YOUR GUIDE TO SECONDARY SCHOOLS IN ENFIELD

SEPTEMBER 2026

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

ENFIELD Council

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

Gujarati

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

Farsi

Broszura 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 সেকনড্যারি স্কুলের তথ্য দেওয়া আছে। আপনার যদি আরও সাহায্যের দরকার হয় তবে দয়া করে আপনার ছেলের বর্ত্তমান হেড্ শিক্ষকের সংগে যোগাযোগ করুন অথবা আমাদেক এই নাম্বারে টেলিফোন করুন – ০২০ ৮৩৭৯ ৫৫০১

Bengali

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WELCOME

Children born between 1 September 2014 and 31 August 2015 will transfer to secondary school in September 2026

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

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

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

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

Enfield Schools Admission Service

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

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

Bishop Stopford's

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 **01.09.14** and **31.08.15** will be transferring to secondary school in September 2026.

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

Pan London

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

How the PAN London system works for you

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

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

All offers are notified on the same day – 2 March 2026. You will receive an email on the evening of 2 March notifying you of the outcome of your online application.

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

INFORMATION ABOUT SECONDARY TRANSFER

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

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

Make sure you check the schools websites nearer the time of the open evenings to ensure there have not been any changes since publication of this brochure.

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.

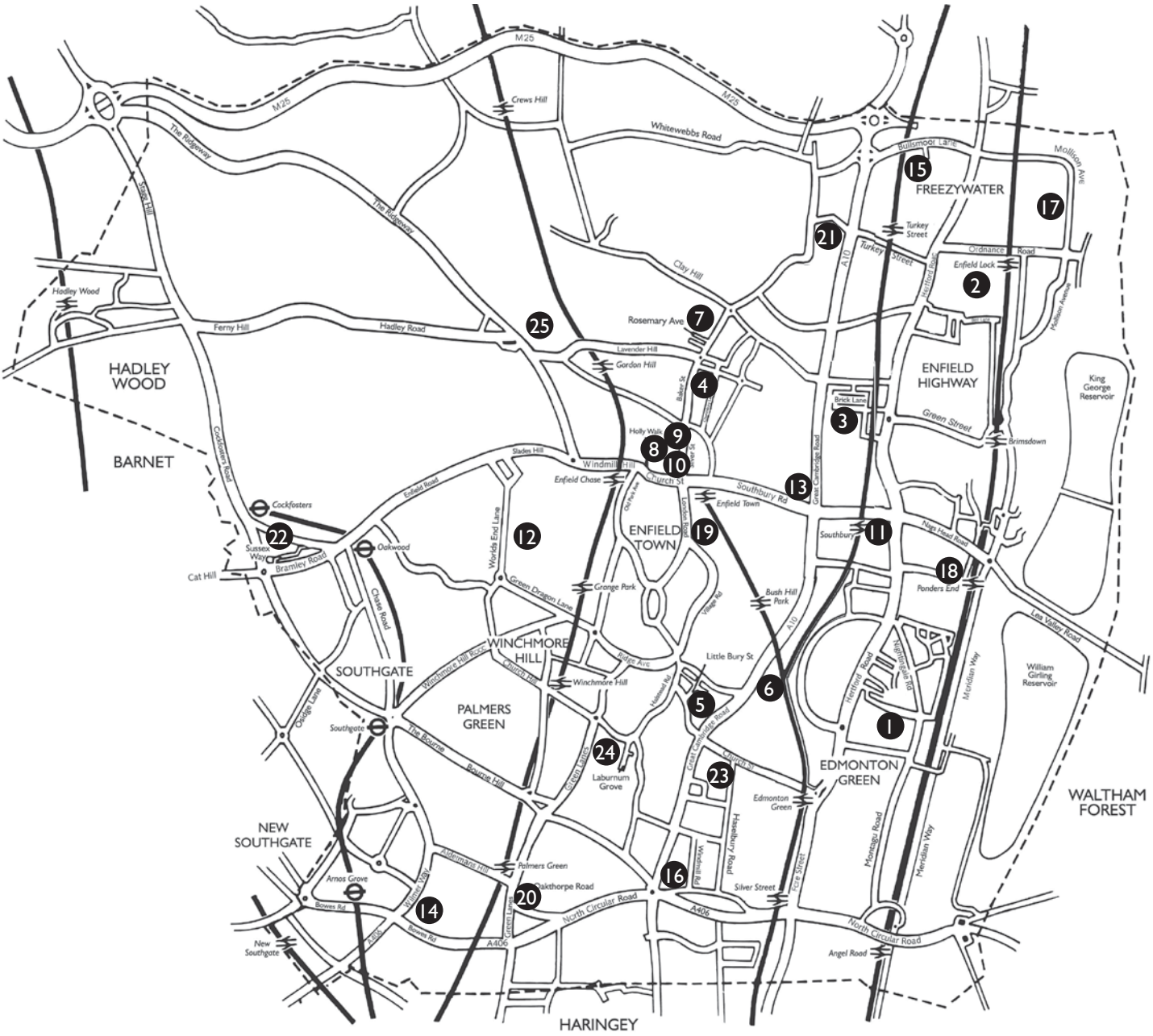
Check Enfield's website for hints and tips about making your secondary transfer application. www.enfield.gov.uk/admissions

School Term Dates 2026-2027

2026-2027	START/END	HALF TERM	BREAK
Autumn Term 2026	Wednesday 2 September to Friday 18 December	Monday 26 October to Friday 30 October	**Christmas Break** Monday 21 December to Friday 1 January
Spring Term 2027	Monday 4 January to Thursday 25 March	Monday 15 February to Friday 19 February	**Easter Break** Friday 26 March to Friday 9 April
Summer Term 2027	Monday 12 April to Thursday 22 July	Monday 31 May to Friday 4 June	**Summer Break** Friday 23 July

AT A GLANCE

Borough School Map



KEY

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

School	Headteacher/ Principal	Type of School	Boys/ Girls	Supplementary form required	Date and time of open evening session/s*
AIM North London (1) Turin Road, Edmonton, N9 8DQ	Mr P McGrath	Academy	Mixed	No	Thu 9 Oct, 5pm-7pm
Ark John Keats Academy (2) Bell Lane, Enfield, EN3 5PA	Ms K Marshall	Academy	Mixed	No	Wed 1 Oct, 5.30pm-7pm
Bishop Stopford's School (3) Brick Lane, Enfield, EN1 3PU	Mrs T Day	Voluntary Aided	Mixed	Yes	Tue 23 Sep, 6pm
Chace Community School (4) Churchbury Lane, Enfield, EN1 3HQ	Ms T Douglas	Community	Mixed	No	Mon 22 Sep, 5pm-7.30pm
Edmonton County Bury Campus (5) Little Bury Street, Edmonton, N9 9HZ **Edmonton County Cambridge Campus (6)** Great Cambridge Road, Enfield, EN1 1HQ	Mr P Miller	Academy	Mixed	No	Thu 25 Sep, 5pm-8pm at the Bury Campus
Enfield County Lower School (7) Rosemary Avenue, Enfield, EN2 0SP **Enfield County Upper School (8)** Holly Walk, Enfield, EN2 6QG	Ms J Gumbrell	Community	Girls	No	Mon 6 Oct, 5.30pm-8pm at the Lower School site
Enfield Grammar Lower School (9) Enfield Court, Baker Street, EN1 3EX **Enfield Grammar Upper School (10)** Market Place, Enfield, EN2 6LN	Mr C Lamb	Academy	Boys	For Sport/ Music only	Mon 6 Oct, 5.30pm-8pm at the Upper School site
Heron Hall Academy (11) 46 Queensway, Ponders End, EN3 4SA	Mr A Barzey	Academy	Mixed	No	Mon 29 Sep, 5.30pm-7.30pm
Highlands School (12) Worlds End Lane, Winchmore Hill, N21 1QQ	Mr V McInerney	Community	Mixed	No	Mon 13 Oct, 6pm-9pm
Kingsmead School (13) 196 Southbury Road, Enfield, EN1 1YQ	Mr D Medway	Academy	Mixed	For Art/Drama/ Music only	Thu 18 Sep, 5.30pm
Laurel Park School (14) Wilmer Way, Palmers Green, N14 7HY	Ms A Christofi	Foundation	Mixed	No	Wed 8 Oct, 5pm-8pm
Lea Valley Academy (15) Bullsmoor Lane, Enfield, EN3 6TW	Mr S J Kinson	Academy	Mixed	No	Thu 25 Sep, 5.30pm-8pm
Lift Aylward (16) Windmill Road, Edmonton, N18 1NB	Mr J Lawlor	Academy	Mixed	No	Mon 29 Sep, 4.30pm-7pm
Oasis Academy Enfield (17) 9 Kinetic Crescent, Innova Park, Mollison Avenue, Enfield, EN3 7XH	Mrs E Robinson	Academy	Mixed	No	Tue 30 Sep, 5.30pm-7.30pm
Oasis Academy Hadley (18) South Street, Ponders End, Enfield, EN3 4PX	Mrs Z Thompson	Academy	Mixed	No	Wed 24 Sep, 5.30pm-7.30pm
St Anne's Enfield Campus (19) London Road, Enfield, EN2 6EL **St. Anne's Palmers Green Campus (20)** Oakthorpe Road, Palmers Green, N13 5TY	Mrs E Loveland	Voluntary Aided	Girls	Yes	Mon 29 Sep, 6pm-8pm at the Enfield site
St Ignatius College (21) Turkey Street, Enfield, EN1 4NP	Ms N Socrates	Voluntary Aided	Boys	Yes	Tue 16 Sep, 5.30pm-8pm
Southgate School (22) Sussex Way, Cockfosters, EN4 0BL	Mr S Olusanya	Academy	Mixed	No	Thu 2 Oct, 5pm-7pm
The Latymer School (23) Haselbury Road, Edmonton, N9 9TN	Mr J Gilford	Voluntary Aided / Selective	Mixed	Yes	Check the school website for further information
Winchmore School (24) Laburnum Grove, Winchmore Hill, N21 3HS	Mr J Owen	Community	Mixed	No	Wed 24 Sep, 6pm
Wren Academy Enfield (25) 3 Chace Village Road, Enfield, EN2 8GH	Mr E Hussein	Academy	Mixed	No	Mon 15 Sep, 5.30pm-8pm

***Please check school's website for further information and to check if you need to register to attend.**

APPLY ONLINE

From 1 September 2025 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 2 March 2026.

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 2025
- You will receive the outcome of your application on the evening of 2 March 2026

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 2025.

After 7pm on the evening of Monday 2 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 2 March 2026.

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 72-126 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 70-71).

Make your online application by the closing date of 31 October 2025. You will be notified of the outcome during the evening of 2 March 2026*.

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

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

**Online applicants only*

HOW TO APPLY FOR A PLACE

Your application

All applications should be made online. When you apply online you receive an email confirmation and a reference number confirming that your application has been received. The closing date for online applications is midnight on 31 October 2025 and you will receive the outcome of your application on the evening of 2 March 2026.

Please note:

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

Completing your application

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

When completing your application, make sure you…

- Give your child's permanent address and include information to support this. You should not use a business address, the address of a child minder or relative, or any address other than the child's home.
- List your schools in the order you prefer them. This is very important because only one offer will be made and this will be for the highest ranked school for which your child has fulfilled the admissions criteria.
- You must include details of any sibling (brother/sister) attending any of the schools you have listed. For the majority of Enfield schools, the sibling must already be on the roll of the school and will still be attending at the time the applicant is admitted in September 2026 (see page 135 for definition of sibling) and also check the admission arrangements for each school.
- If there are any particular reasons why you want your child to attend a school, for example, a medical reason, please state this in your application and provide further information with your application.
- You are strongly advised to consider nominating a local school on your list of preferences.

Siblings

If an older brother or sister is currently attending, and will still be attending, one of your preferred schools at the time of admission in September 2026, please make sure you complete the 'sibling details' box on the application. The local authority defines siblings as full, step, half adopted or fostered brothers or sisters living at the same address, but not cousins (see page 135).

Twins and multiples

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

Medical

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

- Tick which school(s) you are asking your child to be considered for on medical grounds. Please note that not all schools have a medical criterion.
- Explain how the school concerned can meet your child's needs better than any other school.
- Supply supporting information from a doctor with your application. As well as adding information to your online application you may find it helpful to complete the Medical Priority request form which is on the website www.enfield.gov.uk/admissions. This should be returned to ESAS with all the relevant information by 31 October 2025.

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

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

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

Looked After Children and Previously Looked After Children

Looked after children who have been adopted or become subject to child arrangements or a special guardianship order immediately after having been looked after. And internationally adopted previously looked after children who were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. A looked after child is a child who is in the care of an English local authority in accordance with section 22 (a) of the Children Act 1989.

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

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

Your child's address

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

Proof of address

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

If we are unable to verify your address, for example, if you are not registered for council tax, you will need to provide two copies of documents to confirm your address, such as a utility bill less than three months old. Online applicants can attach proofs of address to their online submission, or you will need to either email your proofs of address or send them to the Enfield Schools Admission Service separately by post. We reserve the right to request further confirmation of any address if we feel it is appropriate. Information supplied by parents is checked and any offer made on the basis of false information will be withdrawn.

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

Shared care

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 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 most of the school week. If an applicant is unable to provide proofs of address perhaps because they are not, for example, on council tax records or utility bills, the applicant must request the person who is on those records to write to School Admissions to declare their joint residency and responsibility for the child. In some instances, School Admissions may require the adults with responsibility to provide proof of this. Documentation to confirm the arrangement such as a residence order or other court order may be required. If this is not available or the admissions team is not satisfied with this documentation, Enfield Council will consider the address of the parent who is in receipt of Child Benefit or if Child Benefit is not being received, the address at which the child is registered with a doctor (GP). You must therefore send us a copy of your latest benefit entitlement notice or your child's medical card. We may also ask for further evidence if required. **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 2025 and September 2026 you must notify the Admissions Service of your new address. **We will require proof of change of address from you.**

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

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

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

Plus one of the following:

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

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

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

Where there is a change of address during the secondary transfer process, the change must have taken place before the 8 December 2025 and the appropriate proofs provided to the Admissions Service in order for the change to be considered in relation to the initial allocations. If you are moving to another area of the country you should check the date by which they will accept a change of address as this may be different.

Applying to schools outside Enfield

If you wish to apply for schools outside Enfield you should contact the Admissions Service of the relevant authority to ask for an information booklet. This will give you information about the school/s you are interested in. You must include any out borough schools on your Enfield application. If any of these schools are voluntary aided, foundation schools, academies or free schools, they may also require you to complete a supplementary information form. Details of Enfield's neighbouring authorities are on page 136.

Changes to your preferences

You may make changes to your online form up until midnight on 31 October 2025 by logging into your eAdmissions account. After this date and until 4pm on the 5 December 2025 a request to amend your preferences can be sent to the Admission Service in Enfield. You will need to ensure you include your child's name, date of birth and list the schools you wish to apply for in preference order. Any changes of preference submitted after this date will not be considered until after the initial offer date of 2 March 2026. The authority does, however, reserve the right to accept a late change of preference where it considers that there are exceptional reasons for the change to be requested.

Late applications

If you have not made an online application by the closing date of 31 October 2025 at the latest, your child will not be considered for a place until after the initial offer of places on 2 March 2026. 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 School Admissions Team at the council in whose area you live for details of their application process.

Applications for children living abroad

Applications submitted by resident families working or temporarily living abroad will be processed with all other applicants and must be submitted by the closing date. The address where the child is living at the time of application and at the closing date will be used for the purpose of processing. The applicant must inform the admissions team on their return for the address to be updated. Proof of address and occupancy will be required.

Parents/carers requesting information on their child

We will only disclose details of a child's application upon receipt of a legal document such as a court order, child arrangements order confirming the shared parental responsibility. We also contact the parent who has submitted the application to make them aware that a request for information about the application has been received and ask for their consent to us giving out the information if necessary.

Making final arrangements for starting school

The headteacher of the secondary school where your child has been offered a place will invite you to visit the school before the end of the summer term 2026. You will have the opportunity to look around the school and to discuss questions such as school uniform, books, travel arrangements, midday meals and possible financial help. By the start of the summer holidays, the arrangements for your child's transfer to a new school should have been completed so they can look forward to starting there in September.

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.

EDUCATION REQUESTS OUTSIDE OF YEAR GROUP

Usually, children should be educated in their normal age group (that is their correct chronological year). The curriculum should be amended as necessary to meet the needs of individual children.

If you think your child should be educated in a different year group, when you apply send us supporting evidence from relevant professionals stating why.

Please note the local authority will make the decision for all community schools in Enfield. If you are requesting deferral for an academy, voluntary aided or free school you will need to make direct contact with these schools. If you are applying for schools in another local authority, please check how you need to do this with the authority concerned.

A panel looks at the information you send, including:

- the views of parents and the headteacher
- the child's social, academic, and emotional development
- whether the child has been educated out of their normal year group previously.

If your child is already being taught out of year group and you're applying to a new school, you should check the individual admission arrangements of the schools you wish to apply for, to check their policy for children out of year group.

There is no guarantee your application for your child to be taught in a different year group will be accepted.

If your application is not accepted, it does not mean that your child will be refused a school place. It just means that your application will be processed for the usual year group.

There is also no right to an independent statutory appeal for a place in a specific year group at a school. How a school places pupils in classes is for the headteacher and individual school to decide.

Academies, voluntary aided and foundation schools are responsible for their own admissions and they usually make this decision for applications made to their school.

Schools outside of Enfield

If you're interested in applying for a place at a school outside of Enfield, you must contact the relevant authority to discuss whether they will accept your out of year group application.

HOW PLACES WILL BE ALLOCATED

After the closing date for applications on 31 October 2025, 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 a school 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 2 March 2026. After 7pm on Monday 2 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 2 March 2026, if you wish to make an application for a school that was not an original preference or re-apply for a school that was a lower preference than the school your child has been allocated, the application must be made through the local authority on an ST2 form. ST2 forms will be available to download from the Enfield website or directly from the Enfield Schools Admission Service after 2 March 2026.

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 2026 – July 2026

Unless otherwise stated, from 2 March 2026 until 21 July 2026 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 2026 – July 2027

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 2026, 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 22 July 2026 and must be completed and returned to Enfield Schools Admission Service by 4pm on the 18 August 2026.

*AIM North London, Ark John Keats Academy and Heron Hall 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 2027 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 2027, and you still wish them to be considered for any places that may become available in Year 8, you will need to complete an In-year application form. The In-year application form and further information about the process is available from the Enfield website at www.enfield.gov.uk/admissions.

Appeals for Community Schools in Enfield

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

- people who are eligible to be a lay member. This means people without personal experience in the management of any school or the provision of education in any school (disregarding experience as a school governor or in another voluntary capacity). There must be at least one lay member on the panel
- people who have experience in education; who are familiar with educational conditions in the local authority or who are parents of a registered pupil at a school. At least one panel member must fall within this category.

The letter sent to you on 2 March will give you information about the appeal procedure and the deadlines involved for schools in Enfield. If you decide to appeal for a community school in Enfield, your appeal form will be acknowledged. You will be advised of the arrangements for your hearing at a later date.

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

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

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

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

Further Appeals

Families can have one appeal for each school once every academic year. Requests for a further appeal in relation to the same school within the same academic year will not be allowed unless there has been a significant change in circumstances and a fresh application has been accepted by the admission authority.

Appeals for Schools in Other Areas

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

Appeal statistics for September 2025 admissions

Name of school	Appeals heard	Appeals dismissed	Appeals allowed
Ark John Keats Academy	6	6	0
Highlands School	25	22	3
Kingsmead School	10	10	0
The Latymer School	14	14	0
Winchmore School	18	25	0
Wren Academy Enfield	15	15	0

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 EHCP 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

2025	
26 September	Final date for return of Supplementary Information Forms for Kingsmead Performing, Dance and Visual Arts applications
7 October, 4pm	Final date for return of Supplementary Information Forms for Enfield Grammar School Music and Sport applications
10 October	Enfield Grammar School Sports Trials
11 October	Enfield Grammar School Music Aptitude Test
14 October	Enfield Grammar School Music Aptitude Test Round 2
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**
2026	
January to the third week of February	Enfield Schools Admission Service, voluntary aided and foundation schools and academies processing all applications and finalising allocations.
2 March	**NATIONAL OFFER DAY – Online applicants will receive the outcome of their application during the evening of 2 March.**
April onwards	Appeals for all schools.

AIM NORTH LONDON

Open Evening: Thursday 9 October, 5pm – 7pm (Principal speaks at 5.30pm and 6pm). Open Mornings: Every Wednesday from 10 September onwards, 9.15am – 10.30am. Please check the school's website for further information.

Executive Principal
Paddy McGrath

Principal
Clare Darley

Address
34 Turin Road
Edmonton
N9 8DQ

Telephone
020 8443 8500

Email
info@aimnorthlondon.org.uk

Website
aimnorthlondon.org.uk

Type of School
Academy

Male / Female
Mixed

Ages
11 – 19

School DfE number
308 4004

Planned Intake
120

Nurturing the Leaders for Tomorrow

At AIM North London, our vision is simple: to educate, encourage and inspire our students to become 'Leaders for Tomorrow'. Driven by our values of Love, Endeavour, Act and Dream we actively seek to give our students every opportunity to gain the knowledge, skills and attributes that will enable them to lead successful adult lives and pursue their careers of choice.

In our most recent Ofsted inspection in December 2023, inspectors judged our school Good in all areas and found that we are 'ambitious' for our students' futures. The inspectors were very impressed by a number of aspects of our school including the quality of our curriculum, the behaviour of our students and the wide range of extracurricular opportunities on offer here.

A close-knit school community where every student is known

We pride ourselves on getting to know every single one of our students. The Principal knows every one of our students by name, and our inspiring and dedicated staff ensure they take the time to discover what each student is good at, what excites and motivates them and how they can best be supported to achieve their full potential.

On joining AIM North London, students become a part of a House in which they stay throughout their time with us. This allows them to make meaningful connections with other students and gives them an important sense of belonging. Each House is led by a Coach who is responsible for each student's well-being and who is the parents' first port of contact.

A welcoming, inclusive and supportive learning environment

We know that our students learn best when they feel happy, safe, and secure. Therefore, we do everything we can to ensure they feel welcome and valued within our school community. Through clear and robust systems, our students understand what is expected of them and, as such, display the highest standards of behaviour. Consequently, our learning and recreational spaces are calm and purposeful environments in which students treat each other with respect and kindness.

Rewarding our students

AIM North London is a school that seeks to celebrate and reward its students for their commitment to learning and their contribution to the school's life. Therefore, we operate a series of highly popular reward systems to recognise our students' hard work and determination.

An inspiring and engaging curriculum

Taught in small classes, our well-thought out and sequenced curriculum seeks to give students the knowledge and skills needed to flourish.

In Years 7 to 9, students study English, Maths, Science, History, Geography, PE and either French or Spanish as well as Music, Drama and Art. In the first years of the school, we focus on giving our students a strong foundation in literacy, numeracy and science as an excellence grasp of these vital skills will lead to success across the curriculum as they progress through the school.

In Years 10 and 11, all students study GCSE English, Maths, Science, History or Geography and a Modern Language. They can also choose from Art, Music, Drama, Technology, Business, PE and Computing.

