

hackney's secondary schools

2012 ADMISSION GUIDE FOR PARENTS

For children transferring from year 6 to year 7 and those who wish to transfer in-year

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1 LEARNING TRUST

12 AMBITIOUS SECONDARY SCHOOLS

582 INSPIRATIONAL TEACHERS

8,289 MOTIVATED STUDENTS

50% RISE IN TOP GCSE GRADES SINCE 2006

hackney success in the making

DEAR PARENT/CARER

On behalf of the Headteachers, teachers and support staff, I would like to welcome you to Hackney. This guide is designed to share with you a wealth of information about the transition process and the outstanding secondary schools we have in Hackney.

You are about to make one of the most important decisions with your child: the choice of a school that will be responsible for their learning and personal development over the next few years. This can be a daunting task for both you and your child.

Education in Hackney has changed significantly in the last ten years. In the national GCSE league table Hackney is now well above the national and London average. Two thirds of the pupils in Hackney schools achieved five or more A*- C grades at GCSE and over half get good grades in mathematics and English. In addition, we have introduced five new secondary schools as academies and a sixth is due to convert this September.

Students at Hackney school sixth forms or colleges are now achieving, on average, three grades higher than those studying five years ago and are over 30 per cent more likely to go to university. Top grades from both A level and BTEC courses mean more students are gaining places at top universities, including Oxford and Cambridge, making Hackney the most improved borough in London for A level and BTEC courses.

In addition, the borough has overseen the investment of £170 million in secondary schools through the BSF programme. As a result of this, by 2012, every Hackney secondary school pupil will attend a school which is either new or recently rebuilt, or has facilities that have improved significantly.

So what is special about Hackney schools? They are all places where pupils get the support they need to achieve their full potential; where pupils are encouraged to attain the highest academic standards possible; where we actively promote equality and where children are taught in a multicultural environment; where every school has strong community links dedicated to providing the opportunities for your child to grow up in a safe and stable environment.

All schools are committed to providing a range of opportunities that enable children to live active healthy lifestyles, take advantage of the opportunities offered by the schools, set themselves high expectations and fulfil their potential by working to the best of their ability.



We are now able to provide a place at a Hackney secondary school for every parent who wants one for their child. We continue to see a rise in the number of preferences for Hackney secondary schools. This is encouraging but it does present particular challenges for The Learning Trust whose aim is to satisfy parental choice. To meet this need, we are looking to expand provision for secondary education places in the borough by 2014.

To sum up, Hackney Headteachers and their staff offer a range of secondary schools that will give your child an excellent education. This guide offers an insight into our schools. Come along to our Schools Fair and visit the schools on open days. You might also want to visit www.successinthemaking.co.uk to see some of the exciting work taking place in our schools.

Good luck with your selection of schools. We hope that you make a Hackney school your first preference.

Best wishes,

Steve Belk
Acting Chief Executive
The Learning Trust



2012 ADMISSION TO HACKNEY'S ACADEMIES AND SECONDARY SCHOOLS

This guide will help you understand the admissions process when your child transfers to an academy or a secondary school in September 2012.

You should read all six 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. Therefore, please think very carefully when listing your preferences. Our primary schools have good links with secondary schools, so your child's current Headteacher can advise you on schools that would be best for them. 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 to get an idea of their strengths and character.

CO-ORDINATED ADMISSIONS

All London Local Authorities (LAs) work together on the transfer process, and they use the Pan-London Register 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 school.

HACKNEY'S SECONDARY SCHOOLS FAIR

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

Tuesday 13 September 2011
4pm – 7.30pm

The Urswick School
Paragon Road, London E9 6NR

This event will give you a chance to meet school staff and pupils and ask questions about schools you're interested in. Staff from The Learning Trust's Admission 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

There is a very useful booklet called Primary and secondary schools' admissions and appeals – a guide for parents. You can download this guide from the Department for Education (DfE) website at www.education.gov.uk

ADMISSION TEAM CONTACTS

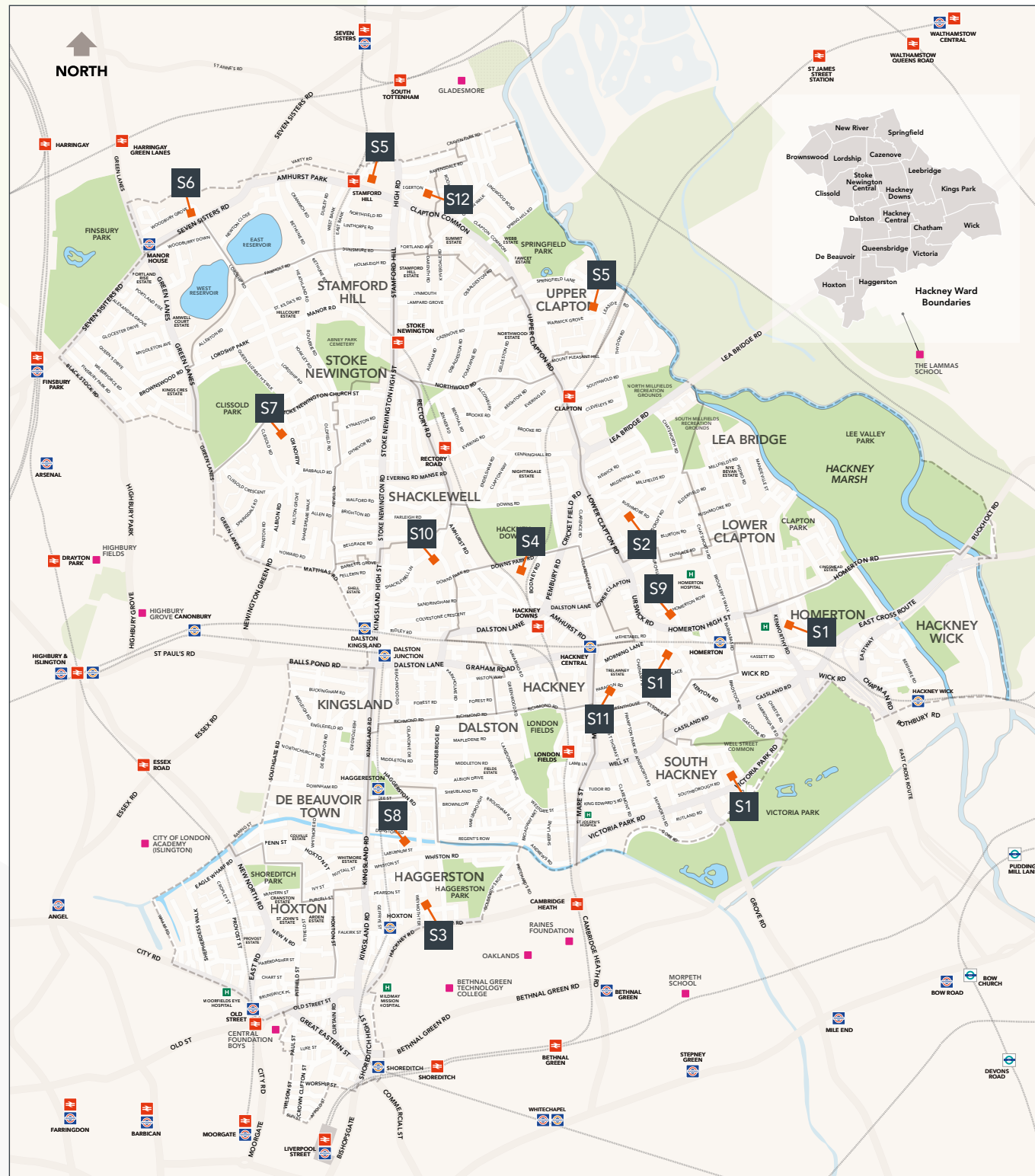
If you would like more information or advice about the transfer process to a secondary school, you can call the Admissions Team on **020 8820 7501** or **020 8820 7245** – Monday to Friday, between 9am and 5pm. We look forward to supporting you during this process and wish your child every success in getting a place at their preferred school.

TIMETABLE AND PROCESS FOR TRANSFER TO SECONDARY SCHOOLS IN 2012

Important dates.

Tuesday 13 September 2011	Hackney's Secondary Schools Fair The Urswick School, Paragon Road, London E9 6NR
From Tuesday 13 September to Tuesday 11 October 2011	Open days and evenings arranged for parents to visit academies and secondary schools.
Monday 3, Tuesday 4 and Wednesday 5 October 2011	Children attending Hackney primary schools take the cognitive abilities tests over these three days.
From Monday 3 October to Friday 21 October 2011	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 apply online at www.eadmissions.org.uk (to find out more go to page 13).
Friday 21 October 2011	The 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 www.eadmissions.org.uk is Monday 31 October 2011
From Monday 14 November 2011 to Wednesday 22 February 2012	The Pan-London process takes place during these months when 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.
Saturday 3 December and Saturday 10 December 2011	Children attending primary schools outside Hackney take the cognitive abilities tests during the morning or afternoon session at either Skinners' Academy on Saturday 3 December or Mossbourne Community Academy on Saturday 10 December 2011. These are the only dates available so it is important that your child attends on the date you are given.
Thursday 1 March 2012	Parents who have applied online will receive an email from www.eadmissions.org.uk some time in the evening telling them the outcome of their application The Learning Trust will also post letters to all year 6 parents telling them the outcome of their application
Friday 16 March 2012	Parents must return the reply slip to confirm acceptance of the school offer by this date
Thursday 22 March 2012	Parents must submit their completed appeal forms by this date
May /June 2012	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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S1 Schools in Hackney ■ Schools in other boroughs

OPEN DAYS AND EVENINGS

Parents' visits to Hackney's secondary schools during September and October 2011.

S1 CARDINAL POLE CATHOLIC SCHOOL

Lower School:
Victoria Park Road, E9 7HE
Upper School:
Kenworthy Road, E9 5RB
New School Building (Sept 2012):
Morning Lane, E9 6LG

OPEN DAY AT UPPER SCHOOL

17 September 2011, 10am-4pm

OPEN MORNINGS AT UPPER AND LOWER SCHOOLS

From 19 to 23 September 2011
9am-10.30am

S2 CLAPTON GIRLS' ACADEMY

Laura Place, Lower Clapton
Road, E5 0RB

OPEN MORNINGS

16, 22, 23 September and
11 October 2011, 9.15am-10am
17 September 2011, 10am-11am

OPEN EVENING

5 October 2011, 5pm-7.30pm

S3 HAGGERSTON SCHOOL

Weymouth Terrace, E2 8LS

OPEN MORNINGS

22, 23, 27 and 28 September 2011
9am-10.30am

OPEN EVENING

26 September 2011, 5pm-7.30pm

S4 MOSSBOURNE COMMUNITY ACADEMY

Downs Park Road, E5 8JY

OPEN EVENING

21 September 2011
6pm and 7.30pm

Parents should arrive 10 minutes
before to ensure admittance.
The Principal's address is at 6pm
and 7.30pm.

S5 OUR LADY'S CONVENT HIGH SCHOOL

6-16 Amhurst Park, N16 5AF
Mount Pleasant Lane, E5 9JG

OPEN MORNINGS AT AMHURST PK AND MOUNT PLEASANT LANE SITES

From 19 to 23 September 2011
9.30am-10.30am

OPEN EVENING AT AMHURST PARK SITE

21 September 2011, 4.15pm-7pm

S6 SKINNERS' ACADEMY

Woodberry Grove, N4 1SY

OPEN MORNING

15 September 2011, 9am-10am

OPEN EVENING

20 September 2011, 5pm-6pm

S7 STOKE NEWINGTON SCHOOL & SIXTH FORM

Clissold Road, N16 9EU

OPEN MORNINGS

26, 27, 28, 29 September 2011,
10 and 11 October 2011
9.45am-10.45am

OPEN EVENINGS

19 and 20 September 2011
5pm-7.30pm

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

S8 THE BRIDGE ACADEMY

Laburnum Street, E2 8BA

OPEN MORNINGS

13 and 20 September 2011
8.40am-10.10am

OPEN EVENING

20 September 2011
4.30pm-6pm and 6pm-7.30pm

S9 THE CITY ACADEMY, HACKNEY

Homerton Row, E9 6EA

OPEN EVENING

15 September 2011, 5pm-8pm

S10 THE PETCHEY ACADEMY

Shacklewell Lane, E8 2EY

OPEN MORNINGS

4, 5, 6 and 7 October 2011
9am – 10.30am

OPEN EVENING

3 October 2011, 5.30pm-7.30pm

The Principal's address will start
promptly at 5.30pm followed by a
tour of the academy.

Parents must make an appointment
in advance on 020 7275 1500 or at
mail@petcheyacademy.org.uk

S11 THE URSWICK SCHOOL

Paragon Road, E9 6NR

OPEN MORNINGS

15, 20, 22 and 27 September 2011
9am-10.30am

OPEN EVENING

22 September 2011, 5.30-7.30pm

S12 YESODEY HATORAH SENIOR GIRLS' SCHOOL

Egerton Road, N16 6UB

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

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[facebook.com/hackneyschools
successinthemaking](https://facebook.com/hackneyschoolsuccessinthemaking)

Keep up to date at

successinthemaking.co.uk

Watch us on YouTube!

youtube.com/hackneysuccess

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?

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

Support for special educational needs

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

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 choices, 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're offered a place at the nearest school to you that has 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. If you want to put a number of schools on your list, make sure you put your favourite school first, then your next favourite as your second choice 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 doesn't 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 Special Needs Team. You should use this form to list the schools you prefer for your child. If you choose one of the academies, Cardinal Pole 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) and Yesodey Hatorah Senior Girls' School (Jewish), you must put the name of the school on The 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 second (supplementary) form. You can get the supplementary form from the school or The Learning Trust. You must return your supplementary form to the school by **31 October 2011**. You must be sure to put the name of the school on the on-line application form as well or the school won't be able to consider your application. Cardinal Pole and The Urswick schools do 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 Learning Trust 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

Enfield
T. 020 8379 5501
www.enfield.gov.uk/admissions

Haringey
T. 020 8489 1000
www.haringey.gov.uk/schooladmissions



Islington
T. 020 7527 5516
www.islington.gov.uk/education/SchoolYears/secondary

Newham
T. 020 8430 2000
www.newham.gov.uk/EducationAndLearning/Schools

Tower Hamlets
T. 020 7364 5006
www.towerhamlets.gov.uk/lgs/1-50/schools/secondary_schools.aspx

Waltham Forest
T. 0845 877 0031
www.babcockwf.co.uk/waltham-forest/school-admissions

Westminster
T. 020 7641 1816
www.westminster.gov.uk/services/educationandlearning/schoolsandcolleges

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 The Learning Trust. Ian can be contacted on **020 8820 7510** or by email at xxx.xxxxxx@xxxxxxxxxxxxxx.xx.xx

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.



