Social Care of their intention to have someone else look after their child.

Private foster carers become responsible for the day-to-day care of the child they are looking after. They are responsible for carrying out any duties agreed with the parents and must allow a social worker to visit the child being looked after at the carer's home. Birth parents should provide the carer with details of their child's school and health, information about their history, language, religion, interests, dietary needs, hobbies, likes and dislikes etc.

It is a good idea for parents to have a written agreement with the carer so that everyone is clear about how the child should be cared for. This should include consent to medical treatment, educational issues and financial arrangements. It is important that birth parents keep in regular contact with their children and with the carers. If they do not, the child may be considered to have been abandoned.

What are the responsibilities of Enfield Children and Families Social Care? In order to fulfil their duty to safeguard and promote the welfare of all children in their borough, Enfield Children and Families Social Care will:

- Act on information given by parents, carers and anyone else about private fostering arrangements and visit to assess the suitability of the arrangement. This includes making checks on the carer and their home.
- Speak to the child alone and speak to the carer.
- Make regular visits in line with the law to ensure the child remains safe and is well cared for. This is within one week of being told about a private fostering arrangement and not more than every six weeks after that for the first year.
- Offer advice and support to the birth parents or carers to try to keep the child at home.
- If the child is deemed to be at risk of suffering harm or has suffered harm, the child may be removed from the carer by Enfield Children and Families Social Care.

Who do I tell if I am involved in, or aware of, a private fostering arrangement?

If you know of a private fostering arrangement then you must contact Enfield Children and Families Social Care. They will be pleased to hear from you. It is not their intention to disrupt the arrangements you have made, they just need to know about them and check that the child is safe and being properly cared for.

You can call or write using the details below:

Enfield Children and Families Social Care
Assessment Team
Designated Person: Duty Manager
Charles Babbage House
1 Orton Grove
Melling Drive
Enfield
EN1 4TU

Tel: 020 8379 2507

Email: ChildreninNeedService@enfield.gov.uk

Remember – private fostering is everyone’s responsibility whether you are a professional or a member of the public.





USEFUL CONTACTS

Local Authorities

London Borough of Barnet

Tel: 020 8359 7651

Email: school.admissions@barnet.gov.uk
www.barnet.gov.uk/school-admissions

London Borough of Haringey

Tel: 020 8489 1000

Email: schooladmissions@haringey.gov.uk
www.haringey.gov.uk/schooladmissions

Hertfordshire County Council

Tel: 0300 123 4043

Email: admissions.central@hertfordshire.gov.uk
www.hertsdirect.org/admissions

London Borough of Waltham Forest

Tel: 020 8496 3000

Email: admissions@walthamforest.gov.uk
www.walthamforest.gov.uk

Essex County Council

Tel: 0845 603 2200

Email: admissions@essex.gov.uk
www.essex.gov.uk/admissions

London Borough of Hackney

Tel: 020 8820 7000

Email: admissions@hackney.gov.uk
education.hackney.gov.uk/admissions

Other useful numbers

Coram Children's Legal Centre

CCLC provides free legal information, advice and representation to children, young people and their families.

Coram Children's Legal Centre
Coram Campus
41 Brunswick Square
London
WC1N 1AZ

Tel: 020 7713 0089

Email: info@coramclc.org.uk
www.childrenslegalcentre.com

Child Law Advice Line

Tel: 0300 330 5485

www.childlawadvice.org.uk

Every Parent & Child

Every Parent & Child (formerly Enfield Parents & Children) is a registered charity working for the benefit of children, young people and families in the London Borough of Enfield and surrounding areas. We offer services to children, young people and their families to support with advising on accessing educational provision for Special Educational Needs and Disabilities, applying for school places, young people's mental health and wellbeing and skills and confidence building.

Community House
311 Fore Street
London
N9 0PZ

Tel: 020 8373 6243

Email: enquiries@epandc.org.uk
www.epandc.org.uk

Department for Education (DfE)

Tel: 0370 000 2288

www.education.gov.uk



KEYWORDS

Academy

Academies are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Education and the local authority. Together they fund the land and buildings, and the Department pays all the running costs.