We have very strong SEND provision delivered by specialists who adapt the curriculum and make any adjustments needed. This means that all our students – whatever their needs – are able to thrive and enjoy their time here.

AIM 7: our pledge to students

Beyond our curriculum, we are committed to providing our students with a wide range of cultural opportunities and experiences designed to broaden their horizons and fuel their ambitions for the future. Through this commitment, which we have called AIM 7, we have pledged that during their time with us, every student should:

1. Explore different career options;
2. Explore university routes (through visits to Russell Group universities);
3. Explore the arts (through visits to theatres, galleries, museums and music concerts);
4. Explore their sporting talents;
5. Explore volunteering; (by taking part in a volunteering opportunity including the Duke of Edinburgh's Award scheme);
6. Develop their musical ability;
7. Explore the world (through residential trips).

Meeting our AIM 7 pledge is an essential part of our school offer and, in the past year alone, our students have enjoyed fantastic trips to the Houses of Parliament, Shakespeare's Globe and London's West End as well as a highly enjoyable residential stay on a farm.

A meaningful partnership with parents

Our most important partnership is the one we have with parents and we take every opportunity to involve them in their child's education. Parents are given access to our Knowledge Organisers which summarise the key knowledge being taught in each subject and we regularly update parents about their child's progress. We greatly value the involvement of parents as this is key to each student's success.

Be a part of our ambitious learning community

This is a very exciting time to be joining AIM North London as we seek to build on the significant progress we have made in recent years. Working with our highly successful sister school, London Academy, we are confident that we can drive standards even further and deliver an exceptional education to our students.

"Pupils behave well and focus on their learning within a calm and purposeful environment." Ofsted, December 2023

"Pupils feel happy and safe here, demonstrating a sense of pride towards their school." Ofsted, December 2023

ARK JOHN KEATS ACADEMY

Open Evening: Wednesday 1 October, 5.30pm – 7pm

Please check the school's website for further information and to check if you need to register to attend.

Principal

Katie Marshall

Address

Bell Lane
Enfield
EN3 5PA

Telephone

020 8443 3113

Email

info@
arkjohnkeatsacademy.org

Website

www.arkjohnkeats.org

Type of School

Academy

Male / Female

Mixed

Ages

3 – 18

School DfE number

308 4001

Planned Intake

90 for children not already on roll at the school

At Ark John Keats, our mission is to ensure our pupils lead a life of genuine choice and can drive their own destinies because they:

- Have a rigorous academic curriculum which is well taught.
- Knowthatkindness, effort, aspiration and tenacity lead to success.

Exemplary behaviour is at the heart of our school, providing a calm and focused environment that allows pupils to learn, show and receive respect, and develop the behaviours that will enable them to play a full role in society.

All pupils study an academic curriculum based on the English Baccalaureate. Our curriculum is planned backwards from university in each subject area, ensuring pupils have mastered key learning before progressing.

We take every opportunity to raise aspirations. Through lessons, tutoring and informal discussions, we introduce and discuss role models, current affairs, further study, university, and careers. We continually support pupils to think more deeply and broadly about the world around them, their role, and the opportunities it presents.

Ark John Keats students make excellent progress and go on to outstanding destinations.

65% of our students progress to a top third university, and 30% to a Russell Group university, and many more attend other excellent universities or embark on high quality apprenticeships and training.

In our Ofsted inspection in February 2023, we were graded Good in all areas. Inspectors described our pupils as 'polite and friendly' and 'well-behaved. Ark John Keats is an inclusive school where pupils and staff treat each other with respect and kindness.

Katie Marshall
Principal

"Pupils behave well. Leaders have established a clear set of routines. This has helped to create a calm and orderly environment. In lessons, pupils focus on their work and listen to their teachers." Ofsted Report

Our mission is to ensure our pupils lead a life of genuine choice and can drive their own destinies because they:

- Have a rigorous academic curriculum which is well taught
- Know that kindness, effort, aspiration, and tenacity lead to success

Our core values, *Kindness, Effort, Aspiration, Tenacity and Success* underpin everything we do.

Our school approach to achieving success is based on our six pillars:

High expectations

Every adult who works at our school believes in the limitless potential of all children.

Excellent teaching

Subject specialists rigorously plan lessons which make pupils work hard and think deeply about the subject, fostering their curiosity and love of learning.

Exemplary behaviour

Pupils are unfailingly polite and well-mannered individuals who take responsibility for their own actions and seek to help others whenever they can.

Depth for breadth

Our rich, challenging curriculum builds pupils' cultural capital to ensure they can all be knowledgeable, articulate and university ready.

Knowing every child

Our teachers know and care about every child they interact with, proactively building strong and positive relationships between school and home.

Always learning

Our continuous professional development, co-planning meetings and coaching ensure teachers feel both stretched and supported, able to develop as teachers and leaders in a long-term career at Ark John Keats.

"In the secondary phase, pupils receive appropriate careers education and guidance. This helps pupils make informed decisions about their next steps in education, training, and employment." Ofsted Report

"Leaders have designed an ambitious and well-sequenced curriculum." Ofsted Report

"Our school community is diverse and multicultural, and we work together with kindness and generosity. I believe that so much is possible with the great staff and the community that surrounds Ark John Keats Academy." Parent Governor

BISHOP STOPFORD'S SCHOOL

Open Evening: Tuesday 23 September, 6pm

Please check the school's website for further information and to check if you need to register to attend.

Headteacher

Mrs Tammy Day

Address

Brick Lane
Enfield
EN1 3PU

Telephone

020 8804 1906

Email

headsoffice@bishopstopfords.enfield.sch.uk

Website

bishopstopfords.enfield.sch.uk

Type of School

Church of England Voluntary Aided

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4702

Planned Intake

120

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

In our Ofsted Inspection in January 2024, we were graded as `GOOD' in all areas. The inspectors praised the school for the high expectations that we have for all of our students and the determination that we have in ensuring that all students can flourish. The school's motto of 'Believe Strive Succeed' is at the heart of what the school does each day'. Inspectors said that, 'staff expectations of pupils' behaviour is high' and that our pupils have, 'positive attitudes to their learning and concentrate well'.

Our SIAMS inspection in March 2024, recognised the same outstanding features of our school, acknowledging that 'all members of the school community are valued and supported to be the best version of themselves in all areas of school life'. It highlighted that our students are confident and articulate, and that they are proud to be part of our school.

A rich, varied and ambitious curriculum for all is central to our school. The curriculum is designed carefully and considers how to build on knowledge and understanding over time. Our students are successful, and a higher percentage of our students progress onto secure good jobs and places in higher education, than other students nationally. This is as a direct result of our belief in our students and our commitment to working together to secure success. We are exceptionally proud of the pathways that our students have gone on to follow; studying subjects such as engineering, medicine and law at university or pursuing a high level apprenticeship in their chosen career.

It is important to us that our students are secure and happy and that their memories of school are of success and warmth. Within our school, children feel safe, respected and encouraged to give their very best. We ensure that our students are caring, thoughtful and responsible – and that they are proud of their school and themselves.

We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness; intellectually, physically, emotionally, morally and spiritually.

Tammy Day
Headteacher

Our values

The vision of our school is supported by five values. These values underpin everything that we do, promoting high aspiration and a cohesive community. Our values centre on ensuring that all of our students are supported to be:

- **Successful:** Our students strive for success in everything that they do, always seeking to be the very best version of themselves.
- **Responsible:** Our students take pride in being responsible members of our community, who lead by example to those around them.
- **Considerate:** Our students are considerate of others, recognising that we are all part of one community that values the success and well-being of others.
- **Respectful:** Our students respect others, their views and their rights as members of a shared community.
- **Loyal:** Our students are loyal to the values that underpin us as Bishop Stopfordians and they take pride in the community that we have built together.

Facilities at Bishop Stopford's School

Bishop Stopford's School is committed to the development of new digital initiatives to enhance learning experiences. Classrooms are fitted with the most up to date hardware to facilitate excellent teaching that utilises a varied range of multimedia. We have fully developed science laboratories and design and technology workshops that support the development of a new and exciting engineering curriculum. The school has a fully equipped recording studio as well as a full suite of MAC computers for the recording of music and graphic design. Our sporting facilities include large playing fields, tennis courts, a fully equipped indoor sports hall and gymnasium. In all departments, there is access to Google Chromebooks, enabling students to explore, research and broaden their subject knowledge and understanding.

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

Our Curriculum

In line with our school vision, we believe that all students should have access to an outstanding educational provision, that enables them to develop the knowledge and skills that make them inquisitive, empowered and successful in all that they do.

Our curriculum is truly A BISHOP'S experience that focuses on:

- Addressing inequality and empowering all
- Breadth and diversity
- Inclusivity, ambition and engagement
- Securing success
- Harnessing awareness of the world in which we live
- Outstanding values
- Progression
- Students – ensuring that our students remain the central focus in all that we do

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 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. We care for and nurture all within our community. We pride ourselves on the very high level of pastoral care that our students receive throughout their time with us. Your child's form tutor and Head of Year will play a central role to their transition into Secondary school and will be a main point of contact for you as parents.

Considering the Future

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 consistently over 95% of our students progressing to university or high level employment. We are exceptionally proud of the ongoing success that our students enjoy once they have left us and are grateful to have been an integral part of their journey in getting there.

CHACE COMMUNITY SCHOOL

Open Evening: Monday 22 September, 5pm – 7.30pm

Please check the school's website for further information and to check if you need to register to attend.

Headteacher
Ms Tanya Douglas

Address
Churchbury Lane
Enfield
EN1 3HQ

Telephone
020 8363 7321

Email
chace@chace.enfield.sch.uk

Website
chace.enfield.sch.uk

Type of School
Community

Male / Female
Mixed

Ages
11 – 19

School DfE number
308 4037

Planned Intake
170

Travel
Buses: W8, 191

Excellence has no limits

From the moment students arrive at Chace, our aim is to provide an education of excellence; one that will change their lives and inspire them to be the leaders of tomorrow. Through our investment in an ambitious and engaging curriculum, strong discipline and inspiring teaching, our students can achieve our school motto *'excellence has no limits'*. We are proud of every student and believe that each one of them can achieve.

In September 2026 we will be moving into a brand new building that will be located on our current site; this really is a great time to join our school. Some of the key features of our new building will include state of the art, sustainable classrooms, a new sports block and multi-use games area, a fully equipped learning resource centre, landscaped outdoor areas and playing fields and excellent facilities for science, technology and computing.

This is a huge investment in our current students and prospective students joining us.

A curriculum of excellence

Our well planned, broad and ambitious curriculum enables our young people to become the leaders of tomorrow and leave with qualifications for their next stage. Ofsted confirmed that Chace is a GOOD school and that 'Leaders are determined to provide an ambitious education and broad opportunity for all pupils'. Our ethos of excellence has led to continual improvements in our GCSE results and typically, 53% of students achieving A*-B grades at A level and 97% of students leaving the Sixth Form to go on to University, Apprenticeships or employment.

We are committed to ensuring every aspect of school activity is of the highest quality and have deeply invested in an ambitious curriculum and excellent teaching.

"Teachers develop effective strategies to enable pupils to be positively engaged with their learning and achieve well." Ofsted

"In mathematics and science, subject leaders have planned the sequencing of the building blocks of subject content and revisit these, so pupils' knowledge is helped to deepen over time." Ofsted

"In the Sixth Form, pupils become confident, independent learners." Ofsted

During Key Stage 3 and 4, students study the breadth of the National Curriculum and beyond, alongside a focus on literacy and reading across the curriculum. A reading book is in every student bag and throughout KS3 we devote extensive curriculum time to Library lessons to create a love of reading.

We have well-equipped and maintained specialist rooms in all areas of the curriculum allowing students to fully develop academic, practical and creative skills. Students in Years 7-9 (Key Stage 3) follow the National Curriculum. Lifeskills, our PSHE programme, prepares students to be successful independent learners and citizens, able to make informed choices within a framework which explores moral, spiritual and personal development. In Year 7 tutor groups are organised in 6 mixed ability classes, with some setting in core subjects to allow more personalisation of the curriculum. Students remain in their tutor groups for 5 years to build meaningful relationships with their peers and Form Tutor.

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.

Beyond the classroom: Developing the whole child

Personal development is at the heart of what we do at Chace. Students participate in a wide range of extracurricular activities before school, during lunchtime and after school. Our curriculum beyond the classroom caters for a wide range of interests and gives students a chance to experience and learn new things, socialise with others and have fun. We are proud of our half termly enrichment days where all students are taken off timetable to participate in 'drop down' days based on the themes of Wellbeing, Culture, Citizenship, Careers and STEM. Students have multiple opportunities to experience workshops, employer encounters, visits to galleries, theatres, field studies, zoos, museums, and trips abroad to widen their experiences. Our students also attend conferences and university visits to raise ambition and aspiration. These days are a unique part of our school offer and was noted by Challenge Partners in March 2025 as 'a meaningful programme that prepares students well for life in modern Britain'.

Celebrating every child

At Chace our positive behaviour policy is underpinned by our values of belonging, responsibility and excellence. We have high expectations for all students, have strong, but fair discipline and insist on high standards of behaviour to promote high achievement. The belief that excellence has no limits is reflected in everything we do in and out of the classroom. Students are expected to be responsible for their behaviour and are rewarded regularly for this through positive points, instant scratch card prizes, termly rewards and trips.

Chace your dreams

We are a through school, meaning that our students are with us on a 7 year journey through to our Sixth Form. We are so proud of our successful Sixth Form and talented Sixth Form students, led by our Head Student team. We set high standards of work, and have high expectations of them, both as learners and as role models. In return, our students receive excellent teaching, inspiring a love of learning and individual expert help and advice regarding progression routes to university, Further Education, apprenticeships and employment. We are particularly proud of our increasing numbers of successful Oxbridge and Russell Group applications and entrants. Typically, around 60% of students are placed at their first choice of university with a further 20% entering full time employment or non-degree apprenticeships in industries such as firefighting, IT and marketing.

EDMONTON COUNTY SCHOOL

Open Evening: Thursday 25 September, 5pm at the Bury Campus
Additional school tours: Contact the school office if you would like to make an appointment to visit during the school day. Please check the school's website for further information and to check if you need to register to attend.

Headteacher
Mr Paul Miller

Address Bury Campus
Little Bury Street
Edmonton
N9 9JZ

Address Cambridge Campus
Great Cambridge Road
Enfield
EN1 1HQ

Telephone
020 8360 3158

Email
ecsenquiries@edact.org.uk

Website
edmontoncounty.org.uk

Type of School
Academy

Male / Female
Mixed

Ages
2 – 19

School DfE number
308 4007

Planned Intake
270 in Year 7 (including 30 Year 6 children already on roll)

Edmonton County is a heavily oversubscribed 'all-through' comprehensive school, confirmed as 'good' by OFSTED in 2024 and working towards 'outstanding'. We are very proud of our school and our reputation for Educating our Community for Success.

We are a popular and established 'all through school' educating children from 2-19 years old. Children in our primary phase are guaranteed a place in the secondary school. Students of all ages benefit from well-equipped learning environments and sporting facilities. As a result of high-quality teaching, the proportion of students making and exceeding expected progress in all Key Stages is always well above the national averages.

We have two campuses – one at Little Bury Street (Bury campus) and one on the Great Cambridge Road (Cambridge campus). The school will allocate Year 7 students to a campus, to ensure that there is a balanced mix of 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.

Although we are a large organisation, with nearly 1,900 students and around 250 staff making up our school community, our dual-campus structure means that the young people in our care have the experience of being in a caring and supportive environment that normally only much smaller schools can offer.

Mr Paul Miller
Headteacher

Our Values and Expectations

Our school motto 'Non Nobis Solum' (Not for Ourselves Alone) embodies our core value which is 'Educating our 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'.

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

"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

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. Research has shown that strong partnerships between parents and school staff have a positive impact on a child's progress and helps them to feel good about school and their education. Working together also ensures that children are getting a consistent message about good behaviours.

Curriculum, Teaching and Learning

The Edmonton County Curriculum provides a broad and balanced education for all pupils in all year groups, and reflects the ethnically, culturally and socially diverse nature of our community. We are ambitious for the young people in our school, whatever their abilities, disabilities and starting points. Our curriculum is designed to inspire, motivate and enthuse. It ensures students develop the skills, knowledge and understanding that will prepare them for future learning and employment, and to become successful citizens of the 21st century. The curriculum in each Key Stage, year and subject enables each student to;

- develop knowledge, understand concepts and acquire skills, preparing them for the next Key Stage
- be supported in their personal, spiritual, moral, social and cultural development
- develop resilience and independent learning skills, equipping them for the next stage in their educational journey and future employment
- understand the importance of maintaining safe, healthy and active lifestyles, and personal wellbeing.

We are committed to providing the best quality teaching to promote effective learning. ECS has a hard-working and high-calibre staff who all share a passionate commitment to meeting the varied individual needs of all our students, in order to ensure they leave ECS with the best possible academic qualifications. We want them to enjoy every aspect of their learning, and we want them to develop as individuals, so that they leave us as confident and socially-responsible young people who are well equipped to contribute to society and enjoy success in whichever field they choose for themselves.

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. Students identified as needing additional support will be taught within smaller teaching groups for non-practical subjects. The Inclusion faculty works closely with these students to provide support and academic and pastoral interventions.

Key Stage 4 and Sixth Form

At ECS, Key Stage 4 is a three-year GCSE programme. All students follow a core curriculum and choose from a wide range of options. Our GCSE results and Progress 8 scores show that students make significantly more progress than the national average by the end of Key Stage 4. At A Level we have been judged to be 'Outstanding' based on the progress of students, placing us in the top 10% of all UK post-16 providers; we consistently have around 50% of students gaining the highest grades (A*-B). Students are further supported by our Careers Education, Information, Advice and Guidance team, who provide career information in school and work experience opportunities for students.

"The school has a strong commitment to supporting pupils' academic success. High academic expectations are well matched by the school's support for pupils' well-being. Pupils feel safe and cared for here." Ofsted 2024

ENFIELD COUNTY SCHOOL FOR GIRLS

Open Evening: Monday 6 October, 5.30pm – 8pm at the Lower School site. Please check the school's website for further information and to check if you need to register to attend.

Headteacher

Ms Jennifer Gumbrell

Address Lower School

Rosemary Avenue
Enfield
EN2 0SP

Address Upper School

Holly Walk
Enfield
EN2 6QG

Telephone

020 8363 9934

Email

ecsgeneral@enfieldcs.enfield.sch.uk

Website

enfieldcs.enfield.sch.uk

Type of School

Community

Male / Female

Girls

Ages

11 – 19

School DfE number

308 4030

Planned Intake

186

Social Media

@enfield_county_school

Travel to School

Our school sites are well served by Enfield Town and Enfield Chase Overground stations and bus routes: W8, 121, 191, 192, 231, 307, 313, 317, 329, 377, 456

Open Evening Parking

Parking will be available to you on site, in addition to public transport.

Welcome to Enfield County School for Girls, a vibrant and exciting learning community with a strong sense of direction and purpose. We are excited to welcome you as a prospective family to our school.

I am fortunate to be the Headteacher of our wonderful and unique school which consistently transforms the life chances of young women and welcomes students and their families from across the Local Authority of Enfield and beyond and has over 100 years of expertise in Girls Education.

As the only Girls non-denominational community school in the Local Authority of Enfield, we are a culturally diverse and high achieving school community with an intake that is truly reflective of the families in our Local Authority and this distinctive quality is what makes our school so special.

We are a split site school with well-resourced provision at our KS3 Rosemary Avenue lower site and KS4 Holly Walk upper site, with a recently refurbished mixed sixth form, meaning that each site can focus specifically on the age group of students attending the site.

Our school motto of "Onward Ever, Together" with values of Respect, Responsibility, Equality of Opportunity, Cooperation and Generosity of Spirit is central to our school life, the personal development of each of our students and the shared good of our school community.

We are very proud of our students' achievements and of their consistently high examination outcomes. When your daughter joins Enfield County School for Girls, you can be sure that we will have her personal development and achievement at our heart and that we will work to ensure her happy and successful school journey with us.

Our school community of teachers, support staff, Governing Body, parents, carers and, of course, our students themselves share a strong sense of shared purpose where relationships with each other are a priority and which alongside planning and actions enable our continued school improvement.

"Thank you to all the staff at Enfield County for making my daughter feel so welcome, she has loved her first term, and it is great to see her settling in so well and making so many new friends." New Year 7 parent.

"I am enjoying lessons, and more time for creative subjects. Overall I am loving the school." Year 7 student

Our website and school Instagram will give you a flavour of what we are about and we invite you to arrange a visit to us in person and to visit us virtually!

Jennifer Gumbrell
Headteacher

Our School Inclusion and Relationship Values are:

- **Respect** – Developing self-respect, respect for others and respect for our learning environment
- **Responsibility** – Developing personal responsibility for our learning, actions and attitude
- **Co-operation** – Working together and building strong relationships for the shared good of our school community
- **Equality of Opportunity** – Ensuring fairness and justice and celebrating the diversity of our school
- **Generosity of Spirit** – Becoming the best version of ourselves

Quality of Education

Our consistent focus and development of our curriculum ensures that student outcomes continue to improve.

We are proud of our 'broad and balanced' curriculum provision across all key stages, prioritising a strong academic core of subjects alongside a range of art and humanities options.

We ensure that all students access a coherently planned and sequenced curriculum, with academic and vocational expectations of all.

We believe this equips our students with knowledge and cultural capital to succeed in life and become leaders of tomorrow.

Personal Development

The personal development of our students is woven throughout everything that we do and reflected in our students' day-to-day experience of school life.

Students access a range of extra-curricular clubs and activities; from sports and the arts to help with study and homework. We are proud of our commitment to emotional well-being and students learn strategies such as mindfulness during form time, as well as accessing further support via our school counsellor or 'Well-Being Warriors' course run by trained NHS practitioners. Our Personal, Social, Health and Economic curriculum is delivered through the curriculum and in year 7 students will cover topics such as friendship, bullying, health and bodily changes as well as British Values and finance.

Behaviour and Attitudes

Our clearly outlined expectations, consistent communication and teamwork approach ensure that behaviour and attitudes are excellent across our school.

Students enjoy school and our attendance is higher in comparison to the national average and other London schools. Students are supported to ensure that relationships between students and with members of staff are positive and respectful. Excellent behaviour for learning enables our students to get the most from their lessons and to achieve well. Students are effectively supported by their year Progress and Achievement Leader alongside a team of form tutors who check in with them daily.

"Leaders organise a range of extra-curricular activities for pupils, such as debating, crochet, gardening and history. Sports clubs, including netball, are particularly popular. The school actively promotes pupils' personal ambitions, for example through the school's house system that is based on strong female role models." Ofsted, September 2023

ENFIELD GRAMMAR SCHOOL

Open Evening: Monday 6 October, 5.30pm – 8pm at the Upper School site

Please check the school's website for further information and to check if you need to register to attend.

Headteacher

Mr Christopher Lamb

Address Lower School

Enfield Court
Baker Street
Enfield
EN1 3EX

Address Upper School

Market Place
Enfield
EN2 6LN

Telephone

020 8363 1095

Email

office@enfieldgrammar.org

Website

enfieldgrammar.org

Type of School

Academy

Male / Female

Boys

Ages

11 – 19

School DfE number

308 5404

Planned Intake

180

"Tant que je puis" – As much as I can.