THE APPLICATION FORM

All Hackney residents have to complete The 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 3 October to 21 October 2011. The Learning Trust's closing date for all applications is **Friday 21 October 2011**. Parents whose children don't attend a Hackney primary school can apply online at www.eadmissions.org.uk. If you are unable to apply online, you must ask The Learning Trust 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, and water or landline phone bill.

Failure to send us the proof we need may cause delays in 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 contact the Housing or Council Tax sections of the local council to check that your previous property is now empty or in another name.



SECTION TWO

the admissions process

HOW WILL YOU PROCESS MY APPLICATION FORM?

The Admission Team at The Learning Trust will enter all the details on your application on their pupil database. They will consider each of your preferences at the same time. If you apply for a place at a community school, The Learning Trust 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 then 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. 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. Each academy, community school and Cardinal Pole Catholic School have the same number of places available for each band, and your child will be placed in a particular band group. The band group they are placed in will depend on their performance when completing their cognitive abilities test. Once all the 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 for their band.

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 all 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 **3, 4 and 5 October 2011**. Each test will last for about an hour on the day. Your child's test scores will be used by all academies and secondary schools in Hackney, apart from Our Lady's Convent High School, The Urswick School and Yesodey Hatorah Senior Girls'



School. 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 Mossbourne Community Academy and Skinners' Academy. Parents will get a letter from The Learning Trust at the end of November 2011 inviting their child to take the test at one of these venues on either **3 or 10 December 2011**. 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 admission 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 20, before you apply for a Hackney

community school such as Haggerston, Stoke Newington and Clapton Girls' Academy, as these schools often have more pupils applying than there are places available. Academies and religious schools have different criteria for admissions. Please look at the tables on pages 21-25 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 page 20-25. These tell you how far away the last child who was offered a place at a particular school lived. For the academies, community schools and Cardinal Pole Catholic School, 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/uk-postcode-map.htm. This will only measure from postcode to postcode. 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 20-25.

OVERSUBSCRIBED SCHOOLS

Information about the admissions criteria and cut-off distances for schools in Hackney are listed in the tables on pages 20-25. 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 school and academy has a map that shows where the pupils live who were successful and unsuccessful in gaining school places last year. Please look at these maps carefully to see where you live. If your address falls within the orange dotted area, this means that your child may get a place at that school or academy but you'll need to bear in mind that there are different cut-off distances for each band. If your address falls within the blue dotted area, then you are unlikely to get a place at the academy or school under the distance rule.

WHAT HAPPENS IF MY APPLICATION IS 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 close relative has died, or if the family has just moved into the area or has just returned from abroad. Regardless of the circumstances, we will need to see proof of ownership or tenancy of a property within Hackney. Otherwise, late applications will have to wait until all the applications that were sent in on time have been dealt with. This will be after 1 March 2012.

WHAT HAPPENS IF I MOVE TO A NEW PROPERTY?

If you move to a new property during the admissions process you will need to give us proof of your new address before 31 December 2011 if you want to use the address of the new property for your child's transfer. Please see page 13 to find out what we accept as proof of address. If you move after this date, we won't be able to take this into account until after 1 March 2012. If you have not been offered a place at any of your preferred schools we will use your new address to work out your child's position on the waiting lists. If we find out that a school place was obtained using a wrong or false address, we will withdraw the offer of a place. If you move out of Hackney we will forward your details to the LA where your new property is situated.

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 The Learning Trust by 7 January 2012.

Not all schools in Hackney give priority on medical or social grounds, so please check the admissions criteria for the school.



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



WHEN WILL I KNOW THE OUTCOME OF MY APPLICATION?

You will be sent a letter on **1 March 2012** telling you the outcome of your application. This will tell you which school place offer you have, or that you have 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 applicants) 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 The 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 **16 March 2012**. 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 1 MARCH 2012?

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 it to other children on the waiting list. Any child, who has been refused a place at a higher ranked school or academy, or at all of their preferred schools or academies, will be on this list. Their position on the list will be worked out according to the admissions criteria for each school. The Learning Trust will continue to offer places and maintain the lists until the end of August 2012. From 1 September 2012, waiting lists will be maintained in accordance with the in-year secondary school admissions process. The Learning Trust will confirm the next child to be offered a place at an academy or religious school with that school's governing body before offering the place. Waiting lists for schools outside Hackney are maintained by the Admission Teams based in the boroughs where the schools are situated.

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

The 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. The Admission Team will then apply for a place for your child. 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 Admission Team on **020 8820 7489 - 020 8820 7501** or the Choice Adviser, Ian Hodges, on **020 8820 7510**. He will be able to give you help and advice about your options.

HOW DO I APPEAL?

If you are unhappy because you haven't been able to get a place at one of your preferred Hackney secondary schools, you can appeal. You can get an appeal form from the Admissions Team.

When we get your form, we will contact you to let you know when the appeal hearing will take place. You must complete and return your appeal form by **22 March 2012**.

HOW DO I APPEAL IF MY CHILD HAS A STATEMENT OF SPECIAL EDUCATIONAL NEEDS?

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 Tribunal (SEND). This is different from the normal appeals process. You should contact the Special Needs Assessment and Monitoring Team on **020 8820 7000** to find out more.

SECONDARY IN-YEAR ADMISSIONS FOR 2012

The parent of any child living in Hackney who needs a transfer, or is a new arrival, will have to complete an in-year application form (ICAF), the application form is available from The Learning Trust. If a place can be offered in a Hackney school, the school will set up an enrolment meeting within two weeks. If there are more applications than places available in a year group, places will be given to the children who best meet the admission criteria, up to the number of places available. If the

school is unable to offer a place, The Learning Trust will tell you the other schools that have places available. You can ask for your child's name to be placed on the waiting list for any of your preferred schools, and you also have the right of appeal. For further advice or information about this process, please contact the in-year admission officers on **020 8820 7397 / 7398 / 7489 / 7197**.

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 Clissold Park School - a short-stay school. They will arrange for your child to go to the short-stay school 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.

FAIR ACCESS PROTOCOL 2012

All schools have signed up to this protocol. The Fair Access Protocol Panel meets once a month to allocate school places to pupils who belong to one of the categories covered by the protocol. These pupils are admitted to schools or academies before other pupils. You can get a copy of The Learning Trust's Fair Access Protocol Policy, which includes the type of pupils covered by the protocol, from the Admission Team on **020 8820 7402**.



IMPORTANT INFORMATION

INFORMATION ON APPEALS FOR 2011 ADMISSION TO SECONDARY SCHOOLS

Name of school	NUMBER OF APPEALS	
	Lodged	Successful
Clapton Girls' Academy	14	4
Haggerston School	3	1
Mossbourne Community Academy	120	20
Skinners' Academy	10	0
Stoke Newington School & Sixth Form	20	3
The Bridge Academy	19	3
The City Academy	61	6
The Petchey Academy	24	6
TOTAL	271	43



TABLE ONE

Places offered in community schools on 1st March 2011.

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2011												
ADMISSION CRITERIA	CLAPTON GIRLS' ACADEMY				HAGGERSTON SCHOOL				STOKE NEWINGTON SCHOOL & SIXTH F.			
	Intake number: 180				Intake number: 180				Intake number: 240			
	Number of places offered within each band				Number of places offered within each band				Number of places offered within each band			
	A	B	C	D	A	B	C	D	A	B	C	D
Children with statements of special educational needs.	0	0	0	3	0	0	1	4	1	0	1	9
1. Children looked after by a local authority.	0	0	0	0	0	1	0	0	0	1	1	0
2. Children subject to a child protection plan.	0	0	0	0	0	0	0	0	0	0	0	0
3. Children whose acute medical or social needs justify a place at the particular school.	2	1	1	0	0	0	2	0	2	0	0	1
4. Children with a brother or sister currently on roll at the school who will still be on the roll on the date of the proposed admission.	7	11	5	16	4	5	14	14	23	21	18	16
5. Children living nearest to the main entrance of the school when measured in a straight line on a map or using a computerised GIS system up to the distance of (in miles).	36 1.690	33 1.925	39 1.350	26 0.837	41 2.754	39 3.402	28 2.461	27 2.873	34 0.532	38 0.961	40 1.350	34 0.950
TOTAL OFFERED	45	45	45	45	45	45	45	45	60	60	60	60
TOTAL APPLICATIONS RECEIVED	466				590				771			

TABLE TWO

Places offered in religious schools on 1st March 2011.

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2011								
ADMISSION CRITERIA	CARDINAL POLE CATHOLIC SCHOOL				ADMISSION CRITERIA	OUR LADY'S CONVENT HIGH SCHOOL		
	Intake number: 180					Intake number: 120		
	Number of places offered within each band					Number of places offered (no banding)		
	A	B	C	D				
Pupils with SEN statements	0	0	0	7	Pupils with SEN statement.	0		
1. Catholic "looked after" children.	0	0	0	0	1. Catholic "looked after" girl.	0		
2. Baptised Catholic children from practising Catholic families whose applications are supported by the parish priest.	24	15	17	17	2. Girl whose acute medical or social needs justify a place at Our Lady's Convent High School.	0		
3. Other baptised Catholic children from Catholic families without evidence of current religious practice.	2	3	2	3	3. Baptised Catholic girl from practising Catholic family.	79		
4. Other "looked after" Christian children.	0	0	0	0	4. Baptised Catholic girls.	2		
5. Baptised children of Eastern/Orthodox Churches where the application is supported by their priest.	0	0	0	0	5. Other "looked after" girl.	0		
6. Baptised children from Christian families who want a Catholic education for their child and whose application is supported by a reference from a religious leader	6	7	4	8	6. Baptised Christian girl from practising Christian family.	9		
7. Children from non-Christian families who want a Catholic education for their child and whose application is supported by a reference from a religious leader.	0	0	0	0	7. Baptised Christian girls.	0		
8. Any other children.	11	10	24	14	8. Other girls.	23		
TOTAL OFFERED	43	35	47	49	TOTAL OFFERED	113		
TOTAL APPLICATIONS RECEIVED	400				TOTAL APPLICATIONS RECEIVED	241		

TABLE TWO
PLACES OFFERED IN RELIGIOUS SCHOOLS ON 1ST MARCH 2011

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2011			
ADMISSION CRITERIA FOR FOUNDATION (F) AND OPEN (O) PLACES	THE URSWICK SCHOOL Intake number: 150	ADMISSION CRITERIA	YESODEY HATORAH SENIOR GIRLS' SCHOOL Intake number: 60
	Number of places offered (no banding)		Number of places offered (no banding)
Pupils with SEN statements	2	Pupils with SEN statements	3
1. Young people who are in public care.	1	1. Charedi Jewish girls in public care.	0
2. Children who are the subject of an Education Supervision Order naming the school	0	2. Charedi Jewish girls who meet the Charedi criteria as prescribed by the Rabbinate of the Union of Orthodox Hebrew Congregations.	43
3. Young people who have an exceptional medical, social or educational need	0	3. Charedi Jewish girls with sisters at the school.	34
4. Students who regularly attend a CE church (F) and students with siblings in the school at the time of admission (O).	22	4. Other Charedi Jewish girls.	0
5. Students who are regular attenders of other Christian churches or chapels, or other Christian denominations as defined by "Churches Together in Britain and Ireland" or members of the Evangelical Alliance (F) and students who are regular attenders of other World Faith organisations (O).	1	5. Other girls in public care.	0
6. Students living nearest to the main entrance of the school (O)	85	6. Other girls.	0
TOTAL OFFERED	111	TOTAL OFFERED	80
TOTAL APPLICATIONS RECEIVED	274	TOTAL APPLICATIONS RECEIVED	83

TABLE THREE

Places offered in academies on 1st March 2011.

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2011				
INNER BANDS Those who live within 1,000 metres from the Academy (30 places) OUTER BANDS Those who live further than 1,000 metres from the Academy (20 places) ADMISSION CRITERIA	MOSSBOURNE COMMUNITY ACADEMY Intake number: 200			
	Number of places offered within each band			
	A	B	C	D
Pupils with SEN statements (inner)	0	0	1	6
Pupils with SEN statements (outer)	0	0	0	2
1. Children in public care (inner)	0	0	0	1
1. Children in public care (outer)	0	0	0	1
2. Children with brothers or sisters on roll at the Academy in years 7 to 11 at the time of the proposed admission (inner)	13	5	10	21
2. Children with brothers or sisters on roll at the Academy in years 7 to 11 at the time of the proposed admission (outer)	12	11	4	11
3. Children whose acute medical or social need justifies a place at the academy (inner)	0	0	0	0
3. Children whose acute medical or social need justifies a place at the academy (outer)	1	0	0	0
4. Children living nearest to the Academy (in metres) - (inner)	17 444	25 574	19 612	2 303
4. Children whose nearest, alternative, non-denomination, mixed secondary school in their borough is furthest away from their home address (in metres) - (outer)	7 1,772	9 1,787	16 1,615	6 1,817
TOTAL OFFERED	50	50	50	50
TOTAL APPLICATIONS RECEIVED	1448			

TABLE THREE
PLACES OFFERED IN ACADEMIES ON 1ST MARCH 2011

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2011											
ADMISSION CRITERIA	THE BRIDGE ACADEMY					ADMISSION CRITERIA	THE CITY ACADEMY, HACKNEY				
	Intake number: 180						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
Pupils with SEN statements	1	0	0	1	5	Pupils with SEN statements	0	0	1	1	7
1. Children in public care	0	0	0	0	0	1. Children in public care	0	0	1	0	0
2. Children whose siblings currently attend the school and will continue to do so on the date of admission	8	12	13	9	6	2. Children subject to a child protection plan	0	0	0	0	0
3. Children living nearest to the main entrance of the Academy up to a distance (in miles)	27 0.915	24 0.371	23 0.608	26 0.619	25 0.566	3. Children whose siblings currently attend The City Academy, Hackney, and who will continue to do so on the date of admission or admitted to the current admissions year.	6	6	3	4	7
						4. Up to nine children resident in the City of London. If more than nine pupils apply, selection will be decided by drawing lots.	0	0	0	0	0
						5. Children living nearest to the main entrance of the Academy up to a distance (in miles)	30 0.613	30 0.530	31 0.539	31 0.482	22 0.423
TOTAL OFFERED	36	36	36	36	36	TOTAL OFFERED	36	36	36	36	36
TOTAL APPLICATIONS RECEIVED	780					TOTAL APPLICATIONS RECEIVED	1073				

TABLE THREE
PLACES OFFERED IN ACADEMIES ON 1ST MARCH 2011

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2011											
ADMISSION CRITERIA	THE PETCHEY ACADEMY Intake number: 180					ADMISSION CRITERIA	SKINNERS' 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
Pupils with SEN statements	0	0	1	1	7	Pupils with SEN statements	0	1	0	1	4
1. Children in public care	0	0	0	0	0	1. Children in public care	0	0	0	0	0
2. Admission of children on the basis of how far they live from The Petchey Academy (in miles)	36 0.911	36 1.070	35 1.236	35 0.714	29 0.599	2. Children whose siblings currently attend the school and who will continue to do so on the date of admission.	1	2	1	4	4
						3. Children with an acute medical or social need for admission to the school.	0	0	0	0	0
						4. Children living nearest to St Andrew's Church, Bethune Road, N16 5DU, measured in a straight line up to the distance of (in miles)	35 2.615	33 2.087	35 1.051	31 1.365	28 0.982
TOTAL OFFERED	36	36	36	36	36	TOTAL OFFERED	36	36	36	36	36
TOTAL APPLICATIONS RECEIVED	939					TOTAL APPLICATIONS RECEIVED	620				

cardinal pole catholic school

CATHOLIC VOLUNTARY AIDED 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 all pupils joining our school in September 2012 will enjoy the benefits of a newly built school with state of the art facilities on a single site in Morning Lane.

