

hackney **success in the making**



# hackney's **secondary schools**

2014 ADMISSION GUIDE FOR PARENTS

Applying for a secondary school place can take time and effort. As a parent it is important that you understand the process and are clear about how it works. If you require a summary of this booklet in your own language to help you understand this process, please contact the Admission Team on 020 8820 7247/7501 for a copy.

সেকেন্ডারি স্কুলে স্থান পাওয়ার বিষয়ে দরখাস্ত করার জন্য অনেক চেষ্টা এবং সময়ের দরকার। একজন অভিভাবক হিসাবে প্রক্রিয়াটি সম্পর্কে বুঝা এবং কিভাবে এটি কাজ করে সে সম্পর্কে পরিষ্কার করে নেওয়ার বিষয়টি আপনার জন্য গুরুত্বপূর্ণ। এই প্রক্রিয়াটি বুঝতে সাহায্যের জন্য যদি আপনার নিজের ভাষায় এই পুস্তিকাটির সারমর্মের প্রয়োজন হয়, তাহলে অনুগ্রহ করে এর কপির জন্য এডমিশান টিমের সঙ্গে 020 8820 7247/7501 নম্বরে যোগাযোগ করুন। (Bengali)

L'inscription dans une école secondaire peut prendre beaucoup de temps et d'énergie. Il est important pour vous, en tant que parent, de comprendre clairement la procédure et la façon dont le système fonctionne. Si vous avez besoin d'un résumé de cette brochure dans votre langue pour vous aider à bien comprendre la procédure, appelez l'Équipe des Admissions au 020 8820 7247/7501 et demandez une copie. (French)

Ubieganie się o przyjęcie dziecka do szkoły średniej może być przedsięwzięciem trudnym i wymagającym sporo wysiłku. Ważne jest, żeby rodzice rozumieli, na czym ten proces polega. Jeżeli zechcą Państwo otrzymać streszczenie tej broszury po polsku, żeby dowiedzieć się więcej na ten temat, prosimy zadzwonić do zespołu ds. przyjęć (Admissions Team) pod numer 020 8820 7247 lub 020 8820 7501. (Polish)

Candidatar-se para uma vaga na escola secundária pode levar tempo e esforço. Como pai é importante que compreenda o processo e saiba como funciona. Se desejar um resumo deste folheto no seu idioma para o ajudar a compreender este processo, contacte, por favor, a Equipa de Admissão (Admission Team) pelo 020 8820 7247/7501 para pedir uma cópia. (Portuguese)

Ortaokula başvuru zaman ve çaba gerektiren bir süreçtir. Aile olarak sizin için başvuru işlemlerinin nasıl yapıldığını anlamak ve sistemin nasıl işlediğini bilmek son derece önemlidir. Başvuru işlemlerini daha iyi anlayabilmek için size yardımcı olacak bu broşürün bir özet kopyasını kendi dilinizde edinmek isterseniz lütfen 020 8820 7247/7501'den Admission Team ile bağlantı kurun. (Turkish)

Solicitar una plaza en la escuela secundaria puede llevar tiempo y consumir esfuerzos. Como padre o madre, es importante que comprenda el proceso y que esté seguro de cómo funciona. Si necesita un resumen de este libro en su idioma para comprender mejor el proceso, póngase en contacto con el Equipo de Admisiones (Admisión Team) llamando al 020 8820 7247/7501 para obtener un ejemplar. (Spanish)

## DATA PROTECTION

The London Borough of Hackney is the data controller for the purposes of the data protection Act 1998.

This means that the London Borough of Hackney is responsible for making decisions about how your personal data will be processed and used. Your data will be used for the purpose of school admissions, school admission appeals, sending you questionnaires, and assessing pupils' eligibility for various pupil benefits and services. Your data may also be used for the purpose of safeguarding children and the detection of fraud. The information you provide will be treated confidentially at all times.



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# hackney's secondary schools

## 2014 ADMISSION GUIDE FOR PARENTS

For children transferring from year 6 to year 7 and those who wish to transfer in-year to another secondary school.

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**1 HACKNEY LEARNING TRUST**

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**687 INSPIRATIONAL TEACHERS**

**9,479 MOTIVATED STUDENTS**

**165 VIBRANT SCHOOL DAYS**

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## DEAR PARENT/CARER

**On behalf of the Headteachers, teachers and support staff, we would like to welcome you to Hackney.**

This brochure is produced in partnership with Hackney secondary schools and academies to give you the information you need to make an informed decision about your child's future.

Choosing the next step in your child's education is a huge responsibility for any family, so it's important that you read the brochure carefully and look closely at each school's admissions criteria in order to make the right choice for your child. We're pleased that you, like so many other local parents, have made Hackney your preferred choice.

We are committed to supporting the best possible education for our young people and we have some outstanding schools for you to choose from. Secondary schools in Hackney have again had another exceptional year. Our success rate at GCSE level continues to rise. Last summer (2012) saw fantastic GCSE results for our pupils, with over 60% of students achieving five or more GCSEs (including English and maths) at grades A\*-C.

The borough is also one of the most improved areas in the country for post-16 attainment. Our A and AS level students too achieved great success this year, with some fantastic results across the borough and offers from outstanding universities in the UK. This continued success can be attributed to the endless hard work of pupils and teachers, as well as the support of parents.

As your child makes the step from primary to secondary school, we hope you'll continue to be involved in encouraging their learning and maintaining excellent levels of work, motivation and behaviour.

We are dedicated to working with schools to ensure they keep improving and giving all children the best possible start in life.

Whichever school your child moves on to, they are guaranteed excellent opportunities. We wish you and all pupils starting secondary school in Hackney the very best for the future.



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**youtube.com/hackneysuccess**





## 2014 ADMISSION TO HACKNEY'S SECONDARY SCHOOLS

This guide will help you understand the admissions process when your child transfers to a secondary school in September 2014.

You should read all five sections carefully, especially section one, which gives advice on how to choose a school for your child and apply for a place there. Section two is also important because it tells you how the admissions process works. Hackney secondary schools are very popular, but we only have a limited number of places available. Although we will try hard to offer your child a place at the school you prefer, we can't guarantee that we will be able to do so. Therefore, please think very carefully when listing your preferences. Our primary schools have good links with secondary schools, so your child's current Headteacher will be able to advise you on suitable schools. You can also read the sections on each school in this booklet, or get a copy of the prospectus from each of the schools you are interested in. We also recommend that you visit secondary schools outside Hackney, so that you can decide whether to apply for a place at one of these schools as well.

### CO-ORDINATED ADMISSIONS

All London Local Authorities (LAs) work together on the transfer process, and they use the Pan-London Register computerised system to do this. This means that you will only have to complete one application form, listing all your preferred schools together, regardless of which boroughs the schools are in. We will use the Pan-London Register to forward your child's details, and your list of preferred schools, to other LAs so that they can be considered for a school place there. This process also makes sure that pupils are not offered more than one place in any London state-funded maintained school.

### HACKNEY'S SECONDARY SCHOOLS FAIR

The Hackney's Secondary Schools Fair will take place on:

**Tuesday 10 September 2013**  
4pm – 7.30pm

**The Assembly Hall, Hackney Town Hall**  
Mare Street, London E8 1EA

This event will give you a chance to meet school staff and pupils and ask questions about schools you're interested in. Staff from Hackney Learning Trust's Admissions Team, including the independent Choice Adviser, will also be there to answer any questions you may have about the transfer process. Although the event is mainly for parents of year 6 children, parents of year 5 children are also welcome to attend.

### OTHER USEFUL INFORMATION

You can go to [www.gov.uk](http://www.gov.uk) (click "Education and Learning" and then "School admissions and transport to school"). This provides general information about applying for a school place and appealing against an admission decision.

### ADMISSION TEAM CONTACTS

If you would like more information or advice about the transfer process to a secondary school, you can call the Admissions Team on **020 8820 7247** or **020 8820 7501** – Monday to Friday, between 9am and 5pm. We look forward to supporting you during this process and wish your child every success in getting a place at their preferred school.

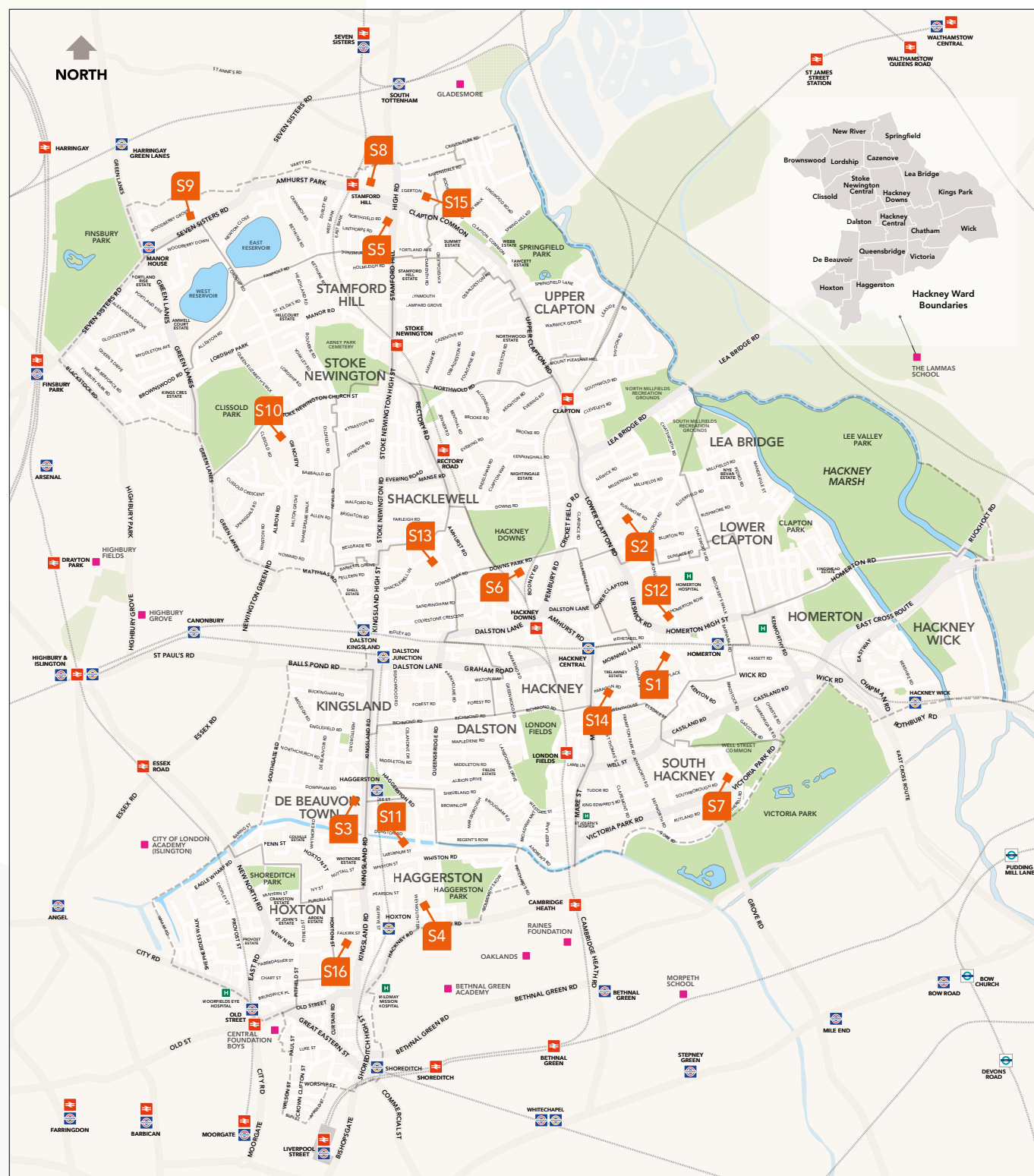
## TIMETABLE AND PROCESS FOR TRANSFER TO SECONDARY SCHOOLS IN 2014

### Important dates



<b>Tuesday 10 September 2013</b>	Hackney's Secondary Schools Fair The Assembly Hall, Hackney Town Hall, Mare Street, London E8 1EA
<b>From Wednesday 11 Sept to Thursday 3 October 2013</b>	Open days and evenings arranged for parents to visit academies and secondary schools.
<b>Monday 30 Sept, Tuesday 1 and Wednesday 2 October 2013</b>	Children attending Hackney primary schools take the cognitive abilities tests over these three days.
<b>From Monday 30 September to Friday 18 October 2013</b>	Headteachers at Hackney primary schools will set up interviews to help parents, whose children attend their schools, complete the online common application form. Parents living in Hackney, whose children attend primary schools in other LAs, can also apply online at <a href="http://www.eadmissions.org.uk">www.eadmissions.org.uk</a> (to find out more go to page 15).
<b>Friday 25 October 2013</b>	Hackney Learning Trust would prefer all Hackney residents to complete their online or paper application by this date.  The national closing date for completing the online form at <a href="http://www.eadmissions.org.uk">www.eadmissions.org.uk</a> is <b>Thursday 31 October 2013</b>
<b>From Thursday 14 November 2013 to Friday 14 February 2014</b>	The Pan-London process takes place during these months, information about preferences of all London year 6 children is exchanged through the Pan-London Register. All LAs receive details about parents' preferences and exchange information about potential offers of places during this period.
<b>Saturday 30 November and Saturday 7 December 2013</b>	Children attending primary schools outside Hackney take the cognitive abilities tests during the morning or afternoon session at either The Petchey Academy on Saturday 30 November 2013 or Mossbourne Community Academy on Saturday 7 December 2013.  These are the only dates available so it is important that your child attends on the date you are given.
<b>Monday 3 March 2014</b>	Parents who have applied online will receive an email from <a href="http://www.eadmissions.org.uk">www.eadmissions.org.uk</a> at some point in the evening telling them the outcome of their application.  Hackney Learning Trust will also post letters to all year 6 parents telling them the outcome of their application.
<b>Monday 17 March 2014</b>	Parents must either return the reply slip to confirm acceptance of the school offer by this date or confirm online.
<b>Monday 24 March 2014</b>	Parents must submit their completed appeal forms by this date.
<b>May 2014</b>	Admission appeal hearings are arranged – parents will receive a letter telling them when their appeal will take place.



# MAP OF SECONDARY SCHOOLS AND TRANSPORT LINKS IN HACKNEY



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-  Schools in Hackney
-  Schools in other boroughs

## OPEN DAYS AND EVENINGS

Parents' visits to Hackney's secondary schools during September and October 2013.

**S1 CARDINAL POLE CATHOLIC SCHOOL**  
Morning Lane, E9 6LG

### OPEN MORNINGS

From 16 to 20 September  
9.15am-10.30am

### OPEN EVENING

23 September, 4.30pm-7.30pm

**S2 CLAPTON GIRLS' ACADEMY**  
Laura Place, Lower Clapton Road, E5 0RB

### OPEN MORNINGS

19, 20, 24 September and  
11 October, 9.15am-10am  
21 September, 10am-12noon

### OPEN EVENING

3 October, 5pm-7.30pm

**S3 HACKNEY NEW SCHOOL**  
1-9 Downham Road, N1 5AA

### OPEN MORNINGS

20 September and 4 October,  
9am-11am (by appointment)

### OPEN EVENING

24 September, 7pm-9pm

**S4 HAGGERSTON SCHOOL**  
Weymouth Terrace, E2 8LS

### OPEN MORNINGS

12, 17, 23 and 25 September  
9am-10.30am

### OPEN EVENINGS

18 September, 5.30pm-7pm  
30 September, 4.30pm-6pm

**S5 LUBAVITCH SENIOR GIRLS' SCHOOL**  
107-115 Stamford Hill, N16 5RP

### OPEN DAY

1 October, 3.30pm-5.30pm

**S6 MOSSBOURNE COMMUNITY ACADEMY**  
Downs Park Road, E5 8JY

### OPEN EVENING

25 September, 4.15pm-8pm

**S7 MOSSBOURNE VICTORIA PARK ACADEMY**  
at MCA, 100 Downs Park Road.

### SATURDAY OPEN SESSION

28 September, 9.30am-11.30am

**S8 OUR LADY'S CONVENT HIGH SCHOOL**  
6-16 Amhurst Park, N16 5AF

### OPEN MORNINGS

25, 26 and 27 Sept, 9am-10.30am

### OPEN EVENING

24 September, 4pm-7pm

**S9 SKINNERS' ACADEMY**  
Woodberry Grove, N4 1SY

### OPEN MORNING

24 September, 9am-10am

### OPEN EVENINGS

19 September, 4.30pm-6.30pm  
23 September, 5pm-7pm

**S10 STOKE NEWINGTON SCHOOL & SIXTH FORM**  
Clissold Road, N16 9EX

### OPEN MORNINGS

23, 24, 25, 26 September, 7 and  
8 October, 9.45am-10.45am

### OPEN EVENINGS

16 and 17 Sept, 5pm-7.30pm

**S11 THE BRIDGE ACADEMY**  
Laburnum Street, E2 8BA

### OPEN DAYS

18 and 26 September  
8.40am-10.10am & 4.30pm-6pm

**S12 THE CITY ACADEMY, HACKNEY**  
Homerton Row, E9 6EA

### OPEN MORNING

8 October (by appointment)

### OPEN EVENING

12 September, 4.30pm-8pm

**S13 THE PETCHEY ACADEMY**  
Shacklewell Lane, E8 2EY

### OPEN MORNINGS

5, 12, 19, 26 September, 3, 10, 17  
and 24 October, 8.30am-9.30am

### OPEN EVENING

11 and 23 September  
5.30pm-8pm

**S14 THE URSWICK SCHOOL**  
Paragon Road, E9 6NR

### OPEN MORNINGS

12, 17, 19, 24 and 26 September  
9am and 10am (tours)

### OPEN EVENING

19 September, 5.30pm-7.30pm

**S15 YESODEY HATORAH SENIOR GIRLS' SCHOOL**  
Egerton Road, N16 6UB

Please contact the school on  
020 8802 8412 to arrange a visit.

**S16 HACKNEY UNIVERSITY TECHNOLOGY COLLEGE**  
Shoreditch Campus, Falkirk Street, N1 6HQ

### OPEN MORNING

11 October, 9am-10.30am

### OPEN EVENING

3 October, 5pm-7pm

Please note these dates relate only  
to pupils transferring from Year 9  
to Year 10.



SECTION ONE

# choosing a school and applying for a place

## QUESTIONS YOU MAY WANT TO ASK WHEN VISITING SECONDARY SCHOOLS

We recommend that you visit secondary schools to get an idea of their strengths and character. Here are some questions you may wish to ask yourself and the staff at the schools.

### General atmosphere

Is the school welcoming? Does it give you the impression that the pupils and staff are hard working? Have they got examples of pupils' work on show?

### Academic success

What subjects does the school teach? How many pupils enter for public exams? Are they encouraged to do well and do they get good grades? How does the school recognise and celebrate the achievements of all pupils, regardless of their abilities?

### Behaviour

What is the school's policy on behaviour? Do pupils behave well? What action does the school take if a child behaves badly? Does the school tell parents straight away if their child behaves badly?

### Extra-curricular activities and study support

Are there plenty of activities at lunchtime and after school? For example, do they have homework, creative arts and sports clubs? What does the school do for study support?

### Involving parents

Successful schools encourage and expect you to be fully involved in your child's education. How does the school do this? Is there an active parent/teacher group or association?

### Support for special educational needs

How well does the school cater for children with additional educational and learning needs?

Think about how the answers to these questions meet your expectations and ambitions for your child's education.

## HOW DO I MAKE MY PREFERENCES?

When you have read this booklet and visited the schools, you'll need to decide which schools you would like your child to attend. You can list up to six different schools, including those outside Hackney. You should list the schools in the order that you prefer them. You don't have to list six preferences, but the more schools you list, the more schools you'll be considered for.

For example, if you name only one school, and you're not offered a place there, you'll have to wait until everyone else's six preferences have been considered before you can request a place at the schools that still have places available. If the closest alternative school to you is already full, your child may have to travel a long way to get to another school. When you list the schools you prefer, make sure you put your favourite school first, then your next favourite as your second preference and so on.

You need to be sure which schools you like, and in what order you prefer them, because you only get one offer of a place. If more than one school is able to offer your child a place, the offer will be for the school that you have ranked the highest. Listing only one or two schools on your application form does not increase your chances of getting a place at these schools.





**HOW DO I APPLY FOR A SCHOOL PLACE IF MY CHILD HAS A STATEMENT OF SPECIAL EDUCATIONAL NEEDS?**

There is a separate transfer process for pupils who have an SEN statement. This is different from the transfer process for other children. If your child has a statement, you will receive an application form from the SEN Assessment and Monitoring Team. You should use this form to list the schools you prefer for your child. If you choose one of the academies or community schools, your child can take the cognitive abilities test. The transfer timetable for children with SEN statements may not be the same as the timetable in this booklet. You can call the Special Needs Assessment and Monitoring Team on **020 8820 7000** if you need more information.

**HOW DO I APPLY FOR A PLACE AT A RELIGIOUS SCHOOL?**

If you want to apply to religious schools, such as Cardinal Pole Catholic School, Our Lady's Convent High School (Catholic), The Urswick School (Church of England), Lubavitch Senior Girls' School (Jewish), and Yesodey Hatorah Senior Girls' School (Jewish), you must put the name of the school on the Hackney Learning Trust's common application form. If you want to be considered under the religious criteria, you will be asked to provide extra information about your membership of that particular faith on a separate supplementary form.



You can get the supplementary form from the school or Hackney Learning Trust. You must return your supplementary form to the school by **31 October 2013**. You must be sure to put the name of the school on the online common application form as well or the school won't be able to consider your application. Cardinal Pole and The Urswick schools admit children who aren't members of any faith, so you can list these schools as a preference without having to complete a supplementary form.

**HOW DO I APPLY TO SECONDARY SCHOOLS OUTSIDE HACKNEY?**

It's important that you get information about schools in other boroughs if you are thinking of applying for a place there. Many Hackney children already go to neighbouring secondary schools. Depending on where you live, some of these schools may be closer to your home than schools in Hackney. If you want to apply for a place at any of the neighbouring schools, you should just list them on the Hackney Learning Trust's application form in the order you prefer.

Some LAs and schools outside Hackney will also ask you for extra information on a second form. Please check the rules for admissions for each school to make sure that you know exactly what they expect and need. You can get the supplementary form directly from the schools or LAs.



**NEIGHBOURING COUNCILS' ADMISSION TEAM CONTACTS**

Here are some neighbouring councils' admission departments.

**Camden**  
T. 020 7974 1625  
[www.camden.gov.uk/admissions](http://www.camden.gov.uk/admissions)

**Enfield**  
T. 020 8379 1000  
[www.enfield.gov.uk/admissions](http://www.enfield.gov.uk/admissions)

**Haringey**  
T. 020 8489 1000  
[www.haringey.gov.uk/schooladmissions](http://www.haringey.gov.uk/schooladmissions)

**Islington**  
T. 020 7527 5515  
[www.islington.gov.uk/services/schools-learning/5-16/admissions/secondary](http://www.islington.gov.uk/services/schools-learning/5-16/admissions/secondary)

**Newham**  
T. 020 8430 2000  
[www.newham.gov.uk/Pages/Category/Schools-and-colleges.aspx](http://www.newham.gov.uk/Pages/Category/Schools-and-colleges.aspx)

**Tower Hamlets**  
T. 020 7364 5006  
[www.towerhamlets.gov.uk/lgs/1-50/schools/secondary\\_schools.aspx](http://www.towerhamlets.gov.uk/lgs/1-50/schools/secondary_schools.aspx)

**Waltham Forest**  
T. 0845 200 1551  
[www.walthamforest.gov.uk/Pages/Services/schools-places-secondary.aspx](http://www.walthamforest.gov.uk/Pages/Services/schools-places-secondary.aspx)

**Westminster**  
T. 020 7641 1816  
[www.westminster.gov.uk/services/educationandlearning/schoolsandcolleges](http://www.westminster.gov.uk/services/educationandlearning/schoolsandcolleges)

**REMEMBER**

Make sure you list the schools in the order you prefer them.

If you list more than one school, you increase your chances of being offered a place at one of your preferred schools.

**ADVICE AND SUPPORT FOR PARENTS**

You can get independent advice to help you make sense of the process and make the right decisions about your final list of schools. The Choice Adviser, Ian Hodges, is based at Hackney Learning Trust. Ian can be contacted on **020 8820 7510** or by email at [xxx.xxxxxx@xxxxxxxxxxxxxx.xx.xx](mailto:xxx.xxxxxx@xxxxxxxxxxxxxx.xx.xx)

**THE APPLICATION FORM**

All Hackney residents have to complete the Hackney Learning Trust's Common Application Form.

If your child attends a Hackney primary school, their Headteacher will invite you to complete the application online at the school from 30 September to 18 October 2013. Parents whose children don't attend a Hackney primary school should also apply online at [www.eadmissions.org.uk](http://www.eadmissions.org.uk). The closing date for all applications is **Friday 25 October 2013**. If you are unable to apply online, you must ask us to send you a paper application form. You will need to send two items of proof of address when you apply. These should be:

- a copy of this year's council tax bill or a housing benefit letter;
- an original utility bill that is not older than two months. This should be a gas, electricity, TV licence, water or landline phone bill.

If you don't send us the proof we need, it may delay processing your application. We will match each address with the one we have on our database. If you've changed your address in the last year, we may ask to see proof that you have moved out of your previous property. We will carry out random checks on addresses as explained on page 19.





## SECTION TWO

**the admissions process****HOW WILL YOU PROCESS MY APPLICATION FORM?**

The Admissions Team at Hackney Learning Trust will enter all the details on your application on our pupil database. We will consider each of your preferences at the same time. If you apply for a place at a community school, we will apply the criteria for admissions for that school. If you list a religious school or academy within Hackney, the Admissions Team will forward your details to that academy or school. The school will then consider your application and will rank your child in accordance with their own admissions criteria. The schools won't know from your application form whether they are listed first, second, third and so on. If you've listed any schools outside of Hackney, your details will be sent to the appropriate Admissions Team through the Pan-London Register. After considering all your preferences, we will keep a record of all potential offers for your child and you will get a place at the school ranked the highest out of those potential offers. For example, if there are available places for your child at the schools ranked third and fourth on your list, we'll offer you a place at your third preference school. We will then decline the offer of a place at your fourth preference school. This place will be given to another child.

**IF I HAVE TWINS OR TRIPLETS, WILL ANY SPECIAL CONSIDERATION BE GIVEN TO MY APPLICATION?**

We cannot give these applications any special consideration. If you do have twins or triplets, but the school has offered only one place, we will ask that school to admit the other siblings as well, even if this means going over their number for admissions. If this is not possible, the place will be allocated by a lottery carried out by the Admissions Team in the presence of an independent witness. However, we can't force a religious school or an academy to go above their admission numbers. If required, we'll help you find places for all your children at another school.

**WHAT IS BANDING?**

Banding is used to place children into groups according to their ability. All Hackney's academies, community schools and Hackney New School have the same number of places available for each band, so each band has equal status. Your child will be placed in one of these band groups. The band group your child is placed in will depend on their performance when completing the cognitive abilities test. Once all children have been placed in a band, they will be considered for places at these schools. If there are more applications than places available within each band, offers will be made in line with the school's admissions criteria. Children who are not offered places will be put on the waiting list within their band group.

**HOW WILL MY CHILD BE TESTED?**

Year 6 children will have to take the cognitive abilities test in three parts: Verbal, Quantitative and Non-Verbal. These tests have been designed to assess the child's ability. Each child will have a score from their tests that places them in a particular band group. Your child may not be in the same band for each school. Children with SEN statements do not have to take the test, but they can do so if they wish. All year 6 pupils attending a primary school in Hackney will take the cognitive abilities tests at their school on **30 September, 1 and 2 October 2013**. Each test will last for about an hour on the day. Your child's test scores will be used by all Hackney's academies, community schools and Hackney New School. If you list more than one school, you increase your chances of being offered a place at one of your preferred schools. If you live in Hackney, but your child attends a primary school outside the borough, and you apply for one of the schools that use banding, your child will be tested at one of the test venues for children who attend primary schools outside Hackney. The test venues are The Petchey Academy and Mossbourne Community Academy. We will write to parents at the end of November 2013 inviting their child to take the test at one of these venues on either **30 November** or **7 December 2013**. Your child will have to sit all three parts of the test in one session (morning or afternoon). The session will last two to three hours. There are no alternative dates, so please make sure your child is available to take the test on these dates.



## WHAT FACTORS CAN AFFECT MY CHANCES OF GETTING THE SCHOOL PLACE I WANT?

Hackney schools have become increasingly popular, but there are only a limited number of places available. More parents are applying for places at particular academies or schools than there are places available. You may need to think about how well you meet the admissions criteria for the schools you are considering. You also need to find out how many applications the school has had in previous years, and whether children living in your area were able to get a place there. You should take a look at the priorities listed in the table on page 24, before you apply for a Hackney community school such as Haggerston or Stoke Newington, as these schools often have more pupils applying than there are places available. Academies, Hackney New School and religious schools have different criteria for admissions. Please look at the tables on pages 25-31 to see how these might apply to you. Children with SEN statements will be the first to be offered places. Offers for the remaining places are made in line with the admissions criteria. When you've visited your preferred schools, and decided which ones you want to apply for, we strongly recommend that you look carefully at the tables and allocation maps for each school to work out your chances of being offered a place. Most places are offered on the basis of how far away the child lives from the school. The 'cut-off' distances for last year are shown in the tables on pages 24-31. These tell you how far away the last child who was offered a place at a particular school lived. For the academies and community schools, you'll need to check the cut-off distances for all bands, as these will vary and you won't know your child's band group when you apply.

## MEASURING DISTANCES TO A SCHOOL

To help you work out the distance between your address and a school, you can use a website called [www.freemaptools.com/distance-between-uk-postcodes.htm](http://www.freemaptools.com/distance-between-uk-postcodes.htm). It won't give you an exact measurement from your property, but it will give you an idea as to whether you fall within a school's cut off distance as listed on pages 24-31.

## OVERSUBSCRIBED SCHOOLS

Information about the admissions criteria and cut-off distances for schools in Hackney are listed in the tables on pages 24-31. This will give you an idea of whether your child is likely to be offered a place at a school and it will help you decide whether to apply to a particular school.

## ALLOCATION MAPS

Each academy and school has a map that shows where the pupils live who were successful or unsuccessful in gaining school places last year. Please look at these maps carefully to see where you live. If your address falls within the cluster of orange dots, this means that your child may get a place at that academy or school, but you'll need to bear in mind that there are different cut-off distances for each band. If your address falls within the cluster of blue dots, then you're unlikely to get a place at the academy or school under the distance rule.

## REMEMBER

Academies and community schools use banding to ensure that children of all abilities are placed in a band and offered places in accordance with the admissions criteria.



## WHAT HAPPENS IF MY APPLICATION IS SUBMITTED LATE?

We will only consider late applications if they are late for good reasons. This can be where a single parent has been ill, a member of the family has died, or if the family has recently moved into the area or has just returned from abroad. We will also need to see proof of ownership or tenancy of a property within Hackney as well as a utility bill. Otherwise, late applications will have to wait until all the applications that were sent in on time have been dealt with. This is most likely to be after 3 March 2014, but you may still receive a letter telling you the outcome of your application.

## WHAT IS DEFINED AS A HOME ADDRESS AND WHAT HAPPENS IF I MOVE HOUSE?

The child's home address is the address where they are living on the date of the application. We will need to see proof of address as explained on page 15 of this booklet. Where parental responsibilities are equally shared, we will consider the home address to be the place where the child sleeps, and spends most of their time, from Monday to Friday. Normally, this will be with the parent/carer who receives Child Benefit for that child. This is the address that will be used to apply a school's oversubscription criteria, such as distance from the school or whether there is a sibling at the school.

We cannot accept a temporary address if you still possess a property that was previously used as a home address; nor will we accept a temporary address if it is used solely or mainly to obtain a school place.

If you move before 31 December 2013, you must let the Admissions Team know your new address. We will need to see proof of your new address to confirm that you are living there. This could include proof of exchange of contracts or a tenancy agreement. We will also need to see an original utility bill, such as a gas or water bill. If you move after 31 December 2013, we will only be able to use your new address to adjust your child's position on the waiting list after 3 March 2014. If a school place is offered based on fraudulent or intentionally misleading information, the offer will be withdrawn and a new application will be required. We may also consider withdrawing the place after the child has started school, regardless of how much time has passed.

We will also ask the secondary school to check the child's home address at the time of admission. If it is different from the address on the application form, we will check whether the previous address was a temporary address, used for the purposes described above.

We carry out random checks on a number of applications. We also investigate a sample of applications where there has been a change of address in the last 12 months, or where a parent moves after 3 March 2014, up to the end of the child's first term in Year 7.

We will investigate all applications:

- where there are any doubts about the information provided;
- where information has been received from a member of the public to suggest a fraudulent application has been made;
- where the council tax account number is in a different name from the applicant's.

Any applicant who provides false information will have their offer of a school place withdrawn. They may also be subject to legal proceedings. If we find out that the home address is not in Hackney, we will withdraw the application altogether. The family will then have to apply to their own local authority.

We reserve the right to seek additional information to carry out our investigations. We also reserve the right to carry out home visits to the address used on the application form and any other addresses previously used.