Enfield Grammar School is a boys' comprehensive school for Years 7–11, with a co-educational Sixth Form, situated in the heart of Enfield Town. Our proud heritage dates back to 1558, and today we continue to deliver a first-rate, inclusive education that nurtures the personal and academic growth of every student.

We are a school built on strong traditions, yet forward-looking in our approach. At Enfield Grammar, we teach boys to value themselves and others. We focus on building character through our PRIDE values: Passion, Resilience, Integrity, Determination, and Empathy – ensuring our boys grow into principled, self-aware and socially responsible young men.

We understand that boys face specific challenges in education. Nationally, boys underperform when compared to girls, and this pattern holds across all London boroughs. However, boys in Enfield perform significantly better in single-sex settings – especially at Enfield Grammar School.

We believe boys thrive in a learning environment tailored to their developmental needs. In a single-sex setting, our students grow in confidence, feel more comfortable discussing their thoughts and aspirations, and are more willing to take intellectual risks. They engage more deeply in learning, ask questions more readily, and are less afraid to make mistakes.

A Culture of Success

We are proud that in February 2024, Ofsted once again rated Enfield Grammar School as a "Good" school. Inspectors noted:

- "Pupils are proud of their school. They recognise the wider opportunities available and particularly benefit from the school's rich and broad sporting offer."
- "The school has established a caring and positive culture. The school community of parents and carers, pupils and staff respect each other."

These comments reflect the strength of our values, the dedication of our staff, and the commitment of our students and families.

Curriculum Vision

At Enfield Grammar School, our curriculum is carefully constructed and sequenced to provide our learners with strong foundations on which to build robust mental models.

Through what we teach, we seek to engender empathy by breaking down barriers to understanding. We offer our learners windows into the lives of people from varied cultures and other eras, into differing ways of thinking and extraordinary experiences. Equally, we provide mirrors through which students can see themselves, helping to foster a strong sense of personal identity, pride and dignity.

Our curriculum is both diversified and inclusive. We are ambitious in our aims and intentional in our design – promoting fluency in reading and numeracy, digital proficiency, and cultural literacy.

The knowledge we ensure our learners remember is chosen to open doors to aspirational futures. Ultimately, we aim to cultivate a lifelong love of learning and to inspire every student to live out our historic motto: "Tant que je puis" – As much as I can.

Academic and Pastoral Excellence

We are a truly comprehensive school (despite the name "Grammar") and welcome boys of all abilities. We aim to uphold high standards of academic achievement while also developing our students' character and wellbeing.

Each year, we work closely with our local primary schools to ensure a smooth and supportive transition into Year 7. Our boys are placed in six mixed-ability form groups to help them settle quickly and form strong peer relationships.

We monitor student progress carefully and tailor support and challenge to ensure every learner fulfils their potential. From early intervention to high-quality teaching and bespoke academic mentoring, we support every boy to strive for his best.

We expect and promote a positive attitude to learning and to others. Our pastoral care is strong and underpinned by the belief that boys thrive when they feel known, understood and valued.

A Broad and Enriching Experience

Our curriculum goes well beyond the classroom. At Enfield Grammar, students benefit from a wide range of extra-curricular opportunities that inspire, stretch and engage. From national-level sporting achievements to exceptional musical performances, our students are encouraged to find their passion and develop their talents.

We take enormous pride in our strong sporting tradition. Our boys represent the school at borough, county and national level, and our facilities include a modern gym, a lower school and upper school sports hall, and a floodlit, all-weather 3G pitch.

Music also plays a central role in school life. Our dedicated music block, complete with practice rooms and teaching spaces, supports our high-performing ensembles, choirs and bands. We believe in the power of music to bring students together and to build confidence, discipline and creativity.

Facilities and Setting

Enfield Grammar School is spread across two sites, just five minutes' walk apart, blending historic character with modern innovation. Our facilities include:

- A well-stocked library with books that appeal to and inspire teenage boys
- Computer suites on both sites
- A purpose-built technology block
- Dedicated music and fitness facilities

The school's location in Enfield Town gives us easy access to transport links, local resources and strong community partnerships.

A Future-Focused Sixth Form

Many of our students choose to continue into our successful co-educational Sixth Form, where we offer a wide range of A Level and vocational courses alongside tailored support for university, apprenticeships and careers. Many progress to top universities, including members of the Russell Group, as well as prestigious apprenticeship programmes and pathways into professional industries.

At Enfield Grammar School, we offer more than just an education. We provide an environment where boys feel they belong, where they are encouraged to aim high, and where they are supported to become the very best version of themselves.

We hope you will consider sending your son to Enfield Grammar School – because, like us, you believe he is capable of achieving "as much as he can."

Mr Christopher Lamb
Headteacher

HERON HALL ACADEMY

Open Evening: Monday, 29 September, 5.30pm – 7.30pm

Please check the school's website for further information and to check if you need to register to attend.

Headteacher

Mr Arthur Barzey

Address

46 Queensway
Ponders End
Enfield
EN3 4SA

Telephone

020 8443 9631

Email

office.heron@
northstartrust.org.uk

Website

heronhallacademy.org.uk

Type of School

Free School

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4000

Planned Intake

240

Travel

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

Train: Southbury

Heron Hall Academy has grown stronger – and we're still rising.

Once underestimated, we are now one of Enfield's most ambitious and fast-moving schools. In a changing world, we give every child the skills and confidence they need for the future – powered by optimism and bold ambition.

Led by Mr Arthur Barzey, Headteacher of the Year in 2022, we are nationally recognised for our leadership, inclusive values, and exceptional progress. Our 2024 Ofsted inspection praised our calm, focused environment, the strength of our teaching, and the depth of care shown to every child.

A place of safety, care and high expectations

At Heron Hall, every child is known, supported and expected to thrive. We believe children flourish in environments that are both kind and structured – where they feel secure, understood, and stretched to achieve.

We are proud of our calm, purposeful classrooms and clear behaviour culture. Students understand what's expected of them and rise to it – with confidence, pride and the and the support of a strong, caring team.

We are part of North Star Community Trust and based on the former Middlesex University site in Ponders End.

Admissions and transition

Starting secondary school should feel exciting, not overwhelming. Every student joining Heron Hall is guided through a full transition journey. We've now introduced "Check-Ins" so Year 7 pupils are supported by familiar teachers visiting from our Trust primaries, or by our pastoral team for those joining from other schools – ensuring every child feels known, cared for and confident.

A confident start in Year 7

We welcome our Year 7s – we support them every step of the way. Our 'Head Start' transition programme gives every new student the best possible beginning.

From our free Summer School and breakfast club to the Chromebooks library, mentoring, tailored support, and our Scholars Pathway for high-potential learners, everything is designed to help students settle quickly and shine early.

Pastoral support is outstanding. Every child is seen, heard, and supported – whether they need to build confidence, friendships or academic momentum.

An ambitious curriculum for learning

We offer a curriculum that stretches, supports and excites. In Years 7 to 11, students follow a full and balanced programme including English, maths, science, geography, history, RE, Spanish or French, computing, PE, art, drama and music.

Lessons are engaging and knowledge-rich. Teachers are trained to identify gaps, offer challenge and build confidence. Students with SEND or those learning English, as an additional language, benefit from early intervention and personalised learning.

Every student has access to a Chromebook, and every subject is supported by digital learning tools, IT suites and carefully structured resources.

Reading at the heart of our school

At Heron Hall, reading is more than a skill – it's a mindset. With a dedicated librarian, regular reading programmes, and a well-stocked library, we help every student grow as a reader, thinker and learner. Progress is strong, especially among students who need early support.

Character, enrichment and opportunity

We believe school should shape who you are, not just what you know. Our students are confident, curious and grounded in experience. We have also just been named as a UNICEF Rights respecting School, recognising students wellbeing, participation, relationships and self-esteem.

Our enrichment programme includes:

- Robotics, coding, drama, book club, music
- Trips to Parliament, theatres, museums and galleries
- Talks from lawyers, scientists, artists and entrepreneurs
- Student voice, peer mentoring, Heron Ambassadors
- The Duke of Edinburgh's Award

Every child is encouraged to find what lights them up – and run with it.

Strong values we call STRIVE

Our values – Supportive, Tolerant, Resilient, Integrity, Visionary, Excellence – are the heartbeat of Heron Hall. They're not posters on walls; they're lived in our lessons, our relationships and our expectations.

We don't just teach young people – we grow future citizens with strength, purpose and heart.

Supporting parents, empowering families

We believe a child's success is stronger when families feel included. That's why we offer more for parents than almost any other school in the area. Including:

Our '10 Steps to Success for Parents' programme includes free workshops, events and one-to-one guidance on topics, from behaviour and learning to mental health and digital support.

Our 'Keep Our Child Safe' programme sees us working with you to help you protect your children online.

Our nationally recognised Community Outreach Team runs over 50 free courses a year, supports families through a hardship fund and food bank, and hosts our popular Parents Café – making Heron a true hub for community connection.

Heron Sixth Form: ambition meets opportunity

Our Sixth Form is growing – in confidence and outcomes. While Year 7 families are just beginning their journey, we're proud to offer a clear path all the way to university, apprenticeships and meaningful careers.

Students benefit from small class sizes, expert A Level teaching, and one-to-one UCAS and careers guidance.

Come and see what your child can achieve

Heron Hall Academy is more than a school – it's a fresh start, a firm foundation, and a future full of possibility. We're calm, confident, and committed to helping every student go further than they ever imagined.

Visit us. Join us. Be part of the story.

"Pupils value the diversity celebrated at Heron Hall. They feel safe and supported." Ofsted, 2024

"Students are supported to prepare for their next stage… and to engage positively with a range of employers and further education providers." Ofsted, 2024

HIGHLANDS SCHOOL

Open Evening: Monday 13 October, 6pm – 9pm

Please check the school's website for further information and to check if you need to register to attend.

Headteacher
Mr Vincent McInerney
Address
148 Worlds End Lane Winchmore Hill N21 1QQ
Telephone
020 8370 1100
Email
post.box@highlearn.uk
Website
highlands.enfield.sch.uk
Type of School
Community
Male / Female
Mixed
Ages
11 – 19
School DfE number
308 4043
Planned Intake
240
Travel
Buses: W9, 121, 125, 307, 377, 456, 616, 692, 699 Train: Grange Park

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

Opened in 2000, the school boasts modern buildings surrounded by landscaped outdoor spaces and playing fields. We are proud to serve our local community and are very popular, regularly seeing up to 1,500 applications for our 240 places in year 7. Our sixth form is at full capacity, with over 200 students starting year 12 in 2025, joining us from Highlands and other secondary schools across north London.

Following our recent 2024 Ofsted inspection, Highlands was graded Outstanding in all five key areas: the quality of education, behaviour and attitudes, personal development, leadership and management, and sixth form provision. This achievement reflects our dedication to excellence. Our GCSE and A-level results place Highlands among the highest-performing comprehensives in London, with our sixth form ranked 47th among state school sixth forms in England by value added.

For the last two years, we have featured in the Times 'Parent Power' list of the top performing schools in the country.

Our success is built upon our values of determination, aspiration, respect, and equality (DARE). The curriculum is broad and academically challenging, designed to prepare students for further study or work. However, we also prioritise the performing arts, sports, and extracurricular activities, alongside programmes like the Duke of Edinburgh Award and exciting trips to destinations such as Morocco, Madrid, Berlin, and skiing.

At Highlands, we celebrate diversity and are committed to nurturing and supporting every student. We place a strong emphasis on good behaviour and character, believing that excellent learning is underpinned by respect and discipline. By fostering a calm, hard-working, and determined approach, we ensure our students are well placed to achieve highly and contribute positively to the wider community.

Mr Vincent McInerney
Headteacher

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

Teaching and Learning at Highlands

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

We have a large sixth form with nearly 400 students attending. There are currently over thirty A level subjects on offer as well as a small number of BTEC qualifications. Our students progress to a wide range of universities including Oxford and Cambridge. We expect most of our students to be with us for seven years.

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

Our students are encouraged to set high standards for themselves and develop all aspects of their learning, including the creative, aesthetic, emotional and physical, as well as the intellectual and academic.

We are committed to providing students with an exceptional standard of education. Part of that education is the learning that takes place in lessons, but part of that education is also the experiences that take place outside the classroom. A programme of whole school trips and activities designed to enhance and enrich the experiences our students have at Highlands.

These activities have been chosen carefully to support the learning in curriculum areas or to support the development of character, teamwork and confidence. All of these activities will allow our students to demonstrate the values that underpin all our work: determination, aspiration, respect and equality. Over the course of seven years, students will take part in 28 days of memorable and exciting activities, both on and off-site.

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 ten laboratories to enable investigative, experimental science in all years and well equipped specialist rooms for Computer Aided Design and Computer Aided Manufacture.

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

KINGSMEAD SCHOOL

Open Evening: Thursday 18 September, 5.30pm

Please check the school's website for further information and to check if you need to register to attend.

Headteacher
Mr David Medway
Address
196 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

Kingsmead School: A Place Where Ambition Thrives.

At Kingsmead School, success is not optional – it's expected. Every child who walks through our doors is challenged to aim higher, think deeper, and achieve more – not just academically, but personally. This is where ambition grows, talent flourishes, and futures are built.

Academic Excellence Without Compromise

At Kingsmead, excellence isn't a slogan – it's our daily standard.

- Our GCSE results placed us in the top 20% nationally, maintaining a decade-long record of above average A Level results.
- Over 80% of students pursue the challenge of full English Baccalaureate – compared to a national average of just 35%.
- Year after year, our students secure places at Russell Group universities and Oxbridge.

We refuse shortcuts. We don't inflate results by steering students toward easier courses. Instead, we back their ambition with challenge, support, and belief – and they rise to it.

The Freedom to Pursue Passions

With 26 GCSE options and 27 A Level courses, Kingsmead offers one of the broadest curricula anywhere.

No forced pathways. No artificial limits. Students shape their own futures with the subjects they love – setting a course toward university, careers, and beyond.

Leadership at Every Level

The strength of Kingsmead lies in its leadership – at every level.

An external review recently praised our leadership as "reflective, astute and courageous, with a clear moral purpose".

At Kingsmead:

- Every leader, from the Headteacher to middle managers, is aligned around a shared vision.
- Curriculum, pastoral and inclusion leaders work together, putting students – and their future success – first.
- Staff wellbeing is championed through clear listening, smart workload planning, and a genuine culture of collective support.

As one reviewer put it: "Leaders understand the importance of the human side."

Stretching High Achievers

Exceptional students need exceptional opportunities:

- The Higher Project Qualification (HPQ) to deepen research skills.
- The Duke of Edinburgh Gold Award to build resilience and leadership.
- Specialist mentoring to aim higher, think bigger, and push boundaries.

Culture That Inspires Success

Every visitor sees it immediately:

- Calm, purposeful classrooms.
- Formal standards and strong relationships.
- Students who describe Kingsmead as "professional, creative, and supportive".

Low suspension rates, high attendance, and a warm but ambitious culture allow every child to feel safe, connected, and ready to succeed.

A Community That Cares

At Kingsmead, community isn't a buzzword – it's built into every day:

- Our Directors of Year focus solely on the wellbeing and development of their students.
- Through programmes like 'Stepping Stones', we manage the transition to secondary school with expert care.
- Every day, students have a 40-minute session with their tutor – building trust, reflection, and belonging.

Student leadership thrives at Kingsmead:

- From mental health ambassadors to student-led assemblies on empathy.
- External review evidence shows students "feel they have a heard voice and are actively playing a role in change."

Real-World Learning and Enrichment

Life at Kingsmead bursts beyond the classroom:

- Residential Trips, Foreign Trips, and a a variety of pre-organise trips over their time in the school that they are entitled to. It is not a bolt-on.
- Participation in national projects like 'Wings of Hope' and 'First Give'.
- Enterprise initiatives where students form real companies and build their entrepreneurial skills.

Our enrichment offer was praised as "exceptional" by external reviewers – and it keeps growing.

Building Lives, Not Just Careers

We prepare students not just for exams, but for life:

- Character curriculum lessons build emotional intelligence, resilience, and practical skills (like personal finance and professional communication).
- Structured careers education from Year 7 onwards includes:
  - University visits
  - Work experience
  - Links with employers like Microsoft, Deutsche Bank and PwC.

At Kingsmead, every child sees a future – and knows how to reach it.

Supporting Every Learner

Our commitment to inclusion is total:

- At Kingsmead, meeting the needs of vulnerable students is "everyone's responsibility" – not a bolt-on.
- Our SEND provision, praised for its strength, ensures every learner gets the support they need to thrive.
- Early transition planning, mentoring, literacy support programmes like Lexia and Reading Wise – these aren't extras. They're essentials.

Come See for Yourself

Kingsmead is heavily oversubscribed – but we never stop striving to improve. Come visit. Walk the corridors. Listen to our students. I want you to find out for yourself if what I have said is true. I know you will.

David Medway
Headteacher

"There is an established culture that SEND is everyone's responsibility." Our Challenge Partners review

LAUREL PARK SCHOOL

Open Evening: Wednesday 8 October, Session 1: 5pm – 7pm or Session 2: 6pm – 8pm. Coffee Mornings with a tour of the school are available to join throughout the year. See our website for more information.

Headteacher
Ms Adele Christofi

Address
Wilmer Way
Palmers Green
N14 7HY

Telephone
020 8368 4710

Email
office@laurelparkschool.co.uk

Website
laurelparkschool.co.uk

Type of School
Foundation

Male / Female
Mixed

Ages
11 – 18

School DfE number
308 5401

Planned Intake
136

Travel and Parking
Buses: 34, 184, 121
Trains: Palmers Green and Bowes Park British Rail, Arnos Grove, Piccadilly Line
Parking: Widely available on Wilmer Way and surrounding roads.

Social Media
laurelparksch
laurelparksch

Small enough to know every child. Ambitious enough to help them achieve anything.

At Laurel Park School, we do things differently – and proudly so. We're a small, nurturing, community-focused secondary school in the heart of Palmers Green and Southgate. Our mission is simple: to know every child, support their potential, and help them succeed in every way that matters.

In our 2024 Ofsted inspection, the school was rated 'Good' in all areas, with inspectors highlighting our inclusive ethos, purposeful classrooms, and strong relationships. "Pupils behave well and focus on their learning within a calm and purposeful environment," noted Ofsted, reflecting our commitment to both care and ambition.

With just 136 students per year group, our small size is intentional. Every student is seen, heard, supported and challenged. No one is overlooked.

Academic Challenge Meets Individual Support

High ambition meets tailored care in every classroom. Our curriculum is broad, stimulating and led by expert teachers who ensure that every student makes progress.

Alongside this sits our unique SMART Intervention programme – offering additional stretch, support or emotional guidance to meet students' individual needs.

Our development model is based on four guiding pillars:

- **My Curriculum** – encouraging deep knowledge and curiosity
- **My Character** – building confidence and resilience
- **My Culture** – celebrating identity and learning from others
- **My Community** – shaping citizens who care and contribute

These principles shape every lesson, tutor time and interaction – developing not just learners, but young people with character and purpose.

What makes Laurel Park different?

Every child is known by name – and by heart
Our teachers and pastoral team build strong relationships, tailoring support to each student's strengths and goals.

Daily reading builds curiosity and confidence
Form tutors read aloud daily – sharing diverse texts that build vocabulary, thinking and connection.

"We are a small school, and we are known and understood as individuals." Student quoted in Ofsted Report, 2024

"Our overall curriculum intent is not only for academic success, but to develop the whole child, preparing them for 21st century life." Ms Adele Christofi, Headteacher

High expectations. Calm classrooms. Big outcomes.
"Teachers ensure that lessons are engaging, adaptive to the needs of the individuals and ensure that every student makes progress in every lesson," said Ofsted. Students learn in focused, respectful spaces where ambition is the norm.

Community at the core

Students support each other across year groups. Our annual Cultural Celebration brings the whole school together to honour our rich diversity.

Inclusive and Caring by Design

Laurel Park is a place where every child can thrive. Our Inclusion Team works closely with students with SEND, providing tailored interventions and ensuring access to all subjects.

Wellbeing underpins everything we do. Our pastoral model is rooted in empathy, structure and high expectations. Students are supported to grow with confidence and care.

Culture of Connection

Laurel Park's warmth extends beyond the classroom. In our Bay Leaf Restaurant, students and staff eat together, sharing chef-prepared meals and conversation – another way we build connection, belonging and respect.

High Expectations. Happy Learners.

We are a school of high standards – and high support.

Our values – Integrity, Determination, Excellence and Ambition – guide how we learn, behave and grow. We expect effort, resilience and kindness from every student, and give them expert teaching, rich opportunities and genuine care in return.

Expert Staff. Happy Staff.

Our teachers don't just teach – they stay, grow and lead. Staff wellbeing is prioritised, and our experienced team shares a deep commitment to student success.

That spirit of innovation runs through everything we do – from evolving our curriculum to listening to student voice – so that every child is supported and challenged to be their very best.

Sixth Form and Vocational Success

Our Sixth Form reflects our values: ambitious, personalised, and inclusive. Students can pursue academic subjects or specialist vocational courses led by industry-experienced staff. From business and health to creative fields, students gain practical skills and strong qualifications for apprenticeships, university or employment.

Small class sizes and dedicated mentoring ensure each student is well-supported to reach their goals.

Ready for What's Next

We prepare students for more than exams – we prepare them for life.

With a focus on academic growth, character development, and real-world readiness, Laurel Park students leave us with knowledge, confidence, and a strong sense of self. From university applications to job interviews, they are ready to thrive.

Laurel Park School is not just another secondary school. It's a community. A launchpad. A place where every child is known and every future is taken seriously.

We Learn. We Persevere. We Succeed.

"Pupils typically live up to the school's expectations to work hard and allow everyone to learn and achieve their best." Ofsted 2024

"We are innovative and don't rest on our laurels at Laurel Park School. We Learn, Persevere and Succeed." Ms Adele Christofi, Headteacher

LEA VALLEY ACADEMY

Open Evening: Thursday 25 September, 5.30pm – 8pm
You are welcome to visit during the working day – please phone to make an appointment. Please check the school's website for further information and to check if you need to register to attend.

Headteacher
Mr Stephen Kinson

Address
Bullsmoor Lane
Enfield
EN3 6TW

Telephone
01992 763666

Email
lvaenquiries@edact.org.uk

Website
leavalley.org.uk

Type of School
Academy

Male / Female
Mixed

Ages
11 – 19

School DfE number
308 4038

Planned Intake
160

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

Lea Valley Academy is part of EdAct. The Trust includes Lea Valley Academy and Edmonton County School, both are judged 'Good' by Ofsted with Lea Valley having received its judgement in October 2022. The Trust has a strong focus on educating the local community for success.

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 that is designed to help them grow into successful, confident, happy young adults.
- 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 wide range of academic and social contexts.

"Pupils are friendly and respectful', 'They belong to an inclusive school community whose diversity they celebrate."
Ofsted October 2022

"Leaders encourage pupils to aspire to great things. They want pupils to succeed. Teachers show commitment to the pupils."
Ofsted October 2022

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. We look forward to meeting you at our prospective parents evening or on a school day tour.