This means that your child will attend a well established mixed 11-19 comprehensive school with a wealth of achievements in a brand new building.

The new school will be divided into three learning communities and a sixth form. Each of these will have a learning identity and a pastoral identity. Each learning community will concentrate on similar subject areas in order to share resources and allow for the delivery of innovative and creative teaching. A pastoral model based on a 'house system' will also be created, where older pupils will act as mentors and role models for younger pupils to create a 'community within a community'.

We have high expectations of our children. We aim to provide teaching that encourages independent and confident learning. We know that success comes through hard work, and we constantly strive for this in partnership with the children and their families.

Our school has a strong family tradition, and we pride ourselves on nurturing firm values of excellence and care within a high-achieving and safe environment. We welcome all those who share our values. We are also 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 unique development of each child intellectually, socially and spiritually.

A real strength of the school is its happy, caring ethos and emphasis on nurturing positive relationships. Our students talk warmly about the 'caring atmosphere' in the school and the way they find all the staff very approachable.

Katherine Hartigan
Headteacher

CARDINAL POLE CATHOLIC SCHOOL

Morning Lane
London E9 6LG

T. 020 8985 5150
F. 020 8533 7325
E. enquiries@cardinalpole.co.uk
www.cardinalpole.co.uk

HEADTEACHER

Katherine Hartigan

SPECIALISM

Science

2012 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Morning Lane

30 / 236 / 276 / W15

Nearby

48 / 55 / 106 / 254 / 277 / 394 / 425 / 488 / D6

OVERGROUND

Hackney Central then 10 minutes walk

RAIL

Hackney Downs then bus 30

TUBE

Bethnal Green then bus 106 / 254 / D6

Manor House then bus 254

OPEN DAYS AND EVENINGS

OPEN DAY AT UPPER SCHOOL

Saturday 17 September 2011, 10am-4pm

OPEN MORNINGS AT UPPER AND LOWER SCHOOLS

From Monday 19 to Friday 23 September 2011
9am-10.30am

VISION

Cardinal Pole School is a learning community for all, based on partnership and respect. It is a strong and vibrant place which recognises the importance and individual needs of every pupil and member of staff. Praise and encouragement create a climate of learning and high expectations, supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. Unique creations of God deserve our support, love and trust as they begin their great journey of life.

ETHOS

As a Catholic school we have weekly religious assemblies where worship takes place. These are attended by pupils and staff, and are an opportunity to reflect on the wider themes of life. Our local Catholic clergy are often seen in the school. Many of our pupils are not Catholic, but welcome the opportunity to share in aspects of faith that are similar to their own. Mass is celebrated regularly in the school. We foster a respect for all according to the teachings of the Church. This is also a key part of religious education (RE) throughout the school. The KS3 programme includes a study of other faiths. At KS4, pupils study how Catholicism is practised in today's world and its relationship with other societies. Philosophy and ethics are taught at A-level. Our sixth formers follow a diocesan accredited course of general RE which looks at practical ethics in society

CURRICULUM ORGANISATION

The curriculum is designed around the development of the whole child. There is a broad secondary curriculum at Key Stage 3 enabling pupils to become proficient in key skills and make progress towards GCSE courses in Year 9. For Key Stage 4, we have a choice of subjects which form the English Baccalaureate and vocational courses. We also provide off-site learning in engagement programmes to ensure that all pupils have a chance to become successful and achieve. Many of our pupils stay on with us to study in the sixth form. Many of our sixth formers go on to top UK Universities.



TEACHING AND LEARNING

Pupils are encouraged to exceed expectations in all their subjects, and our teaching and support staff help them achieve this by setting challenging goals and having high expectations of success. The new learning structure will encourage pupils to achieve through:

01. A broad and comprehensive curriculum that offers a choice of academic and vocational subjects.
02. A new building with excellent, modern resources and up-to-date teaching facilities in a safe and cutting-edge learning environment.
03. Academic tutors who monitor pupils' progress and provide a close link between home and school.
04. An academic report system that shows pupils and their parents how well they are doing and how they can improve.
05. Electronic learning resources designed to give children independence and a virtual learning environment with a dedicated internet connection, so that parents and children can access learning resources, homework and progress reports at any time.
06. Educational visits to places in London and beyond that will extend boundaries and give wider perspectives.
07. Creative opportunities in art, drama and music with an emphasis on performance.
08. Access to the world of work and business through a programme of careful placements and practical workshops designed to encourage higher aspirations.



09. Developing a healthy body through excellent PE and sports coaching, with the possibility of representing the school in local and national competitions – some of our boys play for top football academies.
10. Incorporating the Social and Emotional Aspects of Learning (SEAL) programme and teaching through Personal, Learning and Thinking Skills (PLTS) programme.
11. Enjoying time for reflection in our school chapels and participating in worship.
12. Spending time with friends during breaks and lunch in our learning communities, reading and catching up with daily newspapers.

PASTORAL CARE AND DISCIPLINE

Pupils are attached to a tutor and will be a member of a defined learning community. We believe that children are happiest when their learning is on track and they are making progress. The Head of Learning is available to deal with any issues that get in the way of learning. They can also help the child cope with school procedures and regulations. Heads of Learning have a complete picture of all the children in their year group, and they are the main contact for information about a child's educational progress in any subject. We expect all pupils to respect the learning they receive at Cardinal Pole, and to respect the learning of others. Excellent behaviour is an important tool in helping all to achieve. We make clear our high expectations about good behaviour and mutual respect. Many visitors to the school comment on how well behaved our pupils are.



HOMEWORK AND UNIFORM

We set high store on 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.

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

PARTNERSHIPS AND COMMUNITY INVOLVEMENT

Our pupils and staff get involved in many events throughout the year that raise money for local and national charities. Many of our pupils are now working to help make positive changes to the local community. In partnership with London Citizens, they are involved in projects dealing with reducing overcrowding in buses, making sure local employers are aware of the living wage for their employees, and organising a summer school for local children during the holidays. Charity fundraising and working with those in need helps develop our pupils' sense of responsibility in their community and gives them chance to make a difference to others.



SIXTH FORM

Our sixth form is renowned as a good provider of Post 16 Education in Hackney. The majority of our pupils progress naturally to our sixth form, which has a proven track record in securing university places for our students. At Cardinal Pole, students receive the high quality education they deserve. We expect all our students to gain places on prestigious university degree courses, or move up into further vocational training of the highest order. We offer eighty places each year to students who will benefit from the specialist education on offer. As well as academic excellence, students in our sixth form benefit from small class sizes, personalised support in mentoring and work experience, a varied and exciting enrichment programme and a committed pastoral care system where all students get the support they need in what is often a difficult stage in their life.

We can say with confidence to all parents, that their son or daughter will be successful and safe in our sixth form. All students benefit from a teaching ratio of one teacher to twelve students. This gives them a far more personalised education than they would receive in most colleges or sixth forms. They will also benefit from state-of-the-art facilities in the new building. As well as teaching and learning in the classroom, students receive outstanding support and benefit from our excellent pastoral care system. All students are placed in small tutorial groups. Emphasis is on students developing the maturity and social skills they will need to cope independently as they grow into adulthood. However, trained tutors are always accessible to advise, support and inspire the young people in their care. A key feature of our provision is that students benefit from one-to-one support during the often stressful process of applying to universities, colleges and apprenticeships.

Our school has a highly developed enrichment programme which includes participation in the Duke of Edinburgh Awards Scheme, business enterprises courses, film making, photography, interior design, graphic design, music technology, music, dance, yoga, the ECDL computer course, drama, football, basketball, aerobics and the Envision Community Project. These courses 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. Students at Cardinal Pole are encouraged to go on school trips, which have

included skiing in Italy, visits to European art galleries, study weeks in Rome and activities weeks in the English countryside. Our students have also successfully represented Britain in the role of 'Prime Minister's Global Fellow', spending six weeks in Brazil in that role. All students will gain from our extensive work experience programme. This includes training and mentoring in the commercial and legal sectors with companies such as HSBCI, Freshfields, Clifford Chance and L'Occitane. All students are eligible to join our Aim Higher Programme which funds visits to universities and summer schools in the higher education sector to make sure that future careers are linked appropriately with further study.

We want all our students to be well rounded individuals who, at the end of their time at Cardinal Pole, have more than just academic success to offer employers and universities.

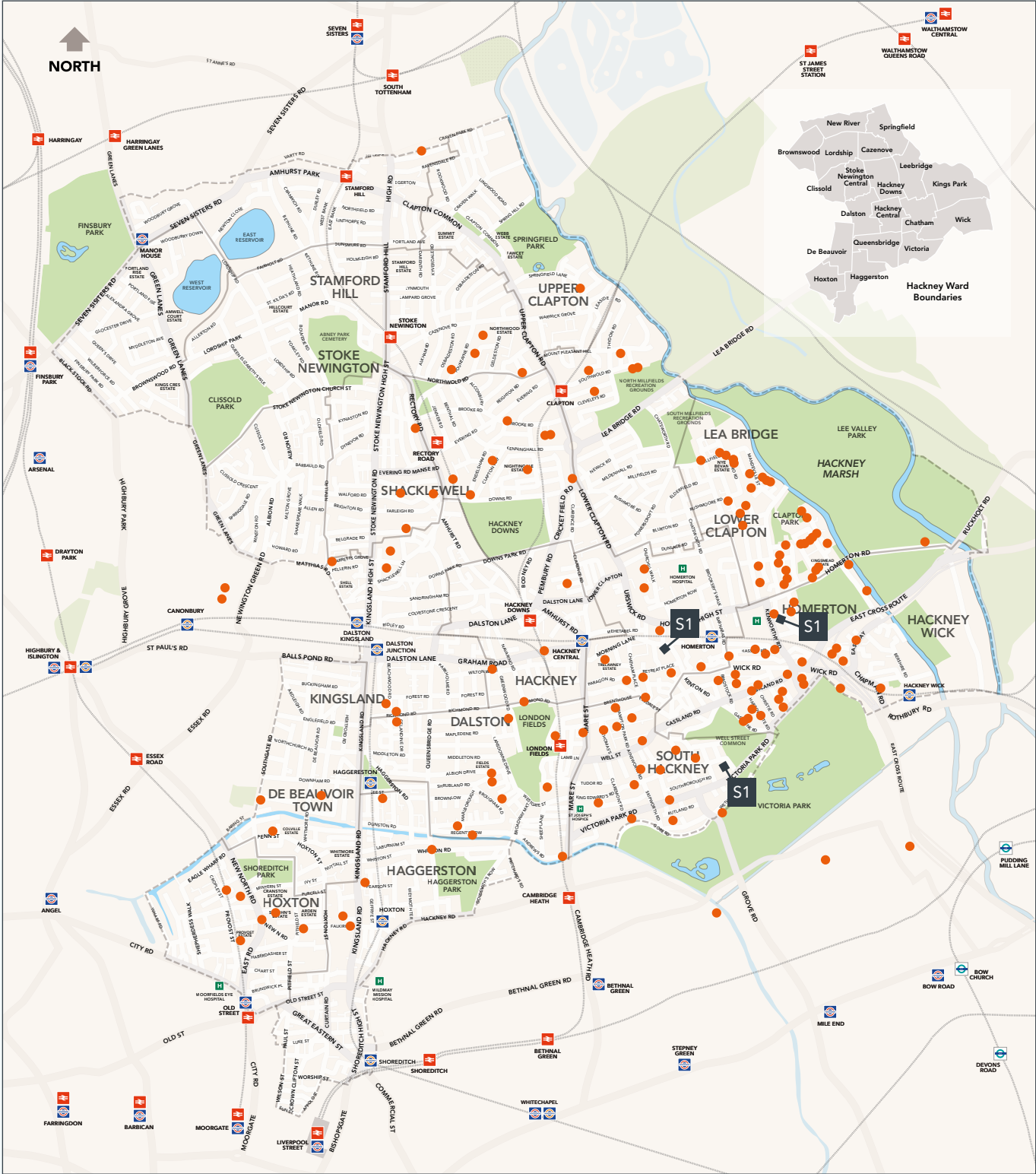
OPEN DAYS AND VISITS

You are welcome to visit Cardinal Pole on our open days listed below. Last year we held an open day on a Saturday. This was hugely popular and we have decided to continue with this to make it easier for you to bring your whole family to see what we have to offer. If these times are not convenient, please contact us and we will arrange an alternative. We especially welcome visits from parents who may not realise that their child will be welcome in a Catholic school. We would prefer you to visit when the children are actually learning, so that you can see for yourselves our purposeful and safe the environment and how much our pupils enjoy working in a high-achieving classroom. We will also talk about the exciting times ahead when we move into our new building and explain the impressive facilities that your child will enjoy.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for Cardinal Pole Catholic School.



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S1 Cardinal Pole Successful applicants (174) Unsuccessful applicants (0)

ADMISSIONS CRITERIA FOR 2012

Cardinal Pole Catholic School.

All children applying for a place will take the Cognitive Ability Tests (CAT3) for the purpose of banding. The test is not an entrance examination that pupils pass or fail; it is a way of ensuring that the school admits children of all abilities. Children will be placed in one of four bands of equal size based on their score in the tests. The school may seek other evidence of the child's academic ability if (for acceptable reasons) the child is not able to take the test.

The Published Admission Number for the school is 180 pupils.

Children with a Statement of Special Educational Needs (SEN) 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.

If in any band 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.