### CAN I GET PRIORITY FOR MY CHILD'S MEDICAL OR SOCIAL NEEDS?

If you've asked for your child to be given priority for a place at a particular school on medical or social grounds, you will need to provide proof of this. The kind of proof we need would be a letter from a GP, hospital consultant, social worker or any other agency or professional involved with your case. These documents must explain why your child can only attend a particular school and why they cannot attend any other school. The documents should be received by Hackney Learning Trust by **6 January 2014**. Not all academies and schools in Hackney give priority on medical or social grounds, so please check their admissions criteria first.

### WHEN WILL I KNOW THE OUTCOME OF MY APPLICATION?

A letter will be posted on **3 March 2014** to inform you of the outcome of your application. It will tell you which school has offered your child a place, or that your child has not been offered a place at any of your preferred schools. The offer will be from the highest ranked school on your list that was able to offer your child a place. Children who haven't been offered a place at any of their preferred schools, including late applications, will also receive details of the schools that still have places available.



### HOW DO I ACCEPT MY CHILD'S SCHOOL PLACE?

The letter mentioned above, sent by Hackney Learning Trust, will have a reply form attached. You have to complete and return the reply form to confirm that you are accepting the offer by **17 March 2014**. You can also accept the offer online at [www.eadmissions.org.uk](http://www.eadmissions.org.uk). If you don't do this, we may withdraw the offer. We also need to know if your circumstances have changed and you no longer want the place.

### HOW DO PLACES THAT BECOME AVAILABLE GET RE-ALLOCATED AFTER 3 MARCH 2014?

All responses returned by parents will be entered on to the database and the secondary schools will be notified. If you tell us that you no longer want the place, we will offer that place to other children on the waiting list. Any child, who has been refused a place at a higher ranked academy or school, or at any of their preferred academies or schools, will be on this list. Their position on the list will be worked out according to the admissions criteria for each school. Hackney Learning Trust will continue to offer places and maintain the lists until the end of August 2014. From 1 September 2014, waiting lists will be maintained in accordance with the secondary school in-year admissions process. All secondary schools will inform the Admissions Team when a vacancy becomes available. The next child on the waiting list will be offered a place, and the Admissions Team will send an offer letter to the parent.

### WHAT HAPPENS IF I DON'T GET A PLACE AT ANY OF MY PREFERRED SCHOOLS?

Hackney Learning Trust will ask you to consider schools that still have places available and to let the Admissions Team know which schools you would like to apply for. You will need to rank your new preferences in order of 1st, 2nd and 3rd on the reply form. When we know that a place can be offered, we'll write and tell you. You will only get one offer of a school place. If you need to discuss your situation in more detail, you can contact either the Admissions Team on **020 8820 7247 / 7501** or the Choice Adviser, Ian Hodges, on **020 8820 7510**. Ian will be able to give you help and advice about your options, including details of available schools outside Hackney.





HOW DO I APPEAL?

If you are disappointed because you haven't been able to get a place at one of your preferred secondary schools in Hackney, you can appeal against the decision not to offer your child a place. You can get an appeal form from the Admissions Team. Your appeal must be in writing, setting out your reasons for appeal. You must complete and return your appeal form by **24 March 2014** and we will let you know when we receive it.

You can get independent advice about appeals from the **Advisory Centre for Education** on **0300 0115 142** or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk) or and Coram Children's Legal Centre on **8088 020 008** or at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com).

HOW DO I APPEAL IF MY CHILD HAS A STATEMENT OF SEN?

If your child has an SEN statement, you can appeal against the decision to name a particular school on the statement to a special needs and disability Tribunal. This is different from the normal appeals process described above. You should contact the Special Needs Assessment and Monitoring Team on **020 8820 7000** to find out more.

SECONDARY IN-YEAR ADMISSIONS 2014

To apply for a place at a Hackney maintained school or academy, you will need to complete a Hackney Learning Trust application form. You can list up to four schools in the order that you prefer them. You will be expected to provide proof of address, such as a gas or electricity bill, and proof of your child's date of birth if they are not already attending a local school. Parents living in Hackney who want to apply for places at maintained schools and/or academies outside Hackney will need to apply directly to either the school or the local authority where the school is situated. You should check with the school as to the arrangement in place to deal with your application.

When you complete the Hackney Learning Trust application form, an additional form (part 2) is attached, which you will need to get completed by your child's current or previous school. This will ensure that the new school has all the information it needs to support your child's admission. If you apply to a religious school, and wish to be considered under their religious priorities, you should also complete that school's supplementary form.

Once we receive your application, your child's details will be forwarded to the school for consideration. The school should make its decision within 10 school days. If you have applied to Haggerston or Stoke Newington Schools, Hackney Learning Trust's Admissions Team will let you know the outcome. Academies and religious schools will ask the Admissions Team to contact you on their behalf. If you are not offered a place, we will write to you to tell you why. You have the right to appeal against the decision to an independent appeal panel. If you have applied to schools outside Hackney, the school or the local authority will contact you directly to let you know the outcome. They will also notify us once a place has been offered.

If your child doesn't have a school place, and we are unable to offer a place at one of your preferred schools, we will send you a list of schools that still have places available. We would expect you to accept a place at one of these schools. For further advice or information about this process, please contact the in-year admission officers on **020 8820 7397 / 7398 / 7489 / 7197**. Occasionally, a child may be refused a place because their behaviour is considered challenging. If your child is not on roll of another school, a referral may be made for consideration by our Fair Access Protocol Panel.

IN-YEAR ADMISSION TO HACKNEY UTC

Parents of Year 10 pupils and above should apply directly to Hackney UTC using the application form available on-line at [www.hackneyutc.co.uk](http://www.hackneyutc.co.uk).



FAIR ACCESS PROTOCOL 2014

All schools have signed up to this protocol. The Fair Access Protocol Panel meets once a month to allocate school places to pupils without a school place who belong to one of the categories covered by the protocol. These are usually pupils who cannot be offered a school place under the normal admission process. You can get a copy of the Hackney Learning Trust's Fair Access Protocol Policy from the Admissions Team on **020 8820 7402**.

HOW DO I GET A SCHOOL PLACE IF MY CHILD HAS BEEN PERMANENTLY EXCLUDED?

If your child has been permanently excluded from a previous school, their papers will be sent to New Regent's Lower or Upper School. They will arrange for your child to go to New Regent's temporarily while they talk to you about whether your child should:

- go back to a mainstream school straight away; or
- continue at a multi-provision short-stay school for a period of time while undergoing continuous assessment.

The Head will decide when to refer the child to the Fair Access Protocol Panel for a place at a Hackney mainstream school.



IMPORTANT INFORMATION

INFORMATION ON APPEALS FOR 2013  
ADMISSION TO SECONDARY SCHOOLS

Name of school	NUMBER OF APPEALS	
	Lodged	Successful
Cardinal Pole Catholic School	2	1
Clapton Girls' Academy	5	3
Mossbourne Community Academy	68	14
Skinners' Academy	8	0
Stoke Newington School & Sixth Form	8	0
The City Academy	40	2
The Petchey Academy	7	0
TOTAL	138	20





# TABLE ONE

Places offered in community schools on 1st March 2013.

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013									
ADMISSION CRITERIA	HAGGERSTON SCHOOL				ADMISSION CRITERIA	STOKE NEWINGTON SCHOOL & SIXTH F.			
	Intake number: 180					Intake number: 255			
	Number of places offered within each band					Number of places offered within each band			
	A	B	C	D		A	B	C	D
Children with statements of special educational needs.	0	0	0	3	Children with statements of special educational needs.	0	0	0	7
1. Children looked after by a local authority.	0	0	0	0	1. Children looked after by a local authority.	0	0	0	0
2. Children subject to a child protection plan.	0	1	0	0	2. Children subject to a child protection plan.	0	0	1	2
3. Children whose acute medical or social needs justify a place at the particular school.	0	0	0	0	3. Children whose acute medical or social needs justify a place at the particular school.	3	0	0	0
4. Children with a brother or sister on roll at the school in Years 7 to 11 at the time of the proposed admission.	6	10	12	7	4. Children with a brother or sister on roll at the school in Years 7 to 11 at the time of the proposed admission.	9	21	13	14
5. Children living nearest (in miles) to the main entrance of the school as measured in a straight line on a map or using a GIS computerised batch distance measuring mapping system.	25 2.283	19 9.692	24 2.144	21 2.601	5. Children living nearest (in miles) to the main entrance of the school as measured in a straight line on a map or using a GIS computerised batch distance measuring mapping system.	52 0.824	43 0.831	50 1.307	40 1.676
TOTAL OFFERED	31	30	36	31	TOTAL OFFERED	64	64	64	63
TOTAL APPLICATIONS RECEIVED	481				TOTAL APPLICATIONS RECEIVED	831			

# TABLE TWO

Places offered in religious schools on 1st March 2013.

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013	
ADMISSION CRITERIA	CARDINAL POLE CATHOLIC SCHOOL
	Intake number: 180
	Number of places offered (banding was used but not shown below)
Pupils with statements of special educational needs.	4
1. Catholic looked after children.	0
2. Baptised Catholic children from practising Catholic families whose applications are supported by the parish priest.	69
3. Other baptised Catholic children from Catholic families who can show no evidence of current religious practice.	10
4. Other looked after Christian children.	0
5. Baptised children of Eastern/Orthodox Churches or Catechumens where the application is supported by their priest.	0
6. Baptised children from Christian families who seek a Catholic education for their child and where the application is supported by a reference from a religious leader.	50
7. Children from non-Christian families who seek a Catholic education for their child and where the application is supported by a reference from a religious leader.	10
8. Any other children.	53
TOTAL OFFERED	196
TOTAL APPLICATIONS RECEIVED	558

\*Please note for September 2014 the above criteria has changed and banding will cease to be used (see page 37).

TABLE TWO  
PLACES OFFERED IN RELIGIOUS SCHOOLS ON 1ST MARCH 2013

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013			
ADMISSION CRITERIA	LUBAVITCH SENIOR GIRLS' SCHOOL Intake number: 30	ADMISSION CRITERIA	OUR LADY'S CONVENT HIGH SCHOOL Intake number: 120
	Number of places offered (no banding)		Number of places offered (no banding)
Children with SEN statements.	2	Pupils with SEN statements.	1
1. Looked after Orthodox Jewish girls.	0	1. Catholic looked after children.	0
2. Orthodox Jewish girls with a sister living at the same address who is currently on roll at the school and who will continue to be on roll after the proposed admission.	11	2. Baptised Catholic girl from practising Catholic family.	101
3. Orthodox Jewish girls with a sister on roll at Ruth Lunzer primary school after the proposed admission.	5	3. Baptised Catholic girls.	6
4. Other Orthodox Jewish girls.	0	4. Other looked after children.	0
5. Other looked after girls.	0	5. Christian girls from practising Christian family.	1
6. Other Jewish girls.	0	6. Christian girls.	2
7. Other girls.	0	7. Other girls.	13
TOTAL OFFERED	18	TOTAL OFFERED	124
TOTAL APPLICATIONS RECEIVED	20	TOTAL APPLICATIONS RECEIVED	340

TABLE TWO  
PLACES OFFERED IN RELIGIOUS SCHOOLS ON 1ST MARCH 2013

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013			
ADMISSION CRITERIA FOR FOUNDATION (F) & COMMUNITY (C) PLACES OFFERED	THE URSWICK SCHOOL Intake number: 150	ADMISSION CRITERIA	YESODEY HATORAH SENIOR GIRLS' SCHOOL Intake number: 80
	Number of places offered (no banding)		Number of places offered (no banding)
Pupils with SEN statements	7	Pupils with SEN statements	1
1. Looked after children.	1	1. Charedi Jewish girls in public care.	0
2. Children subject to a child protection plan.	0	2. Charedi Jewish girls with sisters at the school.	23
3. Children who are the subject of an education supervision order which names the school.	0	3. Charedi Jewish girls who meet the Charedi criteria as prescribed by the Rabbinate of the Union of Orthodox Hebrew Congregations.	35
4. Children who have an exceptional medical or social need for a place at the school.	0	4. Other Charedi Jewish girls.	0
Children who regularly attend a Church of England church.	13 (F)	5. Other girls in public care.	0
Children who regularly attend other Christian churches or chapels, or other Christian denominations.	39 (F)	6. Other girls.	0
Children who attend other World Faith organisations.	14 (C)		
Children with siblings at the school at the time of admission.	30 (F) (C)		
Children living nearest to the main entrance of the school measured in a straight line.	46 (F) (C)		
TOTAL OFFERED	150	TOTAL OFFERED	59
TOTAL APPLICATIONS RECEIVED	442	TOTAL APPLICATIONS RECEIVED	59



TABLE THREE

Places offered in academies and free schools on 1st March 2013

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013									
ADMISSION CRITERIA	CLAPTON GIRLS' ACADEMY				ADMISSION CRITERIA	HACKNEY NEW SCHOOL			
	Intake number: 180					Intake number: 100			
	Number of places offered within each band					Number of places offered within each band			
	A	B	C	D		A	B	C	D
Children with SEN statements.	0	0	1	0	10% of students based on their musical aptitude.	5	3	2	0
1. Looked after children or previously looked children.	0	2	1	1	Children with SEN statements.	0	0	0	0
2. Children whose siblings currently attend Clapton Girls' Academy and Sixth Form and who will continue to do so on the date of admission.	9	7	7	14	1. Children with a medical or social need.	0	0	0	0
3. Students offered places based upon distance from the academy, with those living closer to the academy receiving higher priority.	36 1.214	36 1.488	36 0.849	30 1.036	2. Siblings (not applicable for admission in 09/2013, except in the case of twins).	0	0	0	0
					3. Distance from Hackney New School as measured in a straight line from the gates of the school to the door of the child's home.	20	22	23	25
TOTAL OFFERED	45	45	45	45	TOTAL OFFERED	25	25	25	25
TOTAL APPLICATIONS RECEIVED	489				TOTAL APPLICATIONS RECEIVED	117			

\*Please note for September 2014 the above criteria has changed (see page 49).

TABLE THREE  
PLACES OFFERED IN ACADEMIES AND FREE SCHOOLS ON 1ST MARCH 2013

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013					
ADMISSION CRITERIA	MOSSBOURNE COMMUNITY ACADEMY				
	Intake number: 200				
	ZONE	Number of places offered within each band			
		A	B	C	D
INNER ZONE Children living within 1,000 metres from the academy	Inner	0	0	0	6
	Outer	0	0	0	7
OUTER ZONE Children living further than 1,000 metres from the academy	Inner	0	1	0	2
	Outer	2	3	0	1
1. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption order, residence or special guardianship order.	Inner	0	0	0	1
	Outer	0	0	1	0
2. Children with a child protection plan for whom the academy is their nearest school.	Inner	7	10	13	3
	Outer	6	5	10	10
3. Children with a sibling on roll at the academy in years 7 to 13 at the time of application.	Inner	0	0	0	0
	Outer	0	0	1	0
4. Children whose acute medical or social need justifies a place at the academy.	Inner	0	0	0	0
	Outer	1	0	1	0
5. Children of staff who work at the academy full time with at least two year's continuous employment by the academy or where the academy reasonably considers a member of staff has been recruited for a position for which there is a demonstrable skill shortage.	Inner	18	14	12	13
	Outer	16	17	12	7
Remaining places allocated amongst applicants using a random computerised lottery.	Inner	25	25	25	25
	Outer	25	25	25	25
TOTAL OFFERED IN EACH ZONE AND BAND					
TOTAL APPLICATIONS RECEIVED	1456				

\*Please note for September 2014 the above criteria has changed and is currently subject to approval by the Secretary of State (see page 67).

TABLE THREE  
PLACES OFFERED IN ACADEMIES AND FREE SCHOOLS ON 1ST MARCH 2013

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013											
ADMISSION CRITERIA	SKINNERS' ACADEMY Intake number: 180					ADMISSION CRITERIA	THE BRIDGE ACADEMY Intake number: 180				
	Number of places offered within each band						Number of places offered within each band				
	A	B	C	D	E		A	B	C	D	E
Children with SEN statements.	0	0	0	6	3	Children with SEN statements.	0	0	0	0	4
1. Looked after children or previously looked children.	0	1	0	0	0	1. Looked after children or previously looked children.	0	0	0	0	0
2. Pupils whose siblings currently attend the academy and who will continue to do so on the date of admission.	6	5	7	4	10	2. Children subject to a child protection plan.	0	1	0	0	1
3. Pupils with an acute medical or social need.	0	0	0	0	0	3. Children with a brother or sister on roll at the academy in years 7 to 11 at the time of the proposed admission.	13	10	7	8	14
4. Pupils who live nearest to the academy using a straight line measurement from the main entrance of Skinners' Academy to the main entrance of the child's home.	30 1.773	30 1.785	29 1.782	26 1.624	23 1.263	4. Children living nearest to the main entrance of the academy as measured in a straight line using a GIS computerised measuring mapping system.	23 0.844	25 1.924	29 1.574	28 0.914	17 0.588
TOTAL OFFERED	36	36	36	36	36	TOTAL OFFERED	36	36	36	36	36
TOTAL APPLICATIONS RECEIVED	530					TOTAL APPLICATIONS RECEIVED	648				

\*Please note for September 2014 the above criteria has changed and is currently subject to approval by the Secretary of State (see page 85).

TABLE THREE  
PLACES OFFERED IN ACADEMIES AND FREE SCHOOLS ON 1ST MARCH 2013

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2013										
ADMISSION CRITERIA	THE CITY ACADEMY, HACKNEY Intake number: 180					ADMISSION CRITERIA	THE PETCHEY ACADEMY Intake number: 180			
	Number of places offered within each band						Number of places offered within each band			
	A	B	C	D	E		A	B	C	D
Children with SEN statements.	0	0	0	0	10	Children with SEN statements.	0	0	0	6
1. Looked after children or previously looked children.	0	0	2	0	0	1. Looked after children or previously looked children.	0	0	0	0
2. Children subject to a child protection plan.	1	0	1	2	2	2. Children with a brother or sister on roll at the academy in Years 7-13 at the time of the proposed admission in accordance with the banding criteria.	5	9	12	18
3. Pupils whose siblings currently attend the academy and who will continue to do so on the date of admission or have been admitted in the current admissions year.	12	10	14	5	11	3. Admission of pupils on the basis of proximity to the school using straight line measurement from the main entrance of the academy to the main entrance to the child's home.	40 4.059	36 1.045	33 1.168	21 0.839
4. Up to nine children resident in the City of London. If more than nine pupils apply, selection will be decided by drawing lots.	2	0	0	0	0					
5. Children living nearest to the main entrance of the academy measured in a straight line on a map or using a GIS system	21 0.389	26 0.526	19 0.429	29 0.533	13 0.360					
TOTAL OFFERED	36	36	36	36	36	TOTAL OFFERED	45	45	45	45
TOTAL APPLICATIONS RECEIVED	1123					TOTAL APPLICATIONS RECEIVED	769			

\*Please note for September 2014 the above criteria has changed and is currently subject to approval by the Secretary of State (see page 109).



# cardinal pole catholic school

CATHOLIC VOLUNTARY AIDED SCHOOL

## WELCOME TO CARDINAL POLE CATHOLIC SCHOOL

I am delighted to have this opportunity of introducing Cardinal Pole Catholic School to you. I do so at a very exciting time in our school's history as we enjoy the benefits of a school with a long and successful history housed in a newly built school with state of the art facilities. We have now settled into our single site on Morning Lane, finalist in the Royal Institute of Architecture Awards (RIBA) 2013. This means that your child will attend a well-established mixed 11-19 comprehensive school with a wealth of achievements.

A real strength of the school is its happy, positive ethos and emphasis on nurturing positive relationships. We have high expectations of our children. We aim to provide teaching that encourages independent and confident learners. We know that success comes through hard work and we constantly strive for this in partnership with the children and their families so that all children make excellent progress.

The Diocese of Westminster Inspection commented on the shared common values and purpose where every pupil is expected to fulfil their potential. Our school has a strong family tradition and we pride ourselves on nurturing core values of excellence and care within a high-achieving and safe environment. Results this year continued to improve at A Level and at GCSE against national trends, with 80% C grades and above in GCSE English and GCSE maths. We are here for those boys and girls whose parents want their children to be educated in the spirit of their faith, in an inclusive co-educational setting. We aim to promote the development of each unique child intellectually, socially and spiritually.

Ms Jane Heffernan, Headteacher

*"Students make good, and often outstanding progress. This is due to teaching that is at least good with much that is outstanding."*  
English Subject Ofsted, 2012.

*"Cardinal Pole is an inclusive and welcoming school. The school works very hard to ensure there is a common sense of belonging."*  
Diocese of Westminster Inspection, May 2011.

## ABOUT OUR SCHOOL

### HEADTEACHER

Jane Heffernan

### CONTACT DETAILS

Morning Lane, London E9 6LG  
T. 020 8985 5150 – F. 020 8533 7325  
E. enquiries@cardinalpole.co.uk  
www.cardinalpole.co.uk

### SPECIALISM

Science

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

180

## TRANSPORT INFORMATION

### BUS ROUTES

Morning Lane: 30 / 425  
Nearby (Mare Street): 48 / 55 / 106 / 236 / 254 / 276 / 277 / 394 / 425 / 488 / D6 / W15

### NEAREST STATIONS

Bethnal Green then bus 106 / 254 / D6  
Hackney Central then 5 minutes walk  
Hackney Downs then bus 30  
Homerton then 5 minutes walk  
Manor House then bus 254

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Monday 16, Tuesday 17, Wednesday 18,  
Thursday 19 and Friday 20 September 2013  
9.15am-10.30am

### OPEN EVENING

Monday 23 September 2013, 4.30pm-7.30pm



### OUR VISION

Cardinal Pole School is an educating community based on gospel values, partnership, integrity and respect. It is a vibrant place which recognises the importance and individual needs of every member of the school community. The school is led by professionals, described in Ofsted 2013 as "exceptional". Praise and encouragement create a climate of learning, high expectations and accountability, supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people; unique creations of God who deserve our support, love and trust on their journey in life.

### OUR ETHOS

As a Catholic school we have regular religious assemblies where worship takes place. These are attended by the school community and are an opportunity to reflect on the wider themes of life. The Diocese of Westminster Inspection commented that "Prayer and liturgy are central to the school ethos". We are fortunate to have a Chaplain, Father Benedict, and he is joined by our local Catholic Clergy. Mass is celebrated regularly in the school. We foster respect and compassion for all according to the teachings of the Church. This is also a key part of Religious Education (RE) throughout the school. The Key Stage 3 programme includes a study of other faiths. At Key Stage 4, pupils study how faith is practised in today's world and its relationship with other societies. Post 16 provision includes A Level Philosophy, described as "Outstanding" by Ofsted, 2013.



### CURRICULUM

The curriculum is designed around the development of the whole child. It is an exciting and enriching experience. There is a broad secondary curriculum at Key Stage 3 enabling pupils to become literate and numerate and make progress towards GCSE courses. For Key Stage 4, we have a choice of subjects which form the English Baccalaureate. Alternative provision is available so that we can tailor the curriculum to ensure that all pupils succeed and achieve.

### TEACHING AND LEARNING

Pupils are encouraged to exceed expectations in all their subjects in lessons that Ofsted 2013 described as "interesting and enjoyable". Our teaching and support staff help them achieve this by setting challenging goals and having high expectations. Pupils achieve through:

- academic tutoring and mentoring;
- an academic report system that shows pupils and their parents progress made and provides close links between home and school;
- a broad and comprehensive curriculum that offers choice;
- a new building with excellent, modern resources and up-to-date teaching facilities;
- electronic learning resources designed to develop independence;
- creative opportunities in art, drama and music;
- excellent PE and sports coaching, with the possibility of representing the school in local and national competitions;
- access to the world of work and business to encourage higher aspirations;
- spending time together, participating in our wide range of extracurricular activities and educational visits that extend boundaries and give wider perspectives;
- enjoying time for reflection and participating in worship.

### HOMEWORK

We value homework as a means of developing the independent study skills and good habits that lead to high achievement. Pupils have a set homework timetable and the amount of time dedicated to this increases as they progress through the school.

### PASTORAL CARE AND DISCIPLINE

We believe that children are happiest when their learning is on track and they are making progress. Pupils are attached to a tutor, led by a Head of Learning and a range of support staff who are available to deal with any issues that get in the way of learning. They can also help your child cope with school procedures and regulations. We expect all pupils to respect the learning they receive at Cardinal Pole and the learning of others. Excellent behaviour and our high expectations are an important tool in helping all to achieve. Many visitors to the school, including Ofsted and parents, comment on how well behaved our pupils are.

### UNIFORM

Our uniform provides us with a common identity. We expect our pupils to wear their uniform with a sense of pride in their appearance and in being part of the school community. The uniform is practical and smart and was designed in collaboration with pupils.



### PARTNERSHIPS AND COMMUNITY INVOLVEMENT

Ofsted 2013 commented that the "school maintains a good relationship with parents" and we are keen to foster this. Our pupils and staff get involved in many events throughout the year that raise money for local and national charities. Charity fundraising helps to make positive changes, develop our pupils' sense of responsibility in their community, express their gospel values and develop leadership skills.

### SIXTH FORM

At Cardinal Pole, students receive the high quality education they deserve. The majority of our pupils progress naturally to our sixth form which provides excellent Post 16 Education, in the top 10% of all schools nationally. The school has a proven track record in securing prestigious university places.

Emphasis is on developing the maturity and social skills needed to cope independently as they grow into adulthood. A key feature of our provision is one-to-one support during the often stressful process of applying to universities, colleges and apprenticeships. As well as academic excellence, students in our sixth form benefit from small class sizes, and a committed pastoral care system where all students get personalised support in what is often a difficult stage in their life.

We want all our students to be well rounded individuals. Our school has a highly developed, varied and exciting enrichment programme which includes participation in the Duke of Edinburgh Awards Scheme, business enterprises courses, community projects, sports and trips. These opportunities provide an outlet for the creative and physical energies of our students as well as complementing the subjects being studied in a dynamic and exciting way.

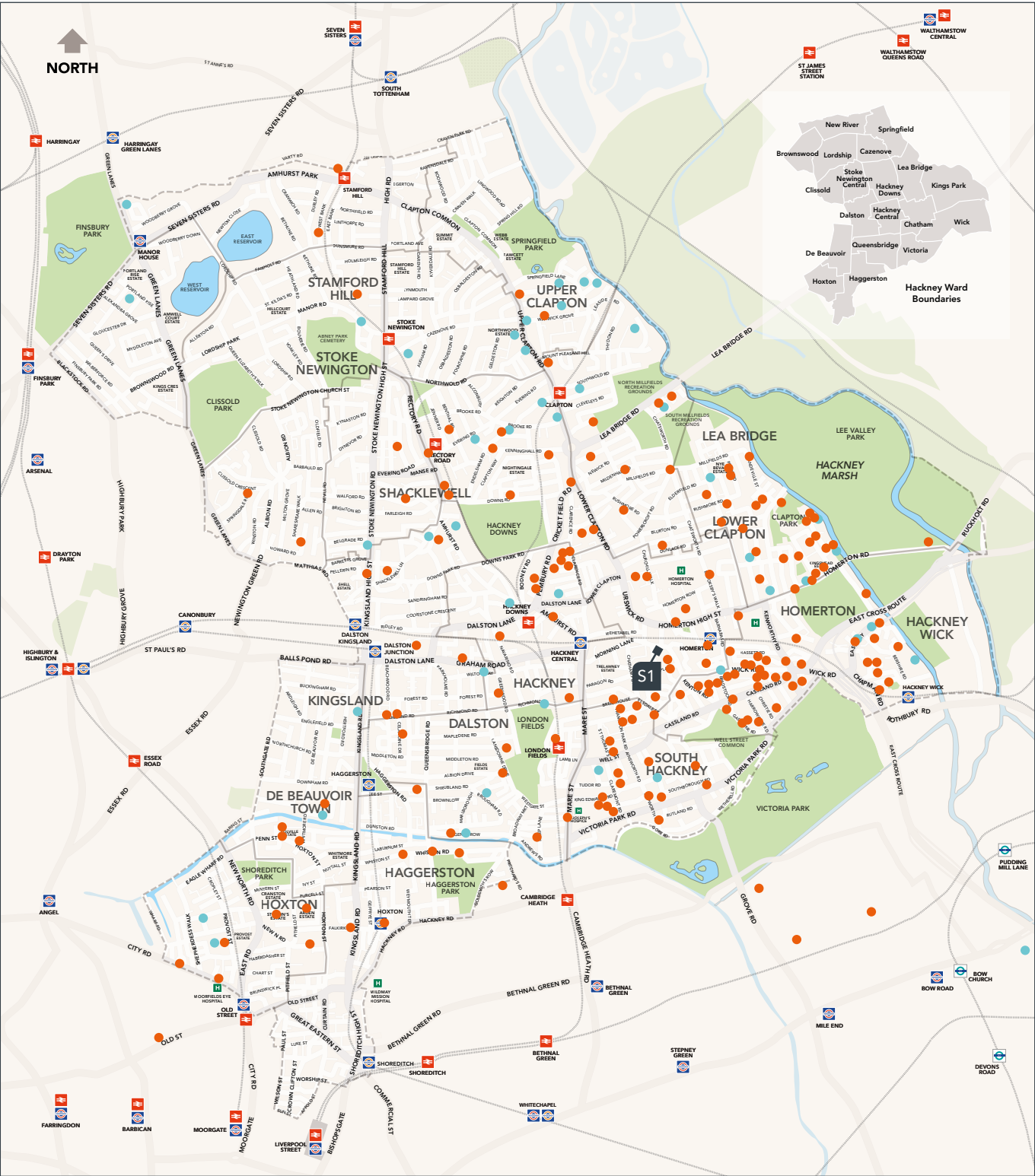
### OPEN DAYS AND VISITS

You are welcome to visit Cardinal Pole on our open days and evening. If these dates and times are not convenient, please contact us and to arrange an alternative. We encourage families to visit when the children are learning; so that you can fully appreciate our purposeful and positive environment and see how much our pupils enjoy working in a high-achieving school. We are looking forward to sharing this you and your child.



# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for Cardinal Pole Catholic School.



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S1 Cardinal Pole    ● Successful applicants (196)    ● Unsuccessful applicants (63)

# ADMISSIONS CRITERIA FOR 2014

Cardinal Pole Catholic School.

Children with a Statement of Special Educational Needs (SEN) where Cardinal Pole is named on the Statement will be admitted ahead of other applicants. Please note that there are separate application procedures for students with statements of SEN.

## OVERSUBSCRIPTION CRITERIA

If there are more applicants than places available, or when the number of applicants exceeds the admission number, offers of places are made using the following criteria in order of priority:

01. Catholic “looked after” children or Catholic children who have been adopted (or made subject to residence orders or special guardianship orders) immediately after being looked after.
02. Practising Catholic applicants.
03. Other baptised Catholic applicants.
04. Other “looked after” children and children who have been adopted (or made subject to residence orders or special guardianship orders) immediately following having being looked after.
05. Those preparing for the sacraments of Baptism and Holy Communion with the Catholic Church (Catechumens)
06. Christian applicants who have a baptism certificate and/or a recommendation from their Minister showing they are a member of the Church and that they regularly attend Church services, and whose parents wish them to receive a Catholic education.
07. Other applicants whose parents wish them to receive a Catholic education and whose application is supported by a religious leader.
08. Any other children.

## PRIORITIES

### Siblings

Where the offer of places to all applicants in any of the above categories would lead to oversubscription, priority is given to those with a sibling attending the school at the time of the admission, or in the case of siblings in year 11, those who are expected to be in attendance at the time of admission. The term siblings includes step and half-sisters/ brothers.

### Distance Tie Break

Where the offer of places to all the applicants in any of the categories listed above would still lead to oversubscription, the places up to the admissions number (180) will be offered to those living nearest to the school. Distance is measured in a straight line, calculated using a GIS computerised system that identifies the address using the geographical reference (the address at which the child resides for 50% or more of the school week) to the front gate of the school on Morning Lane. Where two or more students have equal priority for the one remaining place, the offer will be decided by random allocation i.e. drawing of lots.

### Social and Medical Needs

The governors will increase to top priority an applicant within a category where compelling evidence is provided at the time of application of exceptional circumstances, or a medical or a pastoral need of the student which can only be met at this school. This evidence must consist of letters/ reports from parish priest, headteacher, consultant or social worker.

## NOTES

**Catholic** – A baptised person who is a member of any Catholic Church that is in full communion with the See of Rome.

**Christian Applicants** – In order of preference this refers to baptised members of Christian denominations affiliated to “Churches together in England (CTE) and then to other Christian denominations.

**Family and Parent(s)** – Person or persons who have legal responsibility for the child.

**Looked after children** – The term “Looked After” refers to children in the care of the local authority and/or in foster homes under section 22 of The Children’s Act 1989.

**Practising Catholics** – The term is defined as weekly attendance at Sunday Mass which is confirmed by the Diocesan Priest reference.

The full admissions policy for 2014 entry is available at [www.cardinalpole.co.uk](http://www.cardinalpole.co.uk)



# clapton girls' academy

ACADEMY

## WELCOME TO CLAPTON GIRLS' ACADEMY

Clapton Girls' Academy is an outstanding 11-19 girls' school. Our academy promotes high achievement in a happy, caring, supportive environment – where every single girl really matters.

Clapton Girls' Academy has a long and successful history of providing the best forward thinking education for girls in Hackney. We provide an attractive environment where girls feel safe and valued; where they can develop the skills and strategies they need to shape their futures and flourish in whatever areas they choose.

