

YOUR GUIDE TO SECONDARY SCHOOLS IN ENFIELD

SEPTEMBER 2021



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 نمایید.

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 শিক্শকের সংগে যোগাযোগ করুন অথবা আমাদেরক এই নাম্বারে টেলিফোন করুন - ০২০ ৮৩৭৯ ৫৫০১

Bengali



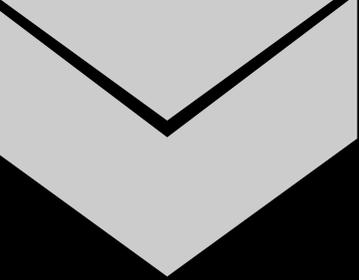
CONTENTS

4.....	Welcome
6.....	Introduction
8.....	Information about Secondary Transfer & School Term Dates
10.....	Enfield Schools at a Glance
12.....	Apply online
14.....	How do I decide which schools to apply for?
16.....	How to apply for a place
20.....	How places will be allocated
22.....	What happens next?
24.....	SEN
25.....	Secondary transfer timetable

SCHOOL LISTING

26.....	AIM NORTH LONDON
28.....	ARK JOHN KEATS ACADEMY
30.....	AYLWARD ACADEMY
32.....	BISHOP STOPFORD'S SCHOOL
34.....	BROOMFIELD SCHOOL
36.....	CHACE COMMUNITY SCHOOL
38.....	EDMONTON COUNTY SCHOOL
40.....	ENFIELD COUNTY SCHOOL FOR GIRLS
42.....	ENFIELD GRAMMAR SCHOOL
44.....	HERON HALL ACADEMY
46.....	HIGHLANDS SCHOOL
48.....	KINGSMEAD SCHOOL
50.....	LEA VALLEY ACADEMY
52.....	OASIS ACADEMY ENFIELD
54.....	OASIS ACADEMY HADLEY
56.....	SOUTHGATE SCHOOL
58.....	ST ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS
60.....	ST IGNATIUS COLLEGE
62.....	THE LATYMER SCHOOL
64.....	WINCHMORE SCHOOL
66.....	WREN ACADEMY ENFIELD
68.....	Breakdown of Allocations
70.....	Criteria for Admission to Community Schools in Enfield
74.....	Academy, Voluntary Aided and Foundation Schools Criteria for Admission
114.....	Other Admissions
116.....	Further information
118.....	Are you looking after someone else's child?
120.....	Useful contacts
121.....	Keywords





WELCOME

Children born between 1 September 2009 and 31 August 2010 will transfer to secondary school in September 2021

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 time and you need to gather as much information as possible to help you make the right decisions. At time of publication it is unlikely opening evenings will take place due to Covid-19. Please check the websites of the schools you are interested in to find out more information.

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

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 **01.09.09** and **31.08.10** will be transferring to secondary school in September 2021.

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 apply for all the schools they are interested in through their home local authority, even if the school/s are in another area. The schools applied for should be ranked in your true order of preference. 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 2021. 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. 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 at the time of publication it is unlikely that parents will be able to visit secondary schools as has been possible in the past, due to Covid-19. This will be reviewed in September.

It is therefore important that parents/carers check the websites of schools you are interested in applying for to find out more information.

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





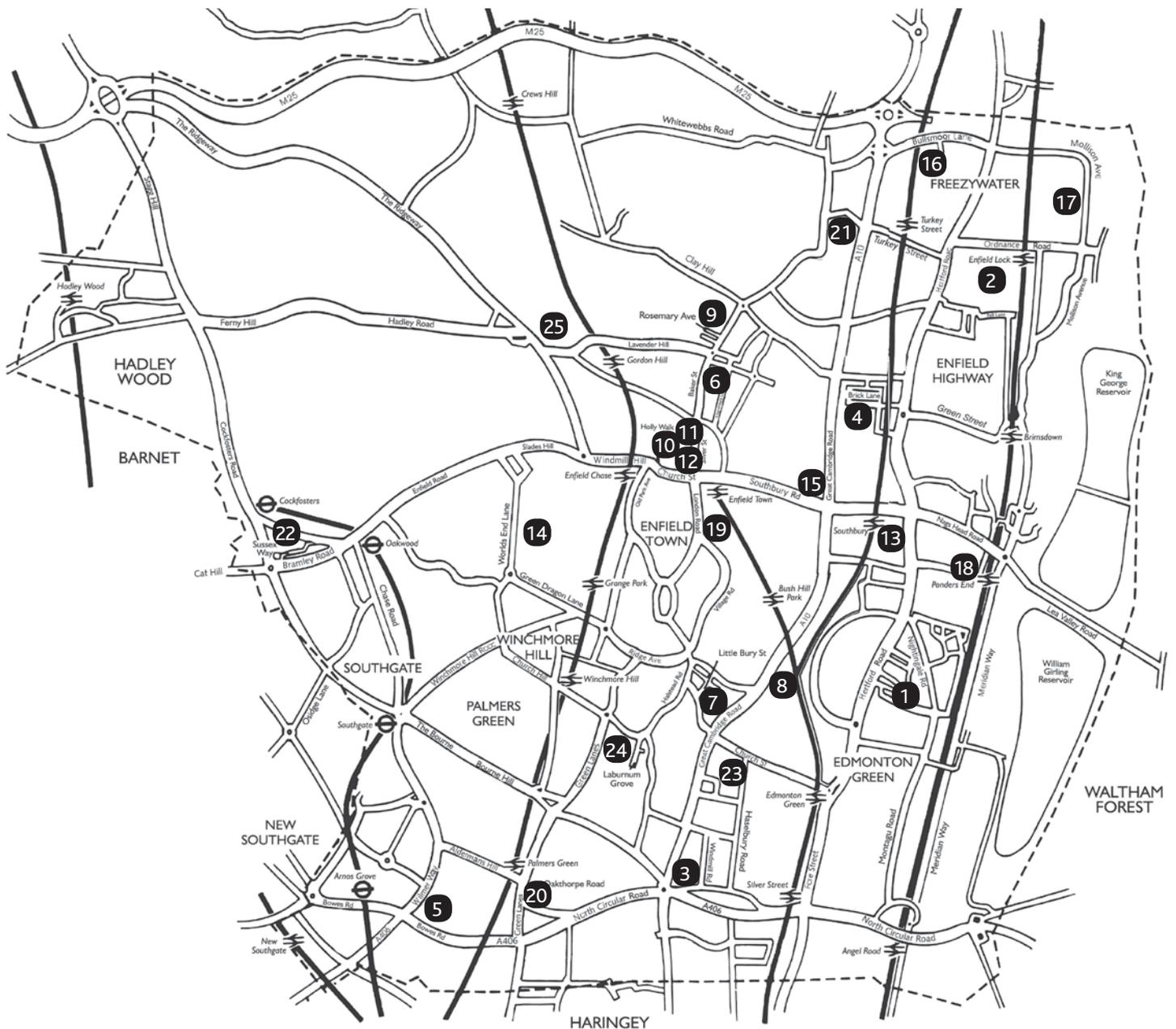
School Term Dates 2021-2022

2021-2022	START	HALF TERM	FINISH
Autumn Term 2021	Wednesday 1 September	25 – 29 October	Friday 17 December
Spring Term 2022	Tuesday 4 January	14 – 18 February	Friday 1 April
Summer Term 2022	Tuesday 19 April	30 May – 2 June	Friday 22 July