OVERSUBSCRIPTION CRITERIA

- 01. Catholic "looked after" children.
- 02. Baptised Catholic children from practising Catholic families whose applications are supported by the Parish Priest.
- 03. Other baptised Catholic children from Catholic families who can show no evidence of current religious practice.
- 04. Other "looked after" children.
- 05. Baptised children of Eastern/Orthodox Churches or Catechumens where the application is supported by their priest.
- 06. 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.
- 07. 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.
- 08. Any other children.

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

PROCEDURE

Applicants wishing to be considered under priorities 2, 5, 6 and 7 should complete the Priest's Reference Form available from the school. The form must be completed and returned to the School by the date specified on the form. Applicants applying under the above priorities must also provide the School with a copy of the child's baptismal certificate. If the certificate is not available, applicants should indicate in writing the reasons for this being the case. The Supplementary Information Form (SIF) is available from the school or The Learning Trust and should be completed and returned to the school with the Priest's Reference Form by the closing date.

INTERPRETATION OF TERMS USED IN THE ADMISSIONS POLICY AND OVERSUBSCRIPTION CRITERIA

- Applicants** – The parents and/or legal guardians submitting an application for a place on behalf of a child.
- Practising Catholics** – 'Practising Catholic' means 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. For the purposes of this Policy it also includes a "looked after" child who is in the process of adoption by a "Catholic family". This will normally be evidenced by a certificate of baptism in a Catholic Church.
- Looked after children** – Children in the care of the Local Authority or provided with accommodation by them e.g. children with foster parents (see section 22 of The Children's Act 1989).
- Family** – Those individuals who live at the residential address of the parents and/or legal guardians who are submitting an application for a place on behalf of a child. Where the admission arrangements refer to "practicing Catholic families", it is sufficient for just one parent to attend.
- Christian** – A member of one of the Churches that is a member of "Churches Together in Britain and Ireland"
- Residential Address** – Where the child lives for 50% or more of the school week.

clapton girls' academy

ACADEMY



WELCOME TO OUR ACADEMY

We are an outstanding 11-18 school that promotes high achievement in a happy, caring and supportive environment – and where every child matters.

The school has a long and successful history of providing the best, forward thinking education for girls in Hackney. We are known for our high quality, inspiring teaching which leads to success for our students. Our students make exceptional progress while at the school and achieve excellent results at GCSE and A level. Our last OFSTED inspection judged Clapton Girls' Academy to be an outstanding school, with an even brighter future.

As Headteacher, I believe our success is down to inspirational, experienced teachers who motivate students to do their very best. Our staff understand that it is just as important to make every student feel individual and special. Therefore, at Clapton Girls' Academy, girls are encouraged to be confident, assertive and to believe in themselves.

Last year, Clapton Girls' Academy, as an outstanding school, was invited to convert to academy status. Following a recent consultation process, which showed overwhelming support for conversion, the governors have decided to pursue this option. If the school does become an academy, it is likely that the school's name will change, but our ethos, vision and commitment to high quality education will stay the same. We will remain a high performing, inclusive girls only school, with the same uniform and organisation, but with more opportunities for our students.

I look forward to meeting you at the school at any one of our open sessions. The students and staff will ensure that you have a very warm welcome and an informative visit.

Cheryl Day
Headteacher

CLAPTON GIRLS' ACADEMY
Laura Place, Lower Clapton Road, London E5 0RB
T. 020 8985 6641
F. 020 8986 4686
E. academy@clapton.hackney.sch.uk
www.clapton.hackney.sch.uk

HEADTEACHER
Cheryl Day

SPECIALISM
National Support School and Leading Edge School

2012 ADMISSION NUMBER
180

AGE
11-19 (girls only)

IMPORTANT INFORMATION

TRANSPORT

BUS

Laura Place

38 / 48 / 55 / 106 / 253 / 254 / 425 / 488

Nearby

56 / 242 / 393

OVERGROUND

Hackney Central then bus 38 / 48 / 55 / 56 / 106 / 253 / 254

RAIL

Hackney Downs then bus 38 / 48 / 55 / 56 / 106 / 253 / 254

TUBE

Bethnal Green then bus 106 / 254

Manor House then bus 253 / 254

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Friday 16, Thursday 22, Friday 23 September
and Tuesday 11 October 2011
9.15am-10am

Saturday 17 September 2011, 10am-11am

OPEN EVENING

Wednesday 5 October 2011, 5pm-7.30pm



MISSION, VISION AND VALUES

The school's aspiration is to be 'First for Learning', because we believe that learning changes lives. At Clapton Girls' Academy, students realise their potential and make the most of the opportunities available to them. Our vision is to work closely with our learning community to foster a love for school which will lead to high attendance and exceptional achievement. We have high expectations of everyone, and we insist on respect, consistency and positive role models. Our commitment to promoting equality underpins all that we do. We value every single student and their individual contribution to the school.

SPECIALISM AND AWARDS

We are a Leading Edge school because we are known to be a 'High Performing Secondary School'. Leading Edge means that we will focus on developing (young) leadership throughout the school. Clapton Girls' Academy was recently designated a National Support School in recognition of our outstanding achievement. We will continue to use our expertise to support other schools.

Our students achieve excellent results in English, mathematics and science. The school also has strengths across the whole curriculum. We are an Arts Mark Gold school due to our success and extensive provision in the arts subjects. We have also been recognised as a Healthy School because of our success in encouraging emotional and physical health. In 2008, we were awarded the International Schools Award and, in 2009, the school achieved national recognition for Inclusion.

ETHOS

Clapton is a happy school and we are proud of our learning ethos. Visitors to the school often comment on the excellent behaviour of the students, as well as their enthusiasm for learning. We encourage every girl to make the most of every opportunity available, and we will help her achieve her aspirations. As a caring school, we place a high priority on making sure that all students are treated as individuals who all have the right to learn, to be respected and to feel and be safe.

LEARNING TOGETHER

Curriculum organisation and learning

Clapton Girls' Academy's students get excellent results across the whole curriculum. They are taught in a variety of mixed ability, fast track and set groups. Teachers build on students' knowledge from year 6, so the girls are engaged in new learning from the start. Those with special educational needs (SEN) receive all the support they need, either in the classroom or in separate groups. We also identify, encourage and challenge students with special aptitudes by ensuring that lessons meet their learning needs. We also provide them with opportunities for extending learning and thinking with extra activities and visits. During years 7 to 9, students study a balance of National Curriculum subjects. In years 10 and 11, they are working towards their GCSEs and other public examinations, including applied and vocational qualifications. Students have a regular daily programme of home learning. All students actively participate in PE and PSHCE. Religious studies cover all aspects of major religions and emphasises respect and tolerance.

Sixth Form

In the sixth form, students study a range of A level and applied learning courses suited to their own strengths and needs, all of which ensure appropriate pathways to higher education and university. Clapton Girls' Academy is partnered with the very successful Our Lady's Convent High School at post-16. This partnership offers an even wider range of courses and opportunities for girls and young women.



Public examinations

Our examination results are always higher than the national average. This is an outstanding achievement and we have ambitious targets for even greater improvement. The choice of subjects for GCSE is made after consultation with students and parents, with national benchmarks, such as the English Baccalaureate, taken into account. 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. Our A level results are also excellent, with Clapton Girls' Academy students achieving the highest average point score per student in the borough.

Home learning

All students at Clapton Girls' Academy are given home learning, although the amount varies according to the year group and courses followed. We believe that home learning supports education; it 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. Much of our home learning is set and marked using our Virtual Learning Environment.

Work related learning

Students complete at least one week's work experience in Year 11 when they learn about the world of business and industry. Other opportunities include involvement in the Hackney Schools' Mentoring Programme and business and enterprise links. Since September 2010, Clapton Girls' Academy has been the lead school in the Linklaters' (City Law firm) prestigious partnership programme. This programme offers many opportunities for our students to develop enterprise, citizenship and work related skills.



WORKING TOGETHER

Transition and pastoral care

On entry, all students are guided and supported by a permanent Head of Progress for Year 7 who works closely with a permanent team of personal tutors. These teachers monitor each student's academic and social development to help her to fulfil her potential. The Head of Progress for Year 7 visits every primary school to meet students while they are in Year 6.

The Year 7 team is very experienced and works closely with parents and carers. PSHCE lessons are taught by tutors. Their aim is to enhance and support every student's academic experience with a full programme designed to develop social, emotional and physical health and well-being. We place a high emphasis on achievement, and we operate a rewards system in the school. Students are encouraged to show consideration for others and to create a purposeful atmosphere where learning can take place. Excellent attendance and time-keeping are high priorities.

BEHAVIOUR FOR LEARNING

At Clapton Girls' Academy, everyone is expected to behave in a way that maximises learning and achievement. Students are expected to take responsibility for their learning and behaviour. We have school and classroom rules that are agreed by students, staff, parents and governors. Copies of our *Behaviour for Learning* leaflet are given to all students, parents and carers when girls start at Clapton. Incidents that break the rules, or breach any school policy, are taken seriously and are dealt with swiftly and fairly.



UNIFORM

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 or polo shirt - all of which are only available from the school. They also wear a smart plain black skirt, trousers or shalwar kameez. Students may wear a school scarf or hijab. They wear a white PE T-shirt and either a black tracksuit or black leggings for PE.

ASSEMBLIES

Our regular school and year assemblies support students' development by celebrating achievement and exploring moral, social and religious issues. The themes of assemblies reflect the multi-cultural and multi-faith nature of the school. Students regularly help deliver the assemblies.

STUDENT LEADERSHIP

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

EXTRA-CURRICULAR ACTIVITIES

All students are encouraged to join in with activities before and after school. These include a daily breakfast and ICT club; daily individual study time in the Learning Resource Centre; GCSE and school examination revision clubs; community language lessons; ecology and philosophy clubs; fashion design; choir and music clubs; a range of PE activities, including netball and martial arts; the Duke of Edinburgh award scheme; cookery and cycling clubs.

SPORTS AND PHYSICAL ACTIVITY

We offer a huge range of sport inside and outside lessons. These include: basketball, football, gymnastics, netball, rounders, swimming, tennis and trampolining. Our winning teams play regularly in local leagues.

SATURDAY AND HOLIDAY SCHOOLS

Our Saturday study support programme is very popular. We also organise an exciting range of activities during the Easter, Whitsun and summer holidays.

SAFETY AND SECURITY

Clapton is 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 have to wear identification. Students attend lessons from 8.45am to 2.50pm (3.50pm on Tuesdays) with half an hour for lunch. The girls stay on the school site at lunchtimes to ensure their safety.

WELCOMING THE COMMUNITY

Partnership with parents

Parental involvement is actively encouraged. Parents, daughters and teachers all sign a Home/School Partnership Agreement as soon as the student starts school. Parents and carers are invited to attend a parent consultation evening during the year, as well as other meetings and functions. Parents and carers can also see their daughter's Head of Progress, 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. Parents can monitor their daughter's progress anytime, anywhere through our online Virtual Learning Environment. Our school newsletter (Clapton Review) is sent to every home every half-term. There are regular parent and carer meetings and events organised by CASP (Parents' Association).



Links

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 are the lead school in the Clapton Community of Schools' Education Improvement Partnership. We also work in 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.

Past students

There is an active 'Clapton Girls are Everywhere' old girls' organisation, which meets annually and supports the school. Clapton Girls' Academy is proud of its far-reaching community and welcomes new families who join the school.

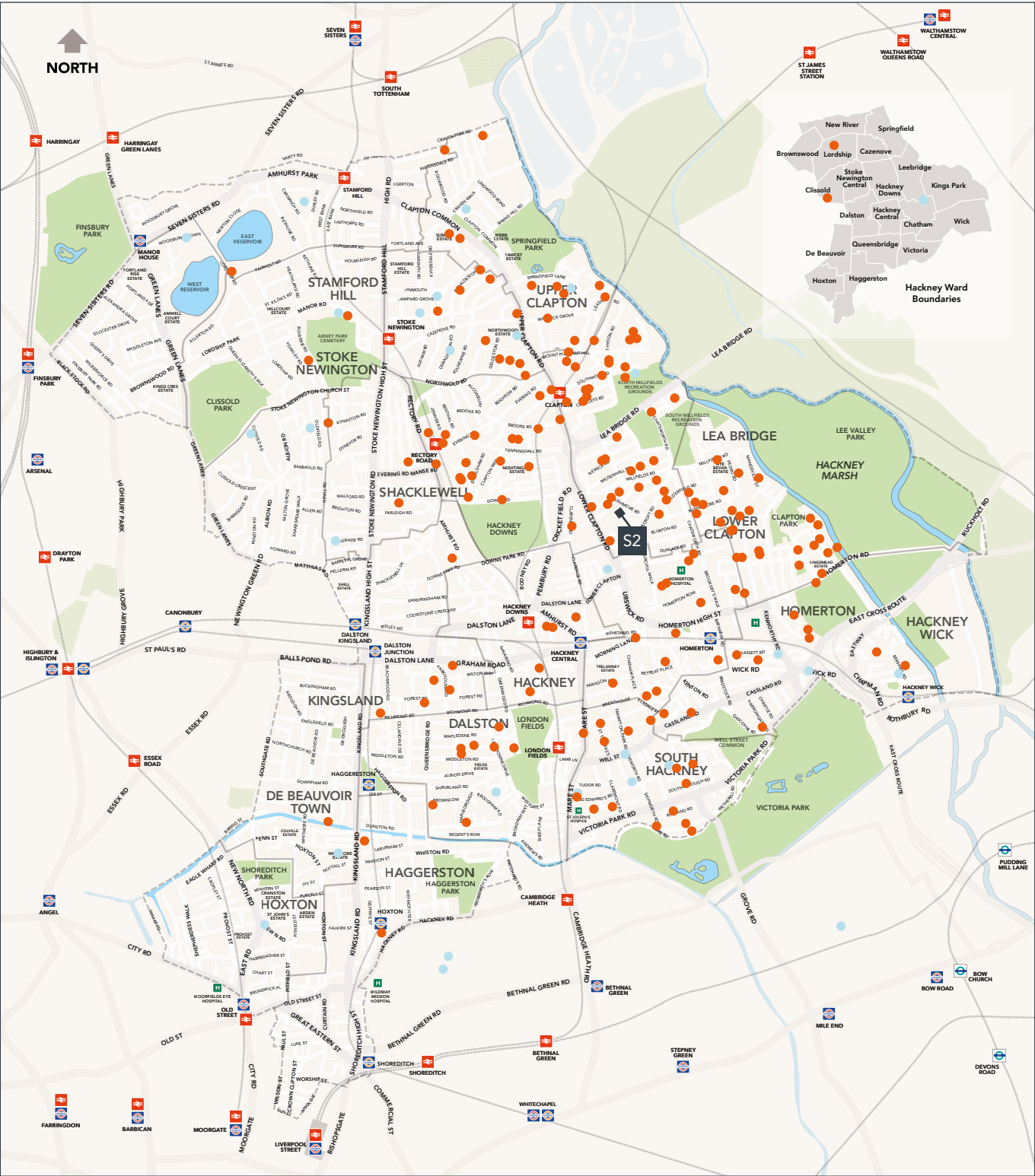
OPEN EVENINGS AND SCHOOL VISITS

We very much welcome visits from parents, carers and others who are interested in girls' education. Everyone who visits and sees our school at work is impressed by the calm and purposeful atmosphere and the achievements of our students.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for Clapton Girls' Academy.