Our high quality teaching ensures that our girls make exceptional progress and achieve excellent results at Key Stages 4 and 5. Our last Ofsted inspection in May 2013 once again judged Clapton Girls' Academy to be outstanding.

In recognition of the high quality education Clapton Girls' Academy provides, we are designated as both a National Support School and Teaching School. These prestigious designations acknowledge our work to promote high achievement in the wider network of schools we support.

As Headteacher, I believe our success arises from ensuring that every student feels recognised as an individual, is valued and feels part of our Clapton 'family'. Furthermore, students receive a daily diet of inspirational teaching, which motivates and challenges them to achieve their very best. Our extensive enrichment programme also provides a range of opportunities for the girls to extend their interests and pursue their dreams. Our academy is a truly pleasant environment which is fresh in outlook but steeped in historical tradition.

I look forward to meeting you at one of our open sessions, where we can speak to you and your daughter about 'arriving with a dream and leaving with a future'. Our students and staff will ensure that you have a very warm welcome and an informative visit.

Cheryl Day, Headteacher

*"This is an outstanding school. Students' progress from their starting points to the end of Key Stage 4 is significantly better than that of students nationally"*  
Ofsted, May 2013.

## ABOUT OUR SCHOOL

### HEADTEACHER

Cheryl Day

### CONTACT DETAILS

Laura Place, Lower Clapton Rd, London E5 0RB  
T. 020 8985 6641 – F. 020 8986 4686  
E. cga@clapton.hackney.sch.uk  
www.clapton.hackney.sch.uk

### SPECIALISM

Art and Science. National Support School, Teaching School and Leading Edge School.

### AGE

11-19 (girls only)

### 2014 ADMISSION NUMBER

180

## TRANSPORT INFORMATION

### BUS ROUTES

Lower Clapton Road: 38 / 48 / 55 / 106 / 253 / 254 / 425 / 488  
Nearby: 56 / 242 / 393

### NEAREST STATIONS

Bethnal Green then bus 106 / 254  
Clapton then bus 106 / 253 / 254  
Hackney Central and Hackney Downs then bus 38 / 48 / 55 / 56 / 106 / 253 / 254  
Manor House then bus 253 / 254

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Thursday 19, Friday 20, Tuesday 24 September and Friday 11 October 2013  
9.15am-10am

### SATURDAY OPEN SESSION

Saturday 21 September 2013, 10am-12noon

### OPEN EVENING

Thursday 3 October 2013, 5pm-7.30pm



### MISSION, VISION AND VALUES

At Clapton Girls' Academy we believe that learning improves lives. Students are encouraged to appreciate learning as a route to achieving their life aspirations. These aspirations are extended and enriched by outstanding teaching, high quality interactions and extensive opportunities. Our core values of compassion, ambition, integrity and resilience support our students in becoming positive role models and leaders of the future.

### ETHOS

Clapton Girls' Academy is a happy school and we are proud of our learning ethos. Visitors to the school often comment on the excellent conduct of the students, as well as their enthusiasm for learning. We place a high priority on making sure that all students are treated as individuals who have the right to learn, to be respected, and to feel and be safe.

### LEARNING TOGETHER

Our examination results at both KS4 and KS5 are testimony to our outstanding achievement across the curriculum. Students usually sit GCSE examinations in Year 11, although some students take some subjects earlier. Students sit a range of examinations in the sixth form, guided and supported by a committed team of tutors.

During Years 7 to 9, students study a balance of National Curriculum subjects. In Years 10 and 11, students work towards their GCSEs and other public examinations, including applied and vocational qualifications. All students actively participate in PE and PSHCE. Religious Studies embraces all aspects of major religions and emphasises respect and tolerance. Students are taught in a variety of mixed ability, fast track and set groups. Teachers build on students' knowledge from Year 6, so girls are

engaged in new learning from the start. Those girls with special educational needs (SEN) receive specialist support. Students with special aptitudes are challenged to achieve highly.

All students at Clapton Girls' Academy are expected to complete home learning. The amount varies according to the year group and courses followed. Home learning is well structured and used by teachers to measure progress and understanding. We also use home learning to encourage independent learning skills that are valuable in school and beyond.

All students are encouraged to join in with activities before and after school. Activities include a daily breakfast club, daily individual study time, examination revision clubs, community language lessons and a variety of special interest clubs such as philosophy, fashion design, choir, orchestra, the Duke of Edinburgh award scheme, cookery and gardening. We offer a huge range of sporting activities both in and outside lessons. Our teams and students win many trophies in local and London-wide leagues and competitions. Our Saturday study support programme is very popular and we also organise a wide range of activities during the Easter, Whitsun and Summer holidays.

### WORKING TOGETHER

On entry, all students are guided and supported by a permanent Head of Progress for Year 7 who works closely with a team of personal tutors. These tutors monitor each student's academic and social development to help girls fulfill their potential. A member of the Year 7 team visits every primary school to meet students while they are in Year 6. The team is very experienced and works closely with parents and carers.



Pastoral care is delivered by Year teams of tutors and co-tutors, supported by learning mentors and learning assistants. PSHCE lessons are taught by tutors with the aim of enhancing and supporting every student's academic experience by developing social, emotional and physical health and wellbeing.

Clapton Girls' Academy operates a variety of reward systems to encourage, motivate and acknowledge the efforts of students.

At Clapton Girls' Academy, everyone is expected to behave in a way that maximises learning and achievement. Students are taught to take responsibility for their learning and behaviour. Girls are expected to be polite, thoughtful and to conduct themselves with consideration for others. We have an Academy Behaviour Code agreed by students, staff, parents and governors. Incidents that break the rules, or breach any school policy, are taken seriously and are dealt with swiftly and fairly. Excellent attendance and timekeeping are expected of all students.

Students are encouraged to play an active role in the life of the school. There are many opportunities for students to develop leadership skills and roles, such as becoming digital leaders, sports leaders, prefects and school ambassadors. The School Council meets fortnightly. It is chaired by the Head Girl, supported by her deputies.

Our uniform is smart and simple and respects cultural and religious differences. All girls wear the school blazer, school jumper or tank top and the lavender blouse – all of which are only available from the school. Students also wear a smart plain black skirt, trousers or shalwar kameez. Students wear a school scarf or hijab. Girls wear a white T-shirt and black tracksuit bottoms for PE.



Clapton Girls' Academy occupies a secure site and is part of the Safer Schools' Partnership. Entrances and exits are supervised by adults. All visitors are met at reception and wear identification. The girls (except those in the sixth form) remain on the school site at lunchtimes.

### WELCOMING THE COMMUNITY

Parental involvement is actively encouraged. Parents, daughters and teachers all sign a Home/School Partnership Agreement as soon as a student starts school. Parents and carers are invited to attend parent consultation evenings during the year. Parents and carers can also make an appointment to see their daughter's Head of Progress (Year), or a senior member of staff at any time. Each girl is given a Student Planner, which provides day-to-day contact between home and school. Our academy newsletter (Clapton Review) is sent to every home every half-term. There are also regular meetings and events organised by our active Parents' Association.

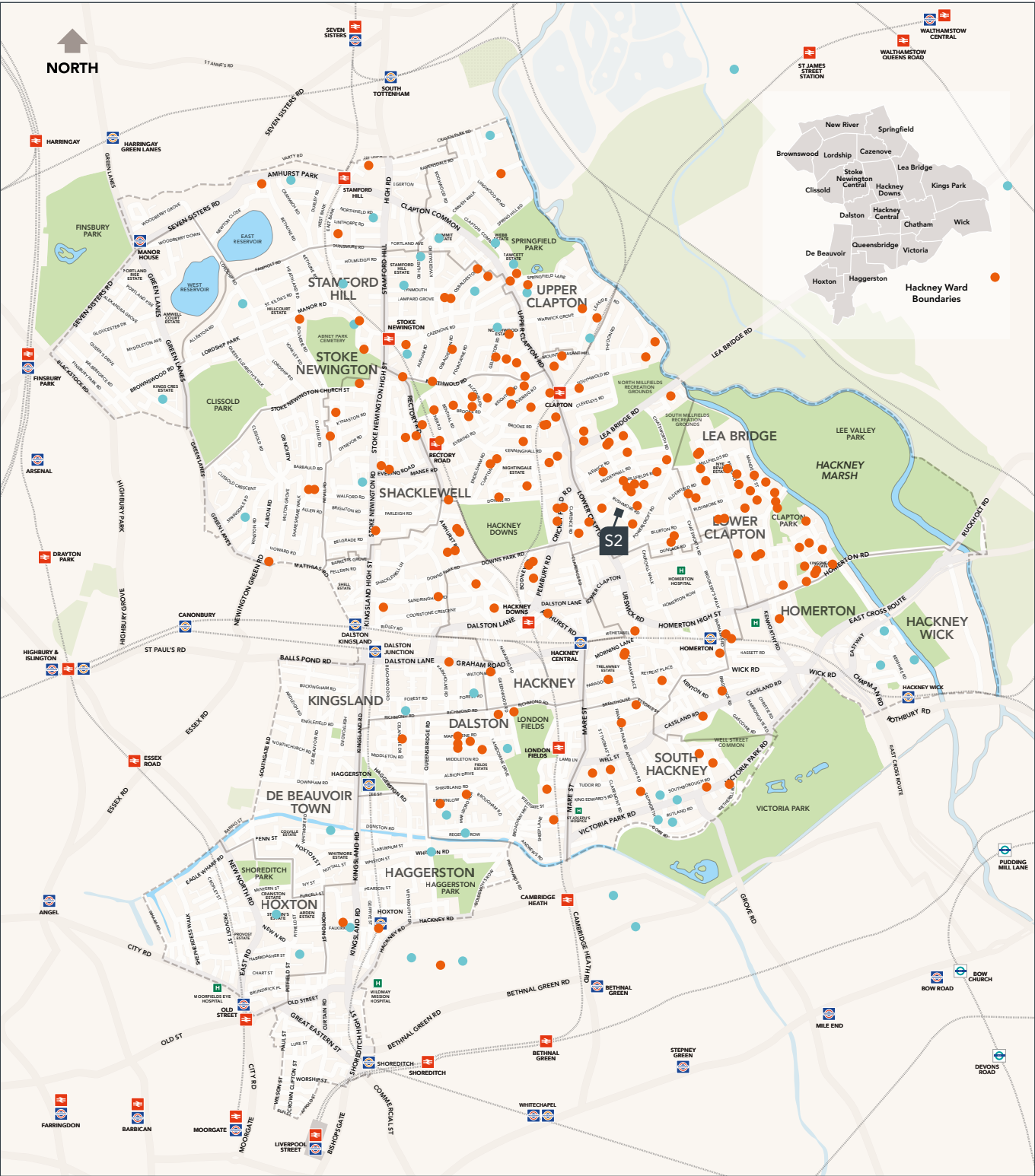
We believe that continuity of education, coupled with experiences of the outside world, are essential for all students. For this reason, we maintain strong links with primary schools and further and higher education establishments. We also work in close partnership with two universities: Clare College Cambridge and the University of East London. Clapton Girls' Academy has an adult learning programme, and parents and carers are actively welcomed into our learning community.





# ALLOCATION MAP IN 2013

## Successful and unsuccessful applicants for Clapton Girls' Academy



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S2 Clapton Girls' Academy    ● Successful applicants (180)    ● Unsuccessful applicants (57)

# ADMISSIONS CRITERIA FOR 2014

## Clapton Girls' Academy

Clapton Girls' Academy participates in the co-ordinated admissions procedure, provided and administered by the Local Authority (LA). The LA coordinates the application process on behalf of Clapton Girls' Academy according to the scheme published in this booklet (see page 15).

Parents must use the LA Common Application Form (CAF) to apply for a place for their daughter at Clapton Girls' Academy. The CAF must be submitted to the LA by 31 October 2013.

Children applying for a place at Clapton Girls' Academy will be required to take the Cognitive Ability Tests (CAT) arranged by the LA as part of their coordinated admissions procedure. Applicants will be placed in one of five bands based on their performance in the non-verbal, verbal and quantitative tests. Where possible, the same number of children will be admitted in each of the five bands (36 in each band) to ensure a balanced in-take reflecting the full ability range. Children with statements of Special Educational Need (SEN) and Looked After Children who do not take the CAT tests will be allocated to an appropriate band on the basis of an alternative assessment (for example KS2 Teacher Assessment results for English and maths).

Children with statements of SEN where Clapton Girls' Academy is named on the statement are admitted ahead of other applicants but will be included in the banding allocation.



## OVERSUBSCRIPTION CRITERIA

Where all parental preferences for places at the academy can be satisfied all children seeking a place will be admitted.

Where the number of applicants for admission is greater than the published admission number, applications will be considered within each band against the criteria set out below:

1. Looked After Children. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.
2. Children whose siblings currently attend Clapton Girls' Academy and Sixth Form and who will continue to do so on the date of admission. Siblings must live permanently at the same address as the child for whom the application is being made.
3. Where there are not enough places for applicants within a criterion listed above, students will be offered places based upon distance from school, with those living closer to the school receiving higher priority.

If only one place is available for more than one child, who are twins or of a multiple birth within the same family, the Admissions Authority will establish if the school is able to admit above numbers. If this is not possible, lots will be drawn by a person independent of the Academy Trust to determine the allocation.

In the event of parental responsibility for a child being equally shared between separated parents living at different addresses, the home address will be considered to be that of the parent/guardian who receives the relevant Child Benefit Allowance.

## WAITING LISTS

If we receive more applications than there are places available we will operate a waiting list. Any parent can ask for their child's name to be added to the waiting list if their application is unsuccessful.

The full admissions policy for 2014 entry is available at [www.clapton.hackney.sch.uk](http://www.clapton.hackney.sch.uk)



# hackney new school

FREE SCHOOL

## WELCOME TO HACKNEY NEW SCHOOL

I am delighted to introduce you to Hackney New School: a new secondary Free School with a focus on music. We will open in September 2013 with four Year 7 classes of 25 pupils each. We will grow, year group by year group, until we have a full complement of children in 2019. Our new school is based in an excellent location in South Hackney, close to Haggerston station.

Hackney New School's curriculum focuses on the core subjects of the English Baccalaureate, music (a GCSE subject for all students) and additional options such as advanced mathematics and two modern foreign languages. This will enable all our students to take at least ten GCSEs and five A/AS levels.

Our emphasis is to provide your children with an outstanding education, to teach them to think independently and develop a sense of responsibility for the society in which we live. In this way we will prepare them as well as possible for a challenging and interesting life.

Our innovative 'extended day' policy is unique with opening hours from 7.30am (including a breakfast club) until 5-6pm. The day is then divided into a 'Teaching Morning' and a 'Study Afternoon'. Our timetable has been designed to offer students the very best combination of class lessons, private study, group work and co-curricular activities to deliver a truly inspiring and enriching education.

We hope to be able to explain our plans for Hackney New School to you at one of our open days and to show you the extensive choices that are available to parents.

I look forward to welcoming your children next year.

Lesley Falconer, Headteacher



## ABOUT OUR SCHOOL

### HEADTEACHER

Lesley Falconer

### CONTACT DETAILS

1-9 Downham Road, London N1 5AA  
T. 020 7617 7181  
E. xxxxxxxxxxxxxxxxxxxxxxxxx g  
www.hackneynewschool.org

### SPECIALISM

Music

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

100

## TRANSPORT INFORMATION

### BUS ROUTES

Kingsland Road 67 / 149 / 242 / 243

### NEAREST STATIONS

Dalston Kingsland and Dalston Junction then bus 67 / 149 / 243 or 10 minute walk  
Hackney Central then bus 242  
Haggerston then one minute walk  
Liverpool Street then bus 149 / 242  
Old Street then bus 243

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Friday 20 September and Friday 4 October 2013  
9am to 11am (by appointment only)

### OPEN EVENING

Tuesday 24 September 2013, 7pm-9pm



### OUR VISION

Our vision is to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.

At Hackney New School we believe that students must have a stable environment that supports and encourages learning and personal development in order to reach demanding academic targets. We will expect the highest standards of behaviour from our students so that we can create and maintain an environment of disciplined learning with a 'Tough Love' approach to behaviour management.

### TRANSITION AND PASTORAL CARE

We will work with primary schools to get to know our students before they join us. Students who require academic support before joining Year 7 will have an opportunity to take part in our summer school.

Together with form tutors and heads of year, mentors will provide additional pastoral support. Behaviour will be monitored by pastoral staff alongside academic performance, so that early interventions can be made where necessary.

### CURRICULUM

Hackney New School has set high standards in the core subjects of maths, English, science, history, geography and modern languages. Teaching will take place in mixed ability groups, with a focus on personalised learning and regular assessment, so that each student is fully included and challenged and every parent kept fully informed.



The school has a particular focus on music, which will be a GCSE subject for all students. Pupils will be able to learn an instrument from Year 7 onwards and participate in a range of musical activities. Some of these will be organised in partnership with the Hackney Music Development Trust, which has staged some of the most memorable music performances in recent years.

Our broad based curriculum includes 'The Core' program at Key Stage 4 and 'Core Light' at Key Stage 3. This is a debate-based program that explores the history of ideas in literature, political thought and the sciences.

Students with SEN are fully supported during mixed-ability lessons and in Early Development small group lessons in the afternoon. Our inclusive approach aims to develop confidence and self-esteem through academic support and encouraging students to perform.

Our more able and talented students are challenged within the curriculum and through a range of enrichment opportunities, including peer teaching and mentoring, debate and performance.

### TEACHING STAFF

We are proud of our outstanding, highly motivated teachers, all of whom are committed to providing students with the best possible education. Positive relationships between teachers and students will build on high quality teaching and support our focus on discipline, respect and responsibility.

### EXTENDED DAY

We have adopted an 'extended day' policy with opening hours from 7.30am until 5-6pm. The day is divided as follows:

#### Teaching Morning

Five or six 50 minute lessons with breaks until lunch. Pupils remain in their own classrooms with their own desks except for lessons with special equipment – e.g. music & science.

#### Lunch and Break

After lunch everyone has a supervised break until 3pm. This is used primarily for sport and other exercise (in addition to 3-4 weekly PE classes during the Teaching Morning) personal tutor meetings and clubs.

### Study Afternoon

From 3pm until 5-6pm pupils study, do their homework, have music lessons and engage in various enrichment activities. This time is for practice, thinking and revision. Students do not sit at a desk all the time – the afternoon will be broken up into various units of activity to keep everyone engaged, motivated and interested. For instance, our "Core" program of debate takes place during the Study Afternoon. We also use this time for tutorial groups and personalised learning activities.

Children respond positively to this "long day" as it provides structure, an opportunity to learn from each other, and concentrated time to practice and learn (as well as lots of sport). By the time they leave for the day, their work is done and they can enjoy the evening with family and friends.

The school occasionally also opens on Saturday mornings, for a "Summer School" and for "Evening School" with many programmes on offer for pupils, parents and other members of the local community.

### MUSIC SPECIALISM

Every student has the opportunity to learn an instrument and/or vocal skills and we expect each student to take a GCSE in music. We offer regular ensembles and workshops in a wide range of styles (jazz, classical, folk, song-writing, a cappella and so on) and all students are encouraged to take part in large-scale school and community productions. We also want every student to be part of the school choir.

Our newly designed building contains a music centre with a fully equipped Apple Mac production suite, extensive music practice facilities and a central performance space.



We have established a partnership with Hackney Music Development Trust (an award-winning music education charity) to deliver our music curriculum, prepare performances and provide teaching expertise.

Music is an integral part of Hackney New School life and a prominent feature throughout the curriculum.

### INFORMATION TECHNOLOGY

All students at Hackney New School access their textbooks, documents, timetable and the school data system through their Google Apps account on their own Chromebook laptop. Hackney New School links with IT industries to teach students coding and real-world applications of technology for education, business and play.

### HEALTH AND WELLBEING

Teachers and students will eat together in a family-style service. We run a breakfast club, provide fruit during the morning and then light tea in the afternoon. Sport and physical exercise will become a feature of daily life.

### UNIFORM

HNS uniform consists of a grey blazer with school badge, navy blue jumper with school badge, white shirt and navy trousers or skirt with plain black shoes (no Kickers). Sports kit consists of a navy tracksuit and polo shirt with school badge. The uniform is available from the Broadway Market Crossbow Uniform Shop. Grants are available from the school to help with uniform costs.

### COMMUNITY FOCUS

We anticipate that Hackney New School will become a central hub for a wide range of activities available to the entire Hackney community. Our priority is to interact and benefit the local community, thus providing a 'home away from home' for parents and students alike.

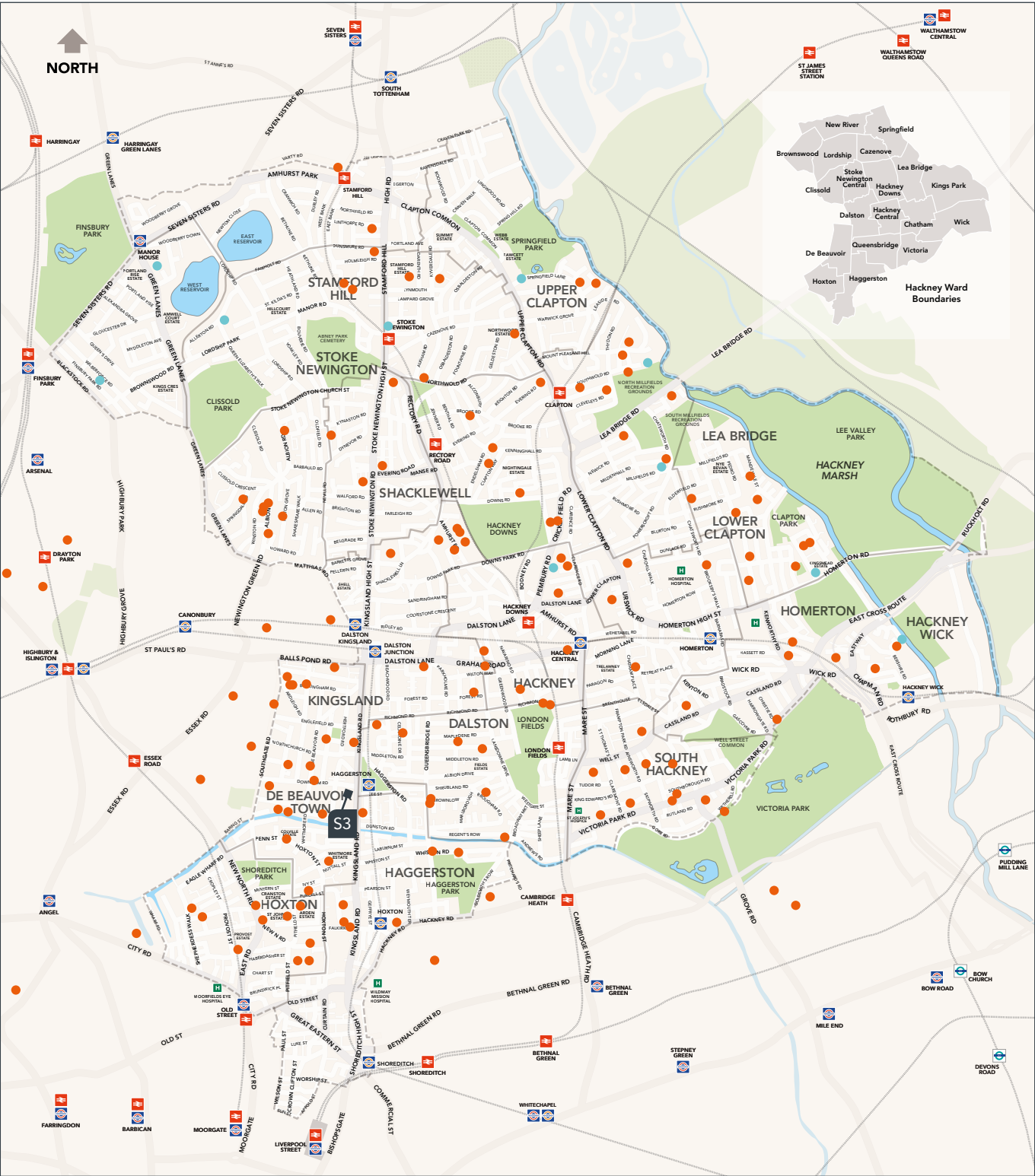
### SITE

The school is located at 1-9 Downham Road and can accommodate 200 pupils in the first two years. The new school building at the adjoining Kingsland Road site (formerly Travis Perkins with its listed green gates) will open in January 2015.



# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for Hackney New School.



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S3 Hackney New School      ● Successful applicants (100)      ● Unsuccessful applicants (13)

# ADMISSIONS CRITERIA FOR 2014

## Hackney New School

Hackney New School (HNS) is a state-funded, co-educational, mainstream school. The admissions criteria complies with all elements of the *Schools Admissions Code* and admit children from the local area with a range of abilities and aptitudes.

## ADMISSION BY BAND

Our aim is to ensure that Hackney New School' intake of pupils includes an appropriate spread of children of different abilities. We will apply the following banding policies:

- Children will be allocated into one of four groups depending on their performance in the CAT test.
- Children with SEN or looked after children will be selected first into each band.
- Up to 10 children showing outstanding musical aptitude will then be selected into each band (see "selection by musical aptitude" below).
- Any excess applications in each band will be dealt with in accordance with the oversubscription criteria set out below.
- In the event that there are fewer than 25% of applicants in any one band (i.e. 25 minus those places already allocated to SEN and music specialist students), applicants will be chosen from the bands above and below in equal measure where this is possible.

## SELECTION BY MUSICAL APTITUDE

Hackney New School will select up to 10% of its Year 7 intake on the basis of musical aptitude. In November 2013, we will run sessions to assess those children who have applied for consideration as musically talented pupils.

Parents can select to be considered via the school website on the '2014 Entry' page, or by contacting the school by phone. An invitation for testing will only be arranged if Hackney New School is named as a preference on the home local authority common application form.

Children selected for outstanding musical aptitude will be selected regardless of CAT results i.e. there is no restriction on the number of these children in any one band.

The full admissions policy for 2014 entry is available at [www.hackneynewschool.org](http://www.hackneynewschool.org)

## OVERSUBSCRIPTION CRITERIA

In the case of oversubscription, places will be allocated in the first instance to children in the following order:

01. Pupils with SEN statements naming the Hackney New School.
02. Looked-after or previously looked-after children.
03. Pupils who have shown musical aptitude to the level required under the test (i.e. regardless of the band they are in based on their CAT test).

Any remaining pupils will be allocated within each band as follows:

01. Children of the founding members of the HNS trust (which will not apply before 2017 and in total will not make up more than 1% of the full school cohort).
02. Children with a social or medical need. In order to be considered under this criterion applicants must produce a supporting report from either a Senior Social Worker or medical practitioner setting out why Hackney New School is the only appropriate school for this student.
03. Siblings.
04. Pupils living nearest to the gates of the school on Downham Road as measured in a straight line using a GIS computerised batch distance measuring system.

In the event of a tie-break between two or more applications after applying the oversubscription criteria, the Admissions Authority will prioritise according to criterion 4, i.e. distance to the school.

In the case of under-subscription in one band, applicants will be taken equally from the bands either side where possible, according to the criteria above.

## WAITING LISTS AND IN-YEAR ADMISSION

Any unsuccessful applicants will be offered the opportunity to be placed on a waiting list. The waiting list will be maintained for one year (thus including in-year applicants) in order of the oversubscription criteria set out above.



# haggerston school

COMMUNITY SCHOOL

## WELCOME TO HAGGERSTON SCHOOL

Haggerston is a thriving coeducational community school where students make exceptional progress in learning.

The learning culture in the school is demonstrated by calm, well-ordered classrooms and learning spaces, and good behaviour around the school. We provide a challenging, innovative and exciting curriculum, with particular strengths in expressive arts and technology, while ensuring excellent rates of progress in English, maths, science and humanities. The education we provide will guide your child's personal and social development, helping them to flourish as they develop into creative, confident and successful adults. In our pursuit of excellence, we nurture and celebrate the successes of all our students, respecting their backgrounds and providing for their personal learning needs, so that they can all achieve to the highest levels.

Our spacious school building, famously designed by Erno Goldfinger, has recently been extended under the Building Schools for the Future scheme. This has created a distinctive physical environment, very much fit for the demands of modern education and the quality of education that we provide.

Haggerston is a school with very high expectations of its students. We are a community which values hard work and respect for each other. Our standards are high – of uniform, behaviour, effort and quality of work. By continuously focusing on high expectations, hard work and mutual respect, we have created a school where children and young people flourish academically and personally – learning and progressing beyond the average.

Dr Jane Keeley, Headteacher

*"This is a good school. It has gone from strength to strength since the last inspection."*  
Ofsted, March 2013.

## ABOUT OUR SCHOOL

### HEADTEACHER

Dr Jane Keeley

### CONTACT DETAILS

Weymouth Terrace, London E2 8LS  
T. 020 7739 7324 – F. 020 7739 8603  
E. [haggerstonschool@haggerston.hackney.sch.uk](mailto:haggerstonschool@haggerston.hackney.sch.uk)  
[www.haggerston.hackney.sch.uk](http://www.haggerston.hackney.sch.uk)

### SPECIALISM

Technology and Training School

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

180

## TRANSPORT INFORMATION

### BUS ROUTES

26 / 48 / 55 / 67 / 149 / 242 / 243 / 394

### NEAREST STATIONS

Bethnal Green then bus 26 / 48  
Cambridge Heath then bus 26 / 48 / 55  
Hoxton then 5 minutes walk  
Old Street then bus 55

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Thursday 12, Tuesday 17, Monday 23 and  
Wednesday 25 September 2013  
9am-10.30am

### OPEN EVENINGS

Wednesday 18 September 2013, 5.30pm-7pm  
Monday 30 September 2013, 4.30pm-6pm  
For open mornings, limited places are available.  
Please book a place in advance by emailing  
[debra.toomey@haggerston.hackney.sch.uk](mailto:debra.toomey@haggerston.hackney.sch.uk)



### OUR MISSION

Our mission is to ensure that all of our students, whatever their starting point, make exceptional progress and develop into capable, creative, confident and caring young citizens.

We achieve our mission by:

- setting high expectations for our students, teachers and staff;
- believing that there are no excuses for not doing our best;
- providing a learning environment so that everyone succeeds, whatever their needs, with teaching that inspires and motivates;
- celebrating our unique heritage and diversity;
- making good behaviour non-negotiable;
- engaging effectively with our parents, carers, families and the wider community;
- valuing our partnerships with other organisations including Freshfields, University College London, and the Haggerston School Association.



### CURRICULUM

Our school excels in the creative arts. We have developed partnerships with creative and cultural institutions and industries such as advertising, design, fashion, film, broadcasting, software, architecture and the performing arts. These partnerships, coupled with our technology specialism, ensure a rich and innovative curriculum within and beyond the school day. Our curriculum is designed to enable every student to:

- progress successfully from primary into secondary education;
- have good levels of literacy, numeracy and ICT;
- have excellent personal learning and thinking skills;
- take responsibility for their own behaviour, creating a calm and safe learning environment;
- develop safe and healthy lifestyles through various activities and diet choices;
- be successful in their choice of further or higher education, apprenticeship or employment.

In years 7 and 8, students study English, mathematics, science, ICT, religious education, history, geography, technology, PE, a language, music, art and drama.

The curriculum for Years 9, 10 and 11 offers a varied choice of GCSEs and vocational subjects that ensure our students are able to make exceptional progress in subjects in which they excel. Core subjects of English, English literature, mathematics, ICT, science (triple, double or BTEC) are studied by all students, together with other compulsory subjects, such as religious education, PE, personal, health and social education and citizenship.

### MORE ABLE, GIFTED AND TALENTED

Our more able and talented students are challenged in lessons, with homework and through a range of enrichment opportunities. We recognise that ability and talent can develop over time, so we identify and monitor the progress of more able and talented students carefully to provide flexibility as they move through the school.

### SPECIAL EDUCATIONAL NEEDS (SEN)

The SEN department leads on inclusive practice. We have specialised teaching assistants who provide support in specific areas of need. They offer classroom support and workshops to help improve literacy, numeracy, thinking skills, interpersonal skills and motor skills. We offer a personalised nurture class (the achievement group) in Years 7, 8 and 9. This ensures that students with identified learning needs are able to develop the skills and confidence they need to succeed.

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EAL department provides support for students from diverse cultural backgrounds who speak languages other than English. Adapted learning materials are used during lessons, and extra classes in small groups take place throughout the school day.

### SWIFT AND EASY REFERRAL TO SERVICES

We are committed to working with other agencies to ensure a consistent and joint approach to working with vulnerable young people. The work of our SEN department and the pastoral support structure means that students can easily access, or be referred to, a wide range of professional support.

### UNIFORM

All students are expected to wear the school uniform. We know that when students are dressed appropriately, in their school uniform, they are ready to learn and behave in a professional manner. We place great emphasis on the highest uniform standards as part of the very high expectations we have of all Haggerston students.

### TRANSITION

A smooth transition from primary to secondary education is vital to a student's progress. We have an induction programme to support the needs of all our new students and make their transition as easy as possible. All students are 'buddied' with another student who will help them feel safe and relaxed as they prepare to take part in the many exciting opportunities the school has to offer.