AT A GLANCE

Borough School Map



KEY

- | | | |
|----------------------------------|---------------------------------------|---|
| 1. AIM North London | 8. Edmonton County – Cambridge Campus | 17. Oasis Academy Enfield |
| 2. Ark John Keats Academy | 9. Enfield County – Lower School | 18. Oasis Academy Hadley |
| 3. Aylward Academy | 10. Enfield County – Upper School | 19. St. Anne's – Lower School |
| 4. Bishop Stopford's School | 11. Enfield Grammar – Lower School | 20. St. Anne's – Upper School |
| 5. Broomfield School | 12. Enfield Grammar – Upper School | 21. St. Ignatius College |
| 6. Chace Community School | 13. Heron Hall Academy | 22. Southgate School |
| 7. Edmonton County – Bury Campus | 14. Highlands School | 23. The Latymer School |
| | 15. Kingsmead School | 24. Winchmore School |
| | 16. Lea Valley Academy | 25. Wren Academy Enfield (Location from September 2021) |

School	Headteacher/ Principal	Type of School	Boys/ Girls	Supplementary form required
AIM North London (1) Turin Road, Edmonton, N9 8DQ	Miss C Darley	Academy	Mixed	No
Ark John Keats Academy (2) Bell Lane, Enfield, EN3 5PA	Ms J Facer	Academy	Mixed	No
Aylward Academy (3) Windmill Road, Edmonton, N18 1NB	Mr R Iafrate	Academy	Mixed	No
Bishop Stopford's CE (4) Brick Lane, Enfield, EN1 3PU	Mrs T Day	Voluntary Aided	Mixed	Yes
Broomfield (5) Wilmer Way, Southgate, N14 7HY	Mr P Travis	Foundation	Mixed	No
Chace Community (6) Churchbury Lane, Enfield, EN1 3HQ	Mr D Bruton	Community	Mixed	No
Edmonton County Bury Campus (7) Little Bury Street, Edmonton, N9 9JZ	Dr S Tranter	Academy	Mixed	No
Edmonton County Cambridge Campus (8) Great Cambridge Road, Enfield, EN1 1HQ				
Enfield County Lower School (9) Rosemary Avenue, Enfield, EN2 0SP	Ms J Gumbrell	Community	Girls	No
Enfield County Upper School (10) Holly Walk, Enfield, EN2 6QG				
Enfield Grammar Lower School (11) Enfield Court, Baker Street, Enfield, EN1 3EX	Mr C Lamb	Academy	Boys	For Sport/Music only
Enfield Grammar Upper School (12) Market Place, Enfield, EN2 6LN				
Heron Hall Academy (13) Queensway, Ponders End, EN3 4SA	Mr A Barzey	Academy	Mixed	No
Highlands (14) Worlds End Lane, Winchmore Hill, N21 1QQ	Mr V McInerney	Community	Mixed	No
Kingsmead (15) Southbury Road, Enfield, EN1 1YQ	Mr D Medway	Academy	Mixed	For Art/Drama/ Music only
Lea Valley Academy (16) Bullsmoor Lane, Enfield, EN3 6TW	Mr S Kinson	Academy	Mixed	No
Oasis Academy Enfield (17) Kinetic Crescent, Innova Park, Mollison Avenue, Enfield, EN3 7XH	Mr A Williams	Academy	Mixed	No
Oasis Academy Hadley (18) South Street, Ponders End, Enfield, EN3 4PX	Ms Z Thompson	Academy	Mixed	No
St Anne's Lower School (19) London Road, Enfield, EN2 6EL	Mrs E Loveland	Voluntary Aided	Girls	Yes
St Anne's Upper School (20) Oakthorpe Road, Palmers Green, N13 5TY				
St Ignatius College (21) Turkey Street, Enfield, EN1 4NP	Mrs M O'Keeffe	Voluntary Aided	Boys	Yes
Southgate (22) Sussex Way, Cockfosters, EN4 0BL	Mr M Lavelle	Academy	Mixed	No
The Latymer School (23) Haselbury Road, Edmonton, N9 9TN	Mrs M Cobbett	Voluntary Aided / Selective	Mixed	Registration Form
Winchmore (24) Laburnum Grove, Winchmore Hill, N21 3HS	Mr J Owen	Community	Mixed	No
Wren Academy (25) Turin Road, Edmonton, N9 8DQ (Temporary location. From September 2021 the school will be located on the Chase Farm Hospital site)	Mr G Smith	Academy	Mixed	Yes





APPLY ONLINE

From 1 September 2020 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 2021.

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 2020
- You will receive the outcome of your application on the evening of 1 March 2021





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 2020.

After 7pm on the evening of 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.

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 2021.



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 70-113 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 2020. You will be notified of the outcome during the evening of 1 March 2021*.

Officers in the Admissions Service are able to provide Enfield residents with home to school distances for schools in our authority only. Please contact 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 2020 and you will receive the outcome of your application on the evening of 1 March 2021.

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 the authority is required to 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.
- Include details of any sibling (brother/sister) attending any of the schools you have listed. For 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 2021 (see page 121 for definition of sibling).
- 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 2021, you must 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 121).



Medical

Very few children are offered places under this criterion. In Enfield, medical priority is usually 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.
- 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 2020.

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. 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

Children in public care (children looked after) and those who ceased to be children looked after because they were adopted or because they became subject to a residence order, child arrangements order or a special guardianship order, receive priority for admission to a school.

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 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 form 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 benefits, such as 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 2020 and September 2021 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 7 December 2020 and the appropriate proofs provided to the Admissions Service in order for the change to be considered in relation to the initial allocations.

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 120.

Changes to your preferences

You may make changes to your online form up until midnight on 31 October 2020 by logging into your eAdmissions account. Any changes of preference after the closing date for applications of 31 October 2020 will not be considered until after the initial offer date of 1 March 2021. The authority does, however, reserve the right to accept a late change of preference up to the end of November 2020 where it considers that there are exceptional reasons for the change to be requested for example, where the outcome of tests for selective schools are not known until after the closing date..

Late applications

If you have not made an online application by the closing date of 31 October 2020 at the latest, your child will not be considered for a place until after the initial offer of places on 1 March 2021. 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 triplets. When it is not possible to offer places to twins or triplets, 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 2020, 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 2021. 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 2021, 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 in which you live. If you live in Enfield an ST2 form will be available to download from the Enfield website after 1 March 2021.

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 2021 – July 2021

Unless otherwise stated, from 1 March 2021 until 23 July 2021 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 2021 – July 2022

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 2021, 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 26 July 2021 and must be completed and returned to Enfield Schools Admissions Service by 20 August 2021.

*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 2022 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 2022, 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

If it is not possible to offer your child a place at a school of your preference, you have the right of appeal. Information and advice about appeals is available from the School Appeals Service. Accepting a place at an alternative school does not affect your right to appeal for a school you prefer or affect having your child's name added to waiting lists for

other schools. All available places at any school will have been offered and accepted before the appeals are heard. No places are reserved for successful appeals, so any appeals allowed will increase the intake above the admission limit.

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 information given 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.

These are usually held at the Civic Centre in Enfield and will 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 2020 admissions

Name of school	Appeals heard	Appeals dismissed	Appeals allowed
Ark John Keats	36	36	0
Aylward	2	2	0
Edmonton County	15	0	15
Enfield County	6	4	2
Enfield Grammar	4	4	0
Highlands	9	9	0
Kingsmead	24	20	4
St Anne's High School	9	8	1
Southgate	13	8	5
The Latymer	14	14	0
Winchmore	24	18	6





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

2020	
3 July	Final date for the return of registration forms to The Latymer School
11 September	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 Kingsmead Performing and Visual Arts Applications
6 October	Final date for return of Supplementary Information Forms for Enfield Grammar School Sport Applications
17 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
2021	
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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Principal

Clare Darley

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Email

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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. Please contact the school to book an appointment. 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.