Mr Stephen Kinson
Headteacher

"Leaders have created a school culture that is helping pupils to develop into confident young people."
Ofsted October 2022

LIFT AYLWARD

Open Evening: Monday 29 September, 4.30pm – 7pm
Principal talk at 4.45pm and 6.30pm
Please check the school's website for further information and to check if you need to register to attend.

Principal
Mr Joe Lawlor

Address
Windmill Road
Edmonton
N18 1NB

Telephone
020 8803 1738

Email
contactus@
aylwardacademy.org

Website
aylwardacademy.org

Type of School
Academy

Male / Female
Mixed

Ages
11 – 19

School DfE number
308 6907

Planned Intake
240

Lift Aylward is a community that inspires a love of learning and enables alumni to lead long, happy and successful lives that leave a positive legacy. We provide an excellent education to every child, in every classroom, every day. We are unapologetically focused on achieving this through the values we embody day to day, Excellence, Integrity, Kindness and Self-Control.

Lift Aylward exam results have significantly improved. We will deliver the very best for your child. Your child's journey with us culminates with a truly great experience at our Sixth Form, rated 61st of 4,353 colleges nationally and number one in Enfield.

We offer your child a kind, inclusive and safe environment. We have high expectations and standards for behaviour enabling all students to focus on learning and feel safe. We sweat the small stuff to ensure your child leaves with the best life chances.

Joining Lift Aylward makes you part of something bigger, Lift Academy Trust – the third largest Academy Trust in the UK. By attending Lift Aylward your child will benefit from the expertise of 1,000's of educational practitioners, a unique benefit of attending Lift Aylward.

The Curriculum at Lift Aylward is made up of three strands:

1. The Academic Curriculum – Knowledge Rich

The Academic Curriculum is broad and balanced. Underpinned by academic research and an understanding of cognitive science. We focus on ensuring that all students learn increasingly complex subject knowledge enabling students to develop from novices to experts. We ensure that the selection and sequencing of knowledge in our long term plans and sequential lesson plans is intentional and explicit to enable new knowledge to be retained and deployed with confidence.

2. The Character Curriculum – Personal Development

We believe that Excellence, Integrity, Kindness and Self Control are the values that will enable our students to go on to succeed, we actively teach and celebrate these values through our character curriculum and positive recognition. Our daily personal development curriculum ensures that our students develop their spiritual, moral, social and cultural awareness. Our PSHCE curriculum is 'owned' by students of all faiths and backgrounds. We deepen our students' understanding of the fundamental British values of democracy, individual liberty, the rule of Law and mutual respect and tolerance. We cover the government's Gatsby benchmarks to ensure our students are career ready.

3. The Lift Aylward Entitlement – Cultural and Social Capital

We believe every student at Lift Aylward should access the Lift Aylward Entitlement; an intentionally selected and spiralled enrichment offer that provides Lift Aylward students experiences that build cultural and social capital enabling a love of learning so alumni live long, happy and successful lives that leave a positive legacy.

KS3: Year 7, 8 and 9 Students are grouped in mixed ability classes for all subjects except Maths and English where they are grouped by ability. All students study the key components of the National Curriculum – English, Maths, Science, Computer Science, D+T, Catering, Humanities (History, Geography, RS and Citizenship), French or Spanish, Art, Music, Drama and PE. Students receive a comprehensive PSHE curriculum through our Tutor Time Programme ensuring they receive a balanced, informative diet which is age and phase appropriate. This culminates with students making their GCSE Option choices at the end of Year 9.

KS4: Our Year 10-11 cohorts have a range of academic and vocational options which students study alongside their core curriculum of English, English Literature, Maths, Science and core PE. Students will also have 3 option subjects, the majority of students complete the English Baccalaureate, ensuring students are on aspiration pathways. Where students need additional support we offer literacy and numeracy pathways to ensure that students leave our school with good numeracy and literacy skills. We are an inclusive school with equity at the centre of what we do.

KS5: Years 12-13 Students will have the opportunity to continue their 7 year journey into 6th form. We offer a range of personalised pathways, which include A levels and Level 3 BTEC courses. Students will also take part in a number of wider curricular activities/opportunities including mentoring and work experience.

Facilities Lift Aylward operates with purpose built facilities, including:

- Our Year 7 playground space is being completely redesigned and refurbished summer 2025 with a spend of £75,000 through our collaboration with Taylor Woodrow.
- Our purpose built Theatre seats 250, equipped with a fully functioning lighting and sound desk and layered stage curtains providing a professional level setting, an ideal setting for whole school productions, performances and other special events.
- Excellent facilities for PE; a new, full size floodlit astroturf and a large fully equipped sports hall plus gymnasium and a large sports field.
- Student chromebooks for school and home learning for every new Year 7.

Primary Transition

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 member of Senior Leadership liaising and visiting Primary Schools to discuss any individual support prior to students arriving in September
- a taster day introducing students to academy life
- summer packs to prepare students for their new curriculum
- a parent 'meet and greet' with the Principal.

"Pupils describe the school as 'ambitious'. This ambition was seen in the work that has gone into developing the curriculum offer since the last inspection" Ofsted 2021

OASIS ACADEMY ENFIELD

Open Evening: Tuesday 30 September, 5.30pm – 7.30pm
Open door: Tours can be arranged by telephoning the Academy.
Please check the school's website for further information and to check if you need to register to attend.

Principal
Mrs Emma Robinson

Address
9 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

Our main objective is to ensure all students have a rich, rewarding, and enjoyable experience at our Academy.

We have placed great emphasis on our culture and ethos, so students are clear about our expectations, are well supported, and achieve beyond their expectations.

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 ambitious curriculum provides students with the necessary breadth and depth of knowledge and skills they need to acquire and secure success 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 and wider participation, offering opportunities for students to engage in various clubs, activities, trips, and visits to broaden their horizons and make new friends.

We want our students to achieve very well and to be highly successful in all aspects of their lives.

We invest in high-quality training for our Pastoral Leaders and Inclusion Team, enabling them to deliver and coordinate coaching and mentoring to students in need, so that no child is left behind.

We are aware of the strains placed on our young people in the modern world and have funded an on-site Academy Counsellor to provide expert support to students experiencing issues with their mental health.

We are totally committed to providing the very best education provision for your child. Our teachers are subject experts and have a genuine desire to see that every student not only fulfils their potential but exceeds it, whilst developing 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.

Mrs Emma Robinson
Principal

Our Ethos

The Enfield Way is to LEARN:

- **Lead:** We are future leaders
- **Excel:** We are exceeding expectations
- **Aspire:** We are achieving our ambitions
- **Resilient:** We are strong and determined
- **Nurture:** We are caring to all at OAE, our mission is to be the best that you can be.

Oasis Horizons

Every student at Oasis Academy Enfield family will receive their own iPad to use at school and at home. Filled with educational apps, the iPad is used in lessons for exploration of learning, class quizzes and teamwork projects. The iPads have strict e-safety measures in place to keep every child safe online, alongside lock and tracking features.

Our Curriculum

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, Math's 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, offering Turkish from year 8. The emphasis placed on these subjects by universities and employers cannot be ignored and we offer these subjects to all and deliver a curriculum that recognises achievement and nurtures interest in these subjects. We are proud as an Academy to still offer the full range of creative and performance subjects at KS3 and there are opportunities to continue these subjects into KS4.

A high level of literacy for all our students is important to us. Students are encouraged to read for pleasure throughout their time at the academy. Our students enjoy reading aloud in class and attending the library. Our librarian listens to the needs of the students and endeavours to bring in books that students are interested in, and which provide positive lessons in personal, social and emotional development. All levels of students make good progress in reading through the reading pathways of Lexia, Ruth Miskin or the SPARX Reader reading strategies. We believe that students flourish when they have the opportunity to follow a broad curriculum and we encourage our students to learn a musical instrument, participate in school productions and sporting activities to build their confidence, and develop wider skills. It is our intention that the broader curriculum will support and develop a love of music in all students, encouraging them to be active participants in learning an instrument and creating their own music.

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.

Our Student Care

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

The highly skilled staff in our inclusion provision, support students who have special education needs, or require more support with their social, emotional, and mental well-being. We encourage our students to take on additional responsibilities to develop their self-confidence, leadership, and presentation skills.

Oasis LEARN Days and Enrichment

All students participate in at least three trips throughout each year with no cost to their families. We offer a wide range of extracurricular activities for all age groups covering sport, music, arts and academic subjects. We are now working in partnership with PSG Academy, offering a football training and club-based competitions to all year groups. We are also able to support with the cost of music lessons and instrument hire, making these accessible to all. We offer residential visits in the UK and abroad, including a ski trip and as far afield as China.

"The school has high expectations of behaviour, which pupils understand and meet. "
"Staff have the highest expectations for what pupils can achieve."
"Pupils are confident that staff care and will follow up on any concerns."
Ofsted, March 2025

OASIS ACADEMY HADLEY

Open Evening: Wednesday 24 September, 5.30pm – 7.30pm
Open Mornings: 1, 9, 14 October, 9.15am – 10.15am. Open door: Tours can be arranged at other times by telephoning the Academy. Please check the school's website for further information and to check if you need to register to attend.

Principal
Zoë Thompson

Address
South Street
Ponders End
EN3 4PX

Telephone
020 8804 6946

Email
info@oasishadley.org

Website
oasisacademyhadley.org

Type of School
Academy

Male / Female
Mixed

Ages
2 – 18

School DfE number
308 6906

Planned Intake
180 including children already on roll at Oasis Academy Hadley in Year 6

Travel and Parking
Buses: 191, 279, 313, 349, 377, 491

Train Station: Ponders End

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

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

Hadley is an all-through family school, where children at every key stage from ages 2 to 18 learn well and make great progress.

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

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

As we are an all through school many of our children are with us for the majority of their formal education and do stay on into our very popular Sixth Form where each year, approximately 95% go onto university with 85% going to Russell Group and top third Universities, which are some of the best in the world.

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

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

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

Zoë Thompson
Principal

"Pupils feel safe and well cared for."
"An ambitious curriculum."
"Pupils enjoy coming to school each day."
"Better than the outside world."
Ofsted 2021

Hadley Curriculum

The Hadley Curriculum is carefully structured to empower every child to succeed and face every challenge with confidence. Our curriculum is very well planned and dynamic and always prepares children for their next stage of learning.

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

Our popular and successful Sixth Form offers a range of academic courses. All children undertake an enrichment programme focussed on developing cultural capital and university preparation. Each year around 95% of our children go on to study at university with the vast majority going to Russell Group and top third universities, the best in the world.

Hadley Cares

At Hadley we know that every child is an individual, and we recognise that starting a new school can be an anxious and worrying time. We work hard to maintain an environment where everyone feels safe, valued, and cared for. To support the transition process and alleviate anxiety, there are several events that take place prior to joining us to get to know each child. This includes one to one meeting with parents, meetings with current classroom teacher, meetings with new teachers, induction day and a summer school to help to get used to our building and make new friends prior to starting in September.

We value the input from parents because you know your child best.

Hadley Entitlement

Our unique Life Day and Enrichment programme offers an exciting range of enrichment activities for all our children. Each child has an enrichment lesson every week which has a particular theme and involves specialist workshops, visiting speakers as well as trips and visits to a range of places, including theatres, museums, and universities. All children take part in trips throughout each year with no cost to parents.

There are many opportunities to take part in wide ranging extra-curricular activities for all age groups which include sport, leadership, music, arts, and citizenship initiatives. These activities give children the opportunity to develop skills and interests in a fun and supportive environment. All children are given the opportunity to learn to play a musical instrument. We also support with the cost of music lessons and instrument hire making these accessible to all. We offer residential visits in the UK and abroad. The Duke of Edinburgh Award programme is offered from Year 9 onwards. We realise that it is sometimes difficult to find a quiet space for independent learning at home and so our Library is open from 7.30am and with after school study remaining open until 6.00pm. A free breakfast is available for all children.

Horizons – iPads for Everyone

Oasis Academy Hadley is an Apple® school. All our children are provided with their own iPad with a full range of learning resources which include Microsoft Teams and a range of great learning apps.

ST ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

Open Evening: Monday 29 September, 6pm – 8pm at the Enfield Campus site. Please check the school's website for further information and to check if you need to register to attend.

Headteacher

Mrs Emma Loveland

Address Enfield Campus

London Road
Enfield
EN2 6EL

Address Palmers Green Campus

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. Our Pastoral Team 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. During our last Ofsted Inspection in November 2022 we retained our 'Outstanding' status. In November 2023 we also retained our 'Outstanding' Catholic School status. In July 2023 we achieved the Quality in Careers Standard and in 2021 we were awarded 'World Class Status'.

We are very proud of our school, our students and our many successes.

I warmly invite you to visit our school to discover for yourself what St. Anne's has to offer.

Emma Loveland
Headteacher

"Everyone here describes the school community as being a family. Positive and supportive working relations are displayed in abundance. Pupils rise to the high expectations that leaders have of them."
Ofsted November 2022

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 we 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 happy at St. Annes. I have made loads of friends. Since I started at St. Anne's everyone has been very welcoming."
Year 7 student

"Throughout the school, pupils achieve very highly."
Ofsted November 2022

"My first few weeks at St. Anne's have been great, I enjoy the lessons and have made a variety of friends. I have had a chance to do lessons that I have not done before. The atmosphere of secondary school is great and it is better than I expected."
Year 7 student

ST IGNATIUS COLLEGE

Open Evening: Tuesday 16 September, 5.30pm – 8pm
Headteacher speech at 7.15pm
Please check the school's website for further information and to check if you need to register to attend.

Headteacher
Ms Natasha Socrates

Address
Turkey Street
Enfield
EN1 4NP

Telephone
01992 717835

Email
enquiries@st-ignatius.enfield.sch.uk

Website
st-ignatius.enfield.sch.uk

Type of School
Voluntary Aided, Catholic

Male / Female
Boys

Ages
11 – 19 (Boys)
16 – 19 (Mixed)

School DfE number
308 5403

Planned Intake
150

Travel
Buses: 629, 617, 217, 317
Train: Turkey Street

Welcome to St Ignatius College, an outstanding Catholic school, as judged by Ofsted in February 2025 and by the Diocese of Westminster in February 2023.

We have a rich history of providing Jesuit education for boys in North London since 1894, and for both girls and boys in our Sixth Form since 2014. We value our heritage but are also forward thinking and prepare our students for the demands of the 21st century. We are a Jesuit school but in addition to Catholics, we welcome and are enriched by students and staff who belong to a wide range of other faiths and beliefs.

We are incredibly proud of our academic standards: our boys make exceptional progress, significantly higher than boys nationally and locally, an achievement which defies the trends for boys across the country. In 2024, our GCSE progress score of 0.85 placed us in the top 2.5% of schools nationally. An all-boys education up to the age of 16 allows boys to focus on their studies without some of the pressures of adolescence, and a thriving, mixed Sixth Form prepares them for life beyond school.

However, we are about much more than academic results. Our aim is for our students to be happy and secure and 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.

Our focus is to ensure that each student is challenged academically, 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 nurture intellectual growth, enquiring minds, independent learners, young people with the qualifications needed to access the next stage of their academic journey. We also foster warm, open and supportive relationships with families. 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.

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.

Natasha Socrates
Headteacher

"The curriculum for all pupils is broad and highly ambitious. Teachers are experts in their subject and present information with absolute clarity." Ofsted February 2025

"Pupils behave in an exemplary manner. They know the importance of 'social responsibility' and make every effort to look out for others." Ofsted February 2025

Care for the whole person

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 pastoral systems ensure that each student is known as an individual, is nurtured and valued.

We support our students to face the challenges faced by young men in society today. We nurture a caring masculinity and teach our students to be emotionally literate, to express their opinions and feelings and to be proud of who they are.

Curriculum and Learning

Our curriculum is stimulating, relevant and responsive to students' needs and is designed to equip students for the modern world. It is academically rigorous and regularly reviewed to support the intellectual development of each student. For example, we teach Mandarin and are members of the prestigious Mandarin for Excellence programme. Our curriculum also fosters creativity and the arts nurturing the development of the whole person.

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

Opportunity for all

In order to ensure the fullest possible development of each individual student, we offer a rich and varied programme of activities and opportunities to learn and develop beyond the classroom. There is something for everyone, whatever their interests. We have an enviable record of success in sport competing, and performing, to great success locally and nationally. The College has a wide range of music opportunities, a long-standing Combined Cadet Force, the Duke of Edinburgh award, tennis, baking, Dungeons and Dragons, swimming, philosophy, debating, STEM club and a range of other societies. Through these activities, we instill in our students our ideals of developing character, leadership qualities, resilience and creativity.

We are fortunate to have a vibrant, stimulating learning environment, extensive grounds and excellent facilities including two gymnasia, a swimming pool, pitches both on and off site, as well as modern classrooms, a well-resourced library, a chapel, well equipped science laboratories and computer suites.

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 has the highest expectations of pupils' behaviour and conduct. This ensures that all lessons are free from disruption." Ofsted February 2025

"Pupils are exceptionally proud ambassadors for their school. They are courteous and warm, both to each other and to visitors." Ofsted 2025

GCSE results are in the top 2.5% of results nationally for boys. DfE

SOUTHGATE SCHOOL

Open Evening: Thursday 2 October, 5pm – 7pm

Please check the school's website for further information and to check if you need to register to attend.

Headteacher
Mr Samson Olusanya

Address
Sussex Way
Cockfosters
EN4 0BL

Telephone
020 8449 9583

Email
office@southgate.enfield.sch.uk

Website
southgate.enfield.sch.uk

Type of School
Academy

Male / Female
Mixed

Ages
11 – 18

School DfE number
308 4029

Planned Intake
240

Southgate School is proud of its inclusive philosophy and outstanding student outcomes both academically and in terms of their personal development.

We offer a holistic education that enables all students to access the academic curriculum and to participate fully in our wide range of enrichment activities. We are very competitive sports wise, being finalists this season for both boys' and girls' football teams, we have three mass-participation music concerts every year and a very high-profile school production led by our Drama department.

Ofsted have praised the strength of relationships that exist between staff and students and both student and parent feedback is glowing about the support available to help and guide young people.

Our teachers deliver a curriculum that is ambitious for all learners, so that all student groups perform significantly above national levels.

Visitors, including Ofsted, are invariably impressed by the tolerant nature of our students and the ethos of mutual respect that exists. We are fundamentally, a happy and welcoming school, all of which may go some way to explaining the success that our young people enjoy.

We look forward to meeting you soon.

Mr Samson Olusanya
Headteacher

"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

An Ambitious Curriculum

Students at Southgate School are fortunate in that we have been able to recruit exceptional staff to all subject areas, so that whilst our core subjects of English, Maths and Science achieve outcomes that are significantly above national averages, our creative and performing arts subjects are equally valued so that students secure scholarships to prestigious drama schools, music conservatoires and even American universities.

We celebrate our students' academic and community achievements and we are proud to be one of the top performing schools in London, with excellent outcomes that continue to rise year on year. At A Level our Sixth Form students secure places at prestigious universities such as Cambridge, Russell Group universities, quality apprenticeship schemes and work placements; it is always a pleasure to welcome them back to presentation evenings and other events, to share their wonderful experiences and successes.

Educating the Whole Child

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

We have been praised by Ofsted for the sheer quantity of enrichment opportunities that our students can benefit from, with activities such as the annual ski trip, drama productions, music concerts and a vibrant, successful sports schedule for girls and boys. We strongly encourage students to participate in the Duke of Edinburgh's Award scheme which, as a consequence, has one of the highest student engagement levels of any state school in London and others take up roles of responsibility through our mentoring programme and student leadership teams.

We are also delighted to offer the chance for some of our students to work with PhD scholars through the Brilliant Club.

These opportunities promote personal growth, a wider sense of citizenship and allow students to develop the key skills and qualities that are an invaluable addition to their university applications and CVs.

A Happy School

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

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

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

Transition

Our transition programme of events starts the moment a student is offered a place with us.

A range of activities have been designed to support students with the move to secondary school and to encourage them to feel confident and prepared.

Events delivered in the summer term include; a welcome event for parents and children, a full day of induction, a personal interview with the new form tutor and summer school at the beginning of the holidays.

Our new students meet key members of staff and their new peers long before their first day. This process also allows us to get to know more about each student so that we can start to personalise their learning experience to ensure a smooth and happy beginning to their time at Southgate School in September.

THE LATYMER SCHOOL

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

Headteacher
Mr Joseph Gilford

Address
Haselbury Road
Edmonton
N9 9TN

Telephone
020 8807 4037

Email
office@latymer.co.uk

Website
latymer.co.uk

Type of School
Voluntary Aided, Selective

Male / Female
Mixed

Ages
11 – 18

School DfE number
308 5400

Planned Intake
192

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

Our aim is to create an environment which ensures that all pupils achieve their potential and thrive as young people. We have a reputation for academic achievement, however we are about more than just enabling learners to attain the highest grades, but also developing well-rounded and socially aware students who are ready for life in an everchanging world.

Visitors to Latymer 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 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 join 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 and many of our fine traditions. However, we also recognise the importance of continually striving for excellence and further enhancing the school so that our young people learn in a school with the highest standards.

Joseph Gilford
Headteacher

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.

"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

"…this school is what education is all about', a view echoed in many of the written comments received by the inspectors."
A parent

WINCHMORE SCHOOL

Open Evening: Wednesday 24 September, 6pm

Please check the school's website for further information and to check if you need to register to attend.

Headteacher

Mr Jim Owen

Address

Laburnum Grove
Winchmore Hill
N21 3HS

Telephone

020 8360 7773

Email

office@winchmore.enfield.sch.uk

Website

winchmore.enfield.sch.uk

Type of School

Community

Male / Female

Mixed

Ages

11 – 19

School DfE number

308 4026

Planned Intake

240

I am delighted that you are taking an interest in Winchmore School, which is a thriving school community, and one that I am extremely proud to be a part of.

We are proud of our broad and balanced curriculum where students achieve very good results, with the vast majority choosing to remain with us into our oversubscribed Sixth Form.

Our School has international school status and has been awarded the LPPA for its close partnership with parents/carers. We also celebrate a close working relationship with LAMDA – all of these help to widen the opportunities for our students to flourish.

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 which helps 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.

Our motto 'learning to realise potential' reflects this commitment to the overall development of young people in our care.

We know that interesting and challenging lessons, combined with a culture where academic success is valued and respected by all members of the school community will ensure that students remain focussed on their learning.

We are significantly oversubscribed and have developed a very strong relationship with our local Community.

HMI: "Children are lucky to come to this school."

Marc Rowland (Educational Consultant): "This is an inclusive school. It is a welcoming school that makes pupils, staff, families and visitors feel like they belong, however fleeting their visit."

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

Jim Owen
Headteacher

"I would like to thank Winchmore School teachers for the excellent revision support sessions provided in the lead up to my daughter's GCSEs. The after school and Saturday sessions have really helped to boost her confidence going into her exams. She has always found her teachers at Winchmore very approachable and helpful, right the way through from Year 7 to Year 11."
A parent/carer

The Curriculum

Our curriculum is designed to challenge and support all of our students to ensure that they achieve the best possible outcomes, in terms of academic success, life chances and the development of cultural capital. There is a big emphasis on the teaching of literacy and the development of reading, writing and oracy in order to develop the students' academic language.