Community Schools

At community schools the local authority will employ the school's staff, own the school's land and buildings and have primary responsibility for deciding the arrangements for admitting pupils.

Criteria

The rules used to decide a child's priority for admission to a particular school.

Curriculum

The total programme of planned work and activities of a school to meet the pupils needs.

DfE

Department for Education

Foundation School

At foundation schools the Governing Body will employ the school's staff and have primary responsibility for admission arrangements. The school's land and buildings will be owned by the Governing Body or by a charitable foundation.

Free School

Free schools are non-profitmaking, all ability, state funded schools, either primary or secondary, set up by a wide range of proposers in response to local demand.

GCSE

General Certificate of Secondary Education

Key Stage

A period of study relating to a particular age group. Key Stage 3 (KS3) covers school years 7-9 (ages 11-14) and Key Stage 4 (KS4) covers school years 10-11 (ages 15-16).

LA

Local authority

Looked After Children

A child looked after is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children's Act 1989. An adopted child is defined by section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1996. A residence order is defined by section 8 of the Children's Act 1989. A child arrangement order is defined by section 8 of the Children Act 1989 as amended by section 14 of the Children and Families Act 2014. A special guardianship order is defined by section 14A of the Children Act 1989.

Internationally adopted previously looked after children who were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

If the conditions above apply to your child, you must give details in the application and provide a letter from the relevant Local Authority Social Services. This letter must state the following:

- Confirmation that the child is currently 'looked after' or was previously looked after in accordance with the definition provided in the first paragraph of this section.
- If the child was previously 'looked after', then the letter must also confirm the date at which the child ceased to be 'looked after' and the date of the adoption order, residence order, child arrangement order or a special guardianship order which led to the cessation of 'looked after status'.





Any court orders must be accompanied with a letter from Social Services as described above to be considered for this admissions criterion. Please note the letter and court orders will be forwarded to your preferred schools and/or the council in whose area the school is located.

Mixed Ability Teaching Groups

Children of a wide range of ability taught together as a class: the work of such a group is largely based on individual and group assignments.

National Record of Achievement

Information reflecting a pupil's achievement and experiences at school including a self-assessment by the pupil.

Ofsted

Office for Standards in Education. Ofsted is responsible for the inspection of schools and local authorities. It is a non-ministerial government department accountable to Parliament. Their role is to contribute to the provision of better education and care through effective inspection and regulation. They achieve this through a comprehensive system of inspection and regulation covering childcare, schools, colleges, children's services, teacher training and youth work. Ofsted reports are published on the Ofsted website www.ofsted.gov.uk

Options

Non-compulsory subjects.

Priority Zones

Priority Zones cover areas or roads that are some distance from the nearest school and where families would not normally be able to gain admission through the distance criteria of the admissions arrangements. Priority zones are reviewed annually.

Sibling

The local authority defines siblings as a brother or sister living at the same address on the date when the applicant would be admitted. The term 'sibling' means a full, step, half, adopted or fostered brother or sister, but not cousins. Proof of the relationship may be requested. A sibling link will be withdrawn for any future siblings of any child who has started at a school and it was subsequently found that they had gained a place on the basis of a fraudulent application.

Standard Assessment Tests (SATs)

National tests to ascertain the level of attainment reached by pupils at the key stages of the Curriculum.

Voluntary Aided School

At voluntary aided schools the Governing Body will employ the school's staff and have primary responsibility for admission arrangements. The school's land and buildings will normally be owned by a charitable foundation. The Governing Body will contribute towards the capital costs of running the school.





Enfield Schools Admission Service
Civic Centre
Silver Street
Enfield
EN1 3XA

Email: ESAS@enfield.gov.uk

*When emailing please include your child's name and date of birth.
To avoid missing an email from us, please add our email to your address book.*