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 London 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 and 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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Executive Principal

Rebecca Curtis

Principal

Jo Facer

Primary Headteacher

Amy Baird

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Email

info@
arkjohnkeatsacademy.org

Website

arkjohnkeatsacademy.org

Type of School

Academy

Male / Female

Mixed

Ages

3 – 18

School DfE number

308 4001

Planned Intake

120

At Ark John Keats, we believe local 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 only 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.

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.

Strong discipline

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 character development programme, which aims 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 have termly 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 54 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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Principal

Mr Remo Iafrate

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Email

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aylwardacademy.org

Website

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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





“There is a relentless drive on reading in literacy which is certainly outstanding – I have rarely seen embedded practice such as the sort I have seen at Aylward Academy.” Louise Soden DfE/ OFSTED June 2016

“I have loved being a part of this Academy and the opportunities it has given me to excel as a learner.” R Jeilani – Student

key components of the National 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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mrs Tammy Day

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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 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 France or Belgium, the Tate Modern, the West End to see a show, or simply 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 and our former students tell us that they stay in their House for life.

Achievement assemblies, Collective Worship, and House Festivals are all celebrated in House groups. Houses compete in inter-House competitions, collect rewards and commendations, choose charities to support and hold regular fund-raising activities.

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 year 7, 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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Peter Travis

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Website

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Type of School

Foundation

Male / Female

Mixed

Ages

11 – 16

School DfE number

308 5401

Planned Intake

180

Number on roll September 2020 – around 800

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

Thank you for your interest in Broomfield School. Broomfield School is a friendly, vibrant school in New Southgate.

We are a small school with all of the advantages this brings. We genuinely have a family atmosphere and know all of our pupils well. No pupil is ever overlooked. In May 2015, Broomfield School was judged 'Good' by Ofsted. This was confirmed in our short Ofsted of November 2018. The progress of our pupils in the 2019 Department for Education Performance Tables is shown to be at the national average.

We would be delighted to meet you and to show you around our school at our virtual open evening and mornings that will be taking place in the Autumn Term. Please check our website for further information. Our open evenings have been described as 'awesome', 'wonderful' and 'welcoming' by the Year 6 pupils who visited us and we are proud to say that many commented on how kind, helpful and enthusiastic our pupils were. Parents described our pupils as 'a credit to the school'.

It is our vision to provide our pupils with the very best education. We aim for our pupils to excel in all of the many dimensions that make up education in its fullest sense. We aim for our pupils to reach their full potential academically, vocationally and culturally. We also aim for them to excel physically and in sports, as well as in their social, spiritual and moral lives. In this way, when your sons and daughters come to leave Broomfield School in five years' time, they will be knowledgeable, intelligent, well qualified, highly skilled, virtuous and well-rounded individuals able to play their full part in society.

We are proud of our pupils and of our Broomfield School community. We are proud of their hard work, good behaviour and achievement and we are pleased to have the opportunity to tell you more about our School. We are also proud of our role within the local community and of our good partnerships with our local primary schools.

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

Peter Travis
Headteacher



The Highest Quality of Teaching

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

With good and outstanding teaching comes excellent learning, excellent behaviour, enjoyment of school and outstanding progress and achievement. We want our pupils to be captivated by each of their subjects and inspired by their teachers. We want our pupils to immerse themselves in their learning, taking a delight in their increasing knowledge and developing understanding. We want them to make rapid progress. High quality teaching brings all of this about.

Excellent Behaviour

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.

Academic Excellence

Our commitment to our pupils is to provide each and every one with the very best education, whatever his or her talents and abilities. Our pupils have tremendous gifts and we are committed to working tirelessly to give every encouragement and opportunity so that all might achieve their full potential. We want our pupils to get great enjoyment from their education and their success.

To this end:

- we set challenging and realistic targets in each of their subjects;
- we encourage all pupils to hit or exceed every target;
- we monitor progress to these targets, informing pupils and parents of how they are doing and
- we put in additional support when pupils are not progressing as they should.

We will not allow pupils to coast.

We not only want our pupils to excel academically, but to enjoy their learning and achievement. We want our pupils to be captivated and thrilled by their education and to become lifelong learners. Our teachers plan their lessons very carefully and they also work as teams to discuss and implement ways in which lessons and learning might be further improved.

The progress of our pupils in the Department for Education Performance Tables is shown to be at the national average.

Enrichment Activities

Whilst academic success is at the heart of our school, we also recognise the great importance of having wider interests and experiences. To this end we place great value upon the importance of music, dance, drama and the arts. We equally emphasise and encourage sporting excellence and we have a wide variety of clubs and societies and educational visits. This year our pupils have participated in some wonderful enrichment activities for instance, a visit to the Royal Opera House to see a performance of Aisha and Abhaya, a visit to Queen Mary University to enter the Tomorrow's Engineers' Robotic Challenge and a visit to the Old Vic theatre to see a performance of A Christmas Carol. These are just a few of this year's exciting enrichment activities.

Transition Programme

At Broomfield School we are proud of the programme we provide 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 by our Transition Evening which we encourage you to attend with your child. At the same time our staff visit our primary feeder schools, meeting the Year 6 teachers and finding out everything we need to know to help your child settle well into Broomfield School. We then offer two Induction Days in July. The first day focuses on children who have SEND needs, those who might be the only child coming from a primary school and for any child of whom it has been highlighted may struggle with the Transition process. The second day is for the entire cohort and this is when the pupils spend the day with us meeting their Form Tutors and new friends and leaving with their Broomfield School tie ready for September.

In September we settle the children into Year 7 as quickly and as smoothly as possible. They arrive on the first day ready to start at 8.30am and we find that they rapidly adopt the new routines of Broomfield School life.

We encourage all of our Year 7 pupils to participate in extra-curricular activities and we offer free music tuition for the academic year.

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

CHACE COMMUNITY SCHOOL

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Daniel Bruton

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.

Daniel Bruton
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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Executive Headteacher

Dr Susan Tranter

Head of School

Mr Paul Miller

Address Bury Campus

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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

270 (secondary department)

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



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. Our GCSE results in 2018 show our Progress 8 score was significantly 'above average' + 0.23 and in the top 30% of schools nationally for the fourth consecutive year.

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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Ms Jennifer Gumbrell

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EN2 6QG

Telephone

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Email

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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

Enfield County School for Girls is a well-established girls' school in the centre of Enfield with a tradition of high achievement and academic success.

Our aim is for every student to have an outstanding education which will equip her with the resilience to deal with the demands that life makes of her and enable her to take her place in society as a well-educated, confident, caring and compassionate young woman.

We have high expectations of all of our students, including excellent standards of behaviour - crucial to a successful learning environment.

Enfield County School for Girls values of: Respect, Responsibility, Equality of Opportunity, Cooperation and Generosity of Spirit are embedded in our school ethos and reflected through the daily life of our school.

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

Responsibility – being responsible for our work, learning and actions.

Equality of Opportunity – ensuring justice, fairness and equality.

Co-operation – working together for the common good of our school community.

Generosity of Spirit – being the best person that we can be.

We expect everyone who works, studies, visits and shares in our school community to actively support and reflect our values and ethos, working with us to access and provide the best education possible.

A strong sense of purpose and drive, shared by teachers, support staff and our school Governing Body ensures these values continue to shape, develop and permeate all aspects of our school life.

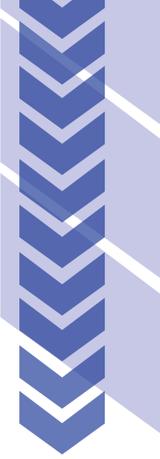
Our culturally diverse student body enriches the life of Enfield County School for Girls, making it a vibrant and exciting place to learn and which I am proud to lead.