Key Stage 3

All National Curriculum subjects are taught in Years 7-9, including Drama, Art, Computing and Music as well as Religious Education (RE) and Relationships, Sex and Health Education (RSHE). These are delivered in mixed ability groups, but students are allocated to sets in Maths during Year 7 and in English, Science and Modern Foreign Languages from Year 8.

Key Stage 4

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 choose 3 additional 'options' courses to study in Years 10 and 11.

All students study Religious Education, Physical Education and Relationship, Sex and Health Education (RSHE).

Key Stage 5 – The 6th Form

Winchmore 6th Form is housed in our new state-of-the-art 6th Form Centre, one of the largest in North London.

Our goal is to provide high quality care, support and guidance to ensure students leave our 6th Form fully equipped for the next phase of their life.

We offer an extensive range of A Levels, vocational qualifications. We aspire for all students to progress to university, an apprenticeship or employment on completion of their 6th Form study programme.

Our 6th Form students also follow an enrichment programme that includes voluntary work, work experience and preparation for higher education and employment.

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 wide 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.

Extra Curricular and Trips

There are many enrichment opportunities for students at Winchmore School. We run an extensive student enrichment programme, which enables staff to have a positive influence on our students. This programme specifically targets key areas of development for students and ensures they are challenged in innovative ways.

Winchmore students have the opportunity to attend many trips that aim to enhance both their learning and personal development.

"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/carer

WREN ACADEMY ENFIELD

Open Evening: Monday 15 September, 5.30pm – 8pm

You are required to register to attend. Please check the school's website for booking information.

Principal
Ertunc Hussein

Address
3 Chace Village Road
Enfield
EN2 8GH

Telephone
020 3150 4604

Email
enfield@wrenacademy.org

Website
wrenacademyenfield.org

Type of School
Academy

Male / Female
Mixed with single gender teaching in English, Mathematics and Science

Ages
11 – 18

School DfE number
308 4003

Planned Intake
184

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

Social Media
@wrenenfield
Wren Academy in Enfield

Wren Academy Enfield is the second school to have been opened by the Wren Academies Trust.

It has been created to mirror the key features which have made Wren Academy Finchley so successful in recent years achieving GCSE results ranking in the top 2% nationwide. Nevertheless, there has been a focus to develop a unique ethos tailored to meet the specific needs of our students at Wren Academy Enfield.

Our primary goal is to ensure that every student, irrespective of their academic starting point, achieves optimal progress. Through a robust and diverse curriculum, we aim to empower them to reach their fullest potential, so they have as many opportunities in life as possible.

While academic achievements are crucial, we equally prioritise the social dimension. Our emphasis lies in fostering a culture where all students feel happy, confident, and secure. This is supported by our unwavering commitment to maintaining the highest standards of student behaviour and fostering a respectful and safe school environment. Central to our ethos is the creation of a close-knit and inclusive community, guided by a clear Christian vision where every individual matters and is celebrated for their unique gifts and talents.

I look forward to meeting with prospective students and parents, to delve deeper into how we are growing yet another exceptional learning community.

Ertunc Hussein
Principal

"Teachers at Wren deliver highly polished lessons where all the children are fully engaged and learning. Their attention to detail is an absolute credit as well the way they encourage and praise all their students."
Wren Enfield, Year 7 Parent

Christian Vision

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

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

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

Curriculum

We have combined our determination for students to achieve the very best academic results with an emphasis on developing an interesting and challenging curriculum which enables our students to become accomplished lifelong learners. This approach taught by the very best teachers has proven to lead to exceptional academic outcomes. Student progress is measured by an effective assessment programme which will be shared fully with parents and carers.

A minimum of an hour 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 is 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 and Wellbeing

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. 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.

"To me the pastoral care of a school is important above all else and I have found Wren to be second to none."
Wren Enfield, Year 7 Parent

BREAKDOWN OF ALLOCATIONS

Enfield Schools 2024	Type of school	PAN	EHCP/ LAC/ Medical	Siblings	Parent employed at the school	Distance	Max distance offered (miles)	Number of refusals
AIM North London	Academy	120	Places have been offered to all applicants.					
Ark John Keats Academy[1]	Academy	90	7	23	1	59	0.429	182
Aylward Academy	Academy	240	Places have been offered to all applicants.					
Bishop Stopford's School	Voluntary Aided	186	Places have been offered to all applicants.					
Chace Community School	Community	170	Places have been offered to all applicants.					
Edmonton County School[2]	Academy	300	6	72	0	192	3.185	19
Enfield County School for Girls	Community	186	Places have been offered to all applicants.					
Enfield Grammar[3]	Academy	180	3	33	0	130	2.634	17
Heron Hall Academy	Academy	240	Places have been offered to all applicants.					
Highlands School	Community	240	8	105	3	124	0.784	294
Kingsmead School[4]	Academy	252	5	81	0	141	1.149	105
Laurel Park School	Foundation	136	Places have been offered to all applicants.					
Lea Valley Academy	Academy	180	Places have been offered to all applicants.					
Oasis Academy Enfield	Academy	150	Places have been offered to all applicants.					
Oasis Academy Hadley	Academy	180	Places have been offered to all applicants.					
St. Anne's Catholic High School for Girls	Voluntary Aided	180	The School has been able to offer places to all girls who were considered under criteria 1 – 5. Criterion 6 – Places offered to siblings and girls who live a maximum of 2.477 miles from the school.					28
St. Ignatius College	Voluntary Aided	150	Places have been offered to all boys who were considered under criteria 1 – 6. Criterion 7 – places offered to siblings and boys who live a maximum of 1.476 miles from the school.					28
Southgate School[5]	Academy	240	6	70	1	156	2.612	61
The Latymer School	Voluntary Aided	192	The School was able to offer places to children who were ranked up to number 306 in the first round of offers.					
Winchmore School	Community	240	21	84	0	135	0.755	275
Wren Academy Enfield[6]	Academy	184	9	56	1	–	–	185

[1] Ark John Keats Academy: Children transferring from Year 6 to Year 7: 90 (this number includes siblings & children with EHCPs)
[2] Edmonton County School: Children transferring from Year 6 to Year 7: 30
[3] Enfield Grammar: Sport and Music: 14
[4] Kingsmead School: Performing and Visual Arts: 25
[5] Southgate School: Priority Zone: 7
[6] Wren Academy Enfield: Community places: 61 – furthest distance: 0.649 miles; Foundation: 60 divided between the two criterion: 1. Church of England: 36 – furthest distance: 1.903 miles; 2. Other christian demolitions: 24 – furthest distance: 1.516 miles

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 2025	Type of school	PAN	EHCP/ LAC/ Medical	Siblings	Parent employed at the school	Distance	Max distance offered (miles)	Number of refusals
AIM North London	Academy	120	Places have been offered to all applicants.					
Ark John Keats Academy[1]	Academy	90	7	28	1	54	0.501	135
Aylward Academy	Academy	240	Places have been offered to all applicants.					
Bishop Stopford's School	Voluntary Aided	120	Places have been offered to all applicants.					
Chace Community School	Community	170	Places have been offered to all applicants.					
Edmonton County School[2]	Academy	240	9	74	1	156	4.557	11
Enfield County School for Girls	Community	186	Places have been offered to all applicants.					
Enfield Grammar	Academy	180	Places have been offered to all applicants.					
Heron Hall Academy	Academy	240	Places have been offered to all applicants.					
Highlands School	Community	240	14	87	2	137	0.904	268
Kingsmead School[3]	Academy	252	5	75	0	151	1.144	99
Laurel Park School	Foundation	136	Places have been offered to all applicants.					
Lea Valley Academy	Academy	160	Places have been offered to all applicants.					
Oasis Academy Enfield	Academy	180	Places have been offered to all applicants.					
Oasis Academy Hadley	Academy	180	Places have been offered to all applicants.					
St. Anne's Catholic High School for Girls	Voluntary Aided	180	Places have been offered to all applicants.					
St. Ignatius College	Voluntary Aided	186	Places have been offered to all applicants.					
Southgate School[4]	Academy	240	5	58	4	160	3.153	40
The Latymer School	Voluntary Aided	192	The School was able to offer places to children who were ranked up to number 293 in the first round of offers.					
Winchmore School	Community	240	17	86	4	133	0.727	257
Wren Academy Enfield[5]	Academy	184	7	67	0	–	–	157

[1] Ark John Keats Academy: Children transferring from Year 6 to Year 7: 90 (this number includes siblings & children with EHCPs)
[2] Edmonton County School: Children transferring from Year 6 to Year 7: 30
[3] Kingsmead School: Performing and Visual Arts: 21
[4] Southgate School: Priority Zone: 4
[5] Wren Academy Enfield: Community places: 54 – furthest distance: 0.757 miles; Foundation: 54 divided between the two criterion: 1. Church of England: 32 – furthest distance: 1.878 miles; 2. Other christian demolitions: 22 – furthest distance: 1.685 miles

CRITERIA FOR ADMISSION TO COMMUNITY SCHOOLS IN ENFIELD

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

This criteria applies to:

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

If there are more applications than places available, priority will be given to applicants in the following order:

1. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement or special guardianship order including those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who 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 (see the definition in Section 21 (1) of the Children Act 1989).*
2. Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.
3. Children with a brother or sister (sibling) who will be attending the school at the time of proposed admission. The children concerned must be living at the same address.
4. Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.
5. Children genuinely resident within the school's designated priority zone. This criterion only applies to Chace Community School (see details of the roads concerned below).
6. Children living nearest to the school measured 'as the crow flies', that is, in a straight line from the child's home to the main entrance of the school. (Travel by private car or public transport is not 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 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
- Tingeys 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, One Degree Academy, St Andrew's Enfield CE, St George's Catholic, St John's CE, St Michael's CE, Worcesters	**49**
2	Capel Manor, Chesterfield, Freezywater St George's CE, Honilands, Keys Meadow	**10**
3	Ark John Keats, Brimsdown, Eastfield, Enfield Heights, Prince of Wales, St James CE	**13**
4	Alma, Bush Hill Park, Carterhatch, Kingfisher Hall, Oasis Academy Hadley, Southbury, St Matthew's CE, St Mary's Catholic, Suffolks	**17**
5	Brettenham, 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	**10**
9	Bowes, Garfield, Hazelwood, Our Lady of Lourdes Catholic, St Michael at Bowes CE, St Monica's Catholic, Walker	**13**
10	De Bohun, Eversley, Grange Park, Hadley Wood, Merryhills, St Andrew's Southgate CE, West Grove, Wolfson Hillel	**20**
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 2026/27 and, subject to any changed 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 below in '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.

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

The admission limit for Year 12, subject to student course combination choices, will be 120 in 2026.

Procedures where AIM North London is oversubscribed

If the Academy is oversubscribed after the admission of pupils with a 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) A 'looked after child' or a child who was previously looked

after became subject to an adoption, child arrangements, or special guardianship order including those who appear to AIM North London to have been in a state of care outside of England and ceased to be in a state of care as a result of being adopted. A looked after 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 social services functions (see the definition in Section 22(1) of the Children Act 1989) as well as those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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 '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 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 from to the Clerk of Appeal Panel at the address given on the appeal form together with any other supporting documents. Appeal forms are available from the school by emailing info@aimnorthlondon.org.uk.

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 'Procedures where AIM North London is oversubscribed'. Where places become vacant they will be allocated to children on the waiting list in accordance with the admissions policy of AIM North London.

Ark John Keats Academy

Purpose

This policy sets out the admission arrangements for Ark John Keats Academy, in 2026/27. It applies to applications to start in Reception, Year 7 and Year 12 (sixth form) in September 2026 as well as 'In-year' applications; it also includes details of the oversubscription criteria, waiting lists and the appeals process.

1. Introduction

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

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

iii. **Ark John Keats Academy is a non-selective all-through school with a nursery and sixth form. The school has an agreed Published Admission Number[1] (PAN) for the following year groups;**

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

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

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

2. Statutory Guidance and Definitions

i. All information in this policy meets the statutory requirements set out by the Department for Education (DfE) in the School Admissions Code 2021, ("the Code") and the School Admissions Appeals Code 2022, ("the Appeals Code").

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

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

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

'In-Year' is relevant to applications;

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

or

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

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

https://arkjohnkeats.org

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

3. Application Process

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

i. Applications for a place at the school are administered through the Enfield Council application process. Parents resident in Enfield can apply online at https://new.enfield.gov.uk/services/children-and-education/

1 The maximum number of places available for admission in the year group

school-admissions-and-information; parents resident in other areas must apply through their home local authority.

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

iii. The school publishes information about the arrangements for admission, including oversubscription criteria, in February for the following September (e.g. in February 2025 for admissions in September 2026).

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

v. **Primary application timeframe:**

The school has an agreed PAN of 90 pupils in Reception.

Autumn term 2025: The school provides opportunities for prospective pupils and their parents/carers to visit the school.

15th January 2026: National closing date for Primary applications. Deadline for the Common Application Form to be completed and submitted to the relevant Local Authority.

January – March 2026: The school and Local Authority coordinate to process all applications. If more applications are received than places available they will be ranked according to the oversubscription criteria published in this policy, see section 4 below.

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

27th February 2026: Deadline for the school to publish its appeals timetable on their website.

16th April 2026: Offers made to parents/carers by the Local Authority.

vi. **Secondary application timetable:**

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

September – October 2025: The school provides opportunities for prospective pupils and their parents/carers to visit the school.

31st October 2025: National closing date for Secondary applications. Deadline for the Common Application Form to be completed and submitted to the relevant Local Authority.

November 2025 – February 2026: The school and Local Authority coordinate to process all applications. If more applications are received than places available they will be ranked according to the oversubscription criteria published in this policy, see section 4 below.

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

27th February 2026: Deadline for the school to publish its appeals timetable on their website.

2nd March 2026: Offers made to parents/carers by the Local Authority.

vii. **Allocation of places (Primary and Secondary):**

a) Where the school is named on a child's EHCP, that pupil will be admitted to the school.

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

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

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

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

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

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

ii. Ark John Keats academy offer two pathways for post-16 education. The minimum

academic entrance requirement to be eligible for a place in the sixth form is:

a) A Level Pathway:

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

b) Professional Pathways:

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

The same requirements apply to both internal and external applicants.

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

https://arkjohnkeats.org

iv. Application process:

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

https://arkjohnkeats.org

b) For external applicants: Applications should be made directly to the school through a form on the website, see link below.

https://arkjohnkeats.org

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

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

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

4. Oversubscription Procedure and Criteria (All applications)

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

i. 'Looked After Children'[2] and children who have previously been a 'Looked After Child' but immediately following this became subject to adoption, a child arrangements order or special guardianship order, including those who appear (to Ark Schools) to have been in state care outside of England and ceased to be in state care as a result of being adopted[3].

ii. Children of staff at the school where the member of staff has been recruited to a post where there is a demonstrable skill shortage. Ark Schools must approve the Principal's assessment process and designation of such posts to confirm the staff members' eligibility under this criterion. Priority will be limited to one place for each form of entry in any year (i.e. 3 places in each 3-form year group).

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

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

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

The Local Authority measures distance on behalf of Ark Schools. Enfield Council use an admissions IT system, ADDRESS-BASE PREMIUM ®, to calculate **straight line distance** between the child's

2 A 'Looked After Child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the full definition in Section 22(1) of the Children Act 1989).

3 Under the Admissions Code, a child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

home and the main entrance to the school. In the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically/or alphabetically.

PLEASE NOTE: A child's home will be the address at which the child normally resides and which has been notified to relevant agencies (e.g. the Local Authority) as being the child's normal place of residence. Where a child lives normally during the school week with more than one parent at different addresses, the permanent home address for the purposes of school admissions will be the one where the child spends the majority of school nights Monday–Friday.

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

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

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

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

ii. A child must be in full-time education[4] by the time they reach compulsory school age. A child reaches compulsory school age on the next prescribed day on or following their fifth birthday. The prescribed days are 31st December, 31st March and 31st August.

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

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

6. 'In-Year' Application Process

i. The 'In-Year' application process is relevant to applications for places in any year group. Applications to join existing Reception, Year 7 and Year 12 year groups will be treated as in-year applications if they are received on or after the first day of the autumn term.

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

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

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

https://arkjohnkeats.org

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

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

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

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

4 For this purpose, 'full-time education' includes registered for home schooling and attendance at other educational institutions as detailed in section 8 of the Education Act 1996.

7. Waiting Lists

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

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

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

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

8. Unsuccessful Applications and the Appeals Process

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

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

a) The reason a place was refused (e.g. no available places)

b) Information about the waiting list

c) Information about the right to appeal

d) The deadline for submitting an appeal

e) Contact details for making an appeal

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

https://arkjohnkeats.org

iv. The deadline for submitting an appeal will be at least **20 school days[5] from the date of notification that an application was unsuccessful.** Appeals received after this date are subject to different timeframes and exact deadlines will be provided in the letter from the school. This deadline applies to 'normal round' and 'in-year' applications.

v. Appeals are submitted to Ark Schools via an online[6] form which is available through the school website or from the school. See section 10 for contact details.

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

9. Applications Out-of-Chronological Age Group

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

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

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

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

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

5 School days do not include weekends, national holidays or school holidays

6 Hard copies are available on request from the school. These should be returned to the school for the attention of the Admissions Officer.

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

10. Further Information and Contact Details

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

Contact:
Primary Admissions Officer
Secondary Admissions Officer

Email:
info@arkjohnkeatsacademy.org

Phone:
020 8443 3113

Post:
ARK John Keats Academy
Bell Lane
Enfield
EN3 5PA

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

Ark John Keats Academy website – click here

London Borough of Enfield admissions website – click here

iii. Further information for applications to the Sixth Form – click here

iv. The Department for Education website on school admissions – click here

v. The Department for Education School Admissions Code 2021 – click here

vi. The Department for Education School Admissions Appeals Code 2022 – click here

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 From (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.

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.[1]

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).

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.

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

Enfield Grammar School

Admissions Criteria

The Pupil Admission Number (PAN) for entry into Year 7 is 180.

All applications for admission to the school should be made on your Local Authority application form.

Parents who wish their children to take the Music and/or Sport Aptitude Test must submit a Test Application Form to the school by **Tuesday 7 October 2025** (the closing date for test registration). The Music Aptitude test consists of two parts. The first part is a written test and those who achieve the pass mark will be invited to sit the second part which is an individual test. The first part of the Music Aptitude Test is timetabled to take place on **Saturday 11 October 2025**. The second part of the Music Aptitude Test usually takes place in October. The Sports Aptitude test is scheduled to be held on **Friday 10 October 2025**. All parents/carers will receive the outcome of these aptitude tests before the end of October. The results of the tests do not guarantee a place at the school.

Oversubscription Criteria

When the school is oversubscribed, after the admission of pupils with an Education Health and Care Plan naming the school, the following criterion will be used to determine admission to the school:

1. Boys who are looked after or previously 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 the definition in Section 22(1) of the Children Act 1989) 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 subject to a child arrangements order or special guardianship order). Previously looked after children also includes those who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

2. Boys who have exceptional medical needs that makes Enfield Grammar School particularly suitable for him. The boy must have a demonstrable and significant need to attend Enfield Grammar School. Each application for priority in this criterion must be supported by written evidence from a doctor. The connection between the boy's needs and Enfield Grammar School must be clearly demonstrated.

3. Boys demonstrating an aptitude in sports or music (not more than 18 places – 9 for music and 9 for sport). N.B. Parents applying under this criterion are required to complete the supplementary application form in addition to the Local Authority application form. If there are insufficient applicants demonstrating an aptitude in music the remaining places will be given to those demonstrating an aptitude in sport and vice versa.

Music: Candidates who achieve the qualifying mark in the first round aptitude test will be invited to a second round individual test on their chosen instrument or vocally. The first round aptitude test is 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. The purpose of the second-round test is to assess the candidate's capacity to learn or develop musical skills.

Sport: Places will be awarded following assessment of the pupils' aptitude by the School's sports staff. The school sports under this criterion are cricket, football and rugby.

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.

4. Boys whose parent is a member of staff 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. This applies to any member of staff.

5. Boys with a sibling in the school at the time of proposed entry. Siblings will include full siblings, half-siblings, adopted siblings, step siblings, or the child of the parent/carer's partner, and in every case, the sibling should be living in the same family unit at the same address.

6. Distance. Priority will be given to those children living nearest to the school from the child's home address at the time of place allocation. Distance to the school is measured by straight-line distance, using the Local Authority's computerised measuring system.

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 closest to the main school entrance on our Upper School Site.

Tie-break

In the event of a tie in any of the above criteria, places will be allocated to those who live nearest the school. If the distance criterion is not sufficient to distinguish between two or more applicants for the last remaining place then random allocation will be used. This process will be supervised by somebody independent of the school.

As an admission authority we have the right to investigate any concerns we may have about your application and to withdraw the offer of a place if we consider there is evidence that you have made a fraudulent claim or provided misleading information, for example a false address was given which denied a place to a child with a stronger claim. We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

Admission of Children outside their Normal Age Group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. It is important for parents to note that they will have responsibility for providing evidence to support their request.

If parents wish for their child to be considered for admission to a year group which is outside their normal age group, then they must:

a) Complete the Local Authority common application form or the in-year admission form, as appropriate.

b) Attach a letter outlining reasons for the request and all supporting letters and/ or documentary evidence in support of the application.

Enfield Grammar School will make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of:

- The parent's views.
- Any available information about the child's academic, social and emotional development.
- Where relevant, their medical history and the views of a medical professional.
- Whether they have previously been educated out of their normal age group.
- Any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely.
- The views of the Headteacher.

In-year admissions

The school participates in the Local Authority's coordinated scheme for in-year admission to year groups 7-11. These applications must be made to the Local Authority, rather than Enfield Grammar School. Further information about this, including the relevant application form, is accessible via the Local Authority's admissions page on its website at: https://new.enfield.gov.uk/services/children-and-education/in-year-secondary-application-form-education.pdf

If more applications are received than there are places available, applications will be ranked in accordance with the oversubscription criteria.

Waiting List

Any child refused a place at the school for entry into Year 7 (in the normal admissions round) will automatically added to the school's waiting list unless a higher preference school has been offered. In July (of the same school year in which they would otherwise be admitted), the waiting list will be reviewed by the Local Authority who will confirm that those on the waiting list are still seeking a place at the school.

The waiting list is maintained in the order of the oversubscription criteria. This means that names can move down the list if, e.g. someone moves into the area and is higher placed under the oversubscription criteria.

Where an application for in-year admission or admission to a year group other than Year 7 is unsuccessful, parents will be asked if they would like their son's name to be added to a waiting list for that year group. Waiting lists are not routinely kept for other year groups unless parents specifically ask for their child's name to be included on one.

Appeals

The parents of any child refused a place at the school have a right to appeal to an independent appeal panel. The decision of the independent appeal panel is binding on all parties.

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 then 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 adopted[1], or became subject to a residence order[2] or special guardianship order[3]. This includes children adopted from state care outside of England.

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 North Star Community Trust feeder schools[4], 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, Woodpecker Hall Primary Academy, Kingfisher Hall Primary Academy and Enfield Heights Academy does

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 AddressBase Premium. 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.

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 2026

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 2 March 2026 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 statements by local authorities.

Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

After an offer has been made of a place at the Academy, Heron Hall Academy requires 2 proofs of residence of the permanent home of the child to confirm the place. One of these must be a notification of Child Benefit from HMRC unless the parent/carer is not entitled to Child benefit when another proof of residence must be provided. The other proof of residence must be a council tax document, child's medical card, a gas or electricity bill or similar. Confirmation of date of birth of the child will also be required.

Where the Child Lives

Where parents have shared responsibility for a child and the child lives for part of the week with each parent, then the child will be deemed to live where they spend the majority of school nights. School nights are Sunday night, Monday night, Tuesday night, Wednesday night and Thursday night. In the event of joint parental responsibility with the child spending equal time with either parent, the child will be deemed to live with the parent with the Child Benefit Award Notice.

Siblings

A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by reason of a court order or a child who has been placed with the family as foster carers as a result of a being looked after by a local authority.

Looked after children

In the case of a previously looked after child, Heron Hall Academy will require a copy of the adoption order, residence order or special guardianship order and a letter from the local authority that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

Note

Unfortunately, it appears that there have been some cases where parents have been tempted to supply false or inappropriate information to try and get a place at a particular Academy or school, for example by giving the address of a relative instead of the home address. Information supplied by parents/carers is checked. If it is found that false information has been provided and a place has been obtained because of this, the place offered is likely to be withdrawn. Parents/carers will still have the right of appeal if the place is withdrawn.

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, 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. Children of members of staff will be given a place at Kingsmead School (staff must have been employed for a minimum of 2 years).

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.

- All distances will be calculated by the Local Authority admissions IT system using ADDRESS-BASE PREMIUM®. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each ADDRESS-BASE PREMIUM® is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically /or alphabetically.

Admissions to Year 7 On the Basis of Aptitude in Music, Drama, Art or Dance

If your child can demonstrate that they show promise in the areas of Music, Drama, Dance or Art, she or he may be eligible for one of the special Performing and Visual Arts places.

Parents wishing to apply for one of these places should acquire a specific supplementary application form from the school.

Each candidate applying under the Performing Arts criteria will be invited to attend auditions/ workshops to test aptitude.

They will also be required to bring a portfolio of certificates/ work to show evidence of aptitude in their selected subject. Candidates will be notified in advance of the audition date and venue. Those unable to attend on this date due to compelling religious, medical or other reasons will be offered one alternative date. The purpose of the audition/workshop is not to assess ability but rather to determine whether the candidate has the capacity to learn or develop musical, dramatic or artistic skills. Further details of the selection process are available from the school.

Laurel Park School

Admissions Criteria

General Principles

a. Laurel Park School is an 11-18 mixed comprehensive school. We do not have any requirement for aptitude from prospective students.

b. Admission to our school is not dependent on any 'voluntary' contribution.

c. Pupils will be admitted at the age of 11+ without reference to ability or aptitude using the criteria below.

d. The admission number for September 2026 will be 136.

e. Laurel Park School participates in the Local Authority coordinated scheme and all deadlines within that scheme must be adhered to by applicants.

f. Children with a statement of Special Educational Need or an Education Health and Care Plan naming Laurel Park School will be admitted.

g. As required by the School Admissions Code the school will give the highest priority to applications on behalf a 'looked after child' or a child previously looked after being looked after became subject to an adoption, child arrangements, or special guardianship order 91 including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as result of being adopted. A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by the local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

h. The Board of Governors of Laurel Park School has determined that the criteria for admissions from September 2026 will be as follows.

Definitions and details

i. 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.

j. For Laurel Park 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 Laurel Park School at the time of proposed admission.

k. 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.

l. 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.

m. 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.

n. A 'looked after child' or a child previously looked after being looked after became subject to an adoption, child arrangements, or special guardianship order 91 including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as result of being adopted. A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by the local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

Admissions Criteria

o. Children with a statement of Special Educational Needs or an Education Health and Care Plan that names Laurel Park School, 56 Wilmer Way Southgate, London, N14 7HY will be admitted before any other applicants and these admissions will count toward the admission number.

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

Oversubscription Criteria

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

Category 1.

A 'looked after child' or a child previously looked after being looked after became subject to an adoption, child arrangements, or special guardianship order 91 including those who appear [to the admission authority] to have been in state care outside of

England and ceased to be in state care as result of being adopted. A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by the local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

And then

Category 2.

Children who have a sibling at Laurel Park School who is on our school roll at the time of the proposed admission.

And then

Category 3.

Children for whom Laurel Park School is appropriate on exceptional medical grounds.

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

And then

Category 4.

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

And then

Category 5.

Other children. Children living nearest to the school measured 'as the crow flies' that is in a straight line from the child's permanent home address to the main entrance of the school (travel by private car or public transport not taken into account).[1]

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 admission 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

The School will hold a single waiting list.

In regard to applicants for Year 7 places, all children whose Year 7 applications were unsuccessful[2] 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.

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.

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.

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. 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.

1 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.

2 That is, children who were allocated a place at a school for which they had not expressed a preference or for which they had expressed a preference that was lower than that expressed for Laurel Park 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.

Lift Aylward

Admissions Arrangements

Academies Enterprise Trust (AET) is the Admission Authority for the Academy.

Lift Aylward has a Published Admission Number (PAN) of 240 for entry into Year 7. The Academy will accordingly admit 240 pupils to Year 7 if sufficient applications are received. All applicants will be admitted if 240 or fewer apply.

If there are more than 240 applications, and the Academy is oversubscribed, then after applicants with an Education, Health and Care (EHC) plan which names the Academy have been admitted, priority for any remaining places will be given to those children who meet the oversubscription criteria set out in the priority order below.

Oversubscription Criteria

1. Looked after children and previously looked after children.

2. Children with exceptional medical or social needs.

3. Children with a sibling (brother or sister) who will still be on roll at the Academy at the time of admission.

4. Children of staff at the Academy where the member of staff has been:

- employed for two or more years at the time of application; and/or
- recruited to fill a vacancy for which there is a demonstrable skill shortage.

5. Distance – children resident closest to the Academy.

See definitions below.

Tie breaker: Where two or more applicants have equal priority for the last available place (except for twins and children from multiple births) the final tie-breaker will be random allocation, which will be independently verified.

Twins and Multiple Births

Where the parent has made the same preferences of school and, through the normal operation of the admission arrangements, the last available place has been allocated to one twin or child from a multiple birth, the other twin or children from the multiple birth will be offered a place at the Academy. In such circumstances the PAN would be exceeded.

Waiting list

If the Academy receives more applications than there are places available, a waiting list will be maintained by the Academy until the last school day of the summer term. Places from the waiting list will be offered in the order set out in the oversubscription criteria and not in the order that the applications were received. After each added child, the list will be ranked again in line with the published oversubscription criteria. (See Academy website for further information)

The Academy works in accordance with the **Fair Access Protocol** held by the Local Authority (Enfield London Borough Council); should a vulnerable child within the protocol require a place at the Academy, they will take precedence over any child on the waiting list.

Late applications – (Year 7 – September 2026 entry)

Applications received after the published closing date are late applications and will be dealt with in accordance with the co-ordinated admission scheme operated by the child's Local Authority. The Local Authority processes late applications after those applicants who applied on time unless there are exceptional reasons for the application not being received on time. You are encouraged to ensure that your application is received on time. (See guide to secondary school booklet for further details at www.enfield.gov.uk/admissions).

In-Year Admissions

In-year admissions are applications made outside the normal round of admissions. The Local Authority coordinates in-year admissions for all schools in Enfield. The In-Year application form and further information about the process is available from the Local Authority's website at www.enfield.gov.uk/admissions.

Admission outside the normal age group

Parents may seek a place for their child outside of their normal (chronological) age group, for example, if the child is exceptionally gifted and talented or has experienced problems such as ill health.

Parents do not have the right to insist that their child is admitted to a particular year group. The Academy will admit children outside their normal age group only in exceptional circumstances. If parents wish their child to be admitted outside

their normal age group they must still make their application alongside children applying at the normal age and must make their request for admission outside the normal age group clear on their Application Form to the Local Authority for a school place. At the same time, parents should also write to the Principal at the address below to request admission out of the normal age group. Parents 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. The decision made by AET will be based on the individual circumstances of each case and in the best interests of the child concerned. In making the decision, AET will consider the views of the Principal.

The Academy can be contacted at the following address:

The Principal
Lift Aylward
Windmill Road
London
N18 1NB

Tel: 020 8803 1738
Fax: 020 8807 6285

Appeals

Parents have a right to appeal the decision of the admission authority, AET, to refuse their child a place at the Academy. AET delegates the administration of appeals to the Academy. Parents who wish to appeal the decision of the admission authority to refuse their child a place at the Academy may apply in writing to the Academy at the address above. Parents have at least 20 school days from the date of their refusal letter to submit their written appeal and should explain clearly the reason(s) for their appeal. Appeals will be heard by an independent panel and will normally be held within 30-40 school days of the closing date for receiving the notice of appeal (see Academy website for further information).

Some Definitions

Looked after children
The highest priority in the oversubscription criteria must be given to looked after children and previously looked after children. 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.

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 arrangement order** (formerly known as a residence order) or a **special guardianship order** immediately following having been looked after, including those who appear to the Academy to have been in state care outside of England (i.e. in the care of or accommodated by a public authority, religious organisation or any other provider whose sole/main purpose is to benefit society) and ceased to be in state care as a result of being adopted. The admission authority may request a copy of the adoption order, child arrangement order or special guardianship order and a letter from the local authority/ care provider that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

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

A **child arrangement order** settles the arrangements as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangement order.

Section 14A of the Children Act 1989 defines a s**pecial guardianship order** as an order which appoints one or more individuals to be a child's special guardian(s).

Exceptional Medical or Social Needs

For an applicant to be considered under the exceptional medical or social needs criterion the parent must indicate strong reasons for the child needing to attend this particular Academy. Applications will only be considered under this category if they are supported by a written statement from an independent professional person such as a doctor, health visitor, social worker, or Education Welfare Officer who knows about the child and supports their application to the Academy.

The information provided must show clearly why Lift Aylward is the only school that can meet

the needs of the child and any difficulties if alternative schools were offered. The information must confirm the exceptional medical or social need and demonstrate how this particular academy is the only school that can meet the defined needs of the child. Evidence relating to the social or medical circumstances of the parent or other family member may be considered, but only if this impacts on the child and their need to attend this specific Academy. In addition to making it known on the Local Authority's Common Application Form when requesting priority for a place under this category, parents must also submit all relevant information, including professional evidence, directly to the Academy at the address above by the published closing date for secondary school applications.

Sibling (brother or sister)

Sibling is a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, foster brother or sister or the child of the parent/carer's partner living in the same family unit in the same family household and address who attends the Academy. Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings.

Staff

In the context of oversubscription criterion 4, children of staff refers to children with a parent employed at the Academy, and includes teachers, non-teaching staff, full time and part time employees.

Distance

The distance measure is provided by the Local Authority. The straight line distance between the applicant's home and the Academy is calculated by the Local Authority's IT system using AddressBase® Premium which provides a national grid coordinate and a unique reference for each address.

Resident

The normal family home is taken as the address where the child is resident and at which the person or persons with parental responsibility for the child resides. 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 (e.g. Sunday night to Thursday night inclusive). Where responsibility for a child is shared evenly, the Academy will follow the process used by the Local Authority (see guide to secondary school booklet for further details at www.enfield.gov.uk/admissions). Childcare arrangements involving relatives' addresses do not qualify as normal family addresses for this purpose unless there is a Child Arrangement Order in place.

For children of UK service personnel and crown servants, the Academy will not refuse to process an application or refuse a place solely because the family do not yet have an intended address, or do not yet live in the area. The Academy will use the address at which the child will live when applying oversubscription criteria, as long as some evidence of their intended address is provided.

The Academy will use a Unit or quartering address as the home address where requested.

Post-16 Admissions

Lift Aylward will admit into Year 12 up to 5 students from other schools (external applicants) who meet the academic requirements for entry in the priority order of the oversubscription criteria. The Published Admission Number (PAN) for admissions to Year 12 is 5. Internal candidates (those who were on roll at the Academy in Year 11) and who meet the academic requirements for entry are eligible to transfer to the Sixth Form.

For further details of the oversubscription criteria and the academic requirements for entry please see the Post-16 prospectus available from the Academy.

These arrangements were determined on 6 February 2023.

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 9 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

This document sets out the admission arrangements for Oasis Academy Hadley, throughout this document referred to as "the Academy". Oasis Academy Hadley is a fully inclusive all-through Academy accepting children of all abilities, of faith and no faith.

Admission Number

The Academy Trust has the following agreed admissions number for the Academy for the year 2026/27 and, subject to any changes approved or required by the Secretary of State, for subsequent years:

- **180** places for students in Year 7. Only 120 places will be available for external students. 60 places will be taken by students already on roll in Year 6 at the school. If fewer than 60 students transfer the additional places will be offered to external students.
- **140** places for students in Year 12 including the number anticipated to enter the sixth form from year 11 at Oasis Academy Hadley. The Academy has an agreed admission number of 140 students to year 12 minus those students meeting the admission criteria progressing from the Academy's own year 11. The Academy will accordingly provide for the admission or progression of 140 students to the sixth form if sufficient requests for progression or applications for entry are received. If the admission number of 140 is met through internal transfers, no external applicants will be admitted.

The Academy will accordingly admit these numbers of students each year if there are sufficient applications. Where fewer than the published admission number for the relevant year group are received, the Academy Trust will offer places at the Academy to all those who have applied and, in the case of the sixth form, met the academic requirements of their chosen course.

Application process

Arrangements for applications for places to **Year 7** at the Academy will be made in accordance with Enfield Borough Council's co-ordinated admission arrangements and will be made on the online Common Application Form provided and administered by Enfield Borough Council.

If you are a parent or carer and wish to apply for a place at Oasis Academy Hadley for the following September, you will need to complete the Common Application Form via the Local Authority website: www.enfield.gov.uk

Arrangements for applications for **Sixth Form** at the Oasis Academy Hadley are administered by the Academy.

Children already in Year 6 of the Academy at the time of secondary applications will transfer to Year 7 should they wish to do so. They must still complete Enfield Council online Common Application form naming the Academy.

Parents/Carers must apply for a place at each transfer point as outlined above.

Please visit our website www.oasisacademyhadley.org or email hadley.admissions@oasishadley.org or contact us on 020 8804 6946 for more information on sixth form admissions.

Oversubscription Criteria

Year 7

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. After the admission of students with an Education, Health and Care Plan naming the Academy will take priority. The criteria will then be applied in the order in which they are set out below:

Initial allocations will involve only those applications received by the published closing date and accepted as 'on time'.

a) Looked after children and all previously looked after children and immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order. This includes those children who appear to Oasis Community Learning to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor.

This must demonstrate that there is a very specific connection between the child's medical need and the school requested.

c) Children with a brother or sister, sibling, who will be attending the school at the time of proposed admission. The children concerned must be living at the same address. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins. The sibling link will be withdrawn for any future siblings of any child who has started at a school and it was subsequently found that they had gained a place on the basis of a fraudulent application.

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

e) Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school on South Street. Travel by private car or public transport will not be taken into account. All distances will be calculated by Enfield Council's admissions IT system using Address Base Premium. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each Address Base Premium is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, priority will be given to the applicant whose door number is the lowest numerically or alphabetically.

The child's permanent home address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the Academy, the offer of a place will be withdrawn.

Where two or more children live in a flat or other multi-home dwelling and it is not possible to determine which applicant lives closest to the preferred school as measured in a direct line from the building to the school; the available place(s) will be allocated by drawing lots.

If there are more applicants than there are places remaining within a particular category, random allocation will be used to allocate the final available place(s). The random allocation process will be independently verified.

Post 16 admission criteria

The Academy Trust will publish specific criteria in relation to minimum academic entrance requirements for admission to the post-16 provision. These criteria are the same for internal and external transfers.

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. After the admission of students with an Education, Health and Care Plan naming the Academy will take priority. The criteria will then be applied in the order in which they are set out below:

Initial allocations will involve only those applications received by the published closing date and accepted as 'on time'.

a) Looked after children and all previously looked after children and immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order. This includes those children who appear to Oasis Community Learning to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to child arrangements order or special guardianship order).

b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.

c) Children with a brother or sister, sibling, who will be attending the school at the time of proposed admission. The children concerned must be living at the same address. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins. The sibling link will be withdrawn for any future siblings of any child who has started at a school and it was subsequently found that they had gained a place on the basis of a fraudulent application.

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

e) Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school on South Street. Travel by private car or public transport will not be taken into account. All distances will be calculated by Enfield Council's admissions IT system using Address Base Premium. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of 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.

The child's permanent home address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the Academy, the offer of a place will be withdrawn.

Where two or more children live in a flat or other multi-home dwelling and it is not possible to determine which applicant lives closest to the preferred school as measured in a direct line from the building to the school; the available place(s) will be allocated by drawing lots.

If there are more applicants than there are places remaining within a particular category, random allocation will be used to allocate the final available place(s). The random allocation process will be independently verified.

Waiting lists

Where the Academy receives more applications for places than there are places available, a waiting list will operate. 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.

Waiting lists for Year 7 and in-year admissions into Year 11, will be administered by the Local Authority's co-ordinated admission scheme.

The Academy operates waiting lists for Sixth Form.

Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria as set out above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Appeals

Parents/carers have the right of appeal to an Independent 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 School Admission Appeals Code published by the Department of Education.

Appellants should contact Enfield Local Education Authority for information on how to appeal: enfield.school.admissions@enfield.gov.uk or telephone 020 8379 5501.

Arrangements for admitting students outside the normal admissions round

The Local Authority's co-ordinated admission arrangements relate to applications submitted for Year Reception to Year 11 other than the normal year of entry. The Academy Trust will consider all such applications and if the year group applied for has a place available, admit the child.

The Academy co-ordinates admissions to Nursery and Sixth Form other than the normal year of entry.

If more applications are received than there are places available the oversubscription criteria shall apply. Parents/carers whose application is turned down are entitled to appeal. Appellants should contact the Academy for information on how to appeal: Hadley.admissions@oasishadley.org or telephone 020 8804 6946.

As Nursery provision is non-statutory, there is no right of appeal to an independent appeal panel, although the Academy will consider any complaints in line with its published complaints policy.

Admission of children below compulsory school age and deferred entry to school

In accordance with paragraph 2.16 in the Admissions Code 2012 parents can:

a) request that the date their child is admitted to school is deferred until later in the academic year or until the beginning of the term after their child becomes 5, i.e. the term beginning immediately after 31 December or 31 March, and

b) parents can request that their child takes up the place part-time until the child reaches compulsory school age.

Special Educational Needs

Children with an Education, Health and Care Plan, naming the Academy, follow the transfer arrangements set out in the SEN Code of Practice and associated regulations and are not subject to the general admission arrangements. Other children without an EHCP will be subject to the general admission arrangements.

Looked after children and previously looked after children

Looked after children are those who are in the care of a local authority or provided with accommodation by that authority under section 22 of the Children Act 1989.

In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to a school. Applicants can provide evidence demonstrating their child was previously in care to an institution acting as a Local Authority, or an organisation that supports the best interests of the community/ child. In the case of previously looked after children, admission authorities may request a copy of the adoption order, child arrangements order or special guardianship order and a letter from the local authority that last looked after the child, confirming that they were looked after immediately prior to that order being made, or such evidence that demonstrates a child was in state care outside of England prior to being adopted.

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 from 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 Governing Body is the admission authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round. The admission authority has set the school's Published Admissions Number, PAN, at 180 girls to Year 7 in the school year which begins in September, 2025.

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 previously "looked after" Catholic girls who have been adopted or made subject to Child Arrangements Orders or Special Guardianship Orders. Included in this definition are those Catholic girls who appear, to the Admission Authority, to have been in state care outside of England and who ceased to be in state care as a result of being adopted.

2. Baptised Catholic girls where the application is supported by a baptism certificate.

3. Other "looked after" girls and previously "looked after" girls who have been adopted or made subject to Child Arrangements Orders or Special Guardianship Orders. Included in this definition are those Other girls who appear, to the Admission Authority, to have been in state care outside of England and who ceased to be in state care as a result of being adopted and in-year admissions.

4. 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.

5. Girls from Christian families where the application is supported by either a baptism certificate or a letter on headed paper from a Minister of Religion confirming membership of the Parish Community.

6. 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.

7. Any other girl.

Exceptional Need

The Admission Authority 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 Admission Authority 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 Admission Authority 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 Admission Authority 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 **must** complete the **St. Anne's Supplementary Information Form (SIF)** which is available on the School's website. The e-admissions form must be completed and submitted to the Local Authority by **31st October 2025**. 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 must be completed and returned to the School by the closing date, also **31st October 2025**. If you do not complete both the e-admissions form and the SIF and return both by the closing date, the Admission Authority may be unable to consider your application fully against the oversubscription criteria and this may affect your child's chance of being offered a place. Late applications will be considered after the initial allocation process has been completed.

Applications for criterion 1 must be accompanied by written proof of the child's status from the appropriate authority. Those applying under criterion 2 should provide a copy of the child's baptism certificate. If the certificate is not available, applicants should indicate in writing the reasons for this being the case.

The Local Authority will write to you on behalf of the Admission Authority with the outcome of your application at the beginning of March 2026 and the information will also be available online. 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 2026. If you wish your child's name to stay on the waiting list, you must apply to the school in writing before that date.

Students with an Education, Health and Care Plan (EHCP)

The admission of students 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 Special Educational Needs and Disabilities (SEND) officer.

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, the Admission Authority 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 Admission Authority 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 Admission Authority for the current school year. The Admission Authority 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 Admission Authority 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 Admission Authority 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 Admission Authority 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 the Admission Authority 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).

For the purposes of this policy a "previously looked after child" is a girl who was looked after, but ceased to be so because she was adopted, or became subject to a child arrangements order, or special guardianship order. Included in this definition are those girls who appear, to the Admission Authority, to have been in state care outside of England and who ceased to be in state care as a result of being adopted.

'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.

Parent: A parent means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

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.

Eastern Christian Church: A member of the Eastern Christian Church includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

Christian: Children of other Christian denominations means: children who belong to other churches and ecclesial communities which, acknowledging God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group, by whatever title, on the above basis.

Other Faiths: Definition of children of other faiths means: children who are members of a

religious community that does not fall within the definition of "other Christian denominations" and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

Sibling: Sibling includes:

- all natural sisters, half-sisters, adopted sisters, stepsisters, foster sisters, whether or not they are living at the same address; and
- the child of a parent's partner where that child lives for at least part of the week in the same family unit at the same home address as the child who is the subject of the application.

Residential/Home Address: A child's residential/home address refers to the address where the child usually lives with a parent or carer, and will be the address provided in the Common Application Form, CAF. Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address given in the CAF, provided that the child resides at that address for any part 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 150 children. The Governing Body has sole responsibility for admissions to this school and intends to admit 150 children to Year 7 in September 2026. 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, including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

2. Baptised Catholic boys where the application is supported by a baptism certificate.

3. Other "looked after" children and previously "looked after" Other children who have been adopted or made subject to child arrangement orders, or special guardianship orders, including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

4. 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.

5. Boys from other Christian faiths where application is supported by a baptism certificate, or a letter from the Minister of religion confirming membership of the Parish Community.