### SIXTH FORM

Our sixth form, now in its fourth year, provides exciting opportunities for learning for students who have come through Haggerston, and for applicants from other schools. We offer a variety of A level, GCSE and vocational courses in subjects that reflect the school's greatest strengths and according to learners' needs. Academic studies are complemented by an extensive programme of cultural, enrichment and community service activities. This includes our status as a designated Career Academies UK school with a specialism in business. These opportunities are designed to help our young people develop into tomorrow's leaders.

### GREAT BUILDINGS FOR THE FUTURE

The school is spacious and well-resourced with modern specialised areas. These were further enhanced during the recent programme of extension and refurbishment of the school buildings. We have superb learning facilities. We benefit from one of the largest school sites in the borough, and enjoy a vast range of indoor and outdoor sports facilities, beautiful gardens, separate play areas for different year groups and a quiet study garden. We are in the process of further improving our outdoor sports facilities. We have invested extensively in the use of new technologies for learning and administration that are robust, reliable, secure and flexible.

Haggerston serves a fantastic multicultural community that is less than one mile from the city. This makes it easy for us to promote links with local businesses to provide mentors and valuable work experience for our students. Our location, in the centre of a nationally recognised hub for creative industries, inspires our students to prepare for, and take advantage of, some of the world's best opportunities for learning, work and society.

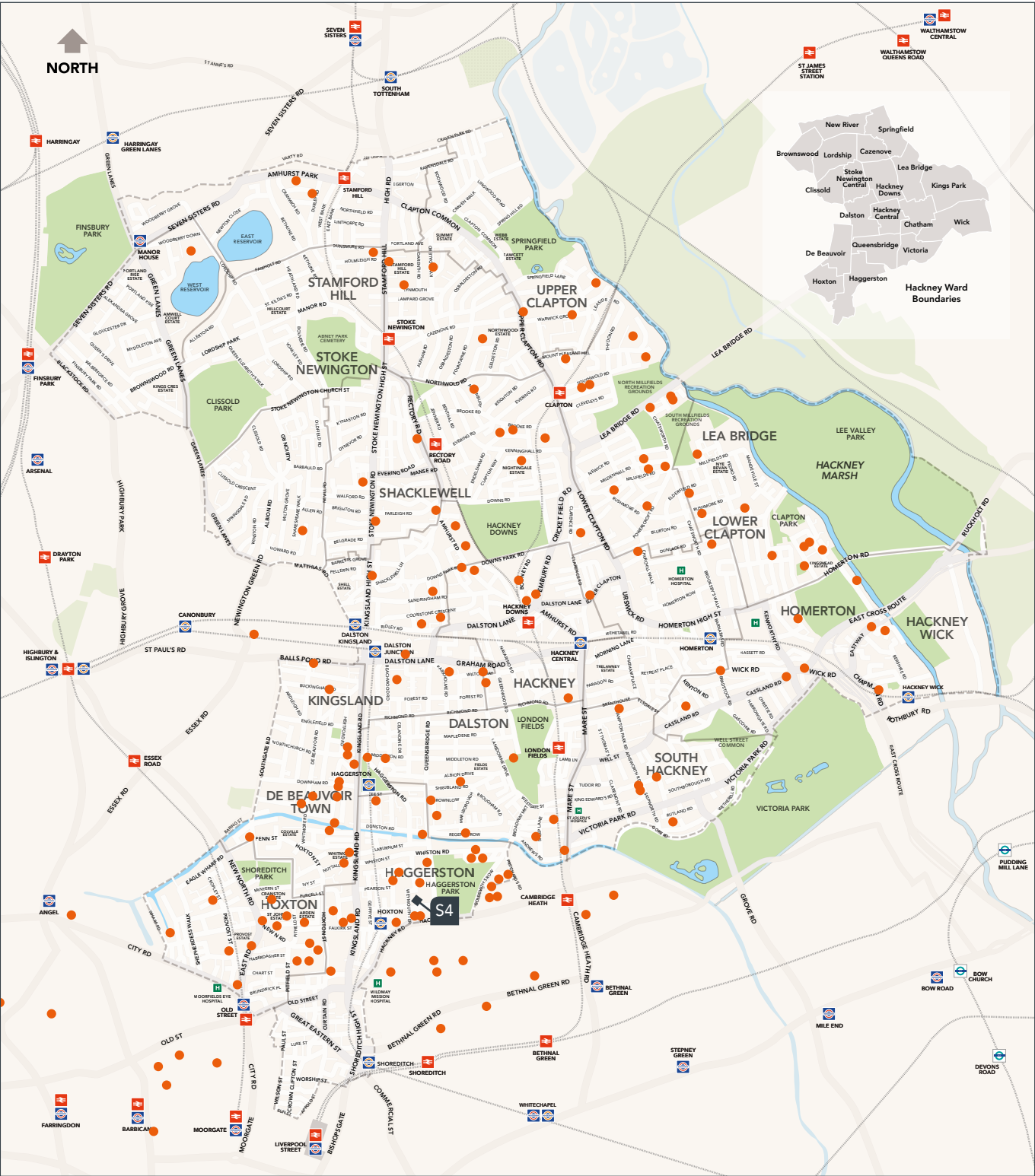
When you visit, you will see that our school population is as culturally diverse as the surrounding community. This is one of our greatest strengths, because we believe that the future depends on young people learning and working together and in partnership with adults.

Please visit [www.haggerston.hackney.sch.uk](http://www.haggerston.hackney.sch.uk) for further information about our school.



# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for Haggerston School.



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S4 Haggerston School    ● Successful applicants (180)    ● Unsuccessful applicants (0)

# ADMISSIONS CRITERIA FOR 2014

## Haggerston School

Children applying to each community school will be placed in one of four ability bands of equal size based on the score in the tests. Children with Statements of Special Educational Needs and other children who do not take the test will be assigned to the appropriate band on the basis of the primary Headteacher's or other professional's assessment.

Places will then be offered to the same number of pupils in each band in the following order:

01. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. We'll need to get confirmation from either the child's social worker or the borough social care service.
02. Children subject to a Child Protection Plan. We'll need to get confirmation from either the child's social worker or the borough social care service.
03. Children whose acute medical or social needs justify a place at the particular school.
04. Children with a brother or sister on roll at the school in Years 7 to 13 at the time of the proposed admission.
05. Children living nearest to the main entrance of the school as measured in a straight line on a map or using a GIS computerised batch distance measuring mapping system.

Distance as measured in 5 above will also be used in any tie-breaker decisions for priority 1, 2 and 4. If two applicants live exactly the same distance the allocation of the place will be determined by lottery which will be carried out by the Hackney Learning Trust's Admissions Team in the presence of an independent witness.



For families living on boats, distance will be measured from the authorised mooring point. If the family is itinerant, the nearest mooring point will be used on the closing date for the receipt of applications.

If a band is undersubscribed all children falling into that band group will be admitted and the places will be filled from unallocated applicants from the next nearest band taking a child first from the higher band and then from the lower band in turn.

## MULTIPLE BIRTHS

If only one place is available for more than one child, who are twins or of a multiple birth within the same family, we will establish if the school is able to admit above numbers. If this is not possible the allocation of the place will be determined by lottery which will be carried out by the Admission Team in the presence of an independent witness. We will also establish if an alternative school can offer all of the children places.

## APPLICATION LISTS

Pupils will be ranked on the application list in accordance with the above criteria. Any places that become vacant from 16 March 2014 at schools in Hackney will be given to pupils on the application list. Parents will be asked to confirm if they wish their children to remain on the application list from 1 September 2014.



The full admissions policy for 2014 entry is available at [www.haggerston.hackney.sch.uk](http://www.haggerston.hackney.sch.uk)



# lubavitch senior girls' school

ORTHODOX JEWISH VOLUNTARY AIDED SCHOOL

## WELCOME TO LUBAVITCH SENIOR GIRLS' SCHOOL

We are very proud to introduce you to Lubavitch Senior Girls' School.

Our school is part of a network of international institutions which operate on the principle of the Lubavitch movement, practising our religion based on the love of G-D, love of Torah and the love of one's fellow. We welcome pupils from all backgrounds who wish to follow a strictly Orthodox Jewish lifestyle in a happy and relaxed manner. All pupils are expected to abide by the principles and ethics of Orthodox Judaism.

Our school offers a warm and friendly environment where students are motivated to excel. Our curriculum is very varied, and we also have outstanding extra-curricular provision. Small classes ensure that each student receives sufficient attention to achieve her individual goal. The staff at Lubavitch Senior Girls' School are committed to producing young ladies who are able to make a positive contribution to the wider society and who are confident in their identity as young Jewish women. Many of our past pupils are currently engaged in community leadership roles in the teaching and caring professions.

In our most recent inspection, Ofsted observed: "The spiritual, moral, social and cultural development and behaviour are outstanding. Through the positive school ethos, students grow in self-confidence and develop extremely strong spiritual, moral and social values."

The benefits of maintained status will further enhance our performance.

**Rabbi S Lew**, Principal  
**Mrs H Freeman**, Headteacher



## ABOUT OUR SCHOOL

### PRINCIPAL

Rabbi S Lew

### HEADTEACHER

Mrs H Freeman

### CONTACT DETAILS

107-115 Stamford Hill, London N16 5RP  
T. 020 8800 0022 ext 128 – F. 020 8809 7324  
E. admin@lubavitchseniorgirls.com  
www.lubavitchseniorgirls.com

### SPECIALISM

Technology and Training School

### AGE

11-19 (girls only)

### 2014 ADMISSION NUMBER

30

## TRANSPORT INFORMATION

### BUS ROUTES

Stamford Hill Broadway: 67 / 76 / 149 / 243 / 253 / 254 / 318 / 476

### NEAREST STATIONS

Bethnal Green then bus 26 / 48  
Clapton then bus 253 / 254  
Manor House then bus 253 / 254  
Seven Sisters then bus 76 / 149 / 243 / 476  
South Tottenham then bus 76 / 149 / 243 / 476  
Stamford Hill then 2 minutes walk.

## OPEN DAYS AND EVENINGS

### OPEN DAY

Tuesday 1 October 2013, 3.30pm-5.30pm.



VISION, MISSION AND VALUES

Our vision is to inspire all our pupils to become true and responsible representatives of Torah Judaism and Chabad Chassidism, as expounded in the teaching of the Lubavitch Rebbe, Rabbi Menachem M Schneerson o.b.m. We are also committed to producing well-educated young women, equipped to give back to society.

We aim to:

- provide ambitious, exciting and educational programmes in Jewish and general studies that develop each pupil's gifts and talents to their highest academic abilities and according to their own individual needs;
- develop traditional values of modesty, loyalty, generosity and Ahavas Yisroel – love of one's fellow;
- instil a sense of pride in being a Bas Chabad – happy to accept leadership roles in the Jewish community, especially Shlichus (dedication to the community); and
- develop each girl's social and moral values, encouraging respect and tolerance for all members of society.

ABOUT THE SCHOOL

Lubavitch Senior Girls' School serves the Orthodox Jewish community and caters predominantly, but not exclusively, for families who follow Chabad Lubavitch customs and traditions. The school shares a building with a nursery, primary school and a community centre with its own swimming pool. The school strives for high standards of work and behaviour, both in Jewish studies and in its general curriculum. The school was last inspected by



Ofsted in March 2010 and was judged to provide a good overall quality of education.

*"The small class sizes permit much individual attention and this, too, impacts on progress. In the best lessons students achieve well through teaching that is lively, enthusiastic and delivered at a brisk pace."*

*"The school is constantly seeking ways to improve and, as a result of their deliberations, they have introduced vertical streaming for students in Years 9 to 12. This ensures that standards are raised even higher."*

*"There are many varied enrichment opportunities that include evening clubs at different venues offering extra swimming classes, arts and crafts, dance, physical education and games. The annual school production led by Year 12, which includes all students, contributes to the preparation for their future by involving them in various ways, including marketing and producing brochures."*  
– Ofsted, 2010.

CURRICULUM

The school's educational philosophy is based on the teachings of the Lubavitcher Rebbe, Rabbi M M Schneerson OBM, who developed the principles of the Lubavitch Foundation. The school provides a broad and balanced education based on these principles combined with the National Curriculum.

The school has also an excellent extra-curricular programme, which helps enhance the pupils' PHSCE and Jewish identity. There are regular activities during the school day and after school as well as annual weekend residential trips and occasional visits overseas.

The school enjoys consistently high results at GCSE and GCE. In the past, pupils from the school have attained the highest marks in the country in GCSE science. In addition to the regular GCSE courses, accelerated Year 11 pupils have the opportunity to take AS level maths and Biblical Hebrew. In the Sixth Form pupils are also offered Qualifications and Credit Framework (QCF) training in childcare, early years and IT as well as first aid and pool lifeguarding qualifications.

We encourage pupils to further their education in Seminary.





# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for Lubavitch Senior Girls' School.



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S5 Lubavitch Senior Girls' Successful applicants (18) Unsuccessful applicants (0)

# ADMISSIONS CRITERIA FOR 2014

## Lubavitch Senior Girls' School

Priority in admissions will be given to children who are Jewish according to Halochah (Jewish Practice). In the event of any dispute as to whether a child is Jewish, the decision of the Rabbinate of Orthodox Hebrew Congregations of the United Kingdom is final.

Applications must be submitted using the home local authority Common Application Form (CAF). Applicants wishing to be considered under priorities 1, 4 and 6 should also complete the religious affiliation form. Both forms are available from Hackney Learning Trust and the school office. The timetable for admissions will be in accordance with that of Hackney Learning Trust as set out in this guide (see page 15).

## ADMISSIONS POLICY

The school will admit 30 girls to each year group in Years 7 to 11 in accordance with Hackney Learning Trust's coordinated admissions policy. Children with SEN statements, where the school has been named on the statement, will be admitted to the school and will be included in the admission number.



The full admissions policy for 2014 entry is available at [www.lubavitchseniorgirls.com](http://www.lubavitchseniorgirls.com)

## OVERSUBSCRIPTION CRITERIA

If there are more applications than places available, the Governing body will admit pupils in accordance with the following oversubscription criteria in order of priority:

1. Looked after Orthodox Jewish girls and Orthodox Jewish girls who have been adopted or subject to a residence order or special guardianship orders immediately following having been looked after.
2. Orthodox Jewish girls with a sister\* living at the same address who is currently on roll at the school and who will continue to be on roll after the proposed admission.
3. Orthodox Jewish girls with a sister\* on roll at Ruth Lunzer primary school after the proposed admission.
4. Other Orthodox Jewish girls.
5. Other looked after girls, or girls who have been adopted who have since become subject to a residence or special guardianship order immediately following having been looked after.
6. Other Jewish girls.
7. Other girls.

If there are not enough places to admit all applicants in any of the categories listed above, priority will be given to pupils living nearest to the school. Distance will be measured in a straight line from the child's home address to the main entrance of the school using the geographical property references as provided by the borough Council in which the applicant lives.

## NOTE

\*Sister includes half-sisters, step-sisters and foster-sisters living permanently at the same address. It does not apply to sisters in year 11 at the time of an application for Year 7.





**mossbourne**  
**community academy**

ACADEMY

**WELCOME TO  
MOSSBOURNE COMMUNITY ACADEMY**

I am extremely proud to welcome you to Mossbourne Community Academy.

Ofsted describes Mossbourne as “outstanding, but even within that category it is exceptional.” Inspectors were “enthralled by the hard work and dedication of our staff, and the excellent attitude our students have to learning.”

The academy’s GCSE and A Level results are consistently outstanding, placing Mossbourne in the top 1% of schools in the country. This is achieved through a “powerful combination of excellent teaching, an imaginative curriculum and a school philosophy that everyone can succeed and make a difference”. Students at Mossbourne strive for their best and achieve at an outstanding level.

Mossbourne is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. I am confident that Mossbourne’s calm working atmosphere and strong focus on achievement, the arts and sport provides children with the best place to learn in Hackney.

Peter Hughes, Principal



**ABOUT OUR SCHOOL**

**PRINCIPAL**

Peter Hughes

**CONTACT DETAILS**

100 Downs Park Road, London E5 8JY  
T. 020 8525 5200 – F. 020 8525 5222  
E. enquiries@mossbourne.hackney.sch.uk  
www.mossbourne.hackney.sch.uk

**SPECIALISM**

Music

**AGE**

11-19 (boys and girls)

**2014 ADMISSION NUMBER**

200

**TRANSPORT INFORMATION**

**BUS ROUTES**

Downs Park Road: 56 / 276  
Nearby: 38 / 48 / 55 / 106 / 253 / 393 / 425 / 488

**NEAREST STATIONS**

Bethnal Green then bus 106 / 254  
Hackney Central then 10 minutes walk  
Hackney Downs then 5 minutes walk  
Manor House then bus 253 / 254

**OPEN DAYS AND EVENINGS**

**OPEN EVENING**

Wednesday 25 September 2013, 4.15pm- 8pm  
(last admission: 7.30pm)

The Principal, Peter Hughes, will give a rolling programme of talks throughout the evening.

While every effort will be made to admit all visitors at the time of arrival, at the busiest times it may be necessary to restrict the numbers on-site for health and safety reasons. Please note that busiest times are usually at the start and end of the evening.



MOSSBOURNE’S ETHOS

Mossbourne Community Academy provides students with a strong sense of shared values:

All learners are welcome, regardless of age, ability, gender, ethnic origin, personal circumstances or need.

Students are given opportunities to develop as active citizens and members of the community through varied learning opportunities, assessment and mentoring to support their development.

Students, adults and other learners feel safe and secure and are supported by rigorous behaviour policies.

Our inclusion policy ensures that all learners feel motivated to excel. Students are supported and their needs met, including gifted and talented students and those with special educational needs.

All staff are active participants in the life of the academy. They work as a team and are fully accountable for the delivery of high-quality education.

Parents and carers become involved with their children’s learning through home-school partnerships, parents’ meetings and discussions with teachers and tutors.

Students and staff benefit from the support of a thriving Parents’ Association.

THE LEARNING ENVIRONMENT

The academy provides a calm and ordered learning environment where children are treated as individuals. The building, is light and airy. Classrooms look out over the social and play areas. The imaginative design gives a feeling of openness, as well as creating a sense of security and inclusion.

Students are well supervised, both inside and outside the academy. During breaks students freely access the spacious, ground-floor areas – all fully-equipped with ICT facilities.

PASTORAL CARE AND TRANSITION FROM PRIMARY SCHOOL

Pastoral care and students’ welfare are two of the academy’s great strengths. Students learn in a calm, orderly environment while staff ensure that students are safe both inside and outside the academy. Bullying is not tolerated at Mossbourne. Every student is treated as an individual so that their strengths can be identified and appropriate support provided to enable them to fulfil their true potential.

This personal and proactive approach ensures teaching is responsive and tailored to the individual. In Year 7, with tutor groups housed in our Year 7 area, there is a strong focus on pastoral care which enables form tutors to forge strong relationships with the new students. Parents’ evenings held in July before students start at Mossbourne, and during the first term, help to establish the crucial two-way partnership between home and school.

YEAR 7 CURRICULUM

Faculties and departments are housed in our nine learning areas:

- 01. English language and literature, literacy
- 02. Modern foreign languages and Latin
- 03. Numeracy and mathematics
- 04. Sciences, health and social care
- 05. Humanities, personal health and social education & citizenship
- 06. Performing arts and music
- 07. Physical education
- 08. Business studies and ICT
- 09. Arts and design technology

A broad-based academic and vocational curriculum is offered, with a combination of setting and mixed-ability groups.

The statutory 25 hours study a week is extended to enable students to build on their strengths and to address any weaknesses. Students choose from a wide range of courses tailored to enrich and enhance the curriculum.

Gifted and talented students are nurtured and challenged through extension and enrichment activities, including our Saturday G & T educational visits and activities.

Students with special educational needs benefit from a comprehensive range of intervention programmes and receive additional support from teaching and non-teaching staff.

EXTENSION AND ENRICHMENT

A wide range of extra-curricular activities run after school, at weekends and during holiday periods. Students choose from an extensive range of classes and clubs designed to enhance curriculum provision, including subjects as diverse as debating, robotics and baking heaven.

The academy has a thriving performing arts faculty. Students can also participate in physical education and sport with a wide range of activities and clubs available.

MUSIC SPECIALISM

Our specialism recognises music as an area of excellence. Music enhances the educational experience at the academy by supporting the autonomous learning so vital to success in education. The strength of our provision lies in the opportunities we provide. Outstanding classroom music teaching follows a uniquely designed, engaging and challenging curriculum.

A very strong programme for instrumental tuition caters for groups and individuals wishing to learn one or more instruments, while our Music Scholarship Scheme nurtures and develops young musicians who have recognized talent or potential.

There are ensembles, bands and orchestras for all levels of ability. These include: Gospel Choir, Improvisation Workshop, School of Rock, Academy Orchestra and Percussion Ensemble and many others.

UNIFORM

We operate a strict uniform policy. The emphasis on smart dress is designed to encourage a professional approach to study, and we expect students to wear their uniform with pride.

HOMEWORK

We recognise the importance of regular homework to support learning and to extend students intellectually. In Years 7, 8 and 9, students are expected, on average, to complete seven hours of home study each week.

For students who have difficulties in completing homework, we provide supervised study from 3.10pm to 4.10pm. In some cases, attendance at the Homework Club is compulsory.

ASSESSMENT AND REPORTING

Regular assessment ensures that students’ progress is carefully monitored so that underachievement can be addressed in a timely manner. This is achieved through:

- Regular testing of reading and spelling.
- Close scrutiny of class work and homework.
- Moderation of student work against national standards.
- Tests at regular intervals throughout a subject course.
- End of term examinations, prior to the writing of interim reports.

Assessment forms an on-going student profile. Progress towards students’ academic and social targets are reviewed during the Academic Review Day meetings with personal mentors.

THE CLIVEBOURNE SIXTH FORM

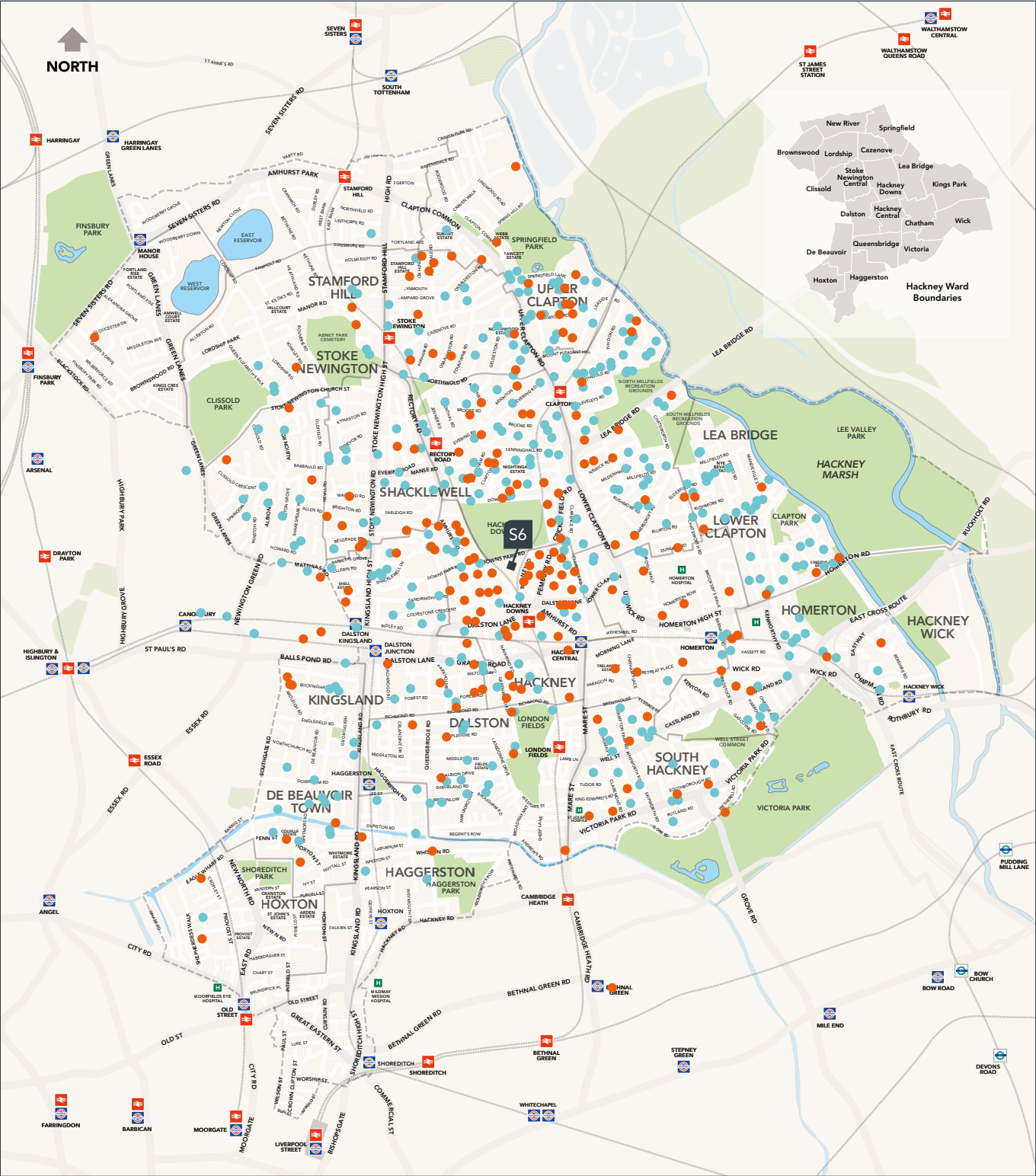
The Clivebourne Sixth Form accommodates 400 students studying a wide range of academic subjects. Our sixth form students achieve exceptional results, with many gaining places at the country’s top universities.

ADMISSIONS CRITERIA

We cater for children with a wide range of abilities and needs, students with special educational and physical needs, as well as the richly varied mix of social, ethnic and linguistic backgrounds within the wider Hackney community.

# ALLOCATION MAP IN 2013

## Successful and unsuccessful applicants for Mossbourne Community Academy



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S6 Mossbourne Academy    ● Successful applicants (200)    ● Unsuccessful applicants (398)

# ADMISSIONS CRITERIA FOR 2014

## Mossbourne Community Academy.

Parents must use the home local authority common application form to apply for a place at Mossbourne Community Academy.

### PROCEDURE FOR ALLOCATING PLACES

All pupils applying to the academy will be asked to sit the CAT test. Children will be placed into one of four ability bands dependent on their CAT score. The boundaries of each band reflect the national range of abilities.

Children with statements of special educational need and looked after children who do not take the test will be allocated to the appropriate band on the basis of an alternative appropriate assessment.

Having received a band allocation on the basis of their CAT score each pupil will then be allocated to the inner, middle or outer zone on the basis of the proximity of their home address to the academy's front gate using a GIS system.

Of the 200 places available at the academy, 25% will be available to each of the four bands. These shall then be divided between the inner, middle and outer zones\* giving 50% to the inner zone, 30% to the middle zone and 20% to the outer zone. This gives the following numbers per zone and band as follows:

Inner zone: 25 places each band (100 in total).  
Middle zone: 15 places each band (60 in total).  
Outer zone: 10 places each band (40 in total).

### OVERSUBSCRIPTION CRITERIA

Pupils with statements of special educational need for whom the academy is named on the statement are admitted ahead of other applicants but will be included in the band and zone allocation in which they fall. Pupils with a statement living further than

3km from the Academy's front gate will still be considered in the outer zone for the band in which they are placed. Pupils meeting priority 1 to 5 below who live further than 3km from the academy front gate will be considered in the zone with the most places.

Places in all zones and bands shall be allocated according to the following oversubscription criteria:

01. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption order, residence or special guardianship order.
02. Children with a child protection plan for whom the academy is their nearest school.
03. Children with a sibling on roll at the academy in years 7 to 13 at the time of application.
04. Children whose acute medical or social need justifies a place at the academy.
05. Children of staff who work at the academy full time with at least two year's continuous employment or where the academy reasonably considers a member of staff has been recruited for a position for which there is a demonstrable skill shortage.

If the total number of applicants meeting oversubscription criteria 1-5 in any one band and zone exceeds the stated number then places shall be allocated from the alternative zones within the same band if available.

All remaining places in each band and each zone will then be allocated amongst remaining applicants in that band and zone using a random computerised lottery. In the event of a tie-break random computerised lottery will also be used.

### IN-YEAR ADMISSION TO YEAR 10

The academy will admit up to 10 pupils each year into Year 10 who demonstrate an aptitude for rowing. This number will be in addition to the standard number 200. Applications will be invited from candidates from all schools in Hackney and elsewhere. Further details are available at [www.mossbourne.hackney.sch.uk](http://www.mossbourne.hackney.sch.uk).

The full admissions policy for 2014 entry is available at [www.mossbourne.hackney.sch.uk](http://www.mossbourne.hackney.sch.uk)

### \*ZONES

**Inner zone** – Children living within 1000 metres measured in a straight line from the home address to the front gate of the academy.

**Middle zone** –Any location from 1,000 metres to 2,300 metres of the academy's front gate.

**Outer zone** – Any location from 2,300 metres to 3,000 metres of the academy's front gate. The 3km cut-off for the outer zone doesn't apply to pupils who meet oversubscription criteria 1-5.





# **mossbourne** **victoria park academy**

ACADEMY

## **WELCOME TO MOSSBOURNE VICTORIA PARK ACADEMY**

I am extremely proud to welcome you to Mossbourne Victoria Park Academy.

This prospectus will give you a flavour of what will make this academy a successful school and a very special place of learning.

Mossbourne Community Academy was the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne Victoria Park Academy will be built on exactly the same principles: high expectations, doing the simple things right, and the belief that all children, regardless of background or ability, can succeed. Mossbourne Victoria Park Academy will provide a calm working atmosphere with a strong focus on achievement, the arts and sport. In short, it will produce fully rounded and confident young people with the skills and attributes essential for success.

I would now like to invite you to take a little time to discover how Mossbourne Victoria Park Academy will pave this pathway to success for your child.

**Peter Hughes**, Principal



### **NOTE**

Please note that Mossbourne Victoria Park Academy will open in September 2014 located in Victoria Park Road, London E9. Therefore the transport information in this page is related to the new academy site.

The open day will take place at Mossbourne Community Academy, 100 Downs Park Road, London E5 8JH. For transport information please go to page 63.

## **ABOUT OUR SCHOOL**

### **PRINCIPAL**

Peter Hughes

### **CONTACT DETAILS**

c/o Mossbourne Community Academy,  
100 Downs Park Road, London E5 8JY  
T. 020 8525 5200 – F. 020 8525 5222  
E. [enquiries@mossbourne.hackney.sch.uk](mailto:enquiries@mossbourne.hackney.sch.uk)  
[www.mossbourne.hackney.sch.uk](http://www.mossbourne.hackney.sch.uk)

### **SPECIALISM**

None

### **AGE**

11-19 (boys and girls)

### **2014 ADMISSION NUMBER**

120

## **TRANSPORT INFORMATION**

### **BUS ROUTES TO ACADEMY SITE**

Victoria Park Road: 277 / 388 / 425  
Nearby (Mare Street): 26 / 48 / 55 / 106 / 254

### **NEAREST STATIONS TO ACADEMY SITE**

Hackney Central then bus 277  
Homerton then 20 minutes walk  
London Fields then bus 277  
Mile End then bus 277 / 425

## **OPEN DAYS AND EVENINGS**

### **SATURDAY OPEN SESSION**

Saturday 28 September 2013, 9.30am-11.30am  
(last admission: 10.40am)

The Principal, Peter Hughes, will give a rolling programme of talks throughout the morning.

While every effort will be made to admit all visitors at the time of arrival, at the busiest times it may be necessary to restrict the numbers on-site for health and safety reasons. Please note that busiest times are usually at the start and end of the morning.



MOSSBOURNE’S ETHOS

Mossbourne Victoria Park Academy will provide students with a strong sense of shared values:

All learners are welcome, regardless of age, ability, gender, ethnic origin, personal circumstances or need.

Students will be given opportunities to develop as active citizens and members of the community through varied learning opportunities, assessment and mentoring to support their development.

Students, adults and other learners will feel safe and secure and are supported by rigorous behaviour policies.

Our inclusion policy will ensure that all learners feel motivated to excel. Students will be supported and their needs met, including gifted and talented students and those with special educational needs.

All staff will be full and active participants in the life of the academy. They will work as a team and will be fully accountable for the delivery of high-quality education.

Parents and carers become will be involved with their children’s learning through home-school partnerships, parents’ meetings and discussions with teachers and tutors.

Clear, inspiring leadership by governors and senior staff will promote the academy’s commitment to providing a high-quality environment for life-long learning.

Students and staff will benefit from the support of a fully-involved Parents’ Association.

THE LEARNING ENVIRONMENT

The academy will provide a calm and ordered learning environment where children are treated as individuals.

When designing the academy, the architects retained the character of the listed building, dating back almost 150 years. The original building and lodge, standing in their own grounds, will be carefully refurbished to house modern, well-equipped classrooms. This part of the school is now complemented by a modern addition which faces east over Well Street Common.

Practical subjects are housed in the light and airy environment of the new building, in modern, fully-equipped classrooms.

Building design will ensure that students are well supervised, both inside and out, throughout the academy. During breaks students have free access to the ground-floor areas of the academy, many of which have ICT facilities.