Jennifer Gumbrell
Headteacher





“An outstanding school where leaders, managers and members of the governing body have established a truly cohesive school community where everyone shares the same vision and values.”
Ofsted 2012



Learning at Key Stage 3

Students in Years 7-9 are based at our lower school site at Rosemary Avenue where students study a broad curriculum key stage 3 National Curriculum.

Learning at Key Stage 4

Students begin Key Stage 4 learning in Year 10 when they transfer to our upper school site at Holly Walk to study their key stage 4 Curriculum.

All students will study English language and literature, Mathematics, Science, French or Spanish and either History or Geography or both. A full list of GCSE subjects offered is detailed on our school website. In addition to GCSE study we also offer BTEC level 1 and 2 in Health and Social Care.

Learning at Post 16

We encourage all of our students to continue their post 16 studies in our 6th form and offer a broad range of A level and Level 2 & 3 vocational courses. We work in partnership with Enfield Grammar

School to ensure the fullest possible curriculum provision across our schools. The majority of our students progress to Universities and students with the ability and aptitude are encouraged to Oxford and Cambridge.

Students also progress to Higher Education establishments, apprenticeships and work.

Learning beyond the Curriculum

Students have opportunities to enhance learning through a wide range of extra-curricular activities, lunchtime and after school clubs. In addition to this, a number of residential visits and activities both in the United Kingdom and abroad are made available to students. Involvement in charity work at all levels is encouraged.

Learning in Partnership

We work hard to develop close and effective working partnerships with parents and carers to best support the achievement and progress of their daughters.

Calendared parent forums and surgeries encourage parental views, ideas and feedback for us to continue to develop the best learning environment for all of our students.

Our Parent Teacher Association ‘The Friends of Enfield County School for Girls’ organise regular fundraising and social activities and we invite all parents and carers to join and become involved in this.

Our website www.enfieldcs.enfield.sch.uk and twitterfeed @EnfieldCounty also provide a means of sharing information and recognising achievement.

We continue to build links with the community and actively encourage parents, carers, past students and members of the local and wider community to contribute to the enrichment of our school curriculum as visiting speakers.



“The relentless support from outstanding staff has enabled my daughter to become the mature, responsible and strong young woman she is today.” A parent



ENFIELD GRAMMAR SCHOOL

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Christopher Lamb

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EN1 3EX

Address Upper School

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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 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; and school graded by OFSTED as a "GOOD" 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.

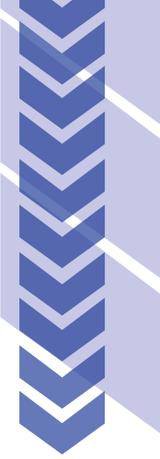
Hopefully, you will consider sending your son to Enfield Grammar School because you believe, as we do, that he will receive a first-rate education that will help him succeed and be fully prepared for adulthood.

Christopher Lamb
Headteacher





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



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 brand new Lower School Sports Hall (which opened in May 2014) to complement the Sports Hall at the Upper School; a newly converted 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. We have completed our new floodlit, all-weather 3G Artificial Turf Pitch, opened in March 2017, which has further enhanced 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.



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



HERON HALL ACADEMY

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Arthur Barzey

Address

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Enfield
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020 8443 9631

Email

office.heron@chat-edu.
org.uk

Website

heronhallacademy.org.uk

Type of School

Free School

Male / Female

Mixed

Ages

11 – 16

School DfE number

308 4000

Planned Intake

240

Travel

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

Train: Southbury

Heron Hall Academy is an academy for quality secondary education in the Enfield area and is the fourth academy to be launched by Cuckoo Hall Academies Trust (CHAT).

Heron Hall Academy opened in September 2013 and is based in the former Middlesex University site in Ponders End. There has been extensive refurbishment of the listed building and with the creation of additional new buildings; we have been able to create new state of the art teaching spaces. We have recently completed the building of all-weather sports pitch to develop even better PE provision for our students and use for the local community.

We aim to be an outstanding school recognised for its excellent academic standards and producing students who can be successful in any social sphere.

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.

At Heron Hall, we have strong values and 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.

As you walk into Heron Hall, you get a feeling of pride, of being somewhere everyone matters, where no one is left behind and where every single student can reach his or her 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.

It takes 20,000 hours to create a high performance athlete. Our intention is to create a high performing young individual with a great education and great personal confidence.



The fundamentals underpinning our distinctive Free School vision are:

- 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 aim to be an outstanding school recognised for its unique approach to Character Education and excellent academic standards producing students who can be successful in any social sphere. We hope that you will want to join with us and becoming 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, 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 3.50pm and 4.50pm 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. Students are encouraged to attend as many clubs as they can to make new friends, learn new skills and enjoy being part of a successful school. Homework support is also available after school for any students who would like extra guidance or provision within a particular subject area.

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 diversity of the school is something special, however, something even more special is how unified we are, and how much of a family we have become." A student



"I'm really pleased with the education my son receives at Heron Hall. The staff really care about how he develops both academically and as a person." A parent



HIGHLANDS SCHOOL

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Vincent McInerney

Address

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Email

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sch.uk

Website

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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 2019. The sixth form is also thriving, with nearly 200 students starting year 12 in 2019, 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 recently 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.

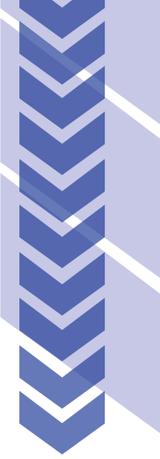
At Highlands we also place emphasis on good behaviour and character. Excellent learning is underpinned by excellent behaviour. We expect our students to show respect when interacting with other members of our school community and to uphold the reputation of the school in the local area. By helping our 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 complete KS3 at the end of Year 8, enabling us to offer GCSEs from Year 9 onwards. We have an innovative curriculum that includes students completing at least two GCSEs by the end of Year 10. We send home half termly grades for every student for every subject studied 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 the very best! 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 differentiated.

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.

Looking After Individuals

All children need a learning environment which is calm, ordered, consistent and safe. We work hard to create such an environment with a very clear and consistently implemented behaviour policy. Through the School Council and other groups, student views and suggestions are listened to and acted upon as far as possible. Students and staff together created the school's Code of Conduct.

Our pastoral system is year based with each year group having a Head of Year who has overall responsibility for monitoring their academic progress as well as their overall welfare.

In addition, the school has a Behaviour Mentor, Careers Adviser and a Counsellor able to offer professional counselling to students in need of more one-to-one support to keep 'on track'. Our pastoral staff are compassionate, caring, experienced and well-trained.

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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

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.

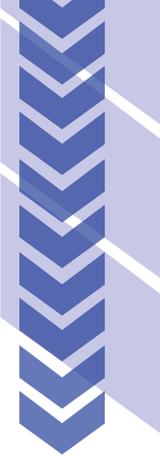
Lastly, we are a school with a Performing and Visual Arts specialism, which not only means many of our students join us in Year 7 because of their aptitude, but also that throughout their time here, students are offered opportunity after opportunity to engage with the Arts.

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.





“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



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.

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 our website for more information 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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Stephen Kinson

Address

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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

240

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

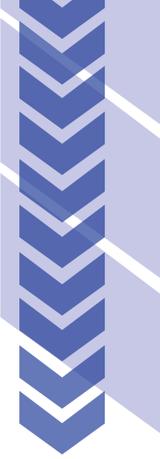
We encourage our students to view all experiences as learning opportunities and appreciate that learning is a lifelong activity that occurs beyond the classroom. Our enrichment curriculum is designed to instil students with the confidence to take the opportunities life will present them and make the 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 afterschool activities ranging from sports clubs to our highly successful school productions.

Thank you for your interest in our school.