6. Boys of other faiths where the application is supported by a letter from a religious leader of the faith confirming membership of the faith community.

7. Any other boys.

Priorities

If the number of applicants exceeds the places available in any one of the oversubscription criteria, priority will be given in the following order:

1. The Governors will give top priority in any category to children whose exceptional medical, social or pastoral needs justify a place at the school. To demonstrate an exceptional social or medical need, which can only be met at this school, the Governing Body will require compelling written evidence at the time of application, from an appropriate professional e.g. doctor, priest or social worker.

2. Baptised Catholic boys who will have a brother (or sister in the sixth form) at St Ignatius College at the time of admission (September 2026). Brothers include blood siblings, adopted children and siblings by marriage (step-brothers) who reside at the same address.

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

In the last 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 or triplets. If

there are insufficient places available and one twin/triplet 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.

Baptism Certificate

Applicants wishing to be considered under criterion 1 and 2 should submit a copy of the child's Catholic Baptismal Certificate to the College. If the certificate is not available, the applicant should indicate in writing the reasons for this being the case.

Parental Preference

St Ignatius College will consider every application for a place in accordance with the admission criteria described in this document. The Governing Body is the Admissions Authority for the College.

Pupils with an Education, Health and Care Plan (EHCP)

The admission of pupils with an Education, Health and Care Plan (EHCP) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHCP you must contact your local authority SEN officer. Once the College has been named the College will admit the child.

Application Procedure

Boys transferring from Y6 at primary school to Y7 secondary school must do so through the London–wide co-ordinated admissions scheme. All applicants must submit the e-admissions online application to the boy's Local Authority. However, the CAF form is available upon request to the Local Authority.

In addition, applicants should complete the St Ignatius College Supplementary Information Form (SIF) which is supplied on our website. The SIF should be returned to the College by the closing date.

The e-admissions form is available on the LA website and the SIF are available on our website. The deadline for both forms is, **31st October 2025**.

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.

Boys already in Y7 at secondary school who wish to transfer to Y7 at St Ignatius College do so by following the procedure set out below in In-Year Admissions.

In Year Admissions

All In-Year transfers are processed through Enfield Schools Admissions Service (ESAS). Once processed, ESAS will send details to the Admissions Officer at St Ignatius College. If a place is available and there is no waiting list, parents and the student will be invited to the College for interview. If more applications are received than there are places available, then applications will be ranked by the governing body in accordance with the oversubscription criteria above. If a place cannot be offered at this time, then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will re-rank the list and make an offer.

Children educated out of chronological age group

Application may be made for a child to be educated out of his/her age group i.e. a 12-year-old being admitted to a Year 7, a 17-year-old to a Year 12 or any child admitted in-year to the year above or below their chronological age group. The applicant should write to the Chair of Governors at the time of application with an explanation requesting that the child may be admitted out of his/her chronological age group.

Unsuccessful Applications

If your child is not offered a place at the College, his name will normally be placed on a waiting

list for admission to the College (see 'Waiting List' below).

If your child is not offered a place at the College you will be entitled to appeal to an independent panel. Details will be given in the letter of refusal. The decision of the panel is final.

Waiting List

St Ignatius College has a waiting list of boys who have not been offered a place but whose parents express the wish for them to take up a place should one become available. If a place does become available all applicants are assessed in accordance with the entry criteria. Date of receipt of the application is not a factor. Boys who are on the waiting list will not be removed unless requested by their parent(s).

Late Applications

Applications received after the closing date will be dealt with after the initial allocation process has been completed. If the College is oversubscribed it is very unlikely that late applicants will obtain a place.

Fair Access

The College is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in the locally agreed protocols. Accordingly, outside the normal admissions round the governing body is empowered to give absolute priority to a child where admission is requested under local protocol that has been agreed by both the Diocese and governing body for the current school year. The Governing body has this power even when admitting the child would mean exceeding the published admission number.

Change of details

If any of the details on your form change between the date of application and the receipt of the letter of offer or refusal, you must inform the College immediately. If misleading information is given or allowed to remain on the form, governors reserve the right to withdraw the place, even if the child has started already.

Information and assistance

St Ignatius College is committed to fairness and transparency in the way it operates its admissions procedures. Parents are invited to contact the College to obtain help in applying, especially if they are disabled or have difficulties of language or are not familiar with the admissions process.

Applications to Sixth Form

Students already on role and transferring from Year 11 must re-apply and 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 students attending other schools in year 11, 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 Assistant Headteacher for KS5 Achievement. A Sixth Form Application Form is available on the website or directly from the College.

Interpretation of terms used in the Admissions Policy and Oversubscription Criteria

The following definitions have been set by the Diocese of Westminster with due regard to statutory legislation:

'Adopted'. For the purposes of this policy an adopted child is any child who has been formally adopted from care and whose parent/guardian can give proof of legal adoption.

'Catholic' a member of a Church in full communion with the See of Rome, including Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism or reception into the Catholic Church. It also includes a child who is in the process of adoption by a "Catholic family".

"Children of other Christian denominations" means: children who belong to other churches and ecclesial communities which, acknowledging God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principal has no creedal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and of CYTUN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

Definition of "Children of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in a supreme being through worship.

Child Arrangements Order". A child arrangements order is an order under the terms of the Children Act 1989 s.8 settling the arrangements to be made as to the person with whom the child is to live. Children 'looked after' immediately prior to the granting of the order qualify under this category.

'Special Guardianship Order'. A special guardianship order is an order under the terms Children Act 1989 s.14A appointing one or more individuals to be a child's special guardian(s). Children 'looked after' immediately prior to the granting of the order qualify under this category.

'Looked after child' has the same meaning as in S.22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents at the time of making an application to the school). Under the Admissions Code, a child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

A child's **"home address"** refers to the address where the child usually lives with a parent or carer, and will be the address provided in the Common Application Form ("CAF"). Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address given in the CAF, provided that the child resides at that address for any part of the school week.

References

https://www.st-ignatius.enfield.sch.uk/299/admissions

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

https://assets.publishing. service.gov.uk/media/6335a0c88fa8f506931f6d44/School_Admission_Appeals_Code_2022.pdf

Acknowledgements

Diocese of Westminster Education Service

Southgate School

This policy sets out the admissions policy of Middlesex Learning Trust. However, sections 6 and 7 set out the oversubscription criteria, and approach to in-year admissions, specific to Southgate School.

1. Aims

This policy aims to:

- Explain how to apply for a place at Southgate School in Middlesex Learning Trust
- Set out the arrangements for allocating places to the students who apply
- Explain how to appeal against a decision not to offer your child a place

2. Legislation and statutory requirements

This policy is based on the following statutory guidance from the Department for Education (DfE):

- School Admissions Code 2021
- School Admission Appeals Code

We are required by our funding agreement to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

This policy complies with our funding agreement and articles of association.

3. Definitions

The **normal admissions round** is the period during which parents can apply for state-funded school places at a school's normal point of entry, using the common application form provided by their home local authority.

Looked After Children, Previously Looked After Children and those who appear to have been in state care outside of England and ceased to be as a result of being adopted.

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 (as defined by section 22(1) of the Children Act 1989) at the time of an application being made to a school.

A previously looked after child is a child who was looked after, i.e. in care of a local authority but ceased to be so because they were adopted or became subject to a child arrangements order or a special guardianship order.

This includes children who were adopted under the Adoption Act 1976 and children who were adopted under the Adoption and Children Act 2002 or became subject to a Child Arrangements Order or Special Guardianship Order.

Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

A Special Guardianship Order is defined in Section 14A of the Children Act 1989 as an order appointing one or more individuals to be a child's special guardian(s).

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole or main purpose is to benefit society.

A parent/carer will need to provide sufficient evidence of the child's previously looked after status; e.g.

- Adoption order or adoption birth certificate
- Residence order

Medical Grounds

Medical Grounds refers to cases where there are reasons which make it essential that a child should attend Southgate School and where Southgate School is the only school that could meet the child's needs. A medical report from the child's Doctor or Consultant must be submitted with the application form, setting out valid medical reasons why it is essential for the child to be admitted to Southgate School and the difficulties that would be caused if the child had to attend another school. Admission on Medical Grounds cannot be considered when the medical condition relates to that of a parent/carer, sibling, or other relative.

Home Address

A pupil's home address is where she or he spends the majority of the school week (i.e. Monday to Friday, including nights) with her/his parent or legal guardian. The address of a childminder or family member who looks after the child before or after school cannot be used. If there is any

query on the home address this will be checked against official documentation.

Definition of Sibling
Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

4. How to apply

All applications to Southgate School are made through the applicant's home local authority's admissions process for secondary transfer. Applications must be made via the home local authority's website and parents wishing to apply will need to create an on-line account through which all communication from the authority will be made. The home local authority will inform parents about the process for applying for secondary schools, including Southgate School. Where no place is available the applicant will be advised and informed of their right to request an independent appeal should they wish to do so.

Late applications
If an application is received after the closing date, then it will be viewed as late. Late applications will not be considered until all applications that were received on time have been processed. If there are exceptional reasons why an application is late, parents should email their home local authority to explain this and provide supporting documents.

Parents will receive an offer for a school place directly from your local authority.

5. Requests for admission outside the normal age group

Parents are entitled to request a place for their child outside of their normal age group.

Parents seeking a place for their child outside of the chronological age group should complete a 'request for out-of-year admission' application form and include reasons for their request. Parents should include information regarding the child's academic, social and emotional development and whether they have previously been educated outside of their normal age group. If the child has been born prematurely, parents should include these details in their application.

Decisions on requests for admission outside the normal age group will be made on the basis of the circumstances of each case and the best interests of the child concerned. In accordance with the School Admissions Code, this will include taking account of:

- Parents' views
- Information about the child's academic, social and emotional development and other potential vulnerabilities
- Where relevant, their mental and physical medical history and the views of a medical professional
- Whether they have previously been educated out of their normal age group or abroad
- Whether they may naturally have fallen into a lower age group if it were not for being born prematurely
- Headteachers' views

Wherever possible, requests for admission outside a child's normal age group will be processed as part of the main admissions round. They will be considered on the basis of the admission arrangements laid out in this policy, including the oversubscription criteria listed in section 6. Applications will not be treated as a lower priority if parents have made a request for a child to be admitted outside the normal age group.

Parents will always be informed of the reasons for any decision on the year group a child should be admitted to. **Parents do not have a right to appeal if they are offered a place but it is not in their preferred age group.**

6. Allocation of places

6.1 Admission numbers

Southgate School's published admission number (PAN) for entry into Year 7 is 240. 6.2 Oversubscription criteria.

All children whose education, health and care (EHC) plans name our school will be admitted to the school before any other places are allocated.

If our school is not oversubscribed, all applicants will be offered a place.

In the event that our school receives more applications than the number of places available, places will be given to those children who meet any of the criteria set out below, in order, until all places are filled:

1. 'Looked after' children and children who were 'looked after' but cease to be so because they were adopted, or became subject to a residency order, or special guardianship immediately

following having been 'looked after', children applying who are in the care of a local authority under the provision of the Children Act 1989 or those children who appear to the Admission Authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

2. Siblings of children attending the school at the time of proposed admission.

3. 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.

4. 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.

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).

The admissions criteria will be applied separately and sequentially until all places are filled. Priority is not given within each criterion to children who meet other criteria.

6.2 Waiting list
In addition to the right to appeal, unsuccessful applicants who receive an offer for a school that was ranked lower in their order of preferences than Southgate School will be automatically placed on the waiting list. Vacancies arising between the acceptance deadline and 31st August will, in the first instance, be offered to applicants on the waiting list. Each child added to the waiting list will require the list to be ranked again in line with the published oversubscription criteria.

6.3 Tiebreak
A tiebreaker will come into force where the number of places eligible within any of the criteria set out above would exceed the Published Admissions Number (PAN). In the case of two or more applications that cannot be separated by the oversubscription criteria outlined above, we will use the distance between the school and a child's home as a tiebreaker to decide between applicants. Priority will be given to children who live closest to the school.

Distance will be measured in a straight line from the child's home address to the school's front gates Sussex Way. A child's home address will be considered to be where they are resident for the majority of nights in a normal school week.

6.4 Verification of information
In addressing allegations of admissions fraud, applicants may be asked to provide information relating to the verification of their application for a secondary school place. False information, or the omission of material information, may result in disqualification, or the loss of a place after it has been offered, accepted or taken up. It is a criminal offence to provide false information to secure a school place.

6.5 Fair Access Protocol
We participate in our local authority's Fair Access Protocol. This helps make sure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

We will not refuse to admit a child on behavioural grounds in the normal admissions round or at any point in the normal year of entry. We may refuse admission in certain cases where the specific criteria listed in the School Admissions Code (paragraph 3.8) apply, i.e. where section 87 of the School Standards and Framework Act 1998 is engaged.

We may refuse admission for an in-year applicant for a year group that isn't the normal point of entry, only in such a case that we have good reason to believe that the child may display challenging behaviour that may adversely affect the provision we can offer. In this case, we will refer these pupils to the Fair Access Protocol. We will not refuse admission on these grounds to looked-after children, previously looked-after children and children with EHC plans naming our school.

7. In-year admissions

You can apply for a place for your child at any time outside the normal admissions round. As is the case in the normal

admissions round, all children whose EHC plans name our school will be admitted to the school.

Likewise, if there are spaces available at the school in the year group you are applying for, your child will always be offered a place.

If there are no spaces available at the time of your application, your child's name will be added to a waiting list for the relevant year group at the school. When a space becomes available it will be filled by one of the students on the waiting list in accordance with the oversubscription criteria listed in section 6.2 of this policy. Priority will not be given to children on the basis that they have been on the waiting list the longest.

Applications for in-year admissions must be returned by email to esas@enfield.gov.uk or posted to Enfield Schools Admission Service, Civic Centre, Silver Street, Enfield, EN1 3XA.

You can find details on in-year admissions and an application form on the following webpage:

In-year admissions (moving school during the year) | Enfield Council

Parents will be notified of the outcome of an in-year application in writing within 15 school days.

8. Appeals

If a child's application for a place at one of the schools in our trust is unsuccessful, parents will be given information about the process for hearing appeals. If parents wish to appeal details of the appeals process and timetable on the following webpage:

School admissions appeals | Enfield Council

The school admission appeals form can be found here:

School admission appeal form | Forms (enfield.gov.uk)

9. Sixth Form admission arrangements

The Sixth Form has a capacity of 331.

The published admission number ("PAN") for external candidates in Year 12 is 30.

This means that Southgate School will admit 30 external candidates if sufficient applications are received from candidates who achieve the minimum academic entry criteria, however where the number of current Year 11 students transferring to Year 12 is lower than usual, it will be possible for the Academy to admit a higher number of external candidates over the PAN.

Southgate School has set academic entry requirements for the sixth form. These requirements are published on the school website and are the same for both external and internal applicants. If the sixth form is oversubscribed, priority will be given to Looked After Children.

10. Monitoring arrangements

This policy will be reviewed and approved by the MLT Standards & Students Committee annually.

Whenever changes to the admission arrangements are proposed (except where the change is an increase to the PAN), the board of trustees will publicly consult on these changes.

The board of trustees will consult on the admission arrangements at least once every seven years, even if there have been no changes during that period.

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 based on academic ability determined by performance in the school's selection tests which are compulsory for all applicants. In normal terms the top 700 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 age standardised test score and places allocated according to the Oversubscription Criteria.

Inner Area

The school will only admit students from the published Inner Area as shown below:

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. Only children residing in one of these postcodes will be admitted to the school.

Main Address means the place at which the applicant spends the weekday nights in the ordinary course of events.

Priority is given to those applicants who are resident in the Inner Area as of 7 January 2026.

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 must be mainly within our Published Inner Area.

For example, if one parent resides within the postcode area N22 and the other parent resides within the postcode area HA3, the school will consider the application if the main address is the in N22 postcode area.

Open Evening

The school will be open for tours for prospective pupils on **1 May 2025**. 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. 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 for candidates to sit the compulsory assessment tests.

The online SIF will be available on the school website only, from **17 March to 2 June 2025**. 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.

Parents wishing to apply based on exceptional musical ability (see Oversubscription Criteria 4 below) will need to complete a separate music form which will be available on the SIF. Due to the high volume of applicants expected to apply under this criterion, we will 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

Wednesday 3, Saturday 6 and Sunday 7 September 2025.

Applicants will be invited to attend on **one** of these days only.

Unfortunately, date clashes with other selective schools that also have assessment tests are sometimes unavoidable.

For registered applicants unable to attend the test session offered due to illness, a late test will be arranged. For any other circumstance(s) please contact the school for further advice.

Testing Procedure

All tests will take place at The Latymer School and can only be taken once at the beginning of Year 6.

Registered applicants will be invited to sit tests in Mathematics, Verbal Reasoning and English. Applicants are expected to show competence in skills appropriate to Key Stage 2 English and Mathematics.

The Mathematics and Verbal Reasoning test will be one Mathematics and one Verbal Reasoning paper of multiple-choice format set by GL Assessment. It will be 60 minutes in duration (30 minutes Mathematics and 30 minutes Verbal Reasoning) and the school will have no advanced knowledge of the content of this paper. The English paper will be set by the school and will include both reading and writing sections; it will be 60 minutes in duration (30 minutes reading an extract and answering questions and 30 minutes creative writing).

The Verbal Reasoning and Mathematics papers will be scored first by the test provider using Optical Marking Recognition (OMR) scanning technology. These results will be combined to give an age-standardised result for each applicant in rank order (rank 1 being the highest).

Applicants ranked between 1 and 700 in the combined age-standardised score for Verbal Reasoning and Mathematics will have their English papers marked by school staff. The raw English score will be added to the Verbal Reasoning and Mathematics scores by the test provider to produce re-standardised age-related results for the top 700 cohort, with rank 1 being the highest position. Please note that once the re-standardisation process has been applied, there will be variance to the original ranking positions. Applicants can move up or down the new ranking.

Please note that due to several applicants sharing the same ranking position, it is likely that there will be more than 700 applicants in the top cohort.

Applicants with a ranking position below 700 in the Maths and Verbal Reasoning test will be deemed by the school Governors as not eligible for consideration to the school under academic ability and will therefore not have their English papers marked. The exception to this rule is applicants applying under our Oversubscription Criteria (1, 2 & 3) as mentioned below.

The school will not be able to consider requests for re-marks.

Special Educational Needs and Disability – Applicants holding a current Education Health & Care Plan (EHCP).

By law, the secondary transfer process is different for children with EHCPs. Parents may express a preference for a school in the maintained sector (i.e., a school funded by a local authority) in the home or neighbouring boroughs.

Once parental preferences have been expressed, the local Borough SEN team will begin the consultation process with schools to explore if needs can be met in line with the provision laid out in the EHCP.

Code of practice states: 9.80 The local authority must consult the governing body, principal or proprietor of the school or college concerned and consider their comments very carefully before deciding whether to name it in the child or young person's EHC plan, sending the school or college a copy of the draft plan. If another local authority maintains the school, they too must be consulted.

Once the consultation responses have been received, the Borough SEN Secondary Transfer Panel will meet to consider each application. The Panel will have available the most recent annual review and the responses from consultation with schools to assist in making the most appropriate school choice.

Pupils holding an Education Health & Care Plan (EHCP) at the time of registering for our assessment tests will be deemed selective if they are ranked within the top 700 applicants and reside within the Inner Area. Those applicants ranked within the top 700 will have their English paper marked. Only applicants deemed selective will be admitted subject to consultation. The school must be named in the EHCP. There is no limit to the number of applicants admitted for EHCP.

Supporting evidence must be provided to the school by **16 June.** Please note that we may not be able consider late submissions received during school closures and once the tests have taken place the school will not be able to consider late evidence of a special need.

Test Results

The test results will be made known to all families by 31 October.

Offers

The Governors will select the 192 applicants to whom they wish to offer places and intend 50 ranked applicants will be held on a waiting list. A list of the top 700 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 outcome of the Secondary Transfer Procedure will be communicated to parents by their own Local Authority on National Offers Day early in March.

We must emphasise that meeting the criteria required by the Governors is not a guarantee that a place at the school will be offered. It is likely that many more candidates than PAN will meet the criteria required to be eligible for a place should they choose to apply.

In the event of there being more than 192 applications (including children with EHCPs naming the school), places will be allocated in accordance with the oversubscription criteria below in number order 1 to 4.

Oversubscription Criteria for Year 7 entry

Applicants applying under our Oversubscription Criteria will be considered if they reside in the Inner Area and provide supporting evidence (at the time of registration for criteria 1 & 3)) for the category for which they are applying in the following priority order:

1. Looked after children

2. The threshold for this oversubscription criterion is the top 900 applicants based on their combined age-standardised scores for Verbal Reasoning and Mathematics, who will have their English paper marked.

The highest priority in the oversubscription criteria must be given to looked after children and previously looked after children.

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 registration.

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 arrangement order** (formerly known as a residence order) or a **special guardianship order** immediately following having been looked after, including those who appear to the school to have been in state care outside of England (i.e. in the care of or accommodated by a public authority, religious organisation or any other provider whose sole/main purpose is to benefit society) and ceased to be in state care as a result of being adopted. The school will request a copy of the adoption order, child arrangement order or **special guardianship order** and a letter from the local authority/ care provider that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

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

A **child arrangement order** settles the arrangements as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to

22 April 2014 is deemed to be a child arrangement order.

Section 14A of the Children Act 1989 defines a **special guardianship order** as an order which appoints one or more individuals to be a child's special guardian(s).

These children will be deemed selective if they are ranked between 1 and 900 in the combined age-standardised score for Verbal Reasoning and Mathematics. Qualifying applicants in this category will have their English papers marked, as there are limited places available under this criterion. The raw English score will be added to the Verbal Reasoning and Mathematics scores by the test provider to produce re-standardised age-related results with rank 1 being the highest position. Please note that once the re-standardisation process has been applied, there will be variance to the original ranking positions. Applicants can move up or down the new ranking. 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. There is no requirement for qualifying applicants to reside in our published Inner Area.

Universal Credit/Free School Meals

The threshold for this oversubscription criterion is the top 900 applicants based on their combined age-standardised scores for Verbal Reasoning and Mathematics, who will have their English paper marked.

Up to 20 applicants will be considered for a place provided they can submit supporting evidence showing receipt of Universal Credit, or Free School Meals. Confirmation from the primary school of Free School Meals being awarded will be accepted.

Applicants will be deemed selective if they are ranked between 1 and 900 in the combined age-standardised score for Verbal Reasoning and Mathematics **and reside within the Inner Area**. Those applicants ranked within the top 900 will have their English paper marked. Qualifying applicants in this category will have their English papers marked, as there are limited places available under this criterion. The number of applicants admitted under this criterion can vary for each academic year but is capped at 20. Offers will be made in rank order of the tests. The school's name 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.

Music places

The threshold for this oversubscription criterion is the top 700 applicants based on their combined age-standardised scores for Verbal Reasoning and Mathematics, who will have their English paper marked.

Up to 20 applicants will be considered for a music place if they are ranked between 1 and 700 in the combined age-standardised score for Verbal Reasoning and Mathematics **and reside within the Inner Area**. Qualifying applicants applying under this category will have their written English papers marked, as places are limited under this criterion. A separate music form will need to be completed for this criterion, supported by evidence showing the musical standard the applicant has reached. Musicality can be demonstrated on any instrument/s, including voice.