**PASTORAL CARE AND TRANSITION FROM PRIMARY SCHOOL**

Pastoral care and students’ welfare will be a priority. Staff will ensure that students are safe both inside and outside the academy and bullying will not be tolerated. Every student will be treated as an individual so that their strengths can be identified and appropriate support provided to enable them to fulfil their true potential.

We will be working hard to give Year 7 students a smooth and positive transition to secondary school life. Our Transition Officer will work closely with primary schools to ensure that we get to know each child and understand their academic and social needs and abilities. This personal and proactive approach will ensure teaching is responsive and tailored to the individual.

Parents’ evenings will be held in July, before our students start at the academy, and during the first term to establish the crucial two-way partnership between home and school.

**YEAR 7 CURRICULUM**

Faculties and departments will be housed in nine learning areas:

- 01. English language and literature, literacy
- 02. Modern foreign languages and Latin
- 03. Numeracy and mathematics
- 04. Sciences, health and social care
- 05. Humanities, personal health and social education & citizenship
- 06. Performing arts and music
- 07. Physical education
- 08. Business studies and ICT
- 09. Arts and design technology

A broad-based academic and vocational curriculum will be offered, with a combination of setting and mixed-ability groups.

The statutory 25 hours study a week will be extended to enable students to build on their strengths and to address any weaknesses. Students choose from a wide range of courses tailored to enrich and enhance the curriculum.

Gifted and talented students will be nurtured and challenged through extension and enrichment activities.

Students with special educational needs will benefit from a range of intervention strategies and will receive additional support from teaching and non-teaching staff.

**EXTENSION AND ENRICHMENT**

A wide range of extra-curricular activities will run after school, at weekends and during holiday periods. Students will select from an exciting range of classes and clubs designed to enrich curriculum provision.

**PHYSICAL EDUCATION AND SPORT**

The provision for physical education and sport will offer a full range of activities and clubs to our students.

**UNIFORM**

We will operate a strict uniform policy. The emphasis on smart dress is designed to encourage a professional approach to study, and we expect students to wear their uniform with pride.



PRIVATE STUDY AND HOMEWORK

The working day will run from 8.10am and will include compulsory private study or ‘prep’ time. Homework, or private study, will play an important role in all curriculum areas and work will be set regularly. Teachers will expect all tasks set for students to be well presented, completed to a high standard and handed in on time.

ASSESSMENT AND REPORTING

Regular assessment will ensure that students’ progress is carefully monitored so that under-achievement can be addressed in a timely manner. Some of the ways his will be achieved, is by regularly testing pupils reading and spelling, close scrutiny of classwork and homework.

Assessment will form an on-going profile of each student, whose progress will be reviewed during the *Academic Review Day* meeting with their personal mentors.

USE OF ICT AND COMPUTING

Information and Communication Technology is integrated within, and embedded across, the curriculum. All classrooms are equipped with interactive white boards and each learning area houses a computer room.

A PARTNERSHIP WITH HOME

We recognise the importance of making and maintaining strong home-school links and we will always endeavour to work closely with home.

At the end of each term parents will receive an interim report recording their child’s level or grade for each subject and a full report at the compulsory annual attainment and progress consultation evening.

Meetings with parents, to agree appropriate support, will be held for students who are under-achieving.

ADMISSIONS CRITERIA

We cater for children with a wide range of abilities and needs, students with special educational and physical needs, as well as the richly varied mix of social, ethnic and linguistic backgrounds within the wider Hackney community.



Mossbourne Victoria Park Academy

Parents must use the home local authority common application form to apply for a place at Mossbourne Victoria Park Academy.

PROCEDURE FOR ALLOCATING PLACES

All pupils applying to the academy will be asked to sit the CAT test. Children will be placed into one of four ability bands dependent on their CAT score. The boundaries of each band reflect the national range of abilities.

Children with statements of special educational need and looked after children who do not take the test will be allocated to the appropriate band on the basis of an alternative appropriate assessment.

Having received a band allocation on the basis of their CAT score and after the oversubscription criteria 1 to 5 below have been applied each pupil will then be ranked on the basis of the proximity of their home address to the academy's front gate using a GIS system.

Of the 120 places available at the academy, 25% will be available to each of the four bands. This will give 30 places for each band.

OVERSUBSCRIPTION CRITERIA

Pupils with statements of special educational need for whom the academy is named on the statement are admitted ahead of other applicants but will be included in the band in which they fall.

Places in all bands shall be allocated according to the following oversubscription criteria:

- 01. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption order, residence or special guardianship order.
- 02. Children with a child protection plan for whom the academy is their nearest school.
- 03. Children with a sibling on roll at the academy in years 7 to 13 at the time of application.

The full admissions policy for 2014 entry is available at [www.mossbourne.hackney.sch.uk](http://www.mossbourne.hackney.sch.uk) and its criteria are subject to the approval by the Secretary of State

- 04. Children whose acute medical or social need justifies a place at the academy.
- 05. Children of staff who work at the academy full time with at least two year's continuous employment or where the academy reasonably considers a member of staff has been recruited for a position for which there is a demonstrable skill shortage.

If the total number of applicants meeting oversubscription criteria 1-5 in any one band exceeds 30 then places shall be allocated from the nearest band.

All remaining places in each band will be allocated amongst remaining applicants in that band admitting first those who live closest to the school. Distance will be measured in a straight line using a Geographical Information System which measures from the academy's front gate to the home postcode of applicants.

OPERATION OF WAITING LIST

If the academy is oversubscribed, unsuccessful applicants will be placed on a banded waiting list. The waiting list is maintained until the 31st August. A new waiting list will be started on the 1st September in accordance with the in-year criteria.

IN-YEAR ADMISSIONS

The academy will participate in the arrangements published by Hackney Learning Trust which provide for the allocation of places in line with the academy's admissions policy and the maintenance of a waiting list of pupils applying to the academy, should no vacancies be available at the time of application.





# our lady's **convent** **high school**

CATHOLIC VOLUNTARY AIDED SCHOOL

## WELCOME TO OUR LADY'S CONVENT HIGH SCHOOL

Our Lady's Convent High School works together as a community to ensure that students become caring, inspirational and engaging young adults.

We are a small school with 120 students in each year group. This allows us to provide tailored provision for all our students to meet their academic and pastoral needs. As a result of the Building Schools for the Future (BSF) programme in Hackney, we now enjoy a spacious, modern environment in our new school building with excellent classroom, dining, playground and sports facilities – including a roof-top multi-use games area.

Our long standing and strong tradition of academic excellence is maintained through the dedication and commitment of our staff.

We work in partnership with our students to ensure that all our work in school takes place in a supportive, caring and friendly environment. Our reputation for academic achievement stems from our ongoing commitment to the provision of a purposeful, enjoyable and diverse education for all.

Everyone is treated with respect and recognised for their unique God given talents. Our extensive international links provide an opportunity for our students to travel the world and gain access to a wide range of different cultures and experiences.

We understand the importance of making the right decision for your daughter. To help you achieve this, we hope you will visit us during one of our open mornings, or at our open evening, to see for yourselves the unique qualities that make our school so special.

Mrs Jane Gray, Headteacher

*"Students' attainment by the end of Year 11 is significantly above average, attendance is above average and punctuality exemplary. This is a good school. A key strength is the way in which it uses every opportunity to promote students' spiritual, moral, social and cultural development. As a result, students of all backgrounds work really well together."*  
Ofsted, 2013.

## ABOUT OUR SCHOOL

### HEADTEACHER

Mrs Jane Gray

### CONTACT DETAILS

6-16 Amhurst Park, London N16 5AF  
T. 020 8800 2158 – F. 020 8809 8898  
E. officeadmin@ourladys.hackney.sch.uk  
www.ourladys.hackney.sch.uk

### SPECIALISM

DfE designated Language College

### AGE

11-19 (girls only)

### 2014 ADMISSION NUMBER

120

## TRANSPORT INFORMATION

### BUS ROUTES

Amhurst Park: 253 / 254  
Nearby: 67 / 76 / 149 / 243 / 318 / 349 / 476

### NEAREST STATIONS

Manor House then bus 253 / 254  
Seven Sisters (High Road exit) then bus 76 / 149 / 243 / 349 / 476  
South Tottenham then bus 243 / 349 / 476 or 10 minutes walk  
Stamford Hill then less than 5 minutes walk

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Wednesday 25, Thursday 26 and  
Friday 27 September 2013  
9am-10.30am (by appointment only)

### OPEN EVENING

Tuesday 24 September 2013, 4pm-7pm



OUR MISSION

Our Lady's Convent High School enables all in our school community to achieve their highest potential and prepares our students to become compassionate and caring citizens, aware of their global responsibilities.

We achieve this by maintaining high expectations of the individual, appreciating that we are all members of a diverse community, living our Catholic faith and embracing the Servite values.

OUR VISION AND VALUES

We believe that the values, skills and experience of learning languages and all subjects in the classroom bring our students closer to the Servite values of:

- Compassion
- Service
- Community
- Marian identity
- Openness and respect for diversity
- Global, holistic approach
- Evangelisation
- Universality



ABOUT THE SCHOOL

Our Servite values underpin all work in the school, and our Catholic faith is promoted and celebrated through all our efforts and achievements. Our community is strengthened by diversity, with a strong culture of understanding and respect for others. Together, we are a friendly and successful community.

Our pastoral care system plays a vital role in supporting every pupil's academic achievement. Each student is treated as an individual with unique abilities, needs and aspirations, and our programme of care truly caters for all. We have high expectations, clear boundaries and excellent standards of discipline based on dignity, empathy and concern for others. Pastoral care is maintained by working in close partnership with parents and by maintaining good levels of communication between home and school.

We have held Specialist Status in Languages for more than ten years, but as a Catholic Language College we believe that the whole character, and not only academic performance, is the measure of a person. We believe that learning a language other than English develops the character of our students by:

- inviting them to understand and participate in other cultures;
- developing their capacity for tolerance, compassion and openness;
- enabling an awareness of the needs of those in their family, school and local and global communities;
- broadening their academic and employment opportunities;
- increasing access to the cultures of our European neighbours.

CURRICULUM

We are delighted that we are able to offer a broad curriculum in Key Stage 3 languages, where all students enjoy the opportunity to study two of our three core languages: French, Spanish and Mandarin Chinese. Their KS3 achievements are accredited through the Asset Languages qualification and students continue to study at least one language in Key Stage 4.

We also have an extensive number of twilight courses. These are open to adults as well as students, and participants can learn Italian, Portuguese, Polish and British sign language. We offer a programme of curriculum-based visits to other countries; recent destinations have included Italy, China and Iceland.



HOMEWORK

All students are given a student planner to record all their homework tasks. These may include projects requiring an extended piece of work. We place a strong emphasis on encouraging students to become independent learners and take responsibility for planning and prioritising these tasks to help develop their self-supported study skills. The student planner is also used for home-school communication.

UNIFORM

We believe that a smart school uniform reflects the inclusive nature of our school and encourages high achievement and standards of behaviour. The uniform allows all students to be:

- recognised as equal members of our school community;
- easily recognisable to staff and the community;
- appropriately dressed for practical subjects.





# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for Our Lady's Convent High School.



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S8 Our Lady's Convent    ● Successful applicants (124)    ● Unsuccessful applicants (13)

# ADMISSIONS CRITERIA FOR 2014

## Our Lady's Convent High School.

We do not operate banding and therefore we will not request the CAT scores from Hackney Learning Trust at any time.

When the number of applicants exceeds the published admission number, offers of places are made using the following oversubscription criteria in order of priority:

01. Catholic looked after children and Catholic children who have been adopted (or made subject to residence orders or special guardianship orders) immediately following having been looked after.
02. Baptised Catholic girl from practising Catholic family. This will be determined by reference to the applicant's Baptism certificate and a completed Priest's reference from the priest in the parish where they normally worship.
03. Baptised Catholic girl. This will be determined by reference to the applicant's Baptism certificate.
04. Other looked after children and children who have been adopted (or made subject to residence orders or special guardianship orders) immediately following having been looked after.
05. Christian girl from practising Christian family. This will be determined by reference to the applicant's Baptism (or Dedication) certificate and/or a completed reference from the minister of religion from the church where they normally worship.
06. Christian girl. This will be determined by reference to the applicant's Baptism (or Dedication) certificate.
07. Other girl.

Within each category above, where over-subscription occurs, preference will be given according to the following order:

- a) Sisters of siblings who are on roll at the school at the time of the proposed admission.
- b) Distance from school, measured 'as the crow flies' to the main entrance door of the school.

Governors will give top priority within a category to any child whose exceptional medical or social needs justify a place at this particular school.

Compelling written evidence must be supplied by the closing date from an appropriate professional e.g. doctor or social worker. It is the responsibility of the parent to produce this evidence.

Admission of twins / multiple births – if only one place is available the Governors will admit the other child(ren) and go above numbers temporarily.

## APPLICATION PROCEDURE

Applicants for categories 2 or 5 should complete three forms:

- Priest's Reference form (PRF),
- Supplementary Information form (SIF) and
- Common Application form (CAF).

Applicants from all other categories should complete two forms:

- Supplementary Information form (SIF) and
- Common Application form (CAF).

The SIF, PRF and proof of Baptism must be submitted to the school by the closing date, Friday 25 October 2013. If these documents are not received by the closing date then the Governors may only be able to consider the application as category 7. The CAF is available from the Local Authority in the area of which you live and must be submitted to the Local Authority by the published closing date.

## NOTES

**Practising Catholics** – A Catholic child from a practising Catholic family where this practice is verified by a reference from a Catholic priest in the standard format laid down by the Diocese.

**Catholic** – A person who is a member of a Church in full communion with the See of Rome, including Eastern Catholic Churches as listed in the Westminster Diocesan Yearbook.

**Christian** – A member of one of the Churches that is a member of "Churches Together in Britain and Ireland".

**Family and Parent(s)** – Person or persons who have legal responsibility for the child.

The full admissions policy for 2014 entry is available at [www.ourladyshackney.sch.uk](http://www.ourladyshackney.sch.uk)





# skinners' academy

ACADEMY

## WELCOME TO SKINNERS' ACADEMY

Skinners' Academy provides a world class education for boys and girls, aged 11-19, in a modern state-of-the-art building.

We pride ourselves on our culture of high expectation for every student and are committed to cultivating a happy, disciplined, caring and respectful environment. Students have access to academic and vocational qualifications as well as a wide range of curricular and enrichment (extra-curricular) activities. Our aim is to help them become well rounded adults who are empowered to contribute positively to their local and global community. The academy is also a centre of excellence specialising in business, enterprise and ICT.

We have created a learning environment where hard work, motivation and determination help to prepare our students for their future lives in an ever changing world. Our academy will be a beacon of excellence at the heart of the community we serve. Our aim is to provide a highly disciplined, vibrant and safe environment where every pupil can flourish regardless of their ability or background.

If you would like to know more about the academy, or are considering applying for a place, please come to one of our open events or contact us if you would like further information or have any queries.

**Tim Clark**, Principal

## THE SKINNERS' COMPANY

The Skinners' Company, one of the Great Twelve Livery Companies of the City of London, is proud to be the sponsor of Skinners' Academy.

The Skinners' Company has a long tradition of supporting education. Its educational involvement in Hackney started in 1890. This involvement has continued with Skinners' Academy, which is part of a family of five other schools supported by the company. We believe in traditional educational values delivered in a modern context, and are enthusiastic about the integral role the academy plays in the evolving Woodberry Down community.

**Robert Farquharson**, Chair of Governors

## ABOUT OUR ACADEMY

### PRINCIPAL

Tim Clark

### CONTACT DETAILS

Woodberry Grove, London N4 1SY  
T. 020 8800 7411 – F. 020 8809 1382  
E. [enquiries@skinnersacademy.org.uk](mailto:enquiries@skinnersacademy.org.uk)  
[www.skinnersacademy.org.uk](http://www.skinnersacademy.org.uk)

### SPECIALISM

Business & Enterprise and ICT

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

180

## TRANSPORT INFORMATION

### BUS ROUTES

Woodberry Grove: 253 / 254 / 259 / 279  
Nearby: 29 / 141 / 341

### NEAREST STATIONS

Finsbury Park then bus 253 / 254 / 259 / 279  
Harringay Green Lanes then bus 29 / 141 / 341  
Manor House then 5 minutes walk  
Stamford Hill then bus 253 / 254  
Seven Sisters then bus 259 / 279

## OPEN DAYS AND EVENINGS

### OPEN MORNING

Tuesday 24 September 2013, 9am-10am

### OPEN EVENINGS

Thursday 19 September 2013, 4.30pm-6.30pm  
Monday 23 September 2013, 5pm-7pm



### OUR VISION

Our vision is to provide a world class educational environment where all students are equipped to achieve success. Each student will:

- be literate and numerate;
- be capable of using ICT as a learning tool and as a means of expanding their horizons and enriching their knowledge and lives, nationally and internationally;
- embrace creativity and develop a “can do” attitude as part of a business and enterprise culture;
- possess a secure sense of self;
- enjoy a broadly based spiritual life including culture and the arts;
- develop a strong moral code by which to live.

### SPECIALISM

The academy specialises in business and enterprise education and ICT. Our enterprise education, accredited by the rigorous National Standard for Enterprise Education process, focuses on innovation and creativity and develops the ability to:

- handle uncertainty and respond positively to change;
- create and implement new ways of doing things;
- make reasonable risk and reward assessments.

Our business and enterprise culture influences all that we do, including the international aspect of our academy. We have achieved the International School Award 2010-2013 and have built strong links with schools in Turkey, New York, Georgia, and Spain.

We work closely with local employers, other educational establishments and international organisations, so that our students can benefit from professional industry expertise. These include:

- links with organisations including Allen & Overy, Bank of England, London City Airport and others;
- involvement in local regeneration projects – including Berkeley Homes and Transport for London;
- Young Enterprise projects and running small businesses.

We provide a state-of-the-art virtual learning environment (VLE): a one-stop online portal where learning can be supported and accessed by students and parents 24 hours a day.

### CURRICULUM

Skidders' Academy is developing flexible and creative approaches to teaching and learning that will raise standards for all. The academy offers the English Baccalaureate (EBacc) path, and supports students with alternatives where relevant. The curriculum is designed to support children's learning needs according to developmental stages, rather than being organised strictly according to age.

- Students complete Key Stage 3 within two years, Year 7 being viewed largely as a foundation year.
- Students spend three years at Key Stage 4 and we offer a range of vocational and academic pathways, including the English Baccalaureate (EBacc) – a qualification that recognises achievement in English, mathematics, sciences, a language and a humanities subject.
- Some gifted and talented students will begin to follow one or more AS courses as early as Year 10.

### EXTENDED STUDY

Extended Study, more traditionally known as homework, is an integral part of achieving excellence and provides opportunities for independent learning. The amount of extended study will increase as the student progresses through the academy.

Students, staff and parents use our VLE to download extended learning resources and to receive guidance from their class teacher. Students also record all extended learning tasks in their student planner. Parents use the planner as a means of communicating with the school. Feedback from teachers can also be accessed online using the academy's 'ePortal'.

*“Skidders' Academy is the perfect choice of school if you desire an excellent education for your child as well as a safe and happy learning environment with staff who genuinely care about your child.”*

Year 9 parent.

### SCHOOL DAY AND TIMETABLE

The school day provides a choice of enrichment activities that complements the core curriculum and encourages them to explore new areas of interest.

Extension activities are delivered in small groups and are designed to meet the needs of the individual learner and their learning style. In 2012-2013, activities included Skidders' Radio, the Comic Strip Characters Club, The Japanese Club, The Show Business Enterprise group, the Green Team, various Enterprise clubs and more. The slightly longer school day, new ways of teaching, the extension activities and the links with local businesses, commerce and enterprise allow us to implement a broad, progressive curriculum based on individual needs.

### STUDENT VOICE

The academy recognises and celebrates all student achievement.

We encourage student voice through the co-construction of learning and initiatives. These include the student council, Young Chamber, The Specialist Schools & Academies Trust (SSAT) conferences, Mosaic Enterprise Network and other leadership programmes. This is our way of including students in the organisation of the school and further strengthens the partnership between students, staff and parents.

We consistently reward good work, effort, initiative and behaviour through merits, positives, certificates, badges and in assemblies. The governors' annual prize-giving ceremony for the academy takes place in November.

### PASTORAL CARE

Students are placed in advisory groups which meet every day. The adviser is the first point of contact.

### CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Today's economy makes it even more important for students to develop confidence academically and beyond. Learning 'employability skills' and becoming an attractive candidate for universities and employers is an important part of the journey for our students.

### BEHAVIOUR

We insist on the highest standards in all aspects of the life within the academy. We expect students to behave in a way that recognises the rights of others. We insist on standards of proper behaviour for the benefit of all students, so that they learn well and are an asset to their school and to society.

Our core values are an important aspect in guiding students towards the most appropriate behaviour. These are:

- Respect
- Excellence
- Friendship
- Courage
- Determination
- Inspiration
- Equality

Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly. Our behaviour code is based on the principles of:

- respect for ourselves;
- respect for other people;
- respect for our environment.

These apply on the journey to school, within the school premises and on the journey home from school.

### UNIFORM

The uniform is formal, reflecting our business and enterprise culture. It is applied across the academy and all students are expected to adhere to it.

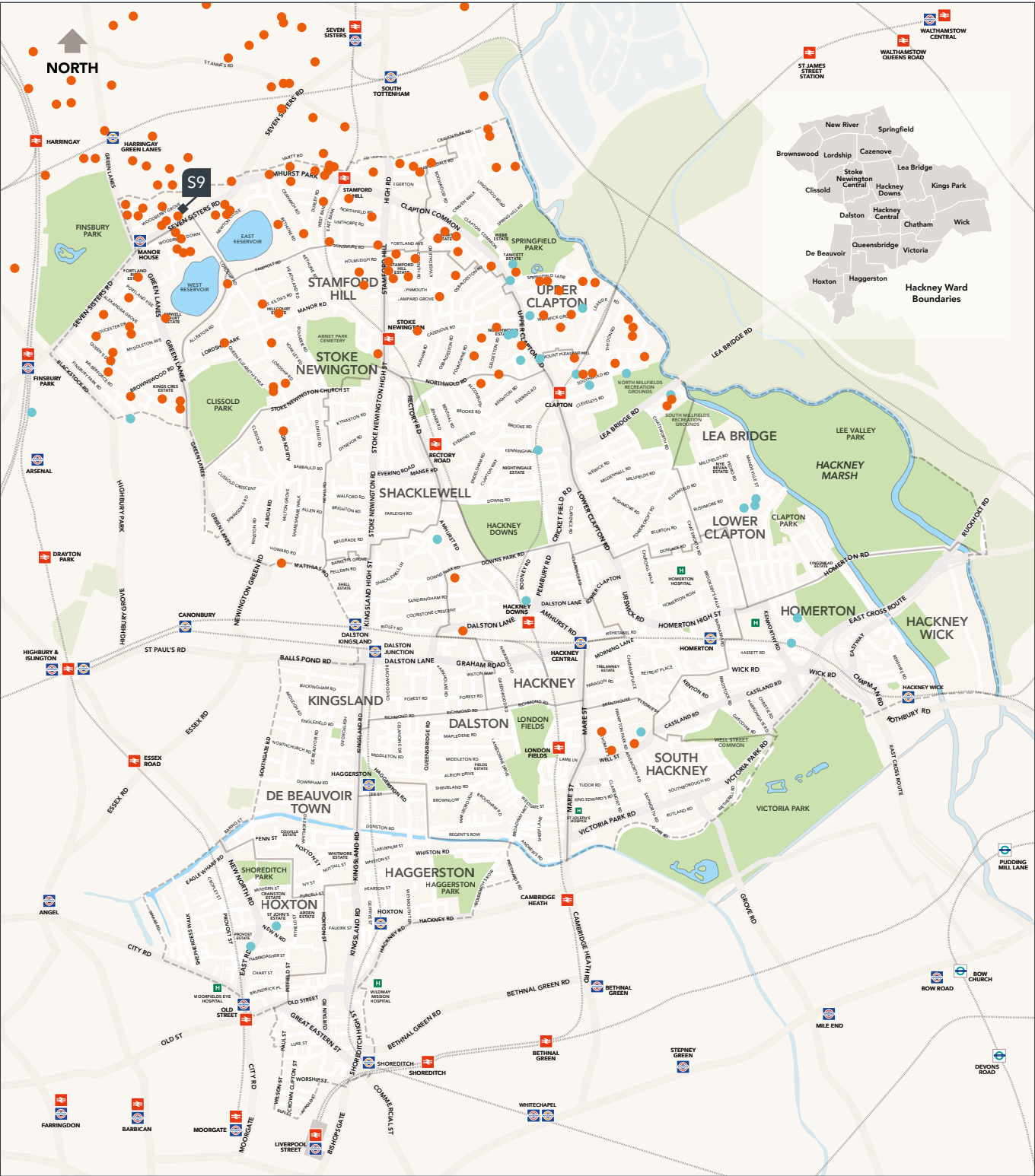
### EXTENDED SCHOOLS AND COMMUNITY LINKS

Our vision is to become a hub of the Woodberry Down community. We are working in partnership with a number of businesses to bring communities together and to raise awareness of the school's activities.



# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for Skinners' Academy.



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S9 Skinners' Academy    ● Successful applicants (180)    ● Unsuccessful applicants (35)

# ADMISSIONS CRITERIA FOR 2014

Skinners' Academy.

Applications for places at the academy must be made using the Common Application Form of the local authority where the applicant resides. We use the timetable published in this guide on page 9.

## CONSIDERATION OF APPLICATIONS

We consider all applications for places. Where fewer than the published admission number for any relevant age group are received, we offer places to all those who have applied.

All applicants are required to take the CAT tests and are placed in one of five bands according to their test scores. As far as possible the same number of pupils is admitted to each band, so each band represents a fifth of the applicants.

Pupils with SEN statements naming the academy, and children who are looked after or previously looked after, are included in the band allocations. If they are unable to take the tests, their allocation is based on their primary school teachers' assessments or such other assessments as shall be appropriate in the reasonable view of the academy.

In case of other pupils who have not sat the test, in order to place in a band the Academy may seek other evidence of the applicant's ability if (for reasonable reasons) the child is unable to take the test . If such evidence is not sought, such pupils will be considered after those who have taken the test.

In the case of applications from multiple births, if one sibling gains a place through the banding allocation then the 2nd or 3rd sibling will automatically be given a place.

## OVERSUBSCRIPTION CRITERIA

After places have been allocated to pupils with SEN statements naming the academy, places within each band are allocated in the following order of priority:

01. Looked after children or previously looked after children (previously looked after children are children who were looked after but ceased to be so because they were adopted or became subject to a residence order or special guardianship order).
02. Pupils whose siblings currently attend the academy at the date of application in Years 7 to 13.

03. Pupils with an acute medical or social need.
04. Pupils whose parent is a full-time member of staff at the academy and either (i) the parent has two years continuous full-time employment at the academy or (ii) in the reasonable view of the academy the parent has been recruited for a position for which their is a demonstrable skills shortage.
05. Pupils who live nearest to the main entrance of the academy using a straight line measurement from the main entrance of Skinners' Academy (Woodberry Grove, N4 1SY) to the main entrance of the child's home. The measurement will be made by a straight line between the two points on a map or by using a GIS computerised distance mapping system.

## OPERATION OF WAITING LISTS

The academy operates a waiting list. If we receive more applications for places than there are places available, we maintain a waiting list for one term after the admission date. Parents can ask for their child's name to be added to the list if their application was unsuccessful and it will be placed on the waiting list according to their band up to 31 August 2014. After 1 September 2014 waiting lists, will be maintained using pupil's band groups from their original secondary transfer application until the end of the Autumn Term 2014. During that period pupils who haven't taken the test will be allocated on the basis of an alternative assessment or on the basis of their Key Stage 2 SATS results.

## IN-YEAR ADMISSIONS

We consider all applications for places outside the normal year of entry and, if there are places available, we admit the child unless one of the permitted reliefs applies. If more applications are received than there are places available, the oversubscription criteria shall apply, but without banding. Parents whose application is turned down can appeal.

The full admissions policy for 2014 entry is available at [www.skinnersacademy.org.uk](http://www.skinnersacademy.org.uk)

The above admissions criteria for 2014 are subject to the approval by the Secretary of State.



# stoke newington school and sixth form

COMMUNITY SCHOOL

## WELCOME TO STOKE NEWINGTON SCHOOL AND SIXTH FORM

Stoke Newington School and Sixth Form is a high quality, mixed 11-19 comprehensive school. We pride ourselves on excellent creative teaching which enables all students to fulfil their potential from their first day at our school.

In May 2011, Ofsted confirmed that learning was good or outstanding in the large majority of lessons and that 'results are set to rise.' This was proved correct as our headline 5A\*- C figure has increased by 10% over two years and our sixth form results were deemed 'outstanding'. We expect there to be a significant increase this year. Parent and student surveys from 2013 confirm the strong improvement across the school.

I encourage you to come to our school if you want your child to succeed academically, enjoy their secondary education and develop personally and socially. Academically, our aim is for every student to make the best possible progress throughout their school career in all core and chosen subjects. We also want our students to develop a love of learning and to grow up as active members of the school and wider community.

Annie Gammon, Headteacher



## ABOUT OUR SCHOOL

### HEADTEACHER

Annie Gammon

### CONTACT DETAILS

Clissold Road, London N16 9EX  
T. 020 7241 9600 – F. 020 7241 9699  
E. admin@sns.hackney.sch.uk  
www.sns.hackney.sch.uk

### SPECIALISM

Art, media, music, science, maths and inclusion

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

255

## TRANSPORT INFORMATION

### BUS ROUTES

Stoke Newington Church Street: 73 / 393  
Nearby: 106 / 141 / 341 / 476

### NEAREST STATIONS

Canonbury then bus 73 / 476  
Highbury & Islington then bus 393  
Manor House then bus 141 / 341  
Stoke Newington then bus 393 / 476

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Monday 23, Tuesday 24, Wednesday 25,  
Thursday 26 September 2013  
9.45am-10.45am

Monday 7 and Tuesday 8 October 2013  
9.45am-10.45am

Please ring Linda Perkola on 020 7241 9600 to confirm your place for the open mornings.

### OPEN EVENINGS

Monday 16 and Tuesday 17 September 2013  
5pm-7.30pm



### MISSION, VISION AND VALUES

**Our mission is that everyone at Stoke Newington:**

- enjoys learning and makes outstanding progress;
- has a strong sense of belonging to the school and to the wider community;
- is empowered and equipped to become an active citizen, who celebrates diversity and has a commitment to a shared and just future.

**Our aims are that:**

- our school develops as a vibrant, high performing organisation with an emphasis on inspiring and creative teaching;
- our specialisms, in creative arts and media, science and mathematics and inclusion, lead the school's development as a community in which all succeed.

**Underpinning this mission and these aims is a set of values which includes:**

- students: being safe, honest, responsible for themselves, confident and self aware;
- students relate to others: being concerned for each other's wellbeing, appreciative of diversity, considerate and respectful and involved in democratic processes;
- responsibility for their own learning: being ambitious, communicative and cooperative, enquiring, creative and resourceful;

### THE SCHOOL'S ETHOS

The ethos of the school is friendly, safe, enjoyable, creative and high attaining. All students are welcome at our school; one of our key values is that we welcome diversity. Ofsted pointed out that "students enjoy their learning and rate their school very highly" and that the care, guidance and support provided by the school at all levels are outstanding. We want every student to make excellent progress, supported by excellent teaching. We offer additional support and opportunities for those students who need it.

### TEACHING AND LEARNING

We are an academically successful school. We pride ourselves on the quality of teaching we provide across all subjects and we have a strong focus on systems to ensure teaching quality improves year on year. There will be a particular emphasis on literacy for Year 7 students who will all be involved in the exciting *Big Write* project.

We track each student's progress carefully to make sure that every child can succeed. Large numbers of our students gain the highest possible grades in GCSEs in each subject every year – for example, over one third of our students got 3 or more A/A\* grades at GCSE level in 2012. We provide an exceptionally wide range of options for students in Years 10 and 11 and the sixth form with a particular emphasis on expressive arts and sciences. We have expanded the provision of history and geography and modern languages so that students have every opportunity to study subjects within the English Baccalaureate.

The good relationships between staff and students at our school are renowned. In our recent Ofsted inspection 96 per cent of parents confirmed that their child enjoyed school. The relationships between staff and students are further strengthened during the school's many educational day trips and residential visits. Year 11 and 12 students are involved in an annual residential at Oxford University.

We also pride ourselves on our sporting involvement and achievements. Sporting highlights from 2012-13 include our students becoming the Hackney and Middlesex U13 and U15 girls' Indoor Cricket champions, Year 8 boys becoming the Hackney football champions, U13 and U15 girls becoming the Hackney champions. Our sporting successes led us being selected to participate in the London 2012 Olympics closing ceremony.

### SCHOOL BUILDING FOR THE FUTURE

We now have a very high quality, well designed building and beautifully landscaped grounds which, together, provide a great environment for learning. Our students enjoy well resourced specialist teaching areas and spacious, pleasant recreational areas with trees, grassy areas and sporting facilities. The library has been redeveloped this year, and we are now building an extension for our expanding sixth form, which will be completed by the end of 2013.

### SPECIALISM

We specialise in the creative arts and media and in science and mathematics. Our specialist areas provide opportunities for enrichment. They also influence teaching in other subjects, and our cross curricular links are very strong. We were awarded Artsmark Gold in 2012 for the third time.