Mr Stephen Kinson
Headteacher



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



OASIS ACADEMY ENFIELD

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Principal

Mr Anthony Williams

Executive Principal

Ms Lynne Dawes

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.

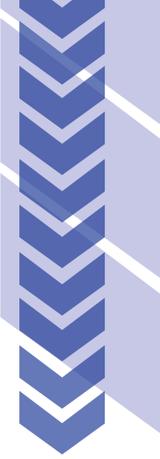
We are totally committed to providing the very best education provision for your child. Our teachers and staff have a genuine desire to see that every student not only fulfils their potential but develops the character and attitude they will need to be successful beyond their school years. Working in 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

Oasis Community Learning was established as a multi-Academy Trust in 2004 with the vision to create "Exceptional Education at the Heart of the Community".

Choosing a school for your child is a very important decision. We fully understand the trust placed in us by parents and carers who choose an





Oasis Academy for their children. Everything we do is centred on the Oasis ethos:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

We have an unwavering belief in inclusion. This means that every student should have the opportunity to realise and reach their potential, regardless of their background. The Oasis Circle of Inclusion, which appears throughout the Academy and on our blazer badge, symbolises this belief.

We provide a very good education for all our children. We have high expectations and want our students to have high aspirations and to be the best they can be. We encourage our students to develop independent learning skills that will enable them to be successful in school, university and work. Our expectations of student behaviour ensures that all can learn in a safe environment without disruption.

I look forward to welcoming you and your family to our Academies. Together we can ensure that your son or daughter gets the best possible start to his or her life.

Lynne Dawes
Executive Principal

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.

We expect every student to make good progress throughout their time at the Academy regardless of their individual challenges and we monitor each student closely. We know that today's students need to leave the academy equipped with the knowledge and skills but also the resilience to respond to the challenges of life in the 21st century.

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 know that our students will face many challenges during their time at the Academy, and we believe that our pastoral system provides excellent care, guidance and support.

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, Learning Guide 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. The Library is open from 7.30am and with after school study running until 6.00pm.



OASIS ACADEMY HADLEY

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Principal

Ms Zoë Thompson

Executive Principal

Ms Lynne Dawes

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

180 (secondary
department)

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

Oasis Academy Hadley is a remarkable, caring and supportive learning community where children are encouraged to be their best and dream big!

As a Hadley student you will feel part of an extended family. Here we pride ourselves on being a caring and inclusive community, championing the gifts and talents of every individual.

We place high importance on good quality learning experiences and our staff are dedicated to getting the best from every child they work with. Everyone's learning is carefully planned to provide opportunities for acquiring interesting and important new skills every day. The progress that children make at Hadley is very good and this is reflected in our strong progress and outcomes that are evident at all key stages.

Most of our students prefer not leave after GCSEs and choose to stay on with us, joining our successful Sixth Form, where 95% of students go on to University with about 90% of these going on to the Russell Group Universities, which are some of the best universities in the World.

We know that our track record of good progress and results are a reflection of the way we do things at Hadley, which we call The Hadley Way. This underpins our positive ethos and strong commitment to Care, Aspire, Achieve and Endeavour.

Our parents and carers have a great deal of confidence in us and this is something we value highly. Parents know their children best and we are committed to working in partnership to encourage all students to embrace opportunities, try their best and never give up.

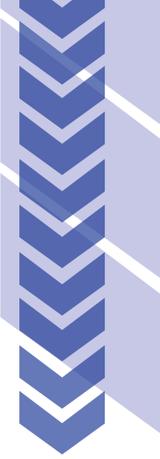
Come and find out more about joining the Oasis Hadley extended family at oasisacademyhadley.org

Zoë Thompson Principal

Oasis Community Learning was established as a multi-Academy Trust in 2004 with the vision to create "Exceptional Education at the Heart of the Community".

Choosing a school for your child is a very important decision. We fully understand the trust placed in us by parents and carers who choose an





Oasis Academy for their children. Everything we do is centred on the Oasis ethos:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

We have an unwavering belief in inclusion. This means that every student should have the opportunity to realise and reach their potential, regardless of their background. The Oasis Circle of Inclusion, which appears throughout the Academy and on our blazer badge, symbolises this belief.

We provide a very good education for all our children. We have high expectations and want our students to have high aspirations and to be the best they can be. We encourage our students to develop independent learning skills that will enable them to be successful in school, university and work. Our expectations of student behaviour ensures that all can learn in a safe environment without disruption.

I look forward to welcoming you and your family to our Academies. Together we can ensure that your son or daughter gets the best possible start to his or her life.

Lynne Dawes
Executive Principal

Our Curriculum

At Oasis Academy Hadley we offer a flexible and relevant curriculum which is designed to enable every student to achieve their personal best. We believe that all of our students are capable of experiencing remarkable success, when given the right conditions to succeed. We expect every student to make positive progress throughout their time at the Academy regardless of their individual challenges or their starting point on entry. The Academy monitors every student's progress closely.

We know that today's young people need to leave the Academy equipped with the knowledge and skills, but also the resilience to respond to the challenges of life in the 21st century.

In Year 7, we follow the core curriculum with a strong emphasis on English, Maths and Science and our unique and innovative iLearn programme which is an integrated skills based course built on the development of students' personal learning and thinking skills. In Year 10 students begin

GCSEs and Vocational courses and are expected study for the EBacc qualification but also have the opportunity to study a wide range of creative and practical subjects.

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 BTEC Nationals and A Levels. We have strong links with prestigious Universities and Blue Chip companies. Each year around 94% of our students go on to study at University with more than half going to Russell Group Universities.

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 know that our students will face many challenges during their time at the Academy, and we believe that our pastoral system provides excellent care, guidance and support.

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 Learning Guide, parents/carers and students reviewing their progress and supporting students to achieve their very best.

Enrichment

Our unique 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 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. 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.

Hub and Community

Our Academy sits within a wider Oasis community Hub. The aim is for our community to be able to access a range of services including out-of-hours youth activities, holiday clubs, adult learning programmes and advice.



SOUTHGATE SCHOOL

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Martin Lavelle

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Cockfosters
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Email

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Website

southgate.enfield.sch.uk

Type of School

Academy

Male / Female

Mixed

Ages

11 – 18

School DfE number

308 4029

Planned Intake

250

This is a tremendous time to join Southgate School! The quality of staff who work here, the fantastic young people who learn here, our track record of success and our membership of Middlesex Learning Trust where we work so closely sharing best practice with The Compton School, means that the future here looks very rosy indeed.

There is invariably a purposeful air of activity, excitement and industry at our school, as we have so many trips and after school enrichment opportunities, which students are expected to join in with. We believe that learning does not stop at the classroom door and that these enrichment activities are where friendships will be cemented and where enjoyment of school will be enhanced. We support parents through a range of sessions such as helping them understand exam board requirements and strategies to support their child at home.

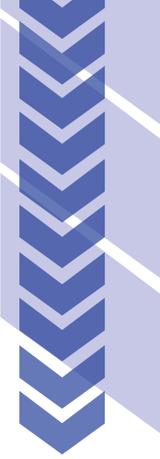
We deliberately create opportunities for students to develop leadership and

independence, the very skills that they are going to need in life, by involving them in activities beyond the classroom. We encourage students to develop as rounded individuals through taking the School Pledge and challenging themselves to get involved in the wider school community. We have a House System to make students across different year groups more cohesive and to create more opportunities for competition and fun. We have a Student Leadership Team, House and Year Councils, Headteacher's Award meetings and regular meetings between the Headteacher and students from each year group, where we celebrate their achievements and share their thoughts about how we can continue to improve the student experience here.

We are also unique in the Futures Programme that we will provide for them; so that until the day that they leave, students can access a structured enrichment package built upon our strong links with top universities and established businesses.