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S2 Clapton Girls' Academy ● Successful applicants (180) ● Unsuccessful applicants (32)

ADMISSIONS CRITERIA FOR 2012

Clapton Girls' Academy.

Children who apply to this school will be placed in one of four ability bands of equal size based on their score in the tests. Children with SEN statements, and other children who cannot take the tests, will be placed in the appropriate band on the basis of their primary headteacher's, or another professional's, assessment.

- 01. Children looked after by a local authority.
- 02. Children subject to a Child Protection Plan.
- 03. *Children whose acute medical or social needs justify a place at the particular school.
- 04. **Children with a brother or sister on the school roll in years 7 to 11 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 priority 5 above, will also be used in any tie-breaker decisions for priorities 1, 2 and 4.

WAITING LISTS

Pupils will be ranked on the application list in accordance with the above criteria within each band until 1 September 2012. Banding will not apply after 2 September 2012.



*ACUTE MEDICAL OR SOCIAL NEEDS

The Head of Admissions and Pupil Benefits will decide on these cases. Where necessary, they will ask the Health Service for advice. The medical needs of parents cannot justify a place at a particular school, but a child may have social needs because of their parent's medical condition. We will need to see professional evidence such as a medical letter from a hospital professional, written statement from a social worker or other professionals in support of these cases. This must show a clear connection between the child's need and why the child should be given a place at that particular school. It must also explain the difficulties that would be met if the child had to attend another one. The parent is responsible for producing the evidence.

**SIBLINGS

A brother or sister must live permanently at the same address as the child for whom the application is being made. This includes a half brother or sister, a step brother or sister and a foster brother or sister who lives permanently as a family unit at the same address.

***DISTANCE

When we work out distances from your address, we use geographical information provided by the local council. If a number of addresses have the same geographical information, or there is more than one parent living the same distance, we will take further steps to identify those that are nearest to the school. If a child lives with parents who share responsibilities, the address where the child spends most of their time is used to work out distances from home to school. If a child divides their time equally between each parent during the week, the parents must choose which address to use for all their preferences.

haggerston **school**

COMMUNITY SCHOOL

WELCOME TO OUR SCHOOL

Haggerston is a thriving community school where students make exceptional progress in learning and obtain above average results in examinations.

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. The education we provide will also 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 aim to 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 their true potential.

In September 2010 we became a mixed school, admitting boys into Years 7 and 12. Our spacious school building, famously designed by Erno Goldfinger, is currently being remodelled and extended under the Building Schools for the Future (BSF) scheme. This will create a distinct and exciting learning environment, which is fit for the demands of modern education.

During the last year and a half, Haggerston School has been linked with Mossbourne Community Academy under the Executive Headship of Sir Michael Wilshaw. This very successful partnership has enabled us to improve standards across the school. This has been enormously beneficial to our children and young people. The partnership also started a journey of improvement which all our staff and students are successfully continuing.

Dr Jane Keeley
Headteacher

HAGGERSTON SCHOOL

Weymouth Terrace
London E2 8LS

T. 020 7739 7324
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E. haggerstonschool@haggerston.hackney.sch.uk
www.haggerston.hackney.sch.uk

HEADTEACHER

Dr Jane Keeley

SPECIALISM

Technology and Training
School

2012 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Weymouth Terrace
26 / 48 / 55

Nearby

67 / 149 / 242 / 243 / 394

OVERGROUND

Hoxton then 5 minutes walk

RAIL

Cambridge Heath then bus 26 / 48 / 55

TUBE

Old Street then bus 55

Liverpool Street (Bishopsgate exit)
then bus 26 / 48

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Thursday 22, Friday 23, Tuesday 27 and
Wednesday 28 September 2011
9am-10.30 am

OPEN EVENING

Monday 26 September 2011, 5pm-7.30pm



OUR VISION

Our vision, and we are passionate about this, is to see all young people achieve the highest standards and develop two special gifts – the ability to learn and the confidence to contribute to the world that lies ahead.

OUR MISSION

We provide an innovative, happy and secure learning experience, with exceptional academic progress. We are committed to being a co-educational and non-denominational community school with a mixed ability intake. We celebrate and build upon our unique, distinct and special qualities in the expressive arts and technologies. We place community and extended partnerships at the very centre of what we are striving to achieve, because we believe that these enrich, support and nurture learning.

MAKING EXCEPTIONAL PROGRESS

We set challenging targets and we chart the learning and progress of every child for every subject. We then share this information with students, staff and parents. The information is used to design personalised learning programmes and intervention strategies that will make sure every child attains, if not exceeds, their targets.

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 education into secondary education and then to higher 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 and secure employment.

ABLE, GIFTED AND TALENTED

We challenge our more able and talented students, both within the curriculum 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 gifted and talented students carefully to provide flexibility as they move through the school.

SPECIAL EDUCATIONAL NEEDS

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.

ETHNIC MINORITY ACHIEVEMENT (EMA) AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EMA and EAL department provides support for students from diverse cultural backgrounds who speak languages other than English. Learning materials are used in the classroom and supported by small group work.



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. Our Inclusion Department, and our pastoral support structure, mean that students can easily access, or be referred to, a wide range of professional support.

UNIFORM

In September 2010, all students started the new school year in a new 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. For full details of our uniform, please visit our website at www.haggerston.hackney.sch.uk.

YEARS 7 AND 8 CURRICULUM

Our students study English, mathematics, science, ICT, religious education, history, geography, technology, physical education, a language, music, art and drama. We recognise and appreciate the differences between children in each classroom, and we believe that accommodating these differences stretches and supports individual learners. We offer a personalised nurture class (the achievement group), in Years 7 and 8. This helps students with identified specific learning needs develop the skills and confidence they need to succeed. We also create withdrawal groups as part of our supported curriculum programme to help students make extra progress in learning where necessary.



YEARS 9, 10 AND 11 CURRICULUM

The curriculum for Years 9, 10 and 11 offers a varied combination of GCSEs with vocational subjects leading to BTEC qualifications. This means that students are able to make exceptional progress, but at different rates, as their particular skills develop. Core subjects of English, English literature, mathematics, ICT, science (triple, double or BTEC) are studied by all students, leading to GCSE or GCSE equivalent qualifications. Other subjects that have to be studied by law are religious education, physical education, personal, health and social education and citizenship. The full curriculum is available on our website.

SIXTH FORM

Our brand new sixth form provides an exciting opportunity for learning for students who have come through Haggerston and for applicants from other schools. We offer a variety of A level, foundation, 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 being 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 will be further enhanced when the ‘Building Schools for the Future’ (BSF) scheme is completed and we have superb learning facilities. We already benefit from one of the largest school sites in the borough, and

enjoy a vast range of outdoor sports facilities, beautiful gardens, separate play facilities for different year groups and a quiet study garden for our older students. We have invested extensively in the use of new technologies for learning and administration that are robust, reliable, secure and flexible.

Haggerston is in a great location with a fantastic multicultural community. We are less than one mile from the city, which makes it easy for us to promote links with local businesses that enhance what the school has to offer. The city provides 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.

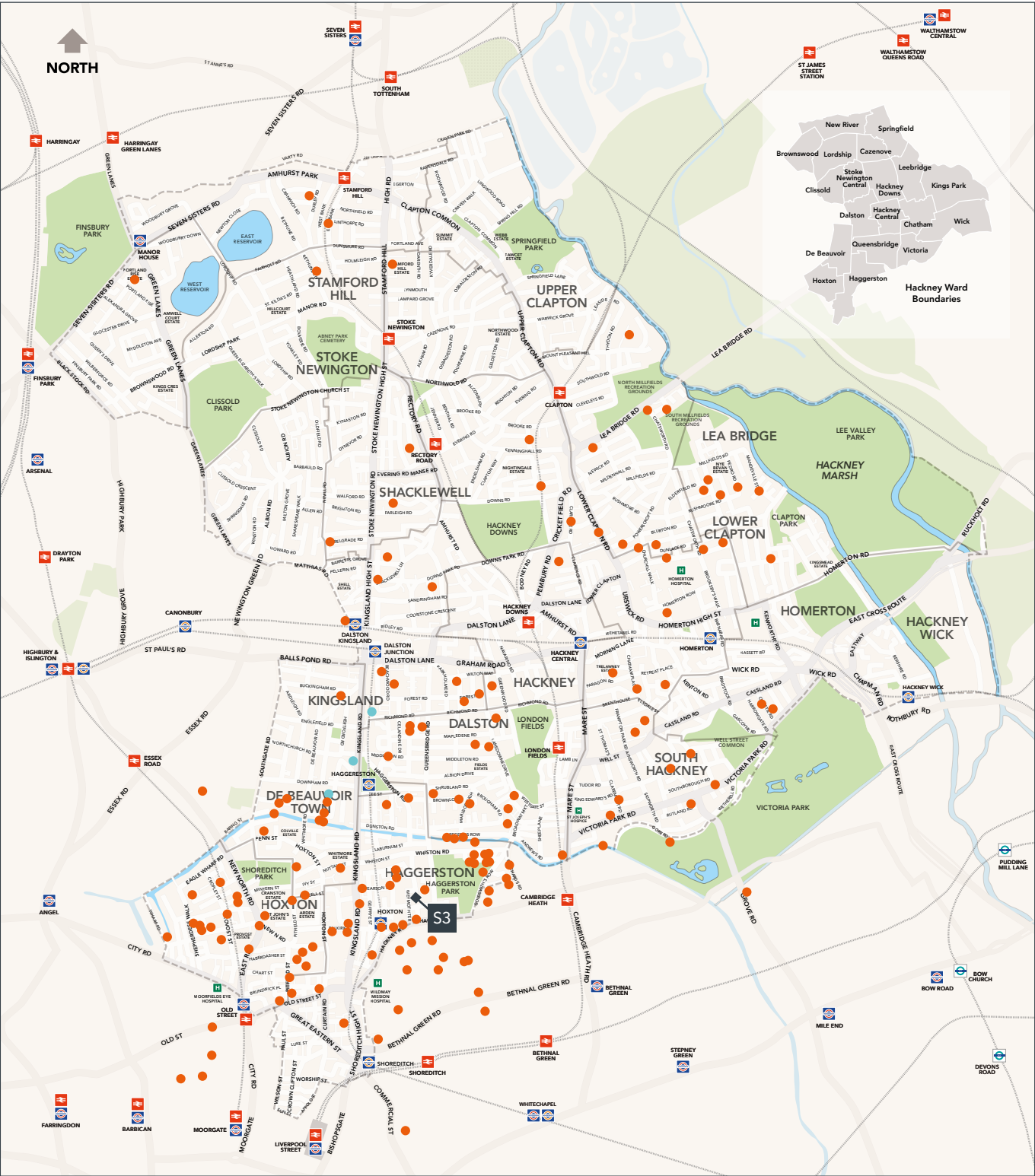
TRANSITION AND INCLUSION

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 learning opportunities the school has to offer.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for Haggerston School.



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S3 Haggerston School ● Successful applicants (180) ● Unsuccessful applicants (5)

ADMISSIONS CRITERIA FOR 2012

Haggerston School.

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02. Children subject to a Child Protection Plan.
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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.

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mossbourne community academy

ACADEMY



WELCOME TO OUR ACADEMY

I am extremely proud to introduce you to Mossbourne Community Academy – a hugely popular 11-19 comprehensive school in Hackney.

The latest Ofsted report describes Mossbourne as “outstanding and even within that category it is exceptional.” Achievement is central to our vision, and the Academy’s 2010 GCSE results placed Mossbourne in the top 1 percent of secondary schools in the country with a value-added-score of 1068. Mossbourne students are making more than four terms’ progress above the national norm. The Academy is a dynamic institution that is breaking new ground in terms of curriculum innovation, teaching styles and attainment.

Like others who visit our school, we are confident you will be impressed by the working atmosphere, the sheer sense of enjoyment in the learning process and the strong focus on achievement.

We are proud of our Academy which is setting a benchmark for other schools in East London and beyond.

Sir Michael Wilshaw
Executive Principal



MOSSBOURNE COMMUNITY ACADEMY

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

EXECUTIVE PRINCIPAL

Sir Michael Wilshaw

SPECIALISM

Music

2012 ADMISSION NUMBER

200 (subject to Government approval)

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Downs Park Road
56 / 276

Nearby

38 / 48 / 55 / 106 / 253 / 393 / 425 / 488

OVERGROUND

Hackney Central then 10 minutes walk

RAIL

Hackney Downs then 5 minutes walk

TUBE

Bethnal Green then bus 106 / 254
Manor House then bus 253 / 254

OPEN DAYS AND EVENINGS

OPEN EVENING

Wednesday 21 September 2011
6pm and 7.30pm

Parents should arrive 10 minutes before the start of the Principal's address to ensure admittance. The Principal's address is at 6pm and 7.30pm.



MOSSBOURNE'S ETHOS

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

- 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 firm discipline and behaviour policies;
- students feel motivated to excel because their needs are met through our policy of inclusion. All students are supported regardless of their ability;
- staff are full and 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 are actively involved in their child's learning through home-school partnerships, parents' meetings and discussions with tutors;
- members of the local community are welcomed and encouraged to be full and active participants in the life of the Academy;
- clear, inspiring leadership by Governors and senior staff actively promotes our commitment to provide a high-quality environment for life-long learning;
- students and staff benefit from the support of a thriving Parent Teacher Association.

MOSSBOURNE'S VISION

Mossbourne Community Academy plays a vital role in developing educational excellence in Hackney. It offers high-quality, inclusive and innovative teaching and learning. The Academy works closely with the local community and other Hackney schools to raise the aspirations, expectations and educational achievements of all members of the community.

The Academy has developed and enhanced curriculum pathways that help motivate, support and lift our students' academic and vocational aspirations. All learners, regardless of their ability, benefit from the Academy's innovative and enlightened approaches to teaching and learning.

At Mossbourne "students make rapid progress because of the excellent behaviour that creates a climate where lessons are entirely focussed on learning." – Ofsted 2010.