All students are involved in various creative, artistic, mathematical and scientific projects throughout Years 7, 8 and 9.

### PASTORAL CARE AND DISCIPLINE

Our code of conduct is based on our values. We expect our students to behave in a way that helps them to learn and allows others to learn. This is upheld by clear rules, encouraged by rewards and enforced by sanctions where appropriate. We have clear and consistent strategies for managing behaviour and dealing with bullying. We believe strongly in 'restorative justice'. This involves students discussing the impact of their behaviour on other people, helping them to understand how their behaviour can cause problems and grief for others.

We work hard to ensure Year 7 students settle in confidently to their new school. They have their own playground for lunch and break times. We have a learning resources centre, with books and computers, which is open after school and during lunch each day for homework or further study. We run a number of after school classes that support or extend students' studies, some of which are compulsory.

### PARTNERSHIPS AND COMMUNITY INVOLVEMENT

Our most important partnership is with the parents of our students. We aim to keep parents fully informed and involved throughout their child's school career. Parents are given clear information when their child starts school and when they reach key events in their school career. We provide individual information about each child online and we will discuss the student's progress and targets with parents at three meetings during the year.

Our students are fully aware of their role in contributing to local, London, British and international communities. All students are involved in community work during their time with us, and partners from a range of work places and academic institutions visit the school.

### SIXTH FORM

Our sixth form is going from strength to strength with students consistently obtaining results in the top 10 percent of the country for value added. The vast majority of our sixth formers go on to university. This year, we have students going to University of Cambridge, University of Oxford, University College London, Imperial College, King's College, Warwick, York and SOAS. Our sixth form offers a wide range of A level and vocational subjects.

### HOMEWORK

Homework plays a key part in extending and strengthening students' learning. Homework is set and marked regularly for students from Years 7 to 13.

Homework tasks are varied and can include research, practising, learning 'by heart', online activities and extended writing. The homework diary provides for comments from teachers and parents, to monitor a student's progress and keep in touch. We also run after-school homework sessions each night during the school week.

### UNIFORM

The school uniform reflects our desire to have a smart appearance and for students to take a pride in the school. Full details of the school uniform for boys and girls, including the PE kit are available on our website.

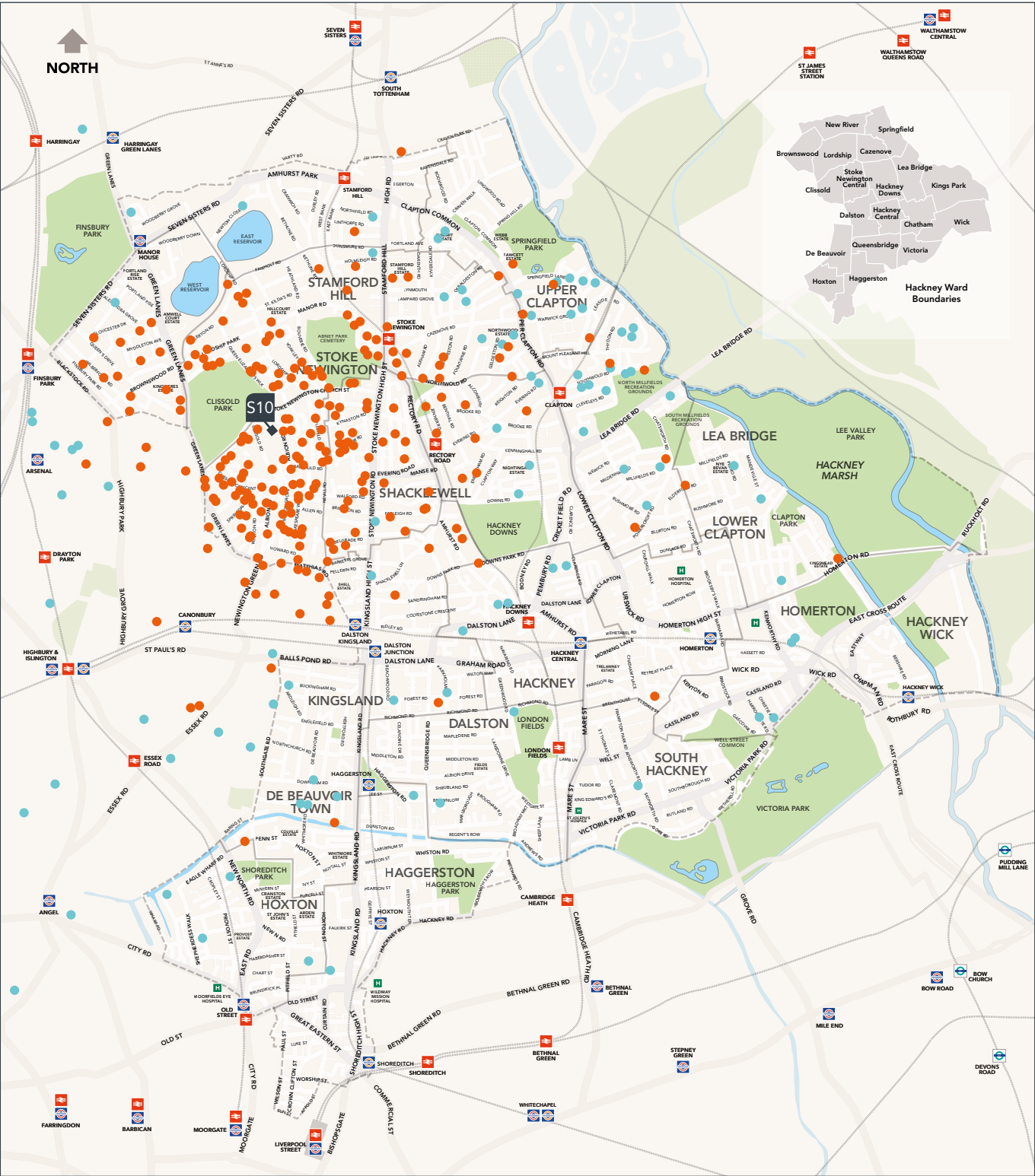
Students who are allocated a school place, details of the uniform will be given to parents.





# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for Stoke Newington School and Sixth Form.



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S10 Stoke Newington School    ● Successful applicants (255)    ● Unsuccessful applicants (99)

# ADMISSIONS CRITERIA FOR 2014

Stoke Newington School and Sixth Form.

Children applying to each community school will be placed in one of four ability bands of equal size based on the score in the tests. Children with Statements of Special Educational Needs and other children who do not take the test will be assigned to the appropriate band on the basis of the primary Headteacher's or other professional's assessment.

Places will then be offered to the same number of pupils in each band in the following order:

01. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. We'll need to get confirmation from either the child's social worker or the borough social care service.
02. Children subject to a Child Protection Plan. We'll need to get confirmation from either the child's social worker or the borough social care service.
03. Children whose acute medical or social needs justify a place at the particular school.
04. Children with a brother or sister on roll at the school in Years 7 to 13 at the time of the proposed admission.
05. Children living nearest to the main entrance of the school as measured in a straight line on a map or using a GIS computerised batch distance measuring mapping system.

Distance as measured in 5 above will also be used in any tie-breaker decisions for priority 1, 2 and 4. If two applicants live exactly the same distance the allocation of the place will be determined by lottery which will be carried out by the Hackney Learning Trust's Admissions Team in the presence of an independent witness.



For families living on boats, distance will be measured from the authorised mooring point. If the family is itinerant, the nearest mooring point will be used on the closing date for the receipt of applications.

If a band is undersubscribed all children falling into that band group will be admitted and the places will be filled from unallocated applicants from the next nearest band taking a child first from the higher band and then from the lower band in turn.

## MULTIPLE BIRTHS

If only one place is available for more than one child, who are twins or of a multiple birth within the same family, we will establish if the school is able to admit above numbers. If this is not possible the allocation of the place will be determined by lottery which will be carried out by the Admission Team in the presence of an independent witness. We will also establish if an alternative school can offer all of the children places.

## APPLICATION LISTS

Pupils will be ranked on the application list in accordance with the above criteria. Any places that become vacant from 16 March 2014 at schools in Hackney will be given to pupils on the application list. Parents will be asked to confirm if they wish their children to remain on the application list from 1 September 2014.



The full admissions policy for 2014 entry is available at [www.sns.hackney.sch.uk](http://www.sns.hackney.sch.uk)





the bridge academy

ACADEMY

WELCOME TO  
THE BRIDGE ACADEMY

The Bridge Academy is at the heart of the community in South Hackney.

Our academy plays a crucial role in shaping the lives of local children and raising achievement and aspirations. Our focus is on excellence for learning within a clear culture of self-respect and respect for others. We expect students to work hard and make the most of their time with us. We also believe that parents and carers are key partners in ensuring the Academy makes a real difference.

The move from primary school is a significant step for every child. At The Bridge Academy, we provide excellent support during the build-up to secondary school transfer with our open mornings and evenings. Please visit us at these times where hopefully, your questions will be answered. We build on students' prior learning at Key Stage 2 and, therefore established strong links with local primary schools in Hackney. This means that when students arrive at our school we are able to get them off to a great start.

On behalf of The Bridge Academy team, we look forward to working with parents and students who will join the school in September 2014.

Stephen Foster, Principal

As Chair of Governors of The Bridge Academy, I am excited by the rich and stimulating education that our students receive in this brilliant environment. We are creating so many opportunities to work with others in the local community and through local and national organisations.

Our music and mathematics specialisms are making a real difference to learning and teaching at the academy, and our partnership with the City based financial firm UBS brings with it a range of opportunities, from work placements to collaborations with organisations like IntoUniversity. Many of their employees volunteer in local schools and they have built particularly strong links with the academy. The Bridge Academy is part of their continuing commitment to the drive for high educational standards in Hackney.

I look forward to meeting you at our open evenings in September 2013.

Francesca Barnes, Chair of Governors

ABOUT OUR ACADEMY

PRINCIPAL

Stephen Foster

CONTACT DETAILS

Laburnum Street, London E2 8BA  
T. 020 7749 5240 – F. 020 7749 5269  
E. info@bridgeacademy.hackney.sch.uk  
www.bridgeacademy.hackney.sch.uk

SPECIALISM

Music and mathematics

AGE

11-19 (boys and girls)

2014 ADMISSION NUMBER

180

TRANSPORT INFORMATION

BUS ROUTES

Kingsland Road: 67 / 149 / 236 / 242 / 243  
Nearby: 394

NEAREST STATIONS

Dalston Kingsland and Dalston Junction then bus 67 / 149 / 243  
Hackney Central then bus 394  
Haggerston then 5 minutes walk  
Hoxton then 10 minutes walk  
Liverpool Street (exit Bishopsgate) then bus 149 / 242  
Old Street (exit 2) then bus 243

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Wednesday 18 and Thursday 26 September 2013  
8.40am-10.10am

OPEN EVENING

Wednesday 18 and Thursday 26 September 2013  
4.30pm-6pm



## OUR MISSION, VISION AND VALUES

### The Bridge Academy – A bridge to your future

The Bridge Academy gives young people the best possible education, whatever their background or ability, and helps them develop a life-long enthusiasm for learning.

Students experience a broad and rich curriculum with music and mathematics as specialist subjects. A culture of high standards and achievement enables them to develop their full potential, building the skills, confidence and self-belief they need to become responsible and successful adults.

The Bridge Academy creates an inspiring, secure and inclusive environment where innovative thinking and creativity are encouraged and aspirations are raised.

It is a school for the whole community with students, staff, governors, parents and members of the local community working together for mutual benefit.

## TEACHING AND LEARNING

Our aim is to equip every student with the self-confidence, qualifications and skills they need in order to succeed throughout their lives. Our teaching staff are dedicated to delivering outstanding teaching and learning across the curriculum. They are continuously developing and honing their skills, with the support of the Senior Leadership Team, so that students achieve their aspirations.

Ofsted rated our partnership with UBS as 'Outstanding'. This special relationship enables The Bridge Academy to deliver unique learning opportunities for our students. We are able to provide extra support for the development of skills such as literacy, numeracy and ICT, for specific subjects such as citizenship, Spanish and English, and for our specialisms of mathematics and music. Working in partnership with students, staff and the wider community, The Bridge Academy is a place where learning is at the heart of all that we do. It is a place where we are able to use a range of opportunities to ensure that our students develop the academic ability and the courage to fulfil the high expectations that we have for them, and that they have for themselves.

## SPECIALISMS

We aspire to excellence in all curriculum areas, in particular our specialisms. Mathematics is a key life skill and our students benefit from our innovative teaching and learning and the creation of ambitious projects that help them understand the connections between mathematics and the world they live in. We are committed to developing young people who are also creative, enquiring and independent thinkers. This work is underpinned by our key community and business partnerships.

Our talented students learn to play a wide range of musical instruments and play in jazz, classical and rock ensembles. Every student is encouraged to participate in musical activities. We have a well-equipped performance hall which is used for our high quality concerts and performances. Our exciting musical collaborations, has included the London Symphony Orchestra.

## BEHAVIOUR AND SAFETY

We believe in the traditional values of respect and courtesy for others. We expect excellent behaviour at all times, both in school and when students arrive at or leave the Academy. We operate a strict uniform and personal property policy and we expect parents and carers to work with us to achieve this. This is part of our commitment to raising achievement for every student and to providing a safe, inclusive and co-operative environment.

Student welfare and safety is paramount at The Bridge Academy. We have a strong Student Support and Inclusion Team who ensure that all students have a positive and safe learning experience. We have a zero tolerance approach to bullying. We work closely with parents and carers to ensure that every student has an excellent attendance and punctuality record.



## CURRICULUM

We place high value on equipping students with self-confidence and skills. Our top priority is to ensure students get excellent results in their qualifications, to thrive in a rapidly changing society, and to approach challenges and opportunities with enthusiasm and energy.

Students are expected to do homework on a regular basis. We believe that homework enriches, extends and supports the learning that takes place at the academy.

The curriculum has been designed to meet the needs of students of all abilities, with the focus on personalised learning. There are intervention classes before and after school, with particular emphasis on literacy and numeracy. Students with special educational needs and/or disabilities make similar progress to other students. This is due to our rigorous monitoring and intervention procedures which enable staff to work closely with children who may be underachieving.

Our more able and talented students are given every opportunity to extend their abilities, so that they are challenged and stretched. There is a varied and exciting after-school enrichment programme for all students.

### Key Stage 3

The following subjects are taught for years 7–9 (ages 11–14):

- Art, design and technology, drama, English, history, geography, religious education, citizenship, ICT, mathematics, music, personal, social and health education, physical education, science, Spanish and French.

### Key Stage 4

Our KS4 programme offers a mixture of GCSE and BTEC courses.

- BTECs allow students to follow a more practical and work-related pathway.

Compulsory subjects include:

- English, English literature, mathematics, science (including computer science), physical education, religious education and ICT.

## STUDENT VOICE

### We work together to make a difference

We encourage all students at the academy to be active citizens through their contributions within the Academy and the wider community. We have a team of prefects led by our Head Girl and Head Boy.

## SIXTH FORM

The sixth form experience at The Bridge Academy is special. Opened in 2012, the sixth form offers a rich and broad curriculum which will prepare students for higher education and the wider world of work. Students in the sixth form will benefit from our unique partnership with our business supporter UBS, who offer multiple and diverse opportunities to enhance student experience.

Our sixth form accommodates 250 students across years 12 and 13. Priority places are offered to students already on roll. There are 15 places available to external applicants.

## COMMUNITY

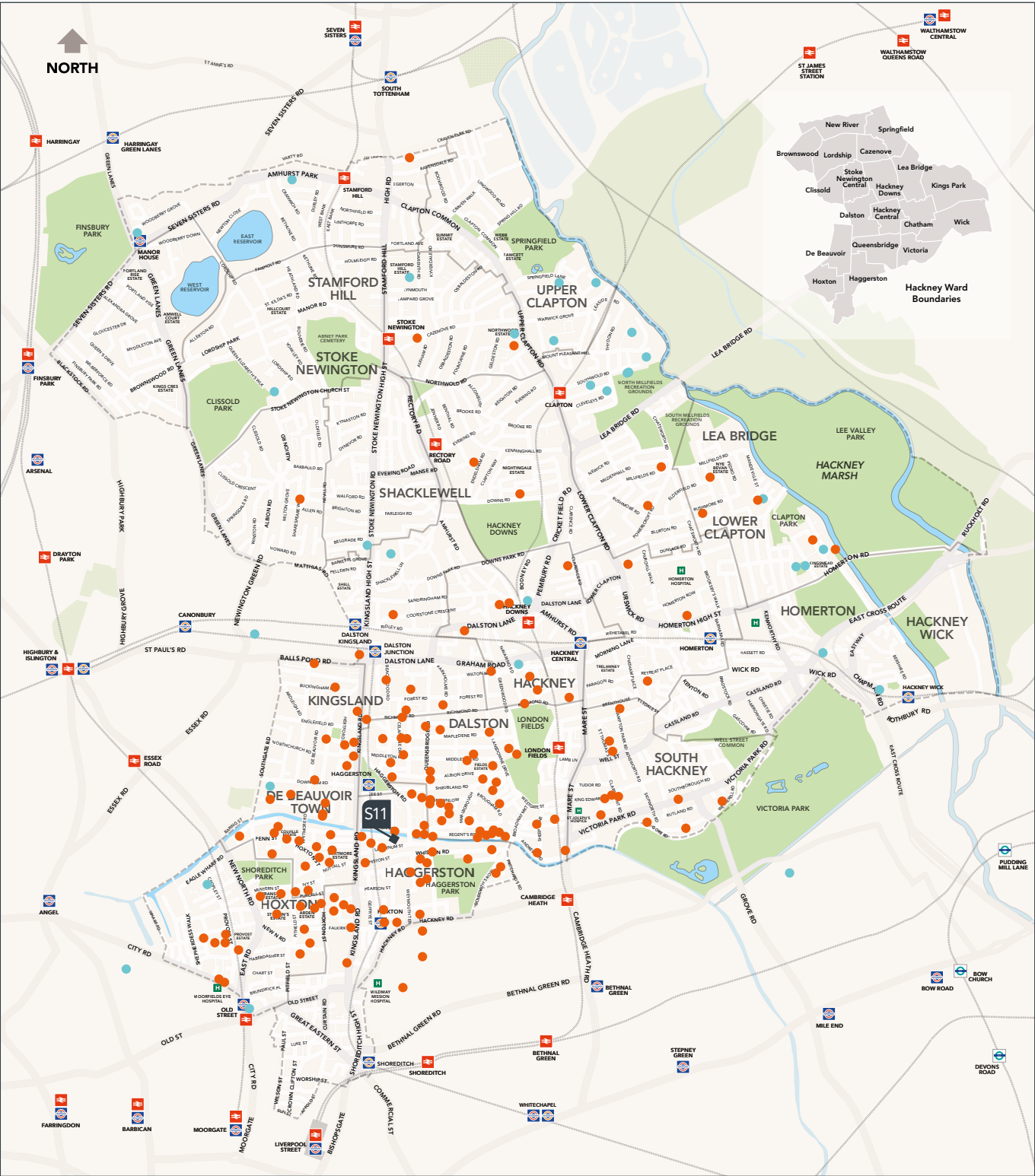
Our academy is at the heart of the community. We encourage parents and carers and prospective students to get involved in The Bridge Academy community, and we have an active parent/teacher association – The Friends of Bridge Academy.





# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for The Bridge Academy.



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S11 The Bridge Academy    ● Successful applicants (180)    ● Unsuccessful applicants (33)

# ADMISSIONS CRITERIA FOR 2014

The Bridge Academy.

Parents must use the home local authority common application form to apply for a place at the academy.

## CONSIDERATION OF APPLICATION

All children applying to the academy will be required to take a verbal, non-verbal and quantitative CAT tests.

- Applicants will be placed in one of five bands, based on their performance across the three elements of the test.
- As far as possible the same number of children will be admitted in each of the five bands.
- Children admitted with Statements of Special Educational Needs will be included in the band allocations. If they are unable to take the tests their allocation to a band will be based on primary school teacher assessments.
- Children admitted who are looked after, or previously looked after, are also included in the band allocations based on their last school's assessment, if they are not able to take the test.
- Apart from students with statements of SEN and looked after or previously looked after children, children who do not sit the test will be considered after those who sit the test.
- The academy will consider all applications for places received by it. Where fewer than 180 applications are received, the academy will offer places to all those who have applied.



## OVERSUBSCRIPTION CRITERIA

Where the number of applicants for admission is greater than the published admission number, applications will be considered against the criteria set out below. After the admission of students with statements of Special Educational Needs to the appropriate bands where The Bridge Academy, Hackney is named on the statement, the criteria will be applied in the order in which they are set out below:

- Looked after children, or previously looked after children.
- Students subject to a Child Protection Plan.
- Children with a brother or sister on roll at the academy in years 7 to 11 at the time of the proposed admission.
- Students living nearest to the main entrance of the academy as measured in a straight line using a GIS computerised measuring mapping system.

## OPERATION OF WAITING LISTS

Hackney Learning Trust is responsible for the reallocation of places that become available between the offer day of 1 March and 1 September of the admission year. This will be based on the academy's ranking of students on the basis of the published oversubscription criteria. Thereafter, the academy will maintain a waiting list until 31st December of the admission year and it will be open to any parent to ask for his or her child's name to be placed on this list.

## IN-YEAR ADMISSIONS

The academy will pay due regard to Hackney Learning Trust's agreed coordinated in-year admission arrangements. This will not affect the academy's right to determine which applicants have priority for admission.

The full admissions policy for 2014 entry is available at [www.bridgeacademy.hackney.sch](http://www.bridgeacademy.hackney.sch).



# the city **academy, hackney**

ACADEMY

## WELCOME TO THE CITY ACADEMY, HACKNEY

The City Academy, Hackney, is a unique 11-19 school. We were judged as making outstanding progress by Ofsted in January 2012, our second inspection.

The academy demands the highest expectations of achievement and self-discipline while providing a broad, dynamic curriculum designed to help students achieve the highest personal and academic standards. We work in a fantastic new building with exceptional learning facilities, and our teachers are creative, imaginative and rigorous.

Our students learn through active participation, practical application, group activity and individual investigation. We deliver exciting and enjoyable learning experiences, and ensure exceptional progress by providing students with individual guidance and support through our personal adviser system to ensure that students can continue to focus on the next steps of their improvement pathway.

The City Academy, Hackney, is recognised as a national centre of excellence within the academies network, attracting praise from the Secretary of State for Education in the Excellence in Education report for the Parliamentary Yearbook. We are a school that holds the very highest expectations of achievement while ensuring that students demonstrate politeness, self-respect, and respect for others at all times.

It is, after all, the values we instil in our young people that ensure their success in the future.

**Mark Emmerson**, Principal

*"This is an outstanding school. Staff, students, and their parents and carers have all made a significant contribution to the academy's vision and success."*

Ofsted, January 2012.

## ABOUT OUR ACADEMY

### PRINCIPAL

Mark Emmerson

### CONTACT DETAILS

Homerton Row, London E9 6EA  
T. 020 8525 5440  
E. [admin@thecityacademy.org](mailto:admin@thecityacademy.org)  
[www.thecityacademy.org](http://www.thecityacademy.org)

### SPECIALISM

Business and financial services

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

180

## TRANSPORT INFORMATION

### BUS ROUTES

Homerton Row: 394 / 425 / 488  
Nearby: 30 / 38 / 48 / 55 / 106 / 236 / 242 / 253 / 254 / 276 / 277 / D6 / W15

### NEAREST STATIONS

Bethnal Green then bus 106 / 254  
Hackney Downs then bus 242  
Hackney Central then 5-8 minutes walk  
Homerton then 5-8 minutes walk

## OPEN DAYS AND EVENINGS

### OPEN MORNING

Tuesday 8 October 2013 (by appointment only)

### OPEN EVENING

Thursday 12 September 2013, 4.30pm-8pm  
(last admission 7.30pm)

The Principal will speak and there will be opportunities to tour the academy.

Our prospectus is available from September 2013.



### OUR MISSION

Our mission is to develop highly qualified and skilled young adults who achieve to the best of their ability, display the highest standards of professionalism and are ethical, active citizens fully committed to supporting their local and global community.

Students are valued and rewarded for hard work, politeness, self-discipline, ambition, resilience, fairness and compassion. It also teaches the value of differences in disability, gender, culture, race and sexual orientation.

### OUR VALUES

- Lead by example
- Work together
- Respect individuals
- Dedication to learning and achievement
- Commitment to communities
- Honesty, openness and fairness

### ABOUT THE ACADEMY

The City Academy, Hackney, opened in September 2009, it occupies an exciting, purpose-built, state-of-the-art building with many sustainable features. The teaching and learning environment enables students to experience high quality, personalised learning through a broad range of curriculum pathways. It includes ICT work areas, more formal rooms for specialist activities (such as technology, science and performing arts) and learning venues beyond the academy.

The City Academy, Hackney, caters for 180 students in each year group. It will also have 240 sixth-form places from September 2014.

We operate an extended day, so that students have access to facilities before and after the formal learning timetable. The library opens at 7.30am and the breakfast club starts at 7.45am. We stay open for students until at least 6pm four evenings a week for further, optional classes and homework club. Lessons start at 8.30am and finish at 3.40pm. The longer school day is an important part of our plan to transform and raise standards for our students. It also provides a secure environment for students whose parents are still at work.

### SPECIALISM

The academy uses its specialist status to raise standards of achievement and the quality of learning for all students. Our business and financial services specialism enables us to promote professional behaviour and standards in all areas of the curriculum, whether in the creative subjects, physical education or in English, maths and science. We enrich and extend learning by encouraging enterprise activities and opportunities for students.

### TEACHING AND LEARNING

All students follow the national curriculum unless the academy (in consultation with students and parents) feels that they would benefit from an alternative provision. In our 2012 inspection Ofsted observed that "Teaching is skilled, creative and of consistently high quality so that students' progress in lessons is rapid."

### KEY STAGE 3 AND ACCELERATED PATHWAYS

All students follow a two-year programme in the core subjects and begin GCSEs in English, maths, biology, chemistry and physics in Year 9. Foundation subjects are taught over three years, with the majority of students completing Key Stage 3 at the end of Year 9.

### KEY STAGE 4 CURRICULUM

All students study GCSEs in English, maths and science, and there is a wide selection of GCSE options across the remaining subjects. We also offer a range of other qualification options including AS level. The vast majority of students will follow the English Baccalaureate in Key Stage 4.



### POST 16

The next stage of the school's development plan is to build a strong, high-achieving sixth form. The City Academy, Hackney, will offer a broad range of academic subjects and students will be expected to conform to the professional working environment.

For more information, please refer to our secondary prospectus and website.

### SPECIAL NEEDS

We promote high aspirations, high motivation and high achievement for all. This vision applies equally to students with any kind of special educational need (SEN). Our philosophy is to include students as far as possible within the academy's normal provision.

### PASTORAL CARE

We foster good knowledge and support of the individual student through vertical tutor groups where small numbers of students of different ages have the same personal adviser. This enables peer mentoring, provides good role models and a positive social environment.

### STUDENT VOICE

Student Voice is expressed and listened to through Student Council representatives who attend Governors' and Leadership Team meetings. Our students also play a vital role in supporting the academy's high standards by observing lessons and providing feedback on learning and teaching. Students' self-esteem and self-confidence are enhanced through curriculum enrichment and extension activities.



### BEHAVIOUR

The academy sets and maintains the excellent standards of behaviour that would be expected in any workplace. It is the responsibility of all teachers to ensure that the academy delivers a secure environment with excellent teaching. It is the responsibility of all students to be well presented, polite and courteous at all times. Parents are responsible for helping their child succeed by openly supporting the academy's rules and ethos.

We have a strictly enforced system of rewards and penalties in place to support the standards of behaviour we expect. Ofsted 2012 observed that "There is a shared expectation that all students will conduct themselves in a professional and business-like way". Our reward system encourages hard work, supports good behaviour and rewards success.

Rules are applied consistently, fairly and without exception according to the behaviour code. We believe that children should understand that there are always consequences associated with good and poor behaviour.

### PARTNERSHIPS AND COMMUNITY INVOLVEMENT

The City Academy, Hackney, works closely with local secondary and primary schools. We also have close links with other training and education providers, including local colleges, universities and private training providers. The aim of these partnerships is to raise students' standards of achievement.

### HOMEWORK

Every student is expected to complete at least one hour of homework each night. This is set in accordance with a homework timetable and recorded in their homework diary. Students who fall behind with their work are required to attend and are given the resources and support they need to keep up to date.

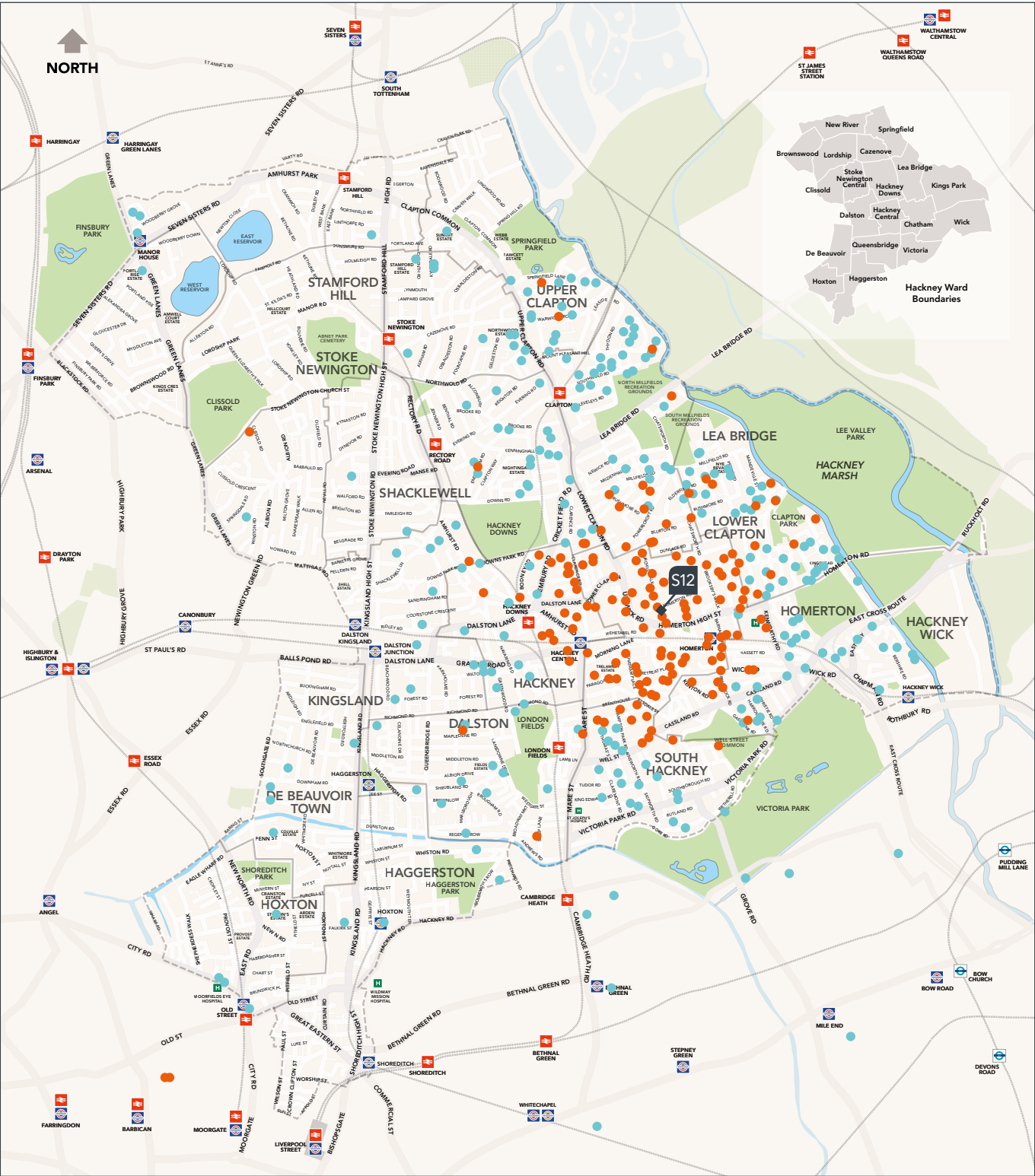
### UNIFORM

We believe that students should be well presented and see themselves as professional learners in a working environment. Our uniform is affordable, smart and compulsory. Details about the uniform and standard equipment are included in our prospectus. We place great emphasis on being equipped for school.



# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for The City Academy, Hackney.



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S12 The City Academy      ● Successful applicants (180)      ● Unsuccessful applicants (284)

# ADMISSIONS CRITERIA FOR 2014

The City Academy, Hackney.

## CONSIDERATION OF APPLICATIONS

Parents must use the home local authority common application form to apply for a place at the academy.

- Applicants will be placed in one of five bands, based on their performance in the non-verbal CAT test.
- Approximately the same number of children will be admitted in each of the five bands so that each band represents 20% of the applicants.
- Children admitted with Special Needs statements are included in the band allocations.
- The academy may seek other evidence of the child's academic ability if (for acceptable reasons) the child is not able to take the non-verbal CAT test.

## OVERSUBSCRIPTION CRITERIA

Where the number of applications for admission is greater than the published admissions number, applications will be considered within each band against the criteria set out below. After the admission of pupils with statements of Special Educational Needs where The City Academy, Hackney is named on the statement, the criteria will be applied in the order in which they are set out below:

01. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.
02. A child subject to a Child Protection Plan.