We have state of the art facilities for the Arts, Sport, IT, a wonderful sixth form centre and stunning exhibitions, drama performances, a school





orchestra, regular music concerts and very successful sports teams. We are passionate about performing and creative Arts and the numerous opportunities they give our students to showcase their remarkable talents; great preparation for the fascinating careers that so many of them will progress into.

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.

I look forward to meeting you soon.

Mr Martin Lavelle
Headteacher

General Information

Southgate School is an outstanding, successful and heavily oversubscribed mixed comprehensive school providing a full range of educational courses and opportunities for students aged 11-19 years. It has an excellent range of exam courses and most students go on to higher and further education.

Southgate School is a Teaching School and has built an alliance that brings other leading schools from Enfield, Barnet and Hertfordshire together to share good practice and build capacity.

Schools within a school

Joining a large comprehensive school can be daunting for younger children, but at Southgate School we pride ourselves on our excellent pastoral care and pathways system that enables all students to have a truly bespoke experience whilst at Southgate. Our pathways system allows us to support students who find the rigour of the secondary curriculum a challenge as well as continuing to stretch and inspire our most able students with a full suite of subjects that will equip them for their lives beyond school. We are able to be flexible with our timetable to ensure that all students make maximum progress, focusing on literacy and maths, joining the wider curriculum at a pace that is appropriate for their learning needs. We believe that this individualised approach to every student's education is what champions us as a local school committed to the very best outcomes for every child.

Facilities

Southgate School is based on one site with excellent facilities. We have new state of the art IT suites, a refurbished main hall equipped with a brand new lighting and sound system to ensure that the Arts in our school continue to be high profile. Our music and drama suites incorporate a performance studio, recording and music practice areas. The sports hall, the new fitness facility and all weather Astro Turf pitch ensure that the physical education facilities are excellent as witnessed also by our success in a variety of inter-school competitions. We have a well-resourced library and a new and modern sixth form centre. The art block has a photographic studio and a pottery kiln whilst the design and technology and food and textiles areas contain the latest equipment housed in a light and vibrant building.

Extra Curricular Activities

There are a wide range of extra-curricular activities at Southgate School, both in terms of clubs and out of hours study/revision classes. Students are encouraged to participate in as many activities as possible. There are many sporting activities, annual drama productions, concerts throughout the year and a music festival every summer, on top of which we run numerous trips as we believe in educating the whole child. We also have a strong tradition in large numbers of students participating in the Duke of Edinburgh's Award scheme and there are regular weekends away for this with our committed staff team. We are delighted to be part of a recent initiative 'The Brilliant Club' which gives a number of students the opportunity to work with PhD students and experience higher education level teaching.

Parental Involvement

We take the care of our students and our relationships with their parents very seriously indeed and have an excellent reputation for the work we do in this regard. Parents at Southgate School have formed a PTA and new members are always welcome. There are regular Parent Forum meetings between Year 7 parents and members of the Senior Leadership team, where topical educational issues are explained and key questions from parents answered.



"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



ST ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

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.

Emma Loveland
Headteacher





“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

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 am really loving being at St. Anne’s. It has a really safe and welcoming environment.”
Year 7 student



“My daughter is made to feel very special. She is very happy at St. Anne’s.”
Year 7 Parent



“St. Anne’s is a very welcoming school. I could not have picked a better school”.
Year 7 student



ST IGNATIUS COLLEGE

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mrs Mary O'Keeffe

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Website

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Type of School

Voluntary Aided, Catholic

Male / Female

Boys

Ages

11 – 19

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. 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.

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 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, 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.

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.

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.





“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.”
Year 11 Parent

“I’m proud to be an Ignatian.” Year 11 Student

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

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 but also fosters creativity and the arts and reflects 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, have a sense of wonder and 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. Alongside extensive sport and 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



THE LATYMER SCHOOL

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mrs Maureen Cobbett

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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.

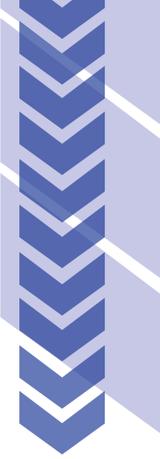
We are proud of Latymer's history, yet are forward-looking. We seek to continue the fine traditions and to maintain and further enhance the very high standards at the school.

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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Headteacher

Mr Jim Owen

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sch.uk

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Type of School

Community

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4026

Planned Intake

240

At Winchmore School, 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.

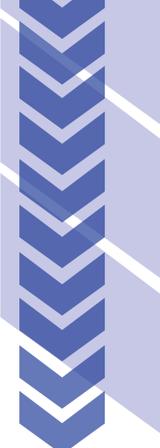
We look forward to welcoming you and answering any questions you may have.

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 1/2 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

At time of publication it was unlikely opening evenings would take place due to Covid-19. Please check the school's website to find out more information.

Executive Principal

Gavin Smith

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*temporary location until
July 2021

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enfield@wrenacademy.org

Website

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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 brand new school which opened in September 2020 with a first cohort of Year 7 students. Presently located in temporary accommodation, plans are in place for the school to be located in purpose built accommodation on the Chase Farm Hospital site.

Having opened with 184 students in September 2020, this is an exciting opportunity for the second 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 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 will matter 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 ethos 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 Ethos

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.

Learning

We have combine 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 will be 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. Experience at Finchley shows that 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.

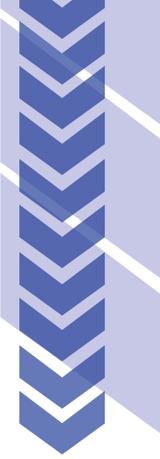
In addition, a wide range of trips available to all students throughout their time in the school. This will begin with a trip to St Paul’s Cathedral and will be followed with a Year 7 residential trip, the Duke of Edinburgh expeditions and opportunities for international travel.

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 2019	Type of school	PAN	EHCP/ LAC/ Medical	Siblings	Parent employed at the school	Distance	Max distance offered (miles)	Number of refusals
Ark John Keats Academy	Academy	180	11	88	0	81	0.360	484
Aylward Academy	Academy	240	4	82	0	154	1.760	24
Bishop Stopford's School	Voluntary Aided	180	Places have been offered to all applicants.					
Broomfield School	Foundation	175	Places have been offered to all applicants.					
Chace Community School	Community	224	Places have been offered to all applicants.					
Edmonton County School ¹	Academy	270	5	79	0	145	1.119	202
Enfield County School for Girls	Community	186	Places at Enfield County are allocated in accordance with the quota system detailed on pages 71-73.					168
Enfield Grammar ²	Academy	180	3	–	1	–	–	159
Heron Hall Academy ³	Academy	210	6	41	0	95	1.408	61
Highlands School	Community	240	16	100	3	121	0.761	515
Kingsmead School ⁴	Academy	270	4	102	2	135	0.916	300
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	4	44	0	94	2.174	30
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 – 5. Criterion 6 – Places offered to siblings and girls who live a maximum of 1.155 miles from the school. No girls have been offered places under criteria 7 and 8.					146
St. Ignatius College	Voluntary Aided	186	The College have been able to offer places to all boys who were considered under criteria 1 – 4. Criteria 5 – Places offered to boys who live a maximum of 3.155 miles from the college.					42
Southgate School	Academy	250	3	89	3	148	1.242	381
The Latymer School	Voluntary Aided	192	The School was able to offer places to children who were ranked up to number 273 in the first round of offers.					
Winchmore School	Community	240	7	87	0	146	0.857	355

¹ Edmonton County School: Children transferring from Year 6 to Year 7: 41

² Enfield Grammar: Sports and Music: 18; Criterion 5.1 – Named schools: 79; Criterion 5.2 – Other Enfield schools: 74; Criterion 5.2ii – Schools outside of Enfield: 5