The Academy plays an essential role in developing educational excellence in Hackney by offering a haven where students can enjoy high quality learning free from disruption. By doing this, the Academy is transforming the life chances of its students.

In 2010 our students achieved outstanding GCSE results:

- 83 percent of students achieved a minimum of 5 A*- C passes at GCSE, including English and Mathematics.
- 60 percent of students achieved at least two A or A* grades, or equivalent.
- 89 percent of students achieved a C grade, or above, in Mathematics.
- 88 percent of students achieved a C grade, or above, in English.
- 99 percent of students achieved two good GCSEs in science.

MOSSBOURNE'S SPECIALISM

The Academy's specialism is Music. We have a thriving Performing Arts faculty which includes the music and drama departments. A very high proportion of our students learn to play a musical instrument and many belong to the wide range of music groups. These include choirs, jazz and samba bands and an orchestra. The drama department is also exceptional with many high-quality productions throughout the year, all of which are held in our purpose-built, tiered auditorium. We also excel in the use of new technologies which are part of teaching and learning in all subject areas.

PASTORAL CARE AND DISCIPLINE

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 so that they may fulfil their true potential.

CURRICULUM

Our curriculum is extended and personalised to meet the needs of all learners. A flexible curriculum allows for adaptations to be made to meet the needs of individuals and groups of pupils as they progress through the Academy. We follow the National Curriculum to ensure a broad balanced and coherent education at all key stages.

MOSSBOURNE'S SIXTH FORM

The Sir Clive Bourne Sixth Form Centre opened in September 2009. It accommodates around 300 students studying a wide range of mainly academic subjects.

The first cohort of A level students achieved exceptional results with many gaining places at the country's top universities. All our sixth form students participate in a broad enrichment programme, including charity work and outdoor pursuits.

EXTENSION, ENRICHMENT ACTIVITIES AND
STUDY SUPPORT

The Academy offers a wide range of extra-curricular activities which run after school, at weekends and during school holidays. Each term, students choose from a range of up to 80 classes. These are designed to add to the standard curriculum and include subjects as diverse as Latin, debating, robotics and Baking Heaven.

Students who wish to study independently, before and after school, can use the well-equipped computer rooms. These are also available at break and lunchtimes.



HOMEWORK AND UNIFORM

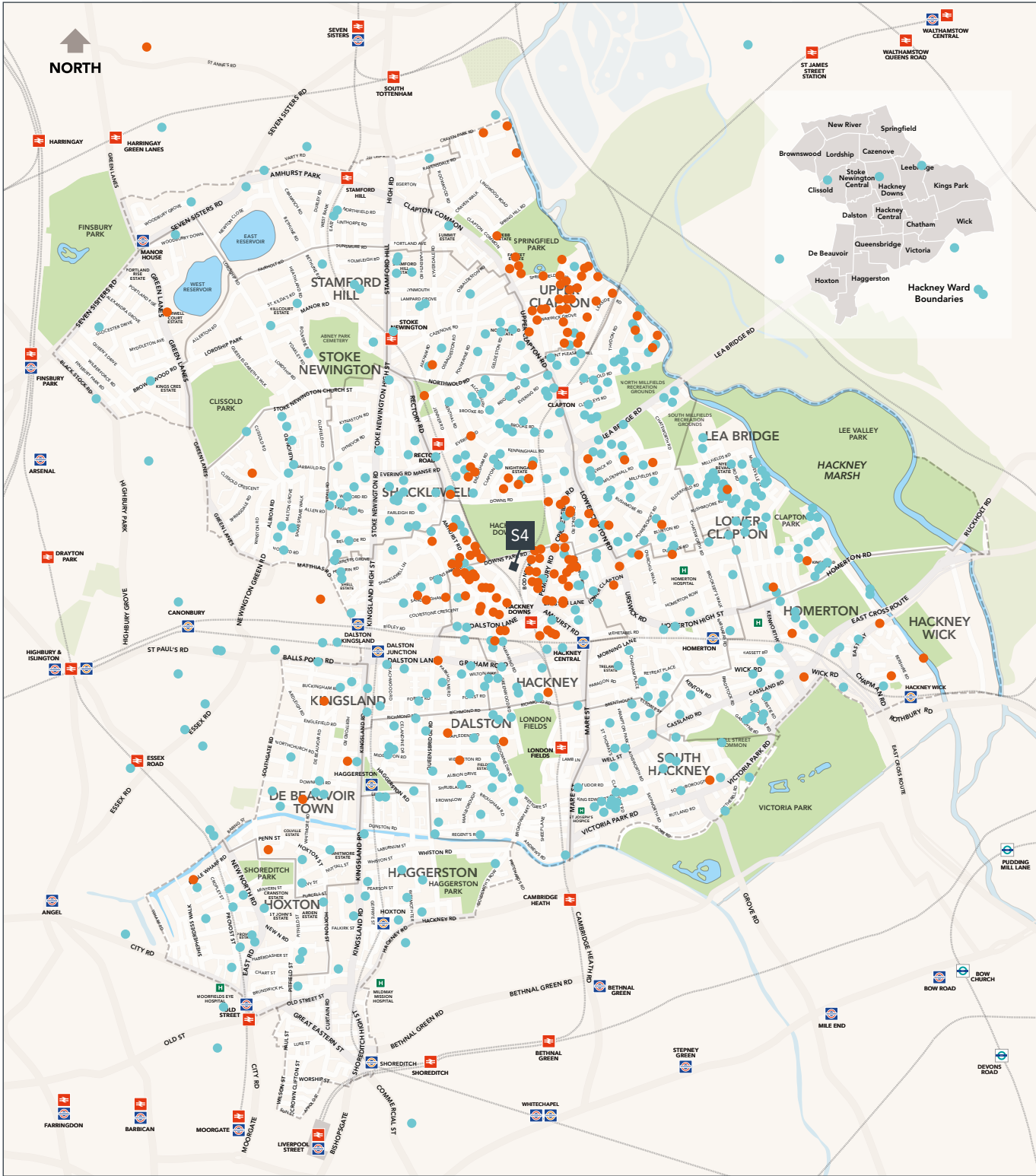
We operate a strict uniform policy. The emphasis on smart dress is designed to encourage a professional approach to study, and we expect pupils to wear their uniform with pride. Full details of the Academy dress code can be found on our website.

We recognise the importance of regular homework to support learning and to extend students intellectually. Homework also promotes the self-discipline required for advanced study. In years 7, 8 and 9 students are expected, on average, to complete seven hours of home study each week. For students who struggle to complete homework, we provide supervised study from 3.10pm to 4.10pm. In some cases, attendance at the homework club is compulsory.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for Mossbourne Community Academy.



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S4 Mossbourne Academy ● Successful applicants (200) ● Unsuccessful applicants (493)

Mossbourne Community Academy.

PROCEDURE FOR ALLOCATING PLACES

The Mossbourne Community Academy is part of The Learning Trust's co-ordinated admissions scheme and uses the time-table set out in the brochure.

All children applying for a place at the Academy will sit the GL Assessments Cognitive Abilities Test for the purpose of placing them into one of four ability bands. Each band will contain 25% of the children applying to the school. Children with statements of special educational need and children in public care (see below) who do not take the test will be allocated to the appropriate band on the basis of an alternative appropriate assessment.

We offer 60% of the places in each band to the pupils who live inside the inner zone, defined as living at an address located within 1000 metres of the front gate of the school measured in a straight line. 40% of the places in each band will be allocated to pupils living outside of this.

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 allocation for the zone in which they live.

GENERAL NOTES

Note 1
Children cannot fail the GL assessment tests and therefore any request to re-sit the test will be refused.

Note 2
A computerised GIS system will be used to measure distances. The Academy is unable to undertake measurements for individual parents by request.

Note 3
Applicants with special educational needs but without a statement will receive equal consideration with other applicants.

If there are more applicants than places available within the inner zone places will be offered in the following order:

- 01. Children in public care.
- 02. Children with a brother or sister on roll at the Academy in years 7 to 13 at the time of the proposed admission.*
- 03. Children whose acute medical or social need justifies a place at the Academy.**
- 04. Children living closest to the Academy, measured in a straight line from the home address to the front gates of the Academy.

APPLICANTS WITHIN INNER ZONE

If in any Band there are fewer than the required number of applicants from within the inner zone, all pupils will be offered a place and the remaining places will be offered to pupils living outside this area. If a band is still undersubscribed, all children falling into that band will be admitted and places will be filled from unallocated applicants from the next nearest band taking a child first from the lower Band and then from the higher Band in turn.

*SIBLINGS

Brothers and sisters must live at the same address as the child for whom the application is being made. This includes half brothers and sisters, step brothers and sisters and foster brothers and sisters who live at the same address.

**ACUTE MEDICAL OR SOCIAL NEEDS

The Academy will make decision on such cases and will seek, if necessary, advice from the Health Service. These cases will always require supporting professional evidence, which has to demonstrate why the child should be given a place at the Academy rather than any other school and it is the responsibility of the parent to produce the evidence.

If there are more applicants than places available outside of the inner zone places will be offered in the following order:

- 01. Children in public care.
- 02. Children with a brother or sister on roll at the Academy in years 7 to 11 at the time of the proposed admission.*
- 03. Children whose acute medical or social need justifies a place at the Academy.**
- 04. Children whose nearest, alternative, non-denominational, mixed secondary school, in the borough in which they live, is the furthest as measured in a straight line from their home address. This will be considered in a straight line on a map.

APPLICANTS OUTSIDE INNER ZONE

Note 1
The nearest alternative secondary school is defined as the school closest to the applicant's home address in the borough in which they live, where the school is maintained, non-denominational, co-educational and not wholly selective. This excludes independent schools (other than Academies), church and other faith schools, single-sex schools and grammar schools.

Note 2
If in any Band there are fewer than the required number from outside the inner zone, then all pupils will be offered a place and the remaining places offered to pupils who live in the inner zone. If a band is still undersubscribed, all children falling into that band will be admitted and places will be filled from unallocated applicants from the next nearest band taking a child first from the lower Band and then from the higher Band in turn.

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 set out below.

IN-YEAR ADMISSIONS

The Academy will participate in the arrangements published by the Local Authority, 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.

In September, banded waiting lists will be maintained using pupils' band positions from secondary transfer. Pupils who have not taken the banding test will be allocated to the appropriate band on the basis of an alternative assessment, where possible KS2 SATs results will be used. Pupils will be admitted according to vacancies arising within each band and will be prioritised in the following order:

- 01. Children in public care.
- 02. Children with brothers and sisters on the roll at the Academy in years 7 to 13 at the time of the proposed admission
- 03. Children whose acute medical or social need justifies a place at the Academy. **
- 4a. Children living within 1,000 metres - closest to the Academy, measured in a straight line from the home address to the front gates of the Academy.

Or
- 4b. Children living further than 1,000 metres - whose nearest, alternative, non-denomination, mixed secondary school in the borough in which they live is the furthest as measured in a straight line from the home address to the front gates of the Academy.

Places will be offered to pupils under 4a and 4b on an alternated basis.

The above arrangements are also subject to Government approval.

our lady's convent high school

CATHOLIC VOLUNTARY AIDED SCHOOL



WELCOME TO OUR 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 only 120 students in a year group. This allows us to provide tailored provision for all our students to meet their academic and pastoral needs.

The latest Ofsted report on Our Lady's said "Students thrive in this caring and supportive environment, which is underpinned by the shared values of the Catholic faith" and described the school as "good". 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 students.

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

Our Building Schools for the Future (BSF) programme, which started in September 2010, will provide a completely new school building with excellent classroom, dining, playground and sports facilities - including a roof-top multi-use games area. The new building will help our students achieve their potential and raise standards even further. The planned date for completion is September 2012. This means that your daughter will be one of the first students to benefit from the excellent teaching facilities with full access to ICT facilities and greatly improved sports and social areas.

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 on Wednesday 21 September 2011 to see for yourselves the unique qualities that make our school so special.

Mrs Jane Gray
Headteacher



OUR LADY'S CONVENT HIGH SCHOOL

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

HEADTEACHER

Mrs Jane Gray

SPECIALISM

DfE designated Language
College

2012 ADMISSION NUMBER

120

AGE

11-19 (girls only)

IMPORTANT INFORMATION

TRANSPORT

BUS

Amhurst Park
253 / 254

Nearby

67 / 73 / 76 / 149 / 243 / 318 / 349 / 476

OVERGROUND

South Tottenham then bus 73 / 243 / 349 / 476
or 10 minutes walk

RAIL

Stamford Hill then less than 5 minutes walk

TUBE

Manor House then bus 253 / 254
Seven Sisters (High Road exit) then bus 73 / 76 /
149 / 243 / 349 / 476

OPEN DAYS AND EVENINGS

OPEN MORNINGS AT AMHURST PARK
AND MOUNT PLEASANT LANE SITES

From Monday 19 to Friday 23 September 2011
9.30am-10.30am

OPEN EVENING AT AMHURST PARK SITE

Wednesday 21 September 2011, 4.15pm-7pm

MISSION, VISION AND VALUES

Our Lady's Convent High School is in the Trusteeship of the Servite Sisters. The school aims to meet the needs of all its students in the 11 – 19 age range by providing high quality comprehensive education, incorporating Servite values, within a secure and caring environment. Working in fruitful partnership with parents, parishes and the local and wider community, we want our students to be able to:

- practise, understand and develop their Catholic faith;
- reach their maximum potential in all areas of the curriculum, using their talents to the greater glory of God in the service of all and in the manner of Mary;
- learn to value themselves and others, as Jesus taught in the Gospels;
- develop a broad, cultural enrichment and awareness;
- leave the school as informed, caring young people, well prepared for the next stage of their lives.

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 the academic achievement of all our students. Our students are individuals 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;

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. After that, all 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, British Sign Language and Japanese. Our partnership with the British Council means that we are able to offer a programme of curriculum-based visits to other countries. Recent destinations have included Italy, China and La Reunion Island.

Students have a strong sense of ownership in their school and they serve the school community in positions of responsibility and leadership throughout their time here. The school council supports these aims with representatives from all year groups and allows all students to make valuable and meaningful contributions to the school's development priorities. Students take great pride in continuing our long tradition of service to the wider community. They undertake community and charity work with great enthusiasm and a determination to help build God's kingdom of truth, justice and peace.



SIXTH FORM

Our extensive curriculum is enhanced by our partnership with Clapton Girls' Academy. Our sixth formers study Level 3 qualifications and can choose from over 20 different A level subjects. They receive high quality teaching alongside excellent pastoral care and guidance, so that most girls are able to realise their goals and leave school with a place at university or employment.

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 2011

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



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S5 Our Lady's Convent ● Successful applicants (113) ● Unsuccessful applicants (0)

Our Lady’s Convent High School.