There is no music test for Latymer, but the school may audition up to 32 applicants, selected at the discretion of the school, to gauge their musicality. The number of applicants admitted under this criterion can vary for each academic year but is capped at 20. An applicant may not necessarily be required to audition to be admitted under this category. However, the decision to audition or not is at the school's discretion.

A number of applicants applying under the music criterion may be academically able, so would not require a music place.

Auditioned applicants should be able to demonstrate a good level of musicality, but this will depend on the instrument as well as previous opportunity and experience, but this should not prohibit applicants from applying under the music criterion. It may be that a pupil has studied a number of instruments to a high level or has made very rapid progress.

Auditions are held at the school in October each year and are assessed in relation to the performance at the audition.

Auditions will be conducted by Latymer staff and applicants will be given an individual audition conducted separately to other applicants.

- Applicants must use the school accompanist if required, including a run-through beforehand.
- Each audition lasts 20 minutes and comprises:
  - one piece (or two contrasting pieces) performed on main instrument; second instrument (optional) – maximum 8 minutes of music in total.
  - sight-reading on first instrument
  - aural tests:
    - singing back a given pitch
    - singing back a note from a chord
    - singing back a melody
    - clapping back a rhythm and identifying the time signature
    - a short sight-singing exercise

After audition, applicants will be ranked, up to the top 20 for allocated music places.

Our music staff will complete a report sheet for each auditioned applicant and this sent to parents after the second round of results have been reported to parents. Parents have the right to appeal the school's decision to not offer a music place to their child. However, an appeal panel is not able to require the school to repeat music selection, or to offer an audition, or to substitute its own method of assessing suitability for a music place.

Applicant's resident in the Inner Area in rank order.

Applicant's resident outside of the published criteria will not be considered until resident within the Inner Area.

It is the responsibility of the parent(s)/carer(s) to supply supporting evidence in relation to our oversubscription criteria; evidence should be provided by 16 June 2025.

Evidence can be emailed to: admissions@latymer.co.uk or posted to the school address.

Fair Access Protocol

We work in accordance with the Fair Access Protocol held by the Local Authority (The London Borough of Enfield); should a vulnerable child within the protocol require a place at the school, they should contact the local authority in the first instance. Consideration of grammar school standard will be based on the results of assessment tests in Maths and English and after consultation with the local authority.

Waiting List

Once the local authority can confirm offers to the school, the waiting list of up to 50 applicants can be established. Those on the waiting list 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 of December.

Siblings

Designated grammar schools must not give priority to siblings or former pupils.

Practice Material

Please refer to the school's website for example papers. There are no papers available to purchase from the school.

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. These applicants will be ranked alongside all others in accordance with the school's oversubscription criteria.

Applicants who have taken early GCSE examinations (Year 7 to Year 11)

Please note that any applicants admitted to the school who have taken early GCSE examinations will follow the normal curriculum

in that subject and will be examined at the end of Year 11. The school will not be able to offer individual support outside the curriculum area.

Withdrawals of offers and places (Year 7 to Year 11)

The school reserves the right to withdraw offers and, where appropriate, places if it transpires that any untrue statement has been made in support of an application, or there has been a failure to notify a change which has a material impact on the outcome of the application.

Appeals Procedure

Where a child has been refused admission to any school named on the Common Application Form, parents have the right to appeal against that decision. In the case of applications at the secondary transfer stage (Year 6 to Year 7) parents should appeal within 20 days of notification by their Local Authority that their child has not been offered a school place. Appeals for The Latymer School will take place in April or May at the school and conducted by an Independent Appeals Panel. At other times parents should appeal within 30 days of receipt of the letter refusing a place at the school.

External In Year Admissions (KS3/KS4) Year 7 to Year 11

To be considered for In Year admission to The Latymer School, applicants must reside within our published Inner Area as shown below. Applications will be accepted from applicants living outside the Inner Area, such applications are rarely successful because the school is heavily oversubscribed with applications from those living in the Inner Area. If an application from an out of area applicant was successful, the school will not offer the place until the applicant and family show evidence that they have relocated to the published Inner Area.

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 or others), N2, N3, N4, N5, N6, N7, N8, N9, N10, N11, N12, N13, N14, N15, N16, N17, N18, N19, N20, N21, N22.

For those applicants who took the assessment tests at the secondary transfer stage (Year 6), the ranking list is maintained until 31 December. Therefore, if a Year 7 vacancy was to arise between the start of the academic year in September and 31 December, the next applicant on our initial waiting list of 50 would be offered the place.

Otherwise, for all vacancies that may arise in Years 7-11 parents must complete the Enfield borough's In Year admissions form which is available at this link www.enfield.gov.uk/services/children-and-education/school-admissions-and-applications/in-year-admissions-moving-school-during-the-year. Enfield Admissions will be coordinating any In Year vacancies that may arise at the school.

In the event of a pupil's name being removed from the school register, the school will contact and test all applicants on the relevant waiting list within 4 weeks of the date of removal (this does not include school closures). We will continue to accept applications up to one school week before the test is due to take place. Unsuccessful applicants will remain on the list for any further vacancies that may arise during the academic year. The Governors will base their decisions to offer any places(s) on the results of tests in English and Mathematics.

Applicants will be ranked in order of the test results (rank 1 being the highest).

For any vacancies that may arise in Year 11, the same procedures apply as for other In Year vacancies (as above), testing in English and Mathematics with the addition of the Sciences.

Applicants will be ranked in order of the test results (rank 1 being the highest).

All tests are age appropriate for the curriculum being studied at Latymer and are written papers constructed by Heads of Department at the school; they are not multiple-choice tests.

The school will offer places up to the number of vacancies available in a particular year group (e.g., if one vacancy arises in Year 8, we will only fill that vacancy).

Please note that in all cases the school will only admit applicants deemed to be of Grammar School standard. This will include any applications for Looked After Children.

In the event of a 'tie' situation for the available place(s), due to the top ranked applicant(s) achieving identical test scores, the applicant(s) living closest to the school (using distance measurements by the local authority) will be offered the place(s).

We aim to provide the results of any tests taken within 15 school days of the tests being administered. However, this may depend upon circumstances which are out of our control.

Unsuccessful applicants have the right of appeal; further information will be included in our results letter.

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.

The waiting list will close at the end of the school year. You will need to make a fresh In Year application (via Enfield Admissions) each new academic year if you wish your child to continue to be considered.

Sixth Form

External Admissions to Year 12

Inner Area

Each year the school is heavily oversubscribed, so priority is given to those applicants who are resident in the Inner Area.

The Inner Area means applicants whose Main Address is in the following postcode areas; E2, E4, E5, E8, E9, E17, EN1, EN2, EN3, EN4, EN5 (Sectors 1, 2, 4, 5 only), EN8 (Sectors 7, 8, 9 only), N1 (not N1C), N2, N3, N4, N5, N6, N7, N8, N9, N10, N11, N12, N13, N14, N15, N16, N17, N18, N19, N20, N21, N22. There is no preference within this list.

Main Address means the place at which the applicant spends the weekday nights in the ordinary course of events.

The Governors offer places each September to approximately 50 external applicants residing in our published Inner Area.

The online registration form will be available on the school website, www.latymer.co.uk/north-london-grammar-school-admissions/sixth-form – normally during October for Year 11 applicants.

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. This is a multiple-choice assessment; no revision is required. Further information regarding this will be available on the open evening and 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.

Please note that these are 'one-off' assessment tests and can only be taken once when in Year 11.

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 later.

Oversubscription

If there are more applications than places in certain subjects,

priority for admission will be given to those applicants who are Looked After or previously Looked After, if deemed academically able.

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

There is no extra-time allocated to these assessments; it is not an examination like public exams, it is an assessment of raw ability that does not requires factual recall of content.

Resolution of a tie situation

Preference will be given to students who live closest to the school by straight line measurement from the school to the permanent residence address.

Further Requirements

1. Students must be able to show to the school's satisfaction that they have a right to reside in the United Kingdom and is entitled to State Education. Overseas applicants must hold a full British or EU passport or have documentation that confirms their status to remain in the UK.

2. Students will not be admitted to the school until they have provided authentic, valid, and bona fide documentation in support of their application, including documentation to confirm their GCSE results.

Withdrawals of offers and places (Year 12)

The school reserves the right to withdraw offers and, where appropriate, places if it transpires that any untrue statement has been made in support of an application, or there has been a failure to notify a change which has a material impact on the outcome of the application.

Appeals Procedure

Where an applicant has been refused admission to the school the applicant or parent(s) have the right to appeal the decision.

Appeals for year 12 are held at the school during September/ October by an Independent Appeal Panel.

The information contained in this document relates to admission in the academic year 2024 and is correct for that year at the date of publication. It should not be assumed, however, that there will be no changes affecting this information before the start of, or during, the academic year in question.

Please also refer to our published FAQs page in conjunction with this document.

In the event of unforeseen circumstances, information contained in this document is subject to change at short notice.

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 Wren Academies Trust will offer places at the school to all those who have applied.

Application process

Applicants should complete the local authority (LA) common application form for all school choices by 31 October 2025. 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 2 March 2026. Parents are asked to confirm their acceptance of the offer with the Local Authority in which they live by 15 March 2026.

Parents and students will then be offered an opportunity to visit the school before September 2026 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 order[1] including those who appear to the LA to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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.

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).

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; and/or the member of staff is recruited to fill a vacant post at the school for which there is a demonstrable skill shortage. To be eligible, staff must work on the school site on a weekly basis for their child to be admitted.

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 England[2] (up to 37 places).

In the event that during the period specified for attendance at worship[3] the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

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 5 a and b above a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. In the event of equal distance, random allocation will be applied. Distance is measured from the child's home address[4] 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 2025, so that Governors can consider their application fully.

The Supplementary Information Form can be downloaded from the school's website at www.wrenenfield.org from 1 September 2025.

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 requested[5].

When such a request is made, the Trust will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned, taking into account the views of the Principal and any supporting evidence provided by the parent/carer.

Waiting lists

The school will operate a

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 period specified for attendance at worship is set out on the Supplementary Information Form.

4 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.

5 The Trust will consider the parent's/carer's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They will also take into account the views of the head teacher of the school concerned.

waiting list in accordance with the oversubscription criteria. Where the school receives more applications for places than there are places available, a waiting list will operate until the end of the academic year. This will be maintained by the Trust and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting lists will be reordered in accordance with the oversubscription criteria whenever anyone is added to or leaves the waiting list. The waiting list will operate until the end of the academic year.

In-year admissions

The Academy will consider all such applications and if the year group applied for has a place available, admit the child. If more applications are received than there are places available, places will be offered to those on the waiting list in line with the oversubscription criteria set out above. The school will operate a waiting list for each year group until the end of the academic year.

Children being allocated a place in accordance with the Fair Access Protocol from the local authority will take precedence over those on a waiting list. Parents/carers whose application is turned down are entitled to appeal.

Appeals

All applicants refused a place have a right of appeal to an independent appeal panel constituted and operated in accordance with the School Admission Appeals Code.

Information on the process and timeline for appeals can be found on the Academy's website at www.wrenacademyenfield.org.

All appeals should be sent to:

Clerk to the Independent Appeal Panel
PO Box 367
Cuffley
HERTFORDSHIRE
EN6 4XZ

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 and Heron Hall 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 72-75 of this brochure. Admission criteria for voluntary aided, foundation schools, academies and free schools in Enfield are detailed on pages 76-126 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. 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 visit the council website and search 'Free School Meals' 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 discretional 10 days threshold. Headteachers can only authorise a **"leave of absence"** in **"exceptional circumstances"**.

Regulations are Statutory Instruments and have the force of law. There is, therefore, a legal requirement on schools to work to them. The Headteacher **does not have to give permission** if you request a holiday or leave of absence.

Parents do not have the automatic right to withdraw pupils from school and, in law, have to apply for permission in advance. The school will always want to discuss this with you personally.

If a Headteacher grants a leave of absence request, it will be for the Headteacher to determine the length of time that the child can be away from school.

Parents should be mindful that taking a child of statutory school-age on holiday without the school's permission, or staying longer than agreed, will result in the school marking your child's absence as unauthorised and that you will be breaking the law. This may result in the Education Welfare Service involvement, the issue of a Penalty Notice fine, a criminal record if the case is proven in the magistrates Court and even loss of a school place.

Fair Access Protocol

Enfield Council operates an in-year Fair Access Protocol. This means that in exceptional circumstances we may override the admissions criteria in order to protect the interests of vulnerable children, children missing education or those with challenging behaviour. These children may be placed in a school even when that school is full and ahead of other children on the waiting lists. Places are allocated through the Fair Access Protocol on a 'fair share' basis to ensure that the distribution of children under this protocol is proportionate. **This only applies to children whose applications are being considered outside the normal admission round and decisions are taken by the local authority's Fair Access Panel.**

Religious Preference

There is no provision in community schools for the particular needs of any religious group. The religious preferences of parents, as they may affect the education of their child, will not be taken into account when considering applications for non-denominational schools.

Statement of Equal Opportunities

The London Borough of Enfield believes in equality of opportunity for all its citizens regardless of class, age, colour, creed, religion, gender and sexual orientation. Multi-Cultural education is just one of the many aspects in its implementation and accordingly the London Borough of Enfield will treat all its residents on an equal and fair basis.

Your Information and Data Protection

The Admissions Service is the coordinator body for the application process for schools and academies and is often the initial contact point for enquiries about school places. We need to collect and share information in order to deliver our services. The information you provide will be used in line with the provisions of the General Data Protection Regulation (GDPR).

This information includes: name of child, date of birth, address, parent/carers full name and address, contact details, Council Tax number, current or previous education provision, supporting documentation, educational background for in year applications, information specific to the admission criteria (e.g. sibling), country of origin if a new arrival to the country.

We collect this information through an application that is either submitted on line or a hard paper copy. Additional information can be requested by letter, email, telephone or face to face.

As well as using your information to determine a school application, we may also use your information for other legitimate purposes and, where necessary, share this with other Council departments and external bodies.

Reasons for sharing information with the internal and external bodies will be: processing school applications including sharing information with other local authorities and schools, other teams within the Local Authority to verify the information provided so that the admission process can be accurately administered, to fulfil the Council's safeguarding duty, Central government bodies in relation to mandatory data returns, admission appeal panels, the Schools Adjudicator and the Local Government Ombudsman. Information may also be shared with any organisation legitimately investigating allegations of fraud or criminal offences.

The Admissions Service is the coordinator body for the application process for schools and academies and is often the initial contact point for enquiries about school places. We need to collect and share information in order to deliver our services. The information you provide will be used in line with the provisions of the General Data Protection Regulation (GDPR).

ARE YOU LOOKING AFTER SOMEONE ELSE'S CHILD?

If you are caring for a child under the age of 16 (or 18 if disabled) for 28 days or more, and you are not a close relative, this is called a 'private fostering' arrangement.

A close relative is defined as either a grandparent, sibling, aunt or uncle (whether blood relative or by marriage) or a stepparent.

Some examples of private fostering:

- Children sent from abroad to live with other families, or extended family members, in the UK.
- Children whose parents have paid someone to care for them whilst they are away working or studying.
- Unaccompanied minors who are living with friends or strangers.
- Teenagers living with the family of a boyfriend or girlfriend.
- Children who are attending boarding schools and who live with a host family during the holidays.
- Children brought to the UK for adoption.
- Children and young people who have to live away from their own family as a result of parental separation, divorce or arguments at home. All private fostering arrangements have to be registered with the local authority because local authorities have a duty to safeguard and promote the welfare of all children in their borough, and to ensure that those in private fostering arrangements are safe and secure.

What the law says:

- By law, all private fostering arrangements have to be registered with the local authority where the private foster carer lives.
- If you intend to look after someone else's child for more than 28 days you must inform Enfield Children and Families Social Care at least six weeks before the child comes to live with you.
- Where an emergency arrangement has been made you must inform Enfield Children and Families Social Care within 48 hours of the child's arrival.
- It is an offence not to inform your local authority about a private fostering arrangement unless there is a reasonable explanation.

Private fostering is based on parental consent for the duration of the arrangements, and birth parents retain parental responsibility all of the time. Birth parents should inform Enfield Children and Families Social Care of their intention to have someone else look after their child.

Private foster carers become responsible for the day-to-day care of the child they are looking after. They are responsible for carrying out any duties agreed with the parents and must allow a social worker to visit the child being looked after at the carer's home. Birth parents should provide the carer with details of their child's school and health, information about their history, language, religion, interests, dietary needs, hobbies, likes and dislikes etc.

It is a good idea for parents to have a written agreement with the carer so that everyone is clear about how the child should be cared for. This should include consent to medical treatment, educational issues and financial arrangements. It is important that birth parents keep in regular contact with their children and with the carers. If they do not, the child may be considered to have been abandoned.

What are the responsibilities of Enfield Children and Families Social Care? In order to fulfil their duty to safeguard and promote the welfare of all children in their borough, Enfield Children and Families Social Care will:

- Act on information given by parents, carers and anyone else about private fostering arrangements and visit to assess the suitability of the arrangement. This includes making checks on the carer and their home.
- Speak to the child alone and speak to the carer.
- Make regular visits in line with the law to ensure the child remains safe and is well cared for. This is within one week of being told about a private fostering arrangement and not more than every six weeks after that for the first year.
- Offer advice and support to the birth parents or carers to try to keep the child at home.
- If the child is deemed to be at risk of suffering harm or has suffered harm, the child may be removed from the carer by Enfield Children and Families Social Care.

Who do I tell if I am involved in, or aware of, a private fostering arrangement?

If you know of a private fostering arrangement then you must contact Enfield Children and Families Social Care. They will be pleased to hear from you. It is not their intention to disrupt the arrangements you have made, they just need to know about them and check that the child is safe and being properly cared for.

You can call or write using the details below:

Enfield Children and Families Social Care
Assessment Team
Designated Person: Duty Manager
Charles Babbage House
1 Orton Grove
Melling Drive
Enfield
EN1 4TU

Tel: 020 8379 2507
Email: childrensmash@enfield.gov.uk

Remember – private fostering is everyone's responsibility whether you are a professional or a member of the public.

KEYWORDS

Academy

Academies are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Education and the local authority. Together they fund the land and buildings, and the Department pays all the running costs.

Community Schools

At community schools the local authority will employ the school's staff, own the school's land and buildings and have primary responsibility for deciding the arrangements for admitting pupils.

Criteria

The rules used to decide a child's priority for admission to a particular school.

Curriculum

The total programme of planned work and activities of a school to meet the pupils needs.

DfE

Department for Education

Foundation School

At foundation schools the Governing Body will employ the school's staff and have primary responsibility for admission arrangements. The school's land and buildings will be owned by the Governing Body or by a charitable foundation.

Free School

Free schools are non-profitmaking, all ability, state funded schools, either primary or secondary, set up by a wide range of proposers in response to local demand.

GCSE

General Certificate of Secondary Education

Key Stage

A period of study relating to a particular age group. Key Stage 3 (KS3) covers school years 7-9 (ages 11-14) and Key Stage 4 (KS4) covers school years 10-11 (ages 15-16).

LA

Local Authority

Looked After Children

A child looked after is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children's Act 1989. An adopted child is defined by section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1996. A residence order is defined by section 8 of the Children's Act 1989. A child arrangement order is defined by section 8 of the Children Act 1989 as amended by section 14 of the Children and Families Act 2014. A special guardianship order is defined by section 14A of the Children Act 1989.

Internationally adopted previously looked after children who were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

If the conditions above apply to your child, you must give details in the application and provide a letter from the relevant Local Authority Social Services. This letter must state the following:

- Confirmation that the child is currently 'looked after' or was previously looked after in accordance with the definition provided in the first paragraph of this section.
- If the child was previously 'looked after', then the letter must also confirm the date at which the child ceased to be 'looked after' and the date of the adoption order, residence order, child arrangement order or a special guardianship order which led to the cessation of 'looked after status'.

Any court orders must be accompanied with a letter from Social Services as described above to be considered for this admissions criterion. Please note the letter and court orders will be forwarded to your preferred schools and/or the council in whose area the school is located.

Mixed Ability Teaching Groups

Children of a wide range of ability taught together as a class: the work of such a group is largely based on individual and group assignments.

National Record of Achievement

Information reflecting a pupil's achievement and experiences at school including a self-assessment by the pupil.

Ofsted

Office for Standards in Education. Ofsted is responsible for the inspection of schools and local authorities. It is a non-ministerial government department accountable to Parliament. Their role is to contribute to the provision of better education and care through effective inspection and regulation. They achieve this through a comprehensive system of inspection and regulation covering childcare, schools, colleges, children's services, teacher training and youth work. Ofsted reports are published on the Ofsted website www.ofsted.gov.uk

Options

Non-compulsory subjects.

Priority Zones

Priority Zones cover areas or roads that are some distance from the nearest school and where families would not normally be able to gain admission through the distance criteria of the admissions arrangements. Priority zones are reviewed annually.

Sibling

The local authority defines siblings as a brother or sister living at the same address on the date when the applicant would be admitted. The term 'sibling' means a full, step, half, adopted or fostered brother or sister, but not cousins. Proof of the relationship may be requested. A sibling link will be withdrawn for any future siblings of any child who has started at a school and it was subsequently found that they had gained a place on the basis of a fraudulent application.

Standard Assessment Tests (SATs)

National tests to ascertain the level of attainment reached by pupils at the key stages of the Curriculum.

Voluntary Aided School

At voluntary aided schools the Governing Body will employ the school's staff and have primary responsibility for admission arrangements. The school's land and buildings will normally be owned by a charitable foundation. The Governing Body will contribute towards the capital costs of running the school.

USEFUL CONTACTS

Local Authorities

London Borough of Barnet

Tel: 020 8359 7651
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.hertfordshire.gov.uk

London Borough of Waltham Forest

Tel: 020 8496 3000
Email: admissions@walthamforest.gov.uk
www.walthamforest.gov.uk

Essex County Council

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

London Borough of Hackney

Tel: 020 8820 7000
Email: admissions@hackney.gov.uk
https://education.hackney.gov.uk/section/admissions-and-transfers

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

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

CHOOSE ENFIELD

TRANSITION TO SECONDARY SCHOOL EVENT FOR PARENTS/CARERS AND STUDENTS

This unique event offers parents and students transitioning from primary school, the opportunity to meet and discuss their needs and aspirations with representatives from Enfield's secondary schools and academies.

All Enfield secondary schools have been invited to attend.

There are three - 90 min slots to choose from that give you an hour to meet with schools followed by a 30min Q&A session on the admissions process.

5pm - 6.30pm 6pm - 7.30pm 7pm - 8.30pm

THURSDAY 11 SEPTEMBER 2025
CINEWORLD, SOUTHBURY ROAD, ENFIELD EN1 1YQ

THIS EVENT IS BEING FILMED AND PHOTOGRAPHED. BY ATTENDING THIS EVENT YOU ARE AGREEING TO BE PHOTOGRAPHED FOR FUTURE PUBLISHING MATERIAL. IF YOU DO NOT CONSENT TO THIS, PLEASE MAKE YOURSELF KNOWN TO OUR TEAM ON ARRIVAL.

ENFIELD Council

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

ENFIELD Council