03. Pupils whose siblings currently attend The City Academy, Hackney and who will continue to do so on the date of admission or siblings of pupils who have been admitted to The City Academy, Hackney in the current admissions year. Siblings must live permanently at the same address as the child for whom the application is being made.
04. Up to nine children resident in the City of London. If more than nine pupils apply, selection to be determined by drawing lots.
05. Students will then be offered places on the basis of the proximity of their home (permanent residence) to the main entrance of The City Academy, Hackney measured in a straight line on a map or using a GIS system. Proximity is measured using straight line measurement from the main entrance of the Academy to the main entrance of the child's home.

## WAITING LISTS

Subject to any provisions regarding waiting lists in the LA's co-ordinated admission scheme, the academy will operate a waiting list. Where in any year the academy receives more applications for places than there are places available, a waiting list will operate until a month after the admission date. This will be maintained by The City Academy, Hackney 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.

## IN-YEAR ADMISSIONS

Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the academy will consider all such applications and if the year group applied for has a place available, admit the child unless one of the permitted reliefs apply. If more applications are received than there are places available, the oversubscription criteria as above shall apply without reference to banding. Parents whose application is turned down are entitled to appeal.

The full admissions policy for 2014 entry is available at [www.thecityacademy.org](http://www.thecityacademy.org)



# the petchey academy

ACADEMY

## WELCOME TO THE PETCHEY ACADEMY

The Petchey Academy is an inspiring learning community which supports students to follow their dreams. We are now a fully established academy from Year 7 through to Year 13. The journey that staff and students have been through to build the academy, and embed its ethos throughout, has been incredibly exciting and a lot of hard work. As someone who has been here from the start, I am very proud of what we have achieved.

According to Ofsted, The Petchey Academy is a 'good school with a good University Gateway (sixth form)'. The academy was given particular praise for its 'strong, unique features' and the personal care and well-being of students was considered outstanding: 'students feel safe and supported'. We pride ourselves on our focus on each child as an individual, both inside and outside the classroom. The report summarised that 'there is a lot to be proud of for staff and students alike'.

Healthy eating, good order and behaviour are embodied in the academy's own ethos: The Petchey Way. The Petchey Way reflects our insistence on good manners, a caring atmosphere and a philosophy based on students having pride in all that they do; knowing that they are always striving to do their best. The academy sets extremely high expectations for students and their parents and carers.

We have recently been praised in the national press for our 'family service'. Staff and students share the same meals at lunchtime and our parents agree that this nurtures positive relationships between staff and students. Table manners and good conversation distinguish our dining arrangements from the typical school cafeteria system, and our model is now copied as an example of best practice by schools across the country.

We are a very popular academy with far more applicants than the 180 places available. Please come along to the open evenings or join one of my tours on Thursday mornings. Please do not be deterred by talk of 'catchment areas'. Our zones have now expanded to enable students throughout the borough to have access to the academy. The new zones are displayed on our website: [www.petcheyacademy.org.uk/admissions](http://www.petcheyacademy.org.uk/admissions).

Ms Olivia Cole, Principal

## ABOUT OUR ACADEMY

### PRINCIPAL

Ms Olivia Cole

### CONTACT DETAILS

Shacklewell Lane, London E8 2EY  
T. 020 7275 1500 – F. 020 7275 1600  
[mail@petcheyacademy.org.uk](mailto:mail@petcheyacademy.org.uk)  
[www.petcheyacademy.org.uk](http://www.petcheyacademy.org.uk)

### SPECIALISM

Health, Care and Medical Sciences

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

180

## TRANSPORT INFORMATION

### BUS ROUTES

Shacklewell Lane: 488  
Nearby: 67 / 76 / 149 / 236 / 243 / 276

### NEAREST STATIONS

Dalston Junction or Dalston Kingsland then bus 488 or 10/15 minutes walk  
Hackney Downs then 15 minutes walk  
Old Street (Exit 2) then bus 243  
Liverpool Street (Bishopsgate exit) then bus 149  
Rectorry Road then 10 minutes walk

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Every Thursday from 5 September to 24 October 2013 with tours from 8.30am to 9.30am

### OPEN EVENINGS

Wednesday 11 and Monday 23 September 2013  
5.30pm-8pm



## MISSION, VISION AND VALUES

The Petchey Academy aims to provide an educational experience that is second to none. At the heart of the academy's life is the philosophy of its Patron, Jack Petchey: *If I think I can ...I can!*

We are committed to developing young people who can take their place competitively, in all walks of life, as rounded, mature and confident members of society. We place great emphasis on giving our students the ability to consider and make choices in life, rather than following the crowd. Each student is expected to strive for the highest level of individual success in their chosen career path.

The ICT provision in our new building is enviable, helping students to be business-like and efficient in all they achieve and preparing them for the modern technological world.

Our students have wide-ranging opportunities to become strongly independent learners. They develop an excellent appreciation of citizenship and their responsibilities to local and world communities. They develop independence, a keen sense of responsibility and self-reliance. We emphasise the need for traditional values in a modern world.

Respect for all is the keynote of a successful adulthood. We achieve this by emphasising the need to serve each other and the community. All students enhance and enrich their experience through extended hours activities and community service.

Successes in academic, sporting, musical, creative and spiritual fields are all strongly celebrated. While the EBaccalaureate subjects are important, the arts subjects are equally valued. We believe that every student can achieve real personal success in something significant, regardless of their ability or background. We depend on good communication with the home. In the same way that we encourage and challenge each child to excel, we need their home life to support this.

## SPECIALISM

As well as providing a good all round education, The Petchey Academy specialises in health care and medical sciences. To achieve this we have developed partnerships with local health care providers, as well as major teaching hospitals, the Royal College of Nursing, the National Health Service (NHS), and the local health care trust.

More specifically, formal relationships exist with the University of East London, Queen Mary College and its new biomedical research centre, the Centre of the Cell, the University of London, Clare College, Cambridge and a number of medical colleges. We have a dedicated Clinical Skills Laboratory developed in partnership with the University of East London. These partnerships support learning opportunities for students in a broad range of health and medical skills and open up career and life opportunities which have not been easily available to young people in Hackney before.

At a personal level, our specialism also encourages healthy living through balanced diets, physical activity and good citizenship.



## PASTORAL CARE AND DISCIPLINE

Each student is a member of a house group. These form the basis for competition in sport, cultural, creative and academic achievement, as well as the foundation for looking after and caring for each student.

Each year is led by a Year Lead, supported by an Assistant Year Lead and a number of tutors called House Lifestyle Consultants. These consultants look after a small seminar group and support each student's health, personal, social and academic progress. They are drawn from support staff and teachers, and are the first and direct point of contact for parents.

We have strict codes of dress and behaviour and use the ViVO reward incentive programme to promote positive behaviour.

## HOME LEARNING AND UNIFORM

### Learning is for life

A key part of the ethos and philosophy of The Petchey Academy is that learning is for life. We see work outside the academy – Home Learning – as a natural extension of the learning process at the academy. There are strong links between success at the academy and regular Home Learning, and parents have a key role to play in this essential aspect of students' learning.

### Impressions count

We want our students to develop a keen sense of belonging, self-respect and an understanding of the impression they make by good behaviour and dress. To help us achieve this, we have a strict uniform policy. It gives students a feeling of pride, which we hope will stay with them.

We welcome students of all faiths and have made modifications to the uniform to accommodate religious preferences.

Students are not allowed to go into shops and buy anything while in uniform, especially food. If they need to go to the shops they are expected to go home and change out of their uniform first. Students are not allowed to carry phones or money as this can place them at risk in the community.

An individual learning contract is set up between the school and all parents and carers when they first enter the academy. This reinforces their commitment to mutual and full support for the academy's policies.

## SIXTH FORM

Our sixth form (University Gateway @ The Petchey Academy) is now fully established with the capacity for 300 students. The students regularly comment on how much they enjoy the independence of having their own building with its separate study area, library, fitness suite, café and roof terrace. Courses are personalised and led by experienced teachers.

### Access to Medicine

These courses are designed to support Hackney students who wish to study specifically for entry into university medical colleges and related fields in the medical and caring professions. Similar pathways are available in:

- Engineering
- Business, economics and entrepreneurship
- The scientific study of sport, exercise and health
- Literary criticism and human expression.

Alternatively, students can create their own combinations of A level and Cambridge Pre-U courses.

The Mulberry Restaurant and our training kitchen are linked to our health specialism, and provide high quality vocational education in the catering and hospitality fields. Our students train to a high level and have the opportunity to enjoy work experience in top London restaurants.

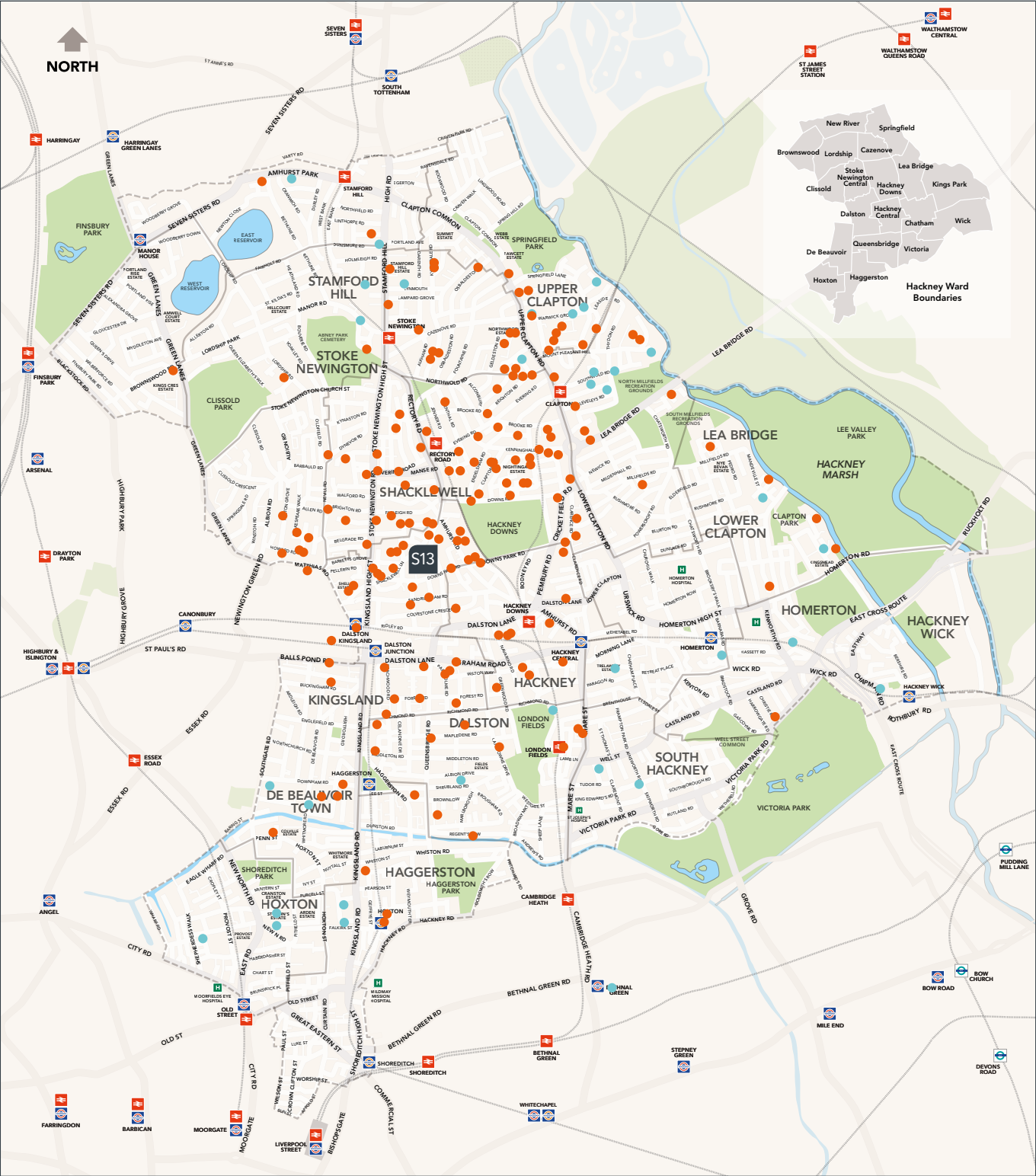
To find out more, please download our University Gateway prospectus from our website at:  
[www.petcheyacademy.org.uk/universitygateway](http://www.petcheyacademy.org.uk/universitygateway)





# ALLOCATION MAP IN 2013

## Successful and unsuccessful applicants for The Petchey Academy



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S13 The Petchey Academy    ● Successful applicants (180)    ● Unsuccessful applicants (41)

# ADMISSIONS CRITERIA FOR 2014

## The Petchey Academy

Parents must use their Local Authority Common Application Form (CAF) to apply for a place at The Petchey Academy.

The Petchey Academy will consider all applications for places. Where fewer than 180 applications are received the academy will offer places to all those who have applied. Places are allocated as follows:

- All applicants will be required to take a non-verbal, verbal reasoning and quantitative CAT test which will place applicants in a rank order.
- Each applicant will be placed in one of four bands (A, B, C or D) based on their performance in the test. As far as possible, each band will contain the same number of applicants so that it represents 25% of the applications. Places will be allocated so that an equivalent number of applicants are admitted from each band.

Children with Statements of Special Educational Needs (SEN) and Children in public care who cannot take the test will be placed in an appropriate band based on an alternative assessment.

## OVERSUBSCRIPTION CRITERIA

Where the number of applications for admission is greater than the published admissions number (180), applications will be considered against the criteria set out below. After the admission of pupils with statements of Special Educational Needs where The Petchey Academy is named on the statement, the criteria will be applied in the order in which they are set out below for each band:

01. Children in public care (looked after children) and previously looked after children as defined in paragraph 1.7 of the School Admissions Code 2012.
02. Children with a brother or sister on roll at the academy in Years 7-13 at the time of the proposed admission in accordance with the banding criteria. Brothers and sisters must live permanently at the same address and must have a parent in common.

## \*ZONES

**Inner zone** – The area defined as being within a radius of 1km of the academy.

**Outer zone** – The area defined as being between 1km and 2.3 km of the academy.

03. The academy will operate a two zone (inner and outer)\* random computerised allocation system for the remaining places in line with its banding system.

Having received a band allocation on the basis of their CAT score each pupil will then be allocated to the inner or outer zone based on proximity of their home address to the academy using GIS system. Remaining available places within each band will then be divided equally between the inner and outer zones using a random computerised allocation. Places will be filled in order, working from Band A to Band D.

If insufficient applications exist within the zone and band required, places will be allocated in the first instance from alternate zone within the same band. If places still remain within a band, these will then be allocated from the equivalent zone in the nearest band, looking first at remaining applicants in the band above (where applicable).

Any place remaining after the above process has been applied will be allocated to pupils living outside both zones, again using a random computerised allocation programme, which will be independently verified.

## OPERATION OF WAITING LISTS

The academy operates a waiting list in accordance with the oversubscription criteria above, however, applicants within a band will no longer be classified according to a zone. This will be maintained by Hackney Learning Trust on behalf of The Petchey Academy. Where places become vacant they will be allocated to pupils on the waiting list via random computerised allocation programme; again this will be independently verified.

## IN-YEAR ADMISSIONS

Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the academy must consider all such applications.

The full admissions policy for 2014 entry is available at [www.petcheyacademy.org.uk](http://www.petcheyacademy.org.uk)

The above admissions criteria for 2014 are subject to the approval by the Secretary of State.





# the urswick school

CHURCH OF ENGLAND VOLUNTARY AIDED SCHOOL

## WELCOME TO THE URSWICK SCHOOL

I am delighted to welcome you to The Urswick School, a mixed secondary school located in the heart of Hackney.

The Urswick School has been transformed in recent years both in terms of facilities, standards and exam success. We have achieved five consecutive years of improved GCSE results and have more than doubled the proportion of students achieving 5+ A\* to C grades with English and maths.

Our Ofsted report (March 2013) judged the school to be good with outstanding features. Ofsted praised the 'exemplary' behaviour of our students and judged the leadership of the school to be outstanding.

When you come to The Urswick School you will be entering new buildings with state of the art facilities. We have five purpose built laboratories and a multipurpose sports centre which includes spectator facilities. We have a suite of ICT rooms as well as portable laptops which are used in all subjects. There is also a new library, facilities for drama, music and art and new classrooms for every subject.

We are the smallest mixed 11-19 secondary school in Hackney and surrounding boroughs. We are friendly and welcoming, offering excellent care, guidance and support, along with high standards of behaviour and academic achievement.

Come and experience a warm Urswick welcome. The students and staff are waiting to show you around and tell you about their school, which hopefully will become your school too.

I hope very much that you will visit our school to find out more. I look forward to meeting you in the future.

Richard Brown, Headteacher

*"Students' enthusiasm for learning and their hard work ensure that at all times their behaviour is excellent."*  
Ofsted, March 2013.

## ABOUT OUR SCHOOL

### HEADTEACHER

Richard Brown

### CONTACT DETAILS

Paragon Road, London E9 6NR  
T. 020 8985 2430 – F. 020 8533 5441  
E. xxxxx@xxxxxxxxxxxxxxxxxx.xx.xx  
www.theurswickschool.co.uk

### SPECIALISM

Sports and Science College

### AGE

11-19 (boys and girls)

### 2014 ADMISSION NUMBER

150

## TRANSPORT INFORMATION

### BUS ROUTES

Mare Street: 48 / 55 / 106 / 236 / 254 / 276 / 277 / 394 / D6 / W15  
Nearby: 30 / 38 / 242 / 253

### NEAREST STATIONS

Bethnal Green then bus 106 / 254 / D6  
Hackney Central then 5-10 minutes walk  
London Fields then 5 minutes walk

## OPEN DAYS AND EVENINGS

### OPEN MORNINGS

Every Tuesday and Thursday from 12 to 26 September 2013 with school tours starting at 9am and 10am

### OPEN EVENING

Thursday 19 September 2013, 5.30pm-7.30pm

The Urswick School is a mixed secondary school with modern facilities, high standards and exciting opportunities.

The Headteacher and our team of experienced, dedicated staff will be delighted to welcome you.



OUR MISSION STATEMENT:  
BELIEVE AND ACHIEVE

Our mission is to meet the high aspirations we have for our students. We teach our students to have high expectations of themselves and to work hard in all their subjects and activities. We also encourage personal growth by promoting self discipline, creativity and spirituality. Every student is given opportunities to apply for student leadership roles.

We are a Christian school, but we are not just a school for Christians. We offer education based on Christian principles of respect for all people, care for the individual, community membership and equal opportunity. Students and families of all faiths and no faith, who share our values, are welcome to join us. We welcome children from all over Hackney and beyond. We are respectful of the needs of our students. Muslim students can attend Friday prayers held at the school, and all meat served in the canteen is halal meat.

A LEARNING COMMUNITY

Examination results at our predecessor school and now The Urswick School have been transformed. We have ambitious targets for even further improvements. The majority of our students follow the English Baccalaureate curriculum at Key Stage 4 (Years 10 and 11), leading to GCSE successes in English and English literature, maths, double or triple science, history or geography, French, Spanish or Turkish, plus a choice of two other subjects such as art, music, drama, PE or ICT.

Examination subjects are chosen in consultation with parents at our Saturday Morning Pathways event for Year 9 students and their families. Students sit GCSEs in Year 11, but increasing numbers will be doing so in Year 10 and earlier.



CURRICULUM ORGANISATION

Students at The Urswick School are taught in a variety of mixed ability and set groups. Students are placed in one of six tutor groups in Year 7. Class sizes will not usually exceed 28. There are five one-hour lessons a day, plus time for registration, assembly and an extensive out of hours learning programme. One lesson a week is dedicated to personal, social, health and careers education.

THE SIXTH FORM ACADEMY

The Urswick School Sixth Form Academy opened in September 2012 and offers a wide range of A Level and Level 2 courses. Each member of the Sixth Form is given an iPad on a long term loan. In addition, each year, two Year 11 students receive scholarships to study A levels at Gordonstoun School, a top independent school in Scotland. We have an excellent programme of university visits.

WORKING TOGETHER

Pastoral care, guidance and support

On entry, all students are supported by a permanent Head of Learning for Year 7 who works with an experienced team of tutors. These tutors monitor each student's academic progress and social development. The Head of Learning for Year 7 visits every primary school to meet students while they are in Year 6.



Behaviour for learning

At The Urswick School everyone is expected to behave in a way that promotes learning and achievement. School and classroom rules, drawn up in consultation with students, are on display throughout the building. We promote self respect and self discipline.

There is zero tolerance of bullying and breaches of our Equal Opportunities Policy. Incidents are taken seriously and resolved quickly. Visitors often comment on the calm, friendly atmosphere around the school. In a recent survey, all parents agreed with the statement "My child is safe and well cared for at school". We are part of the Safer Schools Partnership. There is a separate visitors' entrance to the school and all other entrances and exits are supervised by adults or locked during the school day.

Home/school communication

Every child is given a planner to write their homework in and for parents and carers to communicate with the school. The children collect their credits in their planner, which can then be traded for rewards. Those who gain 120 credits get the ultimate reward: tea and cakes with Mr Brown, the Headteacher! Parents and carers receive a detailed report about their child's learning and they can discuss this with the tutor and subject teachers at progress days and parents' evenings.

Electronic registers are taken in every lesson. This means that any concerns about attendance are quickly resolved. We send out reminders of school events by text message and we publish a half termly newsletter. The views of parents are important to us: the Headteacher holds a weekly surgery every Monday from 3pm to 4.30pm and we ask parents to complete questionnaires on a regular basis.



OUT OF HOURS LEARNING

We run a successful Saturday School which is open to primary and secondary school children. This is free to our students and includes additional classes in literacy, numeracy and ICT. The Urswick School runs holiday classes at Easter and every half term. The Library is open daily from 8am and a homework club is held every day after school with teacher assistants on hand to offer support where necessary. There are opportunities to learn a musical instrument, attend drama and dance clubs and join groups like our eco-committee and local history group.

We provide exceptional extra-curricular provision in a range of sports. Whether you enjoy football, athletics, netball, basketball or cricket, or would like to try Aussie Rules football, indoor rowing, archery and a range of other sports, we will give you the chance to do so.

ASSEMBLIES

Our regular Key Stage and year group assemblies celebrate achievement and help students explore moral, social and religious issues. Every assembly includes a prayer which all students respect, but only take part in if they choose to. In addition to the Christian faith, other religious beliefs and traditions are also featured in assembly.

UNIFORM

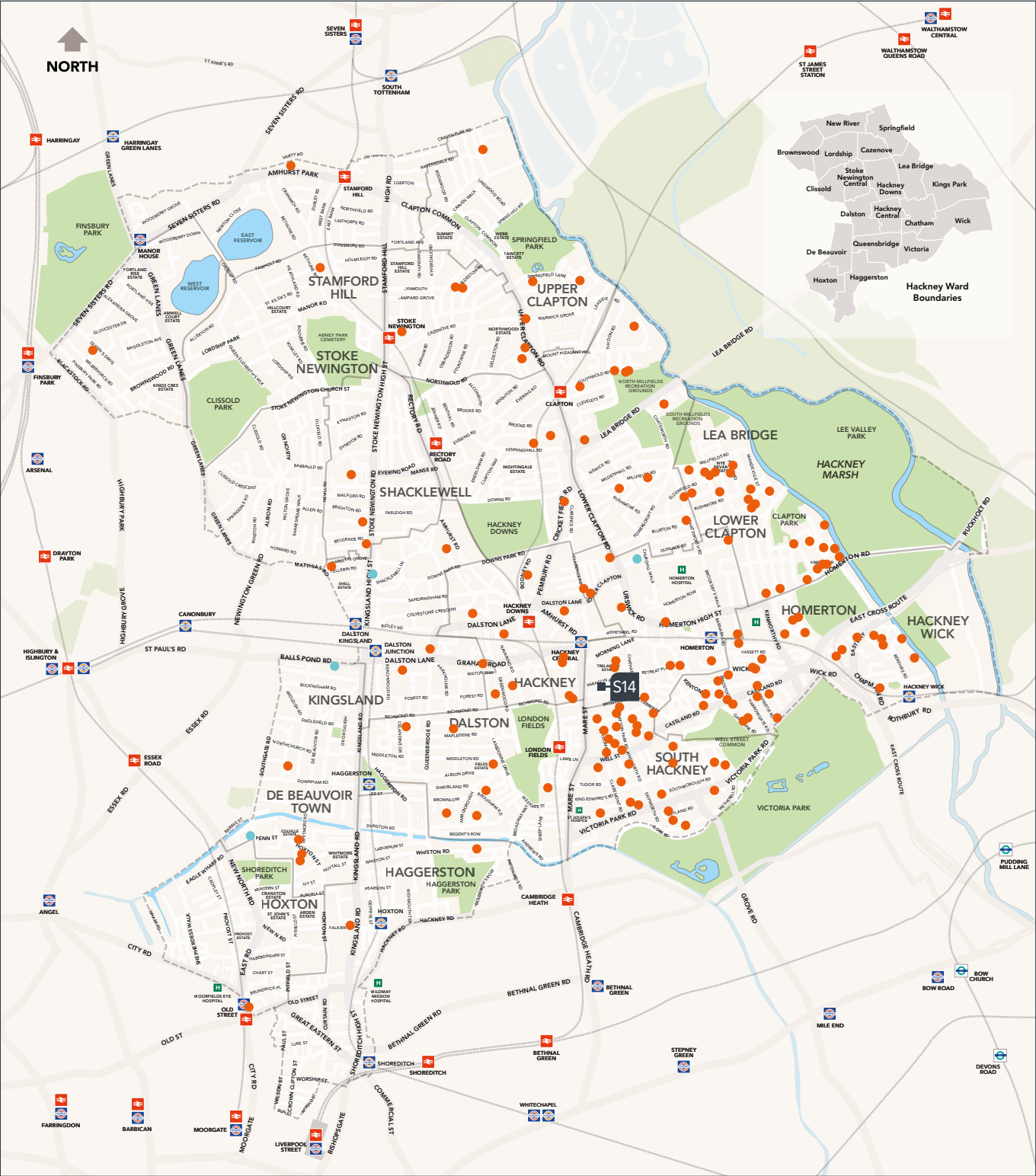
School uniform is compulsory and consists of a plain navy blue skirt or trousers with a light blue collared shirt, school jumper and a clip on school tie. Plain black footwear must be worn. There is also a PE kit. Our uniform is designed to be inexpensive and smart.





# ALLOCATION MAP IN 2013

Successful and unsuccessful applicants for The Urswick School.



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S14 The Urswick School      ● Successful applicants (150)      ● Unsuccessful applicants (7)

# ADMISSIONS CRITERIA FOR 2014

The Urswick School.

## OVERSUBSCRIPTION CRITERIA

Where the number of applicants for admission is greater than the published admissions number, applications will be considered against the criteria set out below. After the admission of children with statements of SEN, places will be allocated to applicants in the following priority order:

01. Looked after children and children who have been adopted (or made subject to residence orders or special guardianship orders) immediately following having been looked after;
02. Children subject to a Child Protection Plan;
03. Children who are the subject of an education supervision order which names The Urswick School;
04. Children whom the Governors and Headteacher accept have an exceptional medical or social need for a place at The Urswick School.

Note: admission under 1 to 4 will be considered irrespective of any religious affiliation.

## BALANCE OF FOUNDATION AND COMMUNITY PLACES

The Governors will designate 50% of the remaining annual intake as Foundation Places (Church), with the remainder classified as Community Places (Open). Vacant places in one category will be taken by oversubscription from the other. In the event that either or both of the categories of Foundation and Community places are oversubscribed, then the remaining places will be allocated using the oversubscribed criteria and procedures.

## \*CHURCH OR PLACE OF WORSHIP REGULAR ATTENDANCE

'Regular attendance' at church or place of worship will mean attendance for at least a year, at least once per month. This must be ratified using the Supplementary Information Form (SIF) signed by a vicar, minister, pastor or religious leader. The only exception will be those families who have moved into the area within the previous year and can provide a signature from a vicar, minister, pastor or religious leader to confirm that they attended a church or a place of worship regularly in their previous place of residence.

## FOUNDATION PLACES

01. Children who regularly attend a Church of England church;\*
02. Children who regularly attend other Christian churches or chapels, or other Christian denominations as defined by 'Churches together in Britain and Ireland' or members of the Evangelical Alliance or Afro-Caribbean Evangelical Alliance.

In the case of oversubscription within foundation places, priority will be given to:

01. Children with siblings at the school at the time of admission.
02. Children living nearest to the main entrance of the school measured in a straight line.

## COMMUNITY PLACES

01. Children who regularly attend other World Faith organisations.\*
02. Children with siblings at the school at the time of admissions.
03. Children living nearest to the main entrance of the school measure in a straight line.

## OPERATING WAITING LISTS

You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year.

## IN-YEAR ADMISSIONS

Applications for In-Year admissions are made in the same way as those made during the normal admissions round. If a place is available and there is no waiting list then the Governors will communicate their offer of a place to the family. 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.

The full admissions policy for 2014 entry is available at [www.theurswickschool.co.uk](http://www.theurswickschool.co.uk)





# yesodey hatorah senior girls' school

CHAREDI JEWISH VOLUNTARY AIDED SCHOOL

### WELCOME TO OUR SCHOOL

Yesodey Hatorah Senior Girls' School exists to meet the needs of Charedi Jewish families in Stamford Hill; an area that is home to the biggest Orthodox Jewish community in Europe.

The Charedi community makes up about 10 per cent of Hackney's population and is growing at about 5 per cent each year. All pupils are expected to abide by the principles and ethics of the Charedi community.

The school is friendly and welcoming with a positive atmosphere. Our hard working staff focus on developing achievement for every young learner. Their dedication and high expectations can be seen in many areas of the school.

A constant focus on excellence, opportunity and on our Charedi identity ensures that Torah values, and an ethos of achievement, are nurtured in the everyday life and routines of the school. Each pupil is expected to adhere to Torah observance and reflect the 'Three Pillars of Judaism' in their work.

Our pupils take their studies seriously and apply themselves fully. They show good attitudes to learning because the school sets and demands high expectations. Systems have been developed to help pupils make good progress within a framework of equality, respect and positive relations between pupils, and between pupils and staff.

Mrs R Pinter, Headteacher

### MISSION, VISION AND VALUES

#### The definition of Charedi is:

"A distinct group within the Jewish community distinguished by cultural differences and strict adherence to and practice of Orthodox Judaism. All members of this community lead an extremely modest way of life, dictated by the highest moral and ethical values. Every aspect of their lives is governed by the codes of Torah observance and is based on the three tenets of Judaism "Torah, Prayer and Acts of Loving Kindness".

Charedi homes do not have TV or other inappropriate media. Parents ensure that their children do not have access to the Internet or any other media which do not meet the stringent moral criteria of the Charedi community. Families dress at all times in accordance with the strictest standards of Tznius (modesty), as laid down by the Rabbinat of the Union of Orthodox Hebrew Congregations. The Charedi community is guided by the authority of the Rabbinat.

Parents play an important role in supporting achievement and ensuring that their daughters always give their best. The school will not give pupils access to media that do not support the moral criteria and Torah values of the Charedi community. Parents are expected to co-operate fully in insulating the children from undesirable external influences and fashion trends that conflict with Charedi Jewish values.

#### Vision

Our vision is to deliver a high-class education which is firmly based on Torah principles and is combined with the National Curriculum.

#### Aims of the school are to:

- develop each girl's Charedi Jewish identity, while enabling her to experience success, progress and enjoyment academically, personally and socially;
- develop each girl's thinking, self-discipline and creativity;
- develop each girl's moral understanding and range of skills, talents and values, in particular: modesty, tolerance, respect of others, courtesy and the general demeanour as a Bas Yisroel;
- develop each girl's leadership, initiative, tolerance and self-discipline;
- develop a respect for the environment and an understanding of the world in which we live.