We do not operate banding and therefore we will not ask for the CAT scores from The Learning Trust for the purpose of admission into Year 7 or other year groups.

The school’s published admission number for admission in Year 7 is 120.

Our Lady’s Convent High School was founded by the Servite Sisters to provide a Catholic Education for girls and young women. The school admits pupils from the age of 11 who are expected to preserve the Catholic nature and character of this 11-18 school and whose parents are expected to support the ethos, aims and procedures of the school.

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” girl.
- 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” girl.
- 05. Baptised Christian girl from practising Christian family.
This will be determined by reference to the applicant’s Baptism certificate and a completed reference from the minister of religion from the church where they normally worship.
- 06. Baptised Christian girl.
This will be determined by reference to the applicant’s Baptism 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 school.

In addition, 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.

The school maintains a waiting list, ranked according to the published criteria, and places will be offered as and when vacancies occur. The waiting list will be held open until the end of the Spring Term 2013.

APPLICATION PROCEDURE

Applicants for categories 1, 2, 3, 5 and 6 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 and PRF are available from the school, by collecting them in person or telephoning 020 8800 2158 to request that they are sent by post The Learning Trust, Technology and Learning Centre, 1 Reading Lane, London E8 1GQ – Tel: 020 8820 7000.

The CAF is available from the Local Education Authority of the area in which you live.

The SIF, PRF and proof of Baptism must be submitted to the school by the closing date, Monday 31 October 2011. If these documents are not received by the closing date then the Governors may only be able to consider the application as category 7.



*INTERPRETATION OF TERMS USED IN THE ADMISSIONS POLICY

Practising Catholics – Practising Catholic’ means 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 (family normally includes the Catholic or Catholics who have legal responsibility for the child).

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.

Looked after child – Child in the care of the Local Authority or provided with accommodation by them eg Children with foster parents (see section 22 of The Children’s Act 1989).

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

**SIBLINGS

Siblings must live at the same address as the girl for whom the application is being made. This includes half siblings, step siblings and foster siblings who live permanently as a family unit at the same address.

***DISTANCE

Distance will be calculated using a computerised measuring system that identifies the pupils’ addresses using property geographical references provided by the borough council in which the pupil lives and the measurement will be made from of the applicant’s house. In the case of flats the measurement will be taken using the geographical references for the building.

skinners' academy

ACADEMY



Skinners' Academy is a new school for boys and girls aged 11-19 providing a world class education in a 21st century building.

There is a culture of high expectation for every student which underpins everything that goes on in the school. The Academy is a centre of excellence specialising in business, enterprise and ICT. It offers a dynamic and personalised curriculum, enabling students to achieve highly in a range of academic and vocational qualifications that will help them become successful citizens in the 21st century.

We are creating a learning environment that is exciting and motivating for every student; that challenges and supports their paths to success. Our Academy will be at the heart of the community, seeking and valuing the views of parents and carers. We believe that working and listening to our community will secure our future success as a beacon of excellence for boys and girls.

Jenny Wilkins
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 the Skinners' Academy.

The Skinners' Company has a long tradition of supporting education. Its educational involvement in Hackney started in 1890. We are now continuing with the new Academy which joins a family of four other schools supported by the company. We believe in traditional educational values delivered in a modern context. The Skinners' Company are looking forward, with great enthusiasm, to their Academy becoming the heart and the hub of the Woodberry Down Community.

Rt Hon The Earl of Malmesbury
Chair of Skinners' Academy



SKINNERS' ACADEMY

Woodberry Grove
London N4 1SY

T. 020 8800 7411
F. 020 8809 1382
E. enquiries@
skinnersacademy.org.uk
www.skinnersacademy.org.uk

PRINCIPAL

Jenny Wilkins

SPECIALISM

Business, Enterprise Education
and ICT

2012 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Woodberry Grove
253 / 254 / 259 / 279

Nearby
29 / 141 / 341

OVERGROUND

Harringay Green Lanes then bus 29 / 141 / 341

RAIL

Finsbury Park then bus 253 / 254 / 259 / 279
Stamford Hill then bus 253 / 254
Seven Sisters then bus 259 / 279

TUBE

Finsbury Park then bus 253 / 254 / 259 / 279
Manor House then 5 minutes walk
Seven Sisters then bus 259 / 279

OPEN DAYS AND EVENINGS

OPEN MORNING

Thursday 15 September 2011, 9am-10am

OPEN EVENING

Tuesday 20 September 2011, 5pm-6pm

VISION

Our vision is to provide a world class educational environment where all students, boys and girls, will know what they need to achieve to succeed in life. The vision encompasses the five ECM (Every Child Matters) outcomes ensuring that students have the knowledge, skills and understanding to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing.

Also, at the heart of the vision, we want every student to:

- be literate and numerate in the broadest sense of the words;
- be capable of using ICT as a learning tool to expand their horizons and enrich their knowledge and lives, nationally and internationally;
- become thinking, creative people willing to take risks and achieve 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. Enterprise education is:

- the ability to handle uncertainty and respond positively to change;
- being able to create and implement new ways of doing things;
- making reasonable risk and reward assessments about innovation, creativity and risk management.



The Academy benefits from extensive input from business and commerce, such as:

- involvement in local regeneration projects;
- international leadership projects, such as student involvement in Young Enterprise projects and running their own small businesses.

We work closely with local employers, other educational establishments, including higher and further education, and international organisations. We have a strong international element and are building links with schools in Grenada, Holland, Australia, Poland, New York, Berlin and Turkey.

We provide a state-of-the-art managed learning environment (MLE) where students can carry out self directed learning throughout the school day. ICT is available to all students so that learning can take place "anytime and anywhere" to suit the student's learning needs.

CURRICULUM

Skinners' Academy is developing flexible and creative approaches to teaching and learning that will raise standards for all. The curriculum is designed to support children's learning needs according to developmental stages, rather than being organised strictly according to age. Year 7 is viewed largely as a foundation year. The exciting curriculum uses a cross-curricular, skills based approach. This provides a good opportunity for the knowledge, skills and understanding gained in the core subjects to be used more broadly in real, research based, investigative projects. It is taught using the enterprising methods found throughout the school.



An intervention team works closely with those responsible for gifted and talented children, ethnic minority achievement (EMA) and special educational needs (SEN) students to identify abilities and agree challenging targets with students on how they can make and track their progress throughout their school career.

This allows a flexible approach to the management of Key Stage 3. Many students will complete this stage within two years. This will allow them to spend three years at Key Stage 4 to broaden the range of subjects followed, engage more deeply with community based projects or develop work based education. Some gifted and talented students will begin to follow one or more AS courses as early as year 9.

We will play a leading role in the 14-19 partnership in Hackney, so that students can take advantage of the provision made by the North Partnership and beyond. We provide vocational courses in business and enterprise, health and social care, leisure and tourism, art and design and ICT as well as a range of academic A/AS programmes and the Cambridge Pre U course.

EXTENDED STUDY

Extended study is seen as a crucial part of the student's commitment to hard work and achievement. It also provides opportunities for independent study. The amount of extended study will increase as students progress through the Academy.



SCHOOL DAY AND TIMETABLE

We have introduced a flexible school structure and timetable to help develop a personalised curriculum. The school day begins early and ends late to provide maximum flexibility and opportunities for students.

Extension activities are delivered in small groups and are designed to meet the needs of the individual learner and their learning style. The content of these is based on an analysis of student needs, wants and ambitions. The longer school day, new ways of teaching, the extension activities and the links with local business, commerce and enterprise allow us to implement a broad, progressive and radical curriculum based on individual needs.

STUDENTS

All students are expected to work hard, to make the maximum use of the facilities and to become fully involved in the school community. Students are expected to abide by the Academy's code of conduct at all times. We recognise all our students' achievement, not only with the individuals concerned, through regular half-term progress reviews, but also with exhibitions of students' work and learning in school and in the local community.

Our student council discusses a range of issues and is a forum for students to contribute to the way the Academy is run. Student involvement is at the heart of our affairs, enabling a much stronger partnership between students, staff and parents in areas such as teaching and learning and progress.



PASTORAL CARE

Students are placed in vertical tutor groups with peer mentors from the sixth form. Students of different ages have the same tutor. This tutor is the main point of contact and acts as personal adviser.

UNIFORM

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

EXTENDED SCHOOLS AND COMMUNITY LINKS

Our vision is to become a hub, to be at the heart of community regeneration, to bring communities together and to raise people's awareness of the school's activities. The governors are determined that this work is a key part of the life and learning of the Academy and not simply an "add on". In this way, the school plays a key role in the regeneration of the local area by including all aspects of learning within the local school community.



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 the 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

At Skinners' Academy we strive to give every student the opportunity to fulfil their potential. We aim to develop an ethos in which individual students take full advantage of all opportunities available to them in the Academy.

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.

EXTENDED LEARNING

We believe that students' learning should be encouraged and developed outside the classroom as well as inside it. The term we use for work completed at home is 'extended learning'. All students work on an extended learning project in each subject, which is submitted at the end of the half term. This work forms an integral part of their assessment for that unit of work.

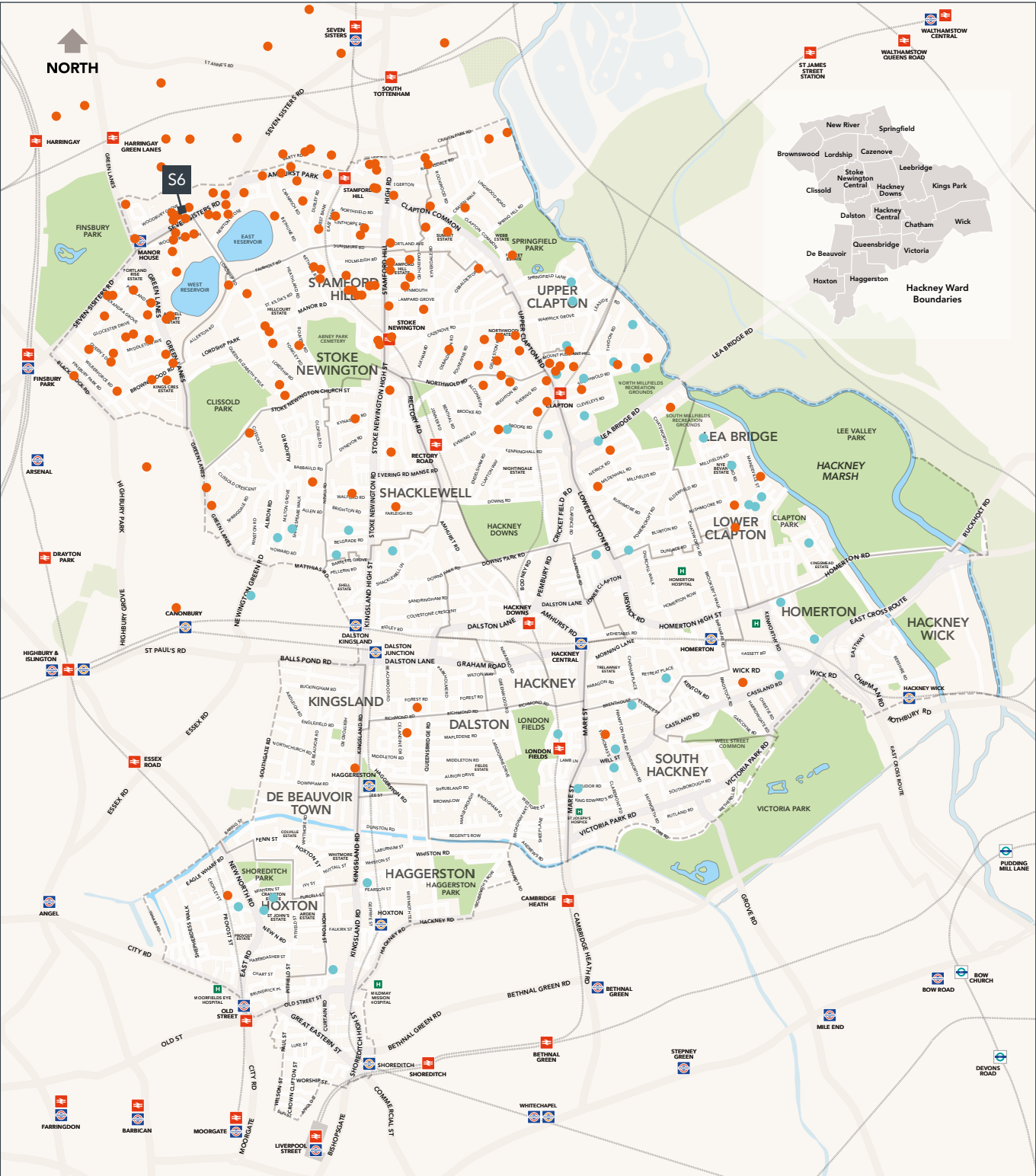
Students, staff and parents use our Virtual Learning Environment (VLE) to download extended learning resources and to receive guidance from their class teacher. Students also record all extended learning tasks in their student planner. Parents use the planner as a means of communicating with the school.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

Students can access our ICT and other learning resources outside school hours. KS3 students are advised to spend at least one hour a day working on their extended learning projects.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for Skinners' Academy.



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S6 Skinners' Academy ● Successful applicants (180) ● Unsuccessful applicants (47)

ADMISSIONS CRITERIA FOR 2012

Skinners' Academy.

We admit at least 180 pupils in the relevant age group for the year if sufficient applications are received. Applications for places at the Academy must be made using The Learning Trust's Common Application Form. We use the timetable published on page 7 of this booklet.

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 Cognitive Abilities Tests and are placed in one of 5 equal bands according to their test scores. The same number of pupils are admitted to each band, so each band represents a fifth of the applicants. Pupils with an SEN statement naming the Academy, and pupils in public care, are included in the band allocations. If they are unable to take the tests, their allocation is based on their primary school teachers' assessments.

PROCEDURES WHERE THE SKINNERS' ACADEMY IS OVERSUBSCRIBED

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. pupils in public care;
02. pupils whose siblings currently attend the school and who will continue to do so on the date of admission;*
03. pupils with a professionally supported acute medical or social reason for admission to the school; **
04. pupils living nearest to St Andrew's Church, Bethune Road, London N16 5DU, measured in a straight line on a map using a GIS computerised distance measuring system. ***

WAITING LIST

The Academy operates a waiting list. If we receive more applications for places than there are places available, parents can ask for their child's name to be added to the list if their application was unsuccessful and placed on the waiting list according to their band up to 31 August 2012. After 1 September 2012 banding will not be used

and the waiting list will be merged into one list and remain in place until December 2012. Pupils who must be admitted under the local council's rules, or those allocated to the Academy in accordance with the In-Year Fair Access Protocol, will be given priority over pupils on the waiting list.