³ Heron Hall Academy: Children attending CHAT primary schools: 68

⁴ Kingsmead School: Performing and Visual Arts: 27; Medical: 0

⁵ Oasis Academy Hadley: Children Transferring from Year 6 to Year 7: 38

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 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





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. 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 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	53
2	Capel Manor, Chesterfield, Freezywater St George's CE, Honilands, Keys Meadow	11
3	Ark John Keats, Brimsdown, Eastfield, Enfield Heights, Prince of Wales, St James CE	11
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	18
6	Churchfield, Edmonton County, Galliard, Raglan, Starks Field	12
7	Hazelbury, Latymer All Saints CE, Meridian Angel, Oakthorpe, Raynham, St John & St James CE, Wilbury	19
8	Firs Farm, Highfield, St Paul's CE	8
9	Bowes, Garfield, Hazelwood, Our Lady of Lourdes Catholic, St Michael at Bowes CE, St Monica's Catholic, Walker	14
10	De Bohun, Eversley, Grange Park, Hadley Wood, Merryhills, St Andrew's Southgate CE, West Grove, Wolfson Hillel	18
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.



AIM Academy North London

Admission Arrangements

The admission arrangements for AIM North London for the year 2021/22 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 115 in 2021.

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 over-subscription 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

The academy has an agreed PAN of 120 pupils in Year 7

Primary and secondary – Oversubscription Criteria

Where the academy is named on a pupil's Education Health and Care Plan, that child will be admitted by the academy. If the number of applications for admission to either the primary or secondary school is greater than the published admissions number, applications will be considered against the criteria and order set out below:

1. 'Looked After Children' 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.
2. 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).
3. Children who, at the time of admission, have a sibling who attends the school. For example, for applications in September 2021, the sibling must also be attending the school in September 2021. For this purpose, "sibling" means a whole, half or stepsibling or an adopted child resident at the same address.

4. 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).

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

PLEASE NOTE: 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. 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.

*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 function at the time of making an application to a school. Previously looked after children are children who were looked after, but ceased to be so because they were adopted or became the subject of a residence order or special guardianship order.

i) In those cases where the relevant local authority measures distance on behalf of Ark Schools, the method they adopt for measurement and also selection between equal applicants and those living in flats will apply.

ii) In those cases where Ark Schools is required to carry out the measurement itself priority will be given to those children who live closest to the school using a straight line measurement taken from Ordinance Survey Data from the Academy building's main reception to the main entrance of the child's home. Where a child resides in a block of flats, the distance will be measured from the Academy building's main reception to the main entrance of the building in which the flats are located.

iii) If Ark Schools is unable to distinguish between applicants using the published criteria, including those who live in blocks of flats with the same building entrance, places will be offered via a random draw which will be supervised by someone independent of the academy.

iv) 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.

Post 16 Oversubscription Criteria

Where the sixth form is oversubscribed, priority will be given to those qualifying applicants following the oversubscription criteria as described above.

Operation of Waiting Lists

Subject to any provisions regarding waiting lists in the LA's co-ordinated 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 Autumn term. Thereafter, parents/carers will be written to asking if they wish for their child to remain on the waiting list. This will be maintained by the academy and it will be open to any parent/carer to ask for his or her child's name to be placed on the waiting list following an unsuccessful application.

Right of Appeal

There will be a right of appeal to an Independent Appeals Panel for all applicants (with the exception of applicants to the nursery) refused admission.

Except in relation to an application for admission into the nursery school, where there will be no right of appeal following an unsuccessful application, parents/carers will have the right of appeal to an Independent Appeal Panel ("Appeal Panel") if they are dissatisfied with an admission decision of the academy.

The Appeal Panel will be independent of the academy. The arrangements for appeals

will be in line with the Appeals Code. The determination of the Appeal Panel will be made in accordance with the Code and will be binding on all parties. The academy will provide written guidance for parents/carers about how the appeals process works and will provide parents/carers with a named contact who can answer any queries parents/carers may have about the process.

Applications for admission to the academy outside the normal admissions round – in-year applications

In-year applications should be submitted directly to the academy.

If more applications are received than there are places available, the oversubscription criteria outlined above shall apply.

Appeals against refusal of an in-year application

Except in relation to an application for admission into the nursery school, where there will be no right of appeal following an unsuccessful application, parents/carers will have a right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the academy.

Admission of children outside of their normal age group

Applications for children to be admitted to a school year outside of their chronological age group should be submitted to the home LA during normal round admissions, or to the academy for the in-year admissions process. Each application will be considered and decided by the academy

on the individual circumstances of each case. Applicants should provide documentation in support of their application regardless of whether they are asking for the student to be admitted in a lower or higher year group. Applicants will be notified in writing of the decision. Unsuccessful applicants will be given the right to appeal.



Aylward Academy

Admissions Arrangements for School Year 2020-21

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 ("EHC") 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 ("EHC") 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 2020 will be 200.
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 2020 will be as follows.

Definitions and Details

1. By sibling we mean brothers and sisters, adopted siblings, step-children, common law step-children, half-siblings, 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

1. Children with 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.
2. 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. 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

unsuccessful 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) process. 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 group(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.





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 **Friday 11 September 2020 for Music and by Tuesday 6 October 2020 for Sport.**

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 2021.

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 an Education Health and Care Plan 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 2020

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 2020 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 an Education Health and Care Plan, where a local authority has named the Academy on a child's plan (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 plans 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 ADDRESSPOINT®. 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 ADDRESSPOINT® 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) 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 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 "looked after" girls and Catholic girls who have been adopted or made subject to Child Arrangements Orders or Special Guardianship Orders.
2. Baptised Catholic girls with a Certificate of Catholic Practice.
3. Other baptised Catholic girls, whose application is supported by a Catholic baptismal certificate.
4. Other "looked after" girls and girls who have been adopted

or made subject to Child Arrangements Orders or Special Guardianship Orders.

5. 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.

6. 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.

7. 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.

8. 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 supplied in the application pack. The e-admissions form must be completed and submitted to the Local Authority by 31st October 2020. 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. 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 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 obtain a Certificate of Catholic Practice (CCP) from the Priest at the Parish where they normally attend Mass. Those wishing to be considered under criterion 3 should also provide the School with a copy of the child's baptismal certificate. If the certificate is not available, applicants should indicate in writing the reasons for this being the case. The Certificate of Catholic Practice (CCP) is also available on the Diocesan website at www.rcdow.org.uk/schools/parents/admissions at the top right hand corner of the page.

The Local Authority will write to you on behalf of the Governing Body with the outcome of your application on 1st March 2021 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 2021. 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.

Certificate of Catholic

Practice: Certificate of Catholic Practice means a certificate issued by the family's parish priest (or the priest in charge of the church where the family attends Mass) in the form laid down by the Bishops' Conference of England and Wales. It will be issued if the priest is satisfied that at least one Catholic parent or carer (along with the child, if he or she is over seven years old) have (except when it was impossible to do so) attended Mass on Sundays and holy days of obligation for at least five years (or, in the case of the child, since the age of seven, if shorter). It will also be issued when the practice has been continuous since being received into the Church if that occurred less than five years ago. It is expected that most Certificates will be issued on the basis of attendance. A Certificate may also be issued by the priest when attendance is interrupted by exceptional circumstances which excuse from the obligation to attend on that occasion or occasions. Further details of these circumstances can be found in the guidance issued to priests <http://rcdow.org.uk/education/governors/admissions/>

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.