### ABOUT OUR SCHOOL

#### HEADTEACHER

Mrs R Pinter

#### CONTACT DETAILS

Egerton Road, London, N16 6UB  
T. 020 8826 5500 – F. 020 8826 5515  
xxxxx@xxxxxxxxxxxxxx.xtg

#### AGE

11-16 (girls only)

#### 2014 ADMISSION NUMBER

80

### TRANSPORT INFORMATION

#### BUS ROUTES

Stamford Hill: 67 / 76 / 149 / 243 / 318 / 349 / 476  
Nearby: 253 / 254

#### NEAREST STATIONS

Clapton then bus 253 / 254  
Manor House then bus 253 / 254  
Seven Sisters and South Tottenham then bus 76 / 149 / 243 / 349 / 476  
Stamford Hill then 5 minutes walk

### OPEN DAYS AND EVENINGS

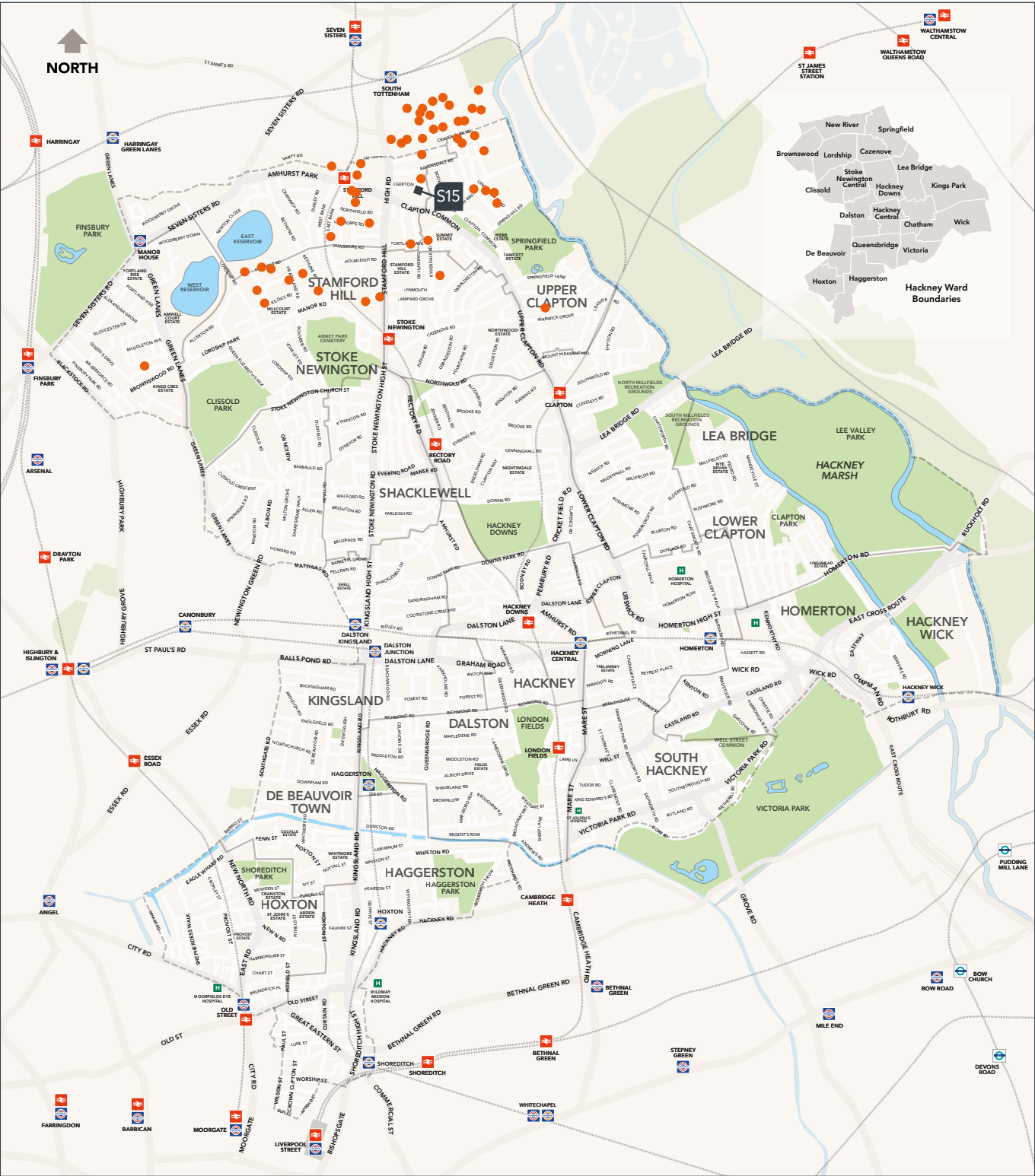
Please contact the school to arrange a visit on 020 8802 8412.





# ALLOCATION MAP IN 2013

## Successful and unsuccessful applicants for Yesodey Hatorah Senior Girls' School



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S15 Yesodey Hatorah School    ● Successful applicants (59)    ● Unsuccessful applicants (0)

# ADMISSIONS CRITERIA FOR 2014

## Yesodey Hatorah Secondary Senior Girls' School

Yesodey Hatorah Senior Girls' School exists to meet the needs of Charedi Jewish families in Stamford Hill who desire a Charedi Jewish education for their daughters. The school seeks to provide a broad and balanced education based on Torah values combined with the National Curriculum.

All pupils will need to abide by the principles and ethics of the Charedi community.

**The definition of Charedi is as follows:**  
A distinct group within the Jewish community distinguished by cultural differences and strict adherence to and practice of Orthodox Judaism.

All members of this community lead an extremely modest way of life dictated by the highest moral and ethical values. Every aspect of their lives is governed by the codes of Torah observance, and is based on the three tenets of Judaism: Torah, Prayer and Acts of loving kindness.

Charedi homes do not have TV or other inappropriate media, and parents will ensure that their children will not have access to the Internet and any other media which do not meet the stringent moral criteria of the Charedi community.

Families will also dress at all times in accordance with the strictest standards of Tznius (modesty) as laid down by the Rabbinate of the Union of Orthodox Hebrew Congregations. The Charedi community is guided by the authority of the aforementioned Rabbinate

The school will admit up to 80 girls to each year group from Year 7 to Year 11 inclusive.

Where the school is named in a child's Statement of Special Educational Needs, that child will be admitted to the school and will be counted against the admission number.

If there are more applications than places available to fill Year 7 and vacancies in Years 8 to 11 during the school year 2014/15, the Governing Body will admit pupils in accordance with the following oversubscription criteria:

01. Charedi Jewish girls who are looked after or previously looked after.
02. Charedi Jewish girls with sisters at the school. A sister must live permanently at the same address as the child for whom the application is being made. This includes half sisters, step sisters and foster sisters who live permanently as a family unit at the same address.
03. Charedi Jewish girls who meet the Charedi criteria as prescribed by the Rabbinate of the Union of Orthodox Hebrew Congregations.
04. Other Charedi Jewish girls.
05. Other girls in public care.
06. Other girls.

### TIE-BREAKER

If there are insufficient vacancies for all applicants in any of the above categories, priority will be given to pupils living closest to the school. Distance will be measured in a straight line from their home address to the main gates of the school.

Parents will need to apply for a place at the school using Hackney Learning Trust's application form and timetable given in this booklet. Parents applying under priorities 1 to 4 will also need to get a signed supplementary form proving to their commitment to the Charedi Jewish faith. The form is available from the school or Hackney Learning Trust.

### WAITING LIST

We do not operate banding and therefore we will not ask for the CAT scores from Hackney Learning Trust at any time. Late applications received will be considered, ranked and placed on the waiting list. The list will be maintained until December 2013.

For the full admissions policy for 2014 entry please contact the school on 020 8802 841



SECTION FOUR

# hackney university technical college

## WELCOME TO HACKNEY UNIVERSITY TECHNICAL COLLEGE

Dear parents, carers and students, I am extremely proud to be leading Hackney UTC, the first University Technical College to open in London for 14-19 year olds. We specialise in health and digital technologies alongside a quality academic GCSE curriculum. Our outstanding team of staff, links with employers, and our cutting edge equipment and facilities will prepare our students for a great future.

Our ambition is to ensure that Hackney UTC students develop as high achieving, confident, articulate and capable young people whose education, supported by our specialisms of health and digital technologies, will equip them to go on to university or enter a career of their choosing.

We work hard and we expect our students to work equally hard to achieve these goals. We also rely on the commitment and support of our students' families. We provide the highest quality teaching and resources. We offer support where it's needed and stretch and challenge every student to do the best they can. We also offer world-class employer projects with our partners and sponsors – British Telecom, University of East London and the Homerton University Hospital Trust.

We want our students to grow into well-rounded, confident, ambitious young people. We want them to aspire, not only to personal high achievement, but to making their mark on the world.

As the Principal of Hackney University Technical College, I am committed to enabling our students to achieve their highest ambitions at a wonderful UTC that will offer them enormous opportunities.

I look forward to meeting you and your son or daughter.

Annie Blackmore, Principal

*"Hackney UTC takes an interest in students emotional well-being which stimulates and encourages learning and achievement beyond their imagination and abilities."*  
Parent, 2013.

## ABOUT OUR SCHOOL

### PRINCIPAL

Annie Blackmore

### CONTACT DETAILS

Shoreditch Campus, Falkirk St, London N1 6HQ  
T. 020 7613 9401  
E. [xxxx@xxxxxxxxxx.xx.xx](mailto:xxxx@xxxxxxxxxx.xx.xx)  
[www.hackneyutc.co.uk](http://www.hackneyutc.co.uk)

### SPECIALISM

Health and Digital Technologies

### AGE

14-19 (boys and girls)

### 2014 ADMISSION NUMBER

150 (100 Year 10 and 50 Year 12)

## TRANSPORT INFORMATION

### BUS ROUTES

Kingsland Road: 67 / 149 / 242 / 243 / 394  
Shoreditch Church: 26 / 35 / 47 / 48 / 55 / 78

### NEAREST STATIONS

Hoxton then 3 minutes walk  
Liverpool Street then bus 149 / 242  
or 15 minutes walk  
Old Street (Exit 2), then bus 243  
or 10 minutes walk

## OPEN DAYS AND EVENINGS

### OPEN MORNING

Friday 11 October 2013, 9am-10.30am

### OPEN EVENING

Thursday 3 October 2013, 5pm-7pm



## ABOUT HACKNEY UNIVERSITY TECHNOLOGY COLLEGE

This school gives young people from the age of 14 the opportunity to work alongside businesses in the areas of health or digital technologies, both of which are experiencing growth in employment opportunities. In September 2014 there will be 100 places available for year 10 students and 100 places for Year 12 students.

Alongside the chance to achieve at least 8 good GCSEs, students will benefit from:

- far more employer-led projects throughout the year than the standard two-week work placement;
- a curriculum shaped by employers, where students will achieve not only a qualification, but real-life, valuable work skills as well;
- their own university or employer mentor who will offer career advice from the start;
- employer partners, such as BT and the Homerton University Hospital Trust, who are happy for some lessons to take place at their premises, so that students can be part of the action;
- university partners who will ensure that our students are well-placed for a degree course after leaving Hackney UTC.

## EDUCATIONAL VISION AND ETHOS

Our vision is that Hackney UTC will be an outstanding provider of 14-19 education. This will motivate students to achieve high levels of success and develop professional, technical and academic skills that lead to good careers and/or higher education. Our students will also help meet employers' needs for high level skills.

The ethos of Hackney UTC will be professional and aspirational. It will also be fully inclusive. Together with our partners, we will develop personalised, practical, technical, academic and enrichment programmes that direct students towards successful careers and encourage them to become healthy, confident and active citizens.

## SPECIALISMS

### Digital Technologies

The digital technologies specialism focuses on computer science and creative digital media. Students use specialist IT equipment, cameras, lighting, mobile virtual studio equipment and digital media labs.

Students work on projects that are exciting, work related and of immense value to their future employment. Projects this year include:

- working on digital technology applications;
- creating a digital infrastructure to support digital broadcasts;
- Adobe Youth Voices project with films.

Our students have access to valuable experience in the digital marketplace, and employers are looking for people who are highly skilled in this area. With Tech City right on our doorstep, Hackney UTC students are ideally placed for employment in this field.

### Health Technologies

The health technologies specialism focuses on the needs of hospitals, laboratories, doctors' surgeries, public first-aid facilities and other health care organisations. Students might choose to study forensics, pathology or sports medicine, or follow more traditional routes to medicine or dentistry. Our on-site Health Tech suite replicates health-care environments, so health technology lessons are truly interactive.

Alongside health technology, students work on projects that develop their business and entrepreneurial skills. These include:

- delivering forensic, pharmaceutical and medical sciences in a hospital, health care or scene of crime setting;
- working in medical sciences in hospitals;
- managing care in the community services.

At Hackney UTC, students develop an inside-out understanding of the health care sector. They might choose to move on to the University of East London (UEL) and progress to a Master in e-Health, or they might follow the traditional route to medical school at university. They will also be perfectly placed to go straight into a job in health or care services.

## CURRICULUM

The curriculum is divided into two parts:

- English Baccalaureate (EBacc)
- Strong embedded specialisms of either health or digital technology.

English Baccalaureate (EBacc) includes GCSEs in:

- English language
- English literature
- Mathematics
- Computer science
- History
- Spanish or French
- Separate sciences. Biology, chemistry and physics are taught as separate subjects, not combined, so students have a deeper understanding of each subject in preparation for a university place.

Students also do PE, RE, Citizenship and PSHE (Personal, Social and Health Education) and participate in enrichment activities, such as creative and performing arts.

### English and mathematics support

We offer a personalised intensive intervention programme for students who might benefit from additional support to achieve good grades.

We use technology throughout the curriculum, so every UTC student has a laptop for use during the school day.



## OUR PARTNERS

Our partners, who include UEL, BT Group and Homerton University Hospital, are helping to shape the curriculum, making sure that every student develops real-life employment skills alongside their impressive qualifications. We are confident that every student who successfully completes their time with us will go on to higher education, a higher or an advanced healthcare or digital technology apprenticeship, or employment. For example, our university partner, UEL, is running a new Masters course in e-Health, Medicine and the Sciences, together with an exciting suite of courses focusing on digital and creative media, computer programming and software development. The UTC curriculum prepares our students for higher study, enabling them to engage in cutting edge research in these fields.

Hackney UTC students have the support of a university or a business mentor. They can ask for help and advice on a range of topics from help with projects and exam preparation to advice about their future career plans. Their mentor is there to help them succeed and make the right choices for their future.

## THE UTC DAY

Just like the world of work, our hours are from 8.30am to 5pm. There are three terms each year, for a total of 40 weeks. Our term and holiday dates match those of Hackney and neighbouring boroughs. We also have an extra week of quality work experience each year.

## DRESS CODE

We have the same dress code as you would expect to find in the workplace. Our 14-16 year olds wear a smart Hackney UTC uniform, and our sixth form students dress professionally in smart business attire.

## SIXTH FORM

Our sixth form opens in September 2013, specialising in Level 3 courses in health and digital technologies. It is supported by a range of rigorous academic A levels that relate to the specialisms. There is a strong focus on qualifications in biomedical sciences, computer science and media production alongside opportunities to work with leading universities and employers.



# MAP AND TRANSPORT LINKS

## Hackney University Technical College



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**S16** Hackney University Technical College

# ADMISSIONS CRITERIA FOR 2014

## Hackney University Technical College

We are accepting applications for young people who are currently in year 9 and due to start year 10 in September 2014. You should apply using the home local authority common application form and also complete a form available on the Hackney UTC website. Your application will be dealt with in accordance with the transfer time-table as outlined on page 9.

### ADMISSION ARRANGEMENTS

Hackney University Technical College has an agreed admission number of 100 pupils in year 10. We will not be able to exceed this number.

### CONSIDERATION OF APPLICATIONS

We will consider all applications for places. If we receive fewer applications than the published admission number, as stated above, we will offer places to all those who have applied.

### OVERSUBSCRIPTION CRITERIA

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. After the admission of pupils with statements of SEN, where Hackney UTC is named on the statement, the criteria will be applied in the order in which they are set out below:

- 01. Looked after children and children who have been adopted (or made subject to residence orders or special guardianship orders) immediately following having been looked after;
- 02. Remaining places will be allocated randomly as follows:

30% of places allocated to applicants within Area 1. This includes all postcodes in N1, EC1, EC2, EC3, E2, E8 and E9.

30% of places allocated to applicants within Area 2. This includes all postcodes in EC4, E1, E5, N4, N5, N7 and N16.

30% of places allocated to applicants within Area 3. This includes all postcodes in WC1, WC2, SE1, SE15, SE16, E3, E10, E14, E17, N8, N15.

Remaining places will be allocated to pupils living outside these three areas. Priority will be given to children who live closest to the main gates of the UTC (as the crow flies).

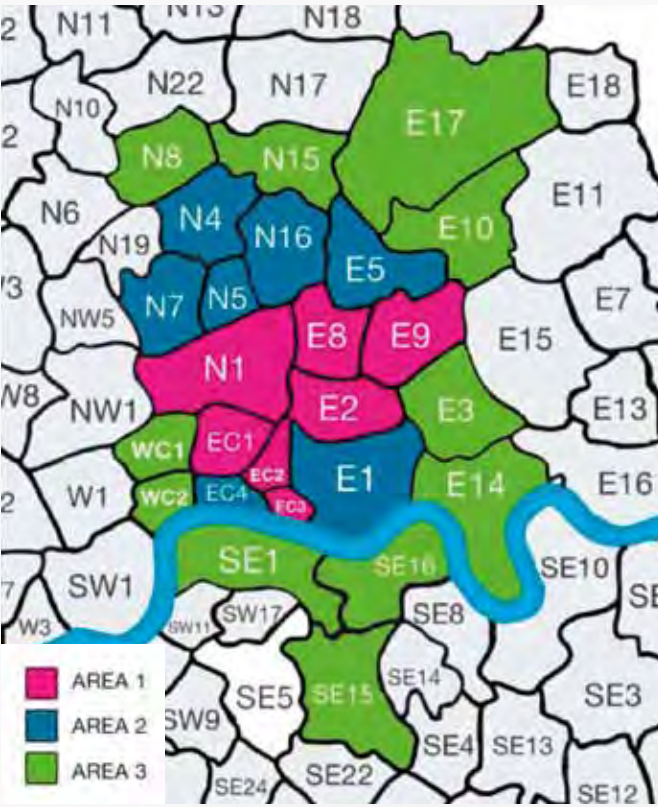
### OPERATION OF WAITING LISTS

The UTC will operate a waiting list in accordance with the LA's co-ordinated admission scheme. If we receive more applications for places than there are places available, we will operate a waiting list until the end of the autumn term. This will be maintained by Hackney University Technical College. Any parent can ask for their child's name to be placed on the waiting list if their application was unsuccessful.

A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria described above. Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The following map shows the three areas covered by our admissions policy.

### IN-YEAR ADMISSIONS

Parents of Year 10 pupils and above should apply directly to Hackney UTC using the application form available on-line at [www.hackneyutc.co.uk](http://www.hackneyutc.co.uk).



The full admissions policy for 2014 entry is available at [www.hackneyutc.co.uk](http://www.hackneyutc.co.uk)



SECTION FIVE

# useful information and services

## PUPIL BENEFITS

Children whose parents receive certain Department for Work and Pensions (DWP) benefits and Inland Revenue Tax Credits may qualify for pupil benefits from Hackney Council. Parents can get free school meals when their child starts school, a clothing grant when transferring from primary to secondary schools at age 11 and help with home to school travel fares.

To apply for any of the above pupil benefits you will need to complete specific application forms available from our office in Reading Lane and online from our website.

For more information please contact Pupil Benefits on **020 8820 7248**, or at [www.learningtrust.co.uk](http://www.learningtrust.co.uk).

## FREE SCHOOL MEALS

Your child can have free school meals if you get:

- Income Support;
- Income-based Jobseeker's Allowance;
- Child Tax Credit, and your annual income is no more than £16,190, and you don't get Working Tax Credit;
- the guarantee element of Pension Credit;
- support under part VI of the Immigration and Asylum Act 1999; or
- Income-related Employment and Support Allowance.

If you are not entitled to pupil benefits, school meals are available for a standard charge. Schools can also arrange meals for children who have special diets for religious or health reasons. You can ask the Headteacher about this.



## CLOTHING GRANT AT AGE 11

Pupils transferring from primary to secondary school at age 11 may be able to get a clothing grant. The grant is paid in vouchers (£100) and can only be exchanged for clothing suitable for the school. To qualify for this, you must be receiving the DWP benefits described above for free school meals. You will also qualify if you get Working Tax Credit.

## HELP WITH HOME TO SCHOOL TRAVEL FARES

Hackney Learning Trust can help with tube and/or train fares for children living in Hackney. Children are entitled to free transport if there is no suitable, alternative, nearer school place on offer, and they cannot reasonably be expected to travel by bus. Bus fares are currently free for secondary aged children (see "Transport for London" on page 128).

Children who are entitled to free transport will be given a travel card or warrant each term. This will allow them to travel to and from a state-funded school. We will pay for the cheapest form of suitable transport from home to school. You can apply at any time, but you must live in the borough of Hackney. If you have been assessed on your income, you will have to re-apply every year to check that you are still entitled to this help. You have the right to appeal if you are refused help with travel costs.

Children can qualify to free transport if any of the below circumstances apply.

### Non-income assessed parents

01. Children with special educational needs, disability or mobility problems without suitable, alternative, nearer school place on offer. Also, children who cannot be expected to walk to school, even though it is within the normal walking distance of three miles. Evidence of the child's disability or mobility difficulties will need to be provided.
02. Children that cannot reasonable be expected to walk a particular route – even though the school is within the normal walking distance of three miles because of the nature of the route. Routes through parks, cemeteries and along towpaths would normally be considered unreasonable.



03. Children attending a school outside the distance (three miles or more), where there are no suitable arrangements for boarding at or near school and who do not have a suitable alternative nearer school place available to them.
04. Children attending a school outside the distance (three miles or more) on grounds of religion or belief who do not have a suitable alternative nearer school available to them. Parents will need to prove that they have applied and been refused a place at other equivalent nearer schools.

**Income assessed parents**

The below criteria applies only to students who are either eligible for Free School Meals or have parents in receipt of their maximum level of Working Tax Credit.

01. Children aged 11 or over, where there are not three or more suitable nearer school places, and where the school place is more than two miles but not more than six miles from home.
02. Children attending a school on grounds of religion or belief, where the school is more than two miles and less than 15 miles from home, and there is no suitable alternative school nearer home. Examples might include a particular ethos in a school or a single sex school of a religion different to the parents where their belief in single sex education is sufficiently serious.

Hackney Learning Trust will consider the safety of the route when measuring statutory walking distance.



**TRANSPORT FOR LONDON**

Hackney has a great network of buses, London overground and rail links making it easy to get to any of our local schools.

**11-15 Zip Oyster photocard scheme**

Transport for London (TfL) issues 11-15 Zip Oyster photocards for under-16s to get free travel on buses and child fares on tube, DLR, London overground and some national rail services.

You can get an 11-15 Zip Oyster photocard for your child if they are:

- over 10 years and 11 months;
- under 16 on 31 August before the start of the academic year.

Your child's Zip Oyster photocard is valid until 30 September, after the end of the academic year in which they turn 16.

To apply for a 11-15 Zip Oyster photocard, you will need to complete an application either online or a printed form available from any post-office. You will need to provide proof of identity and a passport-type photo of your child. A £10 administration fee is payable for first time applicants.

For more information please contact Transport for London on **0343 222 1234** (8am-8pm seven days a week) or visit [www.tfl.gov.uk/photocard](http://www.tfl.gov.uk/photocard).

**SCHOOL ATTENDANCE SERVICE**

Our school attendance service helps with problems relating to a child's attendance at school and can advise on a range of issues relating to particular educational needs or difficulties. The school may refer your child to us if their attendance is poor, or if there are any problems or difficulties that affect their attendance. The school will contact you first to try to resolve these problems before referring your child to us. You are welcome to contact the school attendance service on **020 8820 7288**, or go directly to the school.

Please note that Hackney Learning Trust has the right to make changes to the existing grants and travel policies at any time.

**ADVICE AND SUPPORT FOR PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)**

Hackney maintained schools have delegated resources set aside for these children which are called School Action. There is a range of services which helps schools meet pupils' special educational needs. These services include the Educational Psychology Service, the Inclusion Team and the Children's Integrated Speech and Language Therapy Service. When children have support from one or more of these services, in addition to support from the school's delegated resources, this is called School Action Plus.

**Special Educational Needs Assessment and Monitoring Team (SENAMT)**

SENAMT are responsible for making statutory assessments of children who have SEN beyond that which can normally be met by maintained mainstream schools with School Action Plus. A statutory assessment usually results in a statement of SEN that provides extra support for the school to meet the child's needs. SENAMT are responsible for determining school places for children with statements. SENAMT case managers provide information and advice on all aspects of special educational needs. You can contact them on **020 8820 7183**.



**Educational Psychology Service (EPS)**

Educational psychologists are specialists in how children learn and behave. The psychologist will never see your child without your permission. You will always be involved when a psychologist is considering how best to help your child. If your child is having difficulties at school, you should first talk to their teacher or Headteacher. The school may involve the educational psychologist if they feel that your child is not making progress, even though they have had extra help.

If you would like to discuss your child's special educational needs, you can have a free, confidential 30-minute consultation with an educational psychologist. These take place at Hackney Learning Trust, every Wednesday during term time from 2pm to 4pm. To book an appointment, call **020 8820 7519**.

**Inclusion Team**

Specialist teachers and early years support officers from the Inclusion Team work in schools and early years settings in Hackney. They support children and young people with special educational needs, including sensory impairments. They offer training in all aspects of SEN to support your child's inclusion in their new school. For more information, call **020 8820 7326**.

**Hackney Parent Partnership Service**

The Hackney Parent Partnership Service is an arms-length confidential service offering information, advice and support to parents or carers whose children have special educational needs and disabilities. The service is based at Hackney Ark, Downs Park Road (corner of Cecilia Road), E8 2HY. You can contact the service on **020 7014 7123** and at [parxxx.xxxxxxxxxx@xxxxxxxxxxxxxx.xx.xx](mailto:parxxx.xxxxxxxxxx@xxxxxxxxxxxxxx.xx.xx) or at [parxxx.xxxxxxxxxx@xxxxxxxx.xx.xx](mailto:parxxx.xxxxxxxxxx@xxxxxxxx.xx.xx).





ALTERNATIVE PROVISION

New Regent's Lower and Upper School

New Regent's Lower and Upper School is a pupil referral unit servicing Hackney schools. It caters for children and young people in years 1 to 11 who experience difficulties in, or are unable to access, mainstream education.

New Regent's Lower School

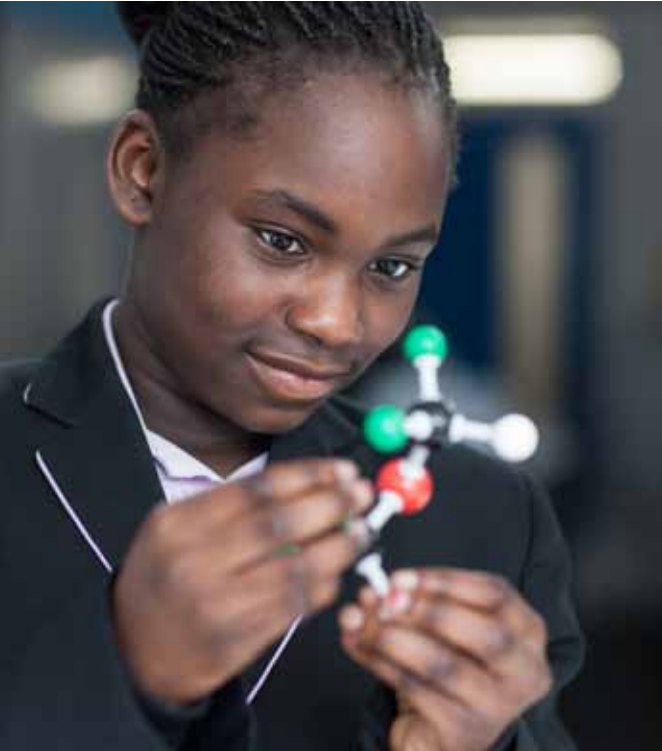
Tiger Way, Downs Road, London E5 8QP  
T. 020 8985 6833

Executive Headteacher: Richard Brown  
Head of School: Shane Foley  
Primary and secondary age: 5-13 years

New Regent's Upper School

Nile Street, London N1 7RD  
T. 020 7251 3932

Executive Headteacher: Richard Brown  
Head of School: Paul Lees  
Secondary age: 14-16 years



RAISING THE PARTICIPATION AGE (RPA)

The government has increased the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

This means that pupils who left year 11 in summer 2013 need to continue in education or training until at least the end of the academic year in which they turn 17. Pupils starting year 11 or below in September 2013 will need to continue until at least their 18th birthday.

This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider;
- full-time work or volunteering combined with part-time education or training;
- an apprenticeship.

For further information visit [www.education.gov.uk](http://www.education.gov.uk) and search "RPA".



The following terms used in this guide are defined as follows, except where individual school admission arrangements give a different description.

A-level

Advanced level of General Certificate of Education which is usually taken for a period of two years after the completion of GCSEs.

Academies

Academies are state-funded schools independent from the local authority and responsible for their own admission arrangements.

Acute medical or social needs

Children whose acute medical or social need justifies a place at a particular school. These cases will always require supporting professional evidence (for example, a written statement from a medical consultant, senior social worker or other appropriate professional) which has to demonstrate a clear connection between the child's need and why the child should be given a place at a particular school and an explanation of the difficulties which would be caused if the child were to attend another school. It is the responsibility of the parent to produce the evidence. The local authority and/or the school will make decisions on such cases and will seek, if necessary, advice from the Health Service. A parent's medical need, alone cannot justify a place at a particular school.

Allocated / Allocation

The offer or the process of offering a school place.

Application lists

These lists are created so that children can be offered places when there is a vacancy. They are similar to a waiting list.

Applicant

It's the person (parent, carer or family member) who has parental responsibility or care of the child.

Bands

Used by some schools to place children into differentability bands, so they can award school places right across the ability range, to achieve a comprehensive mix.

CAF (Common application form)

It's the local authority admission form to secondary schools applications. The CAF must be submitted to the local authority of the area in which you live by the published closing date.

CAT tests

It's a cognitive abilities test, administered by an outside company on behalf of a school, to assess pupils' potential, and is used to place them into four or five ability bands.



### Community schools

State-funded schools whose admission arrangements are set by the local authority.

### Contextual value added

A method for including certain factors when measuring the effectiveness of a school or the progress made by individual pupils.

### Cut-off distance

The last pupil admitted under the distance criterion.

### DfE

Department for Education  
(www.education.gov.uk).

### Distance

Distances for Hackney's community schools will be measured in a straight line on a map or using a GIS computerised mapping system from the child home address to the main entrance of the school. Those living closer to the school will receive higher priority. For the purpose of calculating distances, the home address is identified by using the property geographical references as determined by the borough Council in which the child lives. In the case of a number of addresses in a block with the same geographical reference, the children's ranking will be determined by lottery.

### Extra Curricular

Extended activities before or after school.

### Fair Access Protocol

A process for admitting pupils to school other than through the normal admissions process.

### Free schools

Free schools are all-ability state-funded schools independent from the local authority and responsible for their own admission arrangements.

### GCSE

General Certificate of Secondary Education with is usually taken after two years of study in Years 10 and 11.

### GIS system

Geographical Information system, a computerised way of calculating distances from a child's home address to the main entrance of the school.

### Home local authority

A child's home local authority (local council) is the local authority where they live ie the council you pay your council tax to.

### Home or residential address

Where parental responsibilities are equally shared, the home or residential address will be considered to be with the parent/carer with whom the child spends the majority of time and nights Monday to Friday. This will normally be expected to be with the parent/carer that receives the Child Benefit. This address must be used for all preferences.

### Key Stage

A period of study relating to a particular age group. Key Stage 3 (KS3) covers school years 7 to 9 (ages 11 to 14), and Key Stage 4 (KS4) covers school years 10 to 11 (ages 14 to 16).

### 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 in accordance with section 22 of the Children Act 1989(a) at the time an application to a school is made.

### Ofsted

Office for Standards in Education  
(www.ofsted.gov.uk)

### Oversubscribed

The school has more applications than places available.

### PAN (Published Admission Number)

The number of school places that the admission authority must offer in each relevant age group.

### Pan-London Register

London-wide computerised database, used to exchange applicant details and preference outcomes

### Parents and family members

A parent or family member is any person who has parental responsibility or care of the child.

### PRF (Priest Reference Form)

This is an additional form that may also have to be completed for applicants considered under the criteria of Catholic schools. All practising Catholic families applying for a place at Hackney's Catholic secondary schools must complete and return a PRF signed by their parish priest directly to the school by the published closing date. PRF forms are available from the Catholic schools and Hackney Learning Trust.

### Preferences

Choice of preferred schools.

### Previously looked after children

A 'previously looked after child' is a child who was looked after, but ceased to be so because they were immediately adopted (or became subject to a residence order or special guardianship order). Under the terms of the Adoption and Children Act 2002 see Section 46 (adoption orders). Under the terms of the Children Act 1989 see Section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live. See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

### PSHCE

Personal, Social, Health and Citizenship Education.

### Pupil database

A computerised system for holding pupils' details, preferences and outcomes.

### Religious or faith schools

These schools practise a particular faith and their governing body is responsible for their own admission arrangements.

### SATS

Statutory Assessment Tests.

### SEN

Special Educational Needs.

### SENCO

Special Educational Needs Coordinator.

### Sibling

Sibling refers to a brother or sister, half-brother or sister, adopted brother or sister, step-brother or sister, or the child of the parent or carer's partner, living as a family unit at the same address. A sibling must live permanently at the same address as the child for whom the application is being made.

### SIF (Supplementary Information Form)

This is an additional form that may also have to be completed for applicants considered under the criteria of faith schools. The completed SIF form must be signed by a religious leader and submitted directly to the faith school by the published closing date. SIF forms are available from faith schools and Hackney Learning Trust.

### Statement of Special Educational Need (SEN)

This is a legal document issued by the local authority under section 324 of the Education Act 1996 detailing the particular needs, resources and provision required to support the child, and can include a named school that is suitable for providing education for that child.

### UTC

University Technical College.

### Voluntary-aided schools

Voluntary-aided schools are often religious schools funded by the local authority. The governing bodies of Hackney's religious schools set and apply their own admission criteria.





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Hackney Learning Trust  
1 Reading Lane  
London E8 1GQ  
T. 020 8820 7000  
[www.learningtrust.co.uk](http://www.learningtrust.co.uk)