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 2021. 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 "looked after" children and previously "looked after" Catholic children who have been adopted or made subject to child arrangement orders, or special guardianship orders.
2. Baptised Catholic boys with a Certificate of Catholic Practice (CCP).
3. Other baptised Catholic boys.
4. Other "looked after" children and previously "looked after" children who have been adopted or made subject to child

arrangement orders or special guardianship orders.

5. 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.

6. 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.

7. 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.

8. 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. Catholic boys with a Certificate of Catholic Practice who will have a brother (or sister in the sixth form) at St Ignatius College at the time of admission (September 2021). Brothers include blood siblings, adopted

children and siblings by marriage (step-brothers) who reside at the same address.

3. Catholic boys with a Certificate of Catholic Practice who have a brother (or sister in the sixth form) who was previously at St Ignatius College.

In the last 3 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 1 to 3 above should also provide the College with a copy of the child's Catholic baptismal certificate. If the certificate is not available, the applicant should indicate in writing the reasons for this being the case.

Applicants applying under criterion 2 must submit a Certificate of Catholic Practice by the closing date. Parents should obtain the Certificate from their parish priest (or the priest at the parish where they normally worship). It is the parent's duty to ensure that the Certificate of Catholic Practice is submitted to the College in good time. The priest will only provide the Certificate if he knows you.

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 boys 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 in our prospectus. 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, **30th October 2020**.

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 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 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"

"Certificate of Catholic Practice" means a certificate issued by the family's parish priest (or the priest in charge of the church where the family attends Mass) in the form laid down by the Bishops' Conference of England and Wales. It will be issued if the priest is satisfied that at least one Catholic parent or carer (along with the child, if he or she is over seven years old) have (except when it was impossible to do so) attended Mass on Sundays and holy days of obligation for at least five years (or, in the case of the child, since the age of seven, if shorter). It will also be issued when the practice has been continuous since being received into the Church if that

occurred less than five years ago. It is expected that most Certificates will be issued on the basis of attendance. A certificate may also be issued by the priest when attendance is interrupted by exceptional circumstances which excuse from the obligation to attend on that occasion or occasions. Further details of these circumstances can be found in the guidance issued to priests <http://rcdow.org.uk/education/governors/admissions>

“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
- 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 (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 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.

Designated priority zone:

- Alderwood Mews
- Bartrams Lane
- Beech Hill
- Beech Hill Avenue
- Broadgates Avenue
- Burwood Place
- Calderwood Place
- Camlet Way (numbers 2-106 and 1-103)
- Claremont Road
- Cockfosters Road (numbers 375 upwards and 450 and 452)
- Corbar Close
- Courtleigh Avenue
- Covert Way
- Crescent East
- Crescent West
- Douglas Close
- Duchy Road
- Ferny Hill

- Greenbrook Avenue
- Greenoak Place
- Helena Close
- Kingwell Road
- Lancaster Avenue
- Musgrave Close
- Newmans Way
- Old Orchard Close
- Pagitts Grove
- Parkgate Avenue
- Parkgate Crescent
- Parklands Close
- Sandridge Close
- Soames Place
- St. Ronan's Close
- Waggon Road (numbers 2-128 and 1-21)
- Walmer Close
- Warner Close
- Wood Ride
- Wood Ride

Applicants who wish to appeal against the decision of the admissions authority to refuse their child a place at the school should contact:

Southgate School
Sussex Way
Cockfosters
EN4 0BL

Tel: 020 8449 9583

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 500 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 Evenings

The school will be open for tours for prospective pupils on **Wednesday 24 June and Thursday 25 June 2020**. 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

Tuesday 16 June until Friday 3 July 2020. 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 online registration form on electronic devices.

For applicants applying under the Oversubscription Criteria all supporting evidence must be supplied to the school by **Friday 3 July 2020**.

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

Saturday 5 and Sunday 6 September 2020





Requests to alter a candidate's allocated date will not be considered. 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 doctor's note will be required and a late test arranged. Other circumstances may be considered but taking a test at another school will not.

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 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.

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 and 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 restandardised 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 an 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 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. Only applicants deemed selective will be admitted. The school must be named in the Education Health & Care Plan. 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 approximately 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 results 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

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:

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. There is no limit to the number of children admitted under this criterion. Documents to confirm an applicants' looked after status should be submitted to the school at the time of registration. The school must be named on the CAF.

1a. 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 applicants' 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. There is no limit to the number of applicants admitted under this criterion. The school must be named on the CAF.

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.

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. In the event of a Music candidate withdrawing from the process, the next highest ranked child under this criterion will be considered for the place. 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.

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 Friday 3 July 2020.

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 **8 January 2021** 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 week day 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

For practice material for the Mathematics and Verbal Reasoning paper, please refer to the test provider's website. A specimen English paper is available on the school's website.

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 10)

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 8 to Year 10

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 arises between the start of the academic year in September and 31 December, the next applicant on our initial waiting list of 50 will be offered the place.

For In Year vacancies parents must email: enfield.school.admissions@enfield.gov.uk to register their interest. Enfield Admissions will be coordinating any In Year vacancies that may

arise at the school. Any tests will be dependent on when the school is notified of a student withdrawing their place from the school. 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).

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.

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.

Parents need to reapply each year for any future vacancies via Enfield Admissions.

In Year waiting lists are open from 1 September each year.

Sixth Form

External Admissions to Year 12

The Governors offer places each September to approximately 50 pupils from other schools. On-line 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 live in the Inner Area.

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 Education Health & Care Plan 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

In the event of a 'tie' situation for the last available place, due to applicants achieving identical test scores and GSCE achievement, preference will first of all be given to any applicants who have an EHCP, are 'looked after' or have previously been looked after by a local authority, then applicants with proven Pupil Premium eligibility.

Following this, 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 2020 and is correct for that year as at March 2019. 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.

Wren Academy Enfield

Admissions Procedures

Wren Academy Enfield is a secondary school sponsored by the London Diocesan Board for Schools (LDBS) and Berkhamsted School. We wish to create 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 Academy 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 2020. 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 2021. Parents are asked to confirm their acceptance of the offer with the Local Authority in which they live by 15 March 2021.

Parents and students will then be offered an opportunity to visit the school before September 2021 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 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.
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 or social 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 siblings 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.

The remaining places will be allocated equally between Foundation and Community applicants as follows:



5. a. Foundation places (up to a maximum of 92):

i. 60% for applicants attending Church of England churches (up to 55 places)

ii. 40% for applicants attending a church of another Christian denomination in fellowship with the Church of England² (up to 37 places)

b. Community Places (up to a maximum of 92) for all other children

6. Where there are places available in the categories above, these will be filled from the other category.

Tie-break

If in category 3 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 from the child's home address³ to the front gates of the school in a straight line.

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 (SIF) Form to the school, by 31 October 2020, so that Governors can consider their application fully.

The Wren Academy Supplementary Information Form can be downloaded from the school's website

at www.wrenenfield.org from 1 September 2020. All supplementary forms should be posted to Wren Academy Enfield, Turin Road, Edmonton, N9 8DQ.

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 requested⁴.

When such a request is made, the Academy 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 Academy 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.wrenenfield.org. All appeals should be sent to The Admissions Officer, Wren Academy Enfield, Turin Road, Edmonton, N9 8DQ by 1 April 2021.

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.

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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 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.
 - 3 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/carers, 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/carers then the address used will be the address where the child spends the majority of the school week.
 - 4 The Trust will consider the parent's/carer's views; information about the child's academic, social and emotional development; where relevant, their medical



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 74-113 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.

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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 7247

Email: admissions@learningtrust.co.uk
www.learningtrust.co.uk

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

Children in public care (children looked after) and those who ceased to be children looked after because they were adopted, or because they became subject to a residence order, child arrangements order or a special guardianship order, receive priority for admission to school.

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.

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.*



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