ARRANGEMENTS FOR ADMITTING PUPILS TO OTHER YEAR GROUPS, INCLUDING REPLACING ANY PUPILS WHO HAVE LEFT THE ACADEMY

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.

*SIBLINGS

Siblings must live permanently at the same address as the pupil for whom the application is made. This includes half brothers and sisters, step brothers and sisters and foster brothers and sisters who live permanently as a family unit at the same address.

**ACUTE MEDICAL OR SOCIAL REASON

Applications must be supported by a written statement from an appropriately qualified professional with professional responsibility for the pupil or treatment of the pupil's condition. The statement must confirm that the condition or need is acute and long term and how admission to the Skinners' Academy will be beneficial compared with another school.

***DISTANCE

For the purpose of calculating distances, the address is identified by using the property geographical references determined by the Borough/County Council in which the pupil lives. Where more than one applicant lives the same distance away any 'tie breaker' decision required will be made by random allocation. In the event of parental responsibility for a pupil being shared, the pupil's home address will be considered to be that of the parent/guardian who receives the relevant Child Benefit Allowance.

The Admissions Policy will be reviewed each year.

stoke newington school and sixth form

MEDIA ARTS AND SCIENCE COLLEGE



WELCOME TO OUR SCHOOL

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.” Our award winning building, completed in 2010, provides a marvellous learning and recreational environment for all students.

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



**STOKE NEWINGTON
SCHOOL & SIXTH FORM**

Clissold Road
London N16 9EU

T. 020 7241 9600
F. 020 7241 9699
E. admin@sns.hackney.sch.uk
www.sns.hackney.sch.uk

HEADTEACHER

Annie Gammon

SPECIALISM

Art, Media, Music, Science,
Maths and Inclusion

**2012 ADMISSION
NUMBER**

240

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Clissold Road
73 / 393

Nearby
106 / 141 / 341 / 476

OVERGROUND

Canonbury then bus 73 / 476
Highbury & Islington then bus 393

RAIL

Stoke Newington then bus 73 / 393 / 476

TUBE

Highbury & Islington then bus 393
Manor House then bus 141 / 341

OPEN DAYS AND EVENINGS

OPEN MORNINGS

From Monday 26 to Thursday 29 September 2011
9.45am-10.45am

Monday 10 and Tuesday 11 October 2011
9.45am-10.45am

OPEN EVENINGS

Monday 19 and Tuesday 20 September 2011
5pm-7.30pm
Please ring Linda Perkola on 020 7241 9600 to confirm your place for the open mornings.

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 media arts, 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:

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

During the next five years, we expect to maintain our strong emphasis on creative, pastoral and inclusive practices. We will also continue to improve the academic progress of every child who joins us. We aim to be in the top 10 per cent of schools for progress by 2014.

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 for those students who need it, and provide extra opportunities for a large number of students.

TEACHING AND LEARNING

We are an academically successful school. 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 each year – for example, almost one third of our students got 3 or more A/A* grades at GCSE level in 2010. 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 on the school's many educational day trips and residential visits. In the last two years, students have visited Switzerland, France, Spain

and New York on Science, Art, Photography, languages and PE trips. Previous visits have included Peru and Italy. Years 11 and 12 students are involved in an annual residential at Oxford University.

Students are involved in school life at every opportunity. We have an active school council and are developing other ways for students to participate fully in their school.

We also pride ourselves on our sporting involvement and achievements. Sporting highlights from 2010-11 include a number of successes for Stoke Newington School sports teams. We are currently Hackney champions in the under 13 girls' cricket (also Inner London champions); under 15 girls' cricket (also Inner London runners up); under 13 girls' football; under 14 boys' rugby; Year 7 girls' cross country and Years 8/9 boys' and girls' cross country. We have also had successes in football, athletics, sailing, tennis, Gaelic football and indoor rowing. We run a wide range of clubs for students who want to compete or simply participate.

BUILDING SCHOOLS FOR THE FUTURE PROGRAMME

Our school has been extended and refurbished under the Building Schools for the Future programme. This work finished in 2010 and we now have a very high quality, well designed building and beautifully landscaped grounds which, together, provide a great environment for learning. The work has ensured that the school is now fully accessible and as inclusive as possible. Our students also enjoy well resourced specialist teaching areas and spacious, pleasant recreational areas with trees, grassy areas and sporting facilities.



SPECIALISM

We have specialist status in the creative arts and media and in science and mathematics. In 2008, we were recognised nationally as a “School of Creativity” and we are renowned for excellence in all areas to do with creative arts. The specialist areas provide opportunities for enrichment: they also influence teaching in other subjects and our cross curricular links are very strong. As a high performing specialist school, we took on a third specialism of Inclusion in 2009.

All students get involved in various creative, artistic, mathematical and scientific projects throughout Years 7, 8 and 9. Students benefit from a wide exposure to different cultures: they join in with many different creative activities which draw on local and international sources. We pride ourselves on our innovative use of media and ICT across different subjects.

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 – students and parents see these strategies as a strength of the school. 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. This approach forms a key part of our work with any student who has breached the school’s code of conduct.



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 and, from September 2011, they will also have a separate lunchtime from other students. 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. We also have a number of other lunchtime and after school classes, including chess, games, sports, cycle repair and a film club.

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. We also hold a support and information evening for parents in each year group so that they can discuss key aspects of their child’s education.

Our students are fully aware of their role in contributing to our local, London, British and international community. 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 obtaining results in the top 25 per cent of the country for value added. The vast majority of our sixth formers go onto university. This year, we have students going to University College, Imperial College, King’s College, Warwick, York and SOAS. Our sixth form offers a wide range of A level and vocational subjects. The sixth form occupies a special area of the school with its own classrooms, special study area, café and common room. Our sixth formers mentor younger students academically and promote the value of higher education enthusiastically across the school.

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. In Year 7, students are expected to spend an average of one hour each evening doing homework. This builds up to two or more hours in Years 10 and 11.

Homework tasks are varied and can include research, practising, learning “by heart”, online activities and extended writing. There is space in the homework diary for comments from teachers and parents, so all those concerned with a student’s progress can easily keep in touch. We also run after-school homework sessions each night during the school week.

UNIFORM

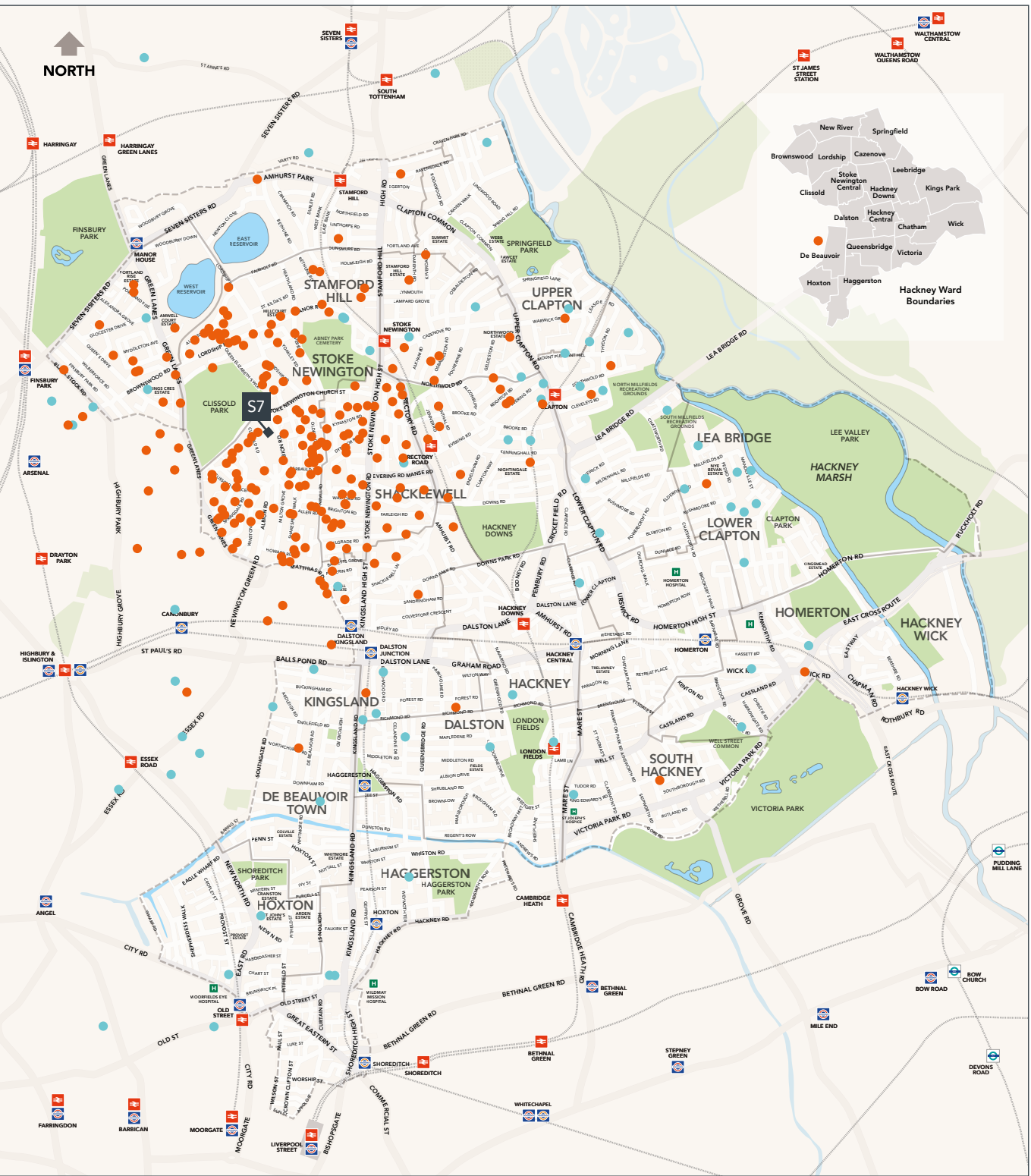
The school uniform reflects our desire to have a smart appearance and for students to take a pride in the school. The girls’ uniform is: black trousers or black knee length skirt, a standard white shirt with collar or school polo shirt, a school V neck sweater or school sweatshirt and black shoes. The boys’ uniform is: black trousers, a standard white shirt with collar or school polo shirt, a school V neck sweater or school sweatshirt and black shoes. PE kit must be worn for all PE lessons. This consists of the school’s PE T-shirt or sweatshirt, black shorts or black tracksuit bottoms and training shoes.

Students are given exact details of the uniform once they have been awarded a place at the school. These details are also on the school’s website.



ALLOCATION MAP IN 2011

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



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S7 Stoke Newington School ● Successful applicants (240) ● Unsuccessful applicants (73)

ADMISSIONS CRITERIA FOR 2012

Stoke Newington School and Sixth Form.

Children who apply to this school will be placed in one of four ability bands of equal size based on their score in the tests. Children with SEN statements, and other children who cannot take the test, will be placed in the appropriate band on the basis of the primary headteacher's or other professional's assessment.

- 01. Children looked after by a local authority.
- 02. Children subject to a Child Protection Plan.
- 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 11 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 priority 5 above, will also be used in any tie-breaker decisions for priorities 1, 2 and 4.

WAITING LISTS

Pupils will be ranked on the application list in accordance with the above criteria within each band until 1 September 2012. Banding will not apply after 2 September 2012.



*ACUTE MEDICAL OR SOCIAL NEEDS

The Head of Admissions and Pupil Benefits will decide on these cases. Where necessary, they will ask the Health Service for advice. The medical needs of parents cannot justify a place at a particular school, but a child may have social needs because of their parent's medical condition. We will need to see professional evidence such as a medical letter from a hospital professional, written statement from a social worker or other professionals in support of these cases. This must show a clear connection between the child's need and why the child should be given a place at that particular school. It must also explain the difficulties that would be met if the child had to attend another one. The parent is responsible for producing the evidence.

**SIBLINGS

A brother or sister must live permanently at the same address as the child for whom the application is being made. This includes a half brother or sister, a step brother or sister and a foster brother or sister who lives permanently as a family unit at the same address.

***DISTANCE

When we work out distances from your address, we use geographical information provided by the local council. If a number of addresses have the same geographical information, or there is more than one parent living the same distance, we will take further steps to identify those that are nearest to the school. If a child lives with parents who share responsibilities, the address where the child spends most of their time is used to work out distances from home to school. If a child divides their time equally between each parent during the week, the parents must choose which address to use for all their preferences.

the bridge academy

ACADEMY



WELCOME TO OUR ACADEMY

The Bridge Academy is at the heart of the community in south Hackney, and we will welcome our sixth year 7 group of 180 girls and boys in September 2012.

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.

On behalf of The Bridge Academy team, we look forward to working with parents and students who will join the school in September 2012.

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. We have forged partnerships with the London Symphony Orchestra and Queen Mary, University of London to provide rich experiences for our students. We also value our other local partnerships with organisations such as the Laburnum Boat Club.

The city based financial firm, UBS, has been a strong supporter of education in Hackney for 15 years. Many of their employees volunteer in local schools and they have built particularly strong links with the Academy. Their sponsorship of 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 evening in September 2011.

Francesca Barnes
Chair of Governors

THE BRIDGE ACADEMY

Laburnum Street
London E2 8BA

T. 020 7749 5240
F. 020 7749 5269
E. info@bridgeacademy.hackney.sch.uk
www.bridgeacademy.hackney.sch.uk

PRINCIPAL

Stephen Foster

FIRST VICE PRINCIPAL

Annie Blackmore

VICE PRINCIPAL

Elizabeth Robinson

SPECIALISM

Music and Mathematics

2012 ADMISSION NUMBER

180

AGE

11-18 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Laburnum Street
67 / 149 / 236 / 242 / 243

Nearby
394

OVERGROUND

Dalston Kingsland - Dalston Junction
then bus 67 / 149 / 243
Hackney Central then bus 394
Haggerston then 10 minutes walk
Hoxton then 10 minutes walk

TUBE

Old Street (exit 2) then bus 243
Liverpool Street (exit Bishopsgate)
then bus 149 / 242

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Tuesday 13 and Tuesday 20 September 2011
8.40am-10.10am

OPEN EVENING

Tuesday 20 September 2011
4.30pm-6pm and 6pm-7.30pm

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.

SPECIALISMS

The Bridge Academy has two specialist subjects: mathematics and music. These provide many opportunities for students to develop confidence and skills. Mathematics is a key life skill: innovative learning and teaching, including ambitious projects, help students make connections between mathematics and the world they live in. It also helps prepare them for the future world of work.

One of our most prestigious partnerships is with Queen Mary, University of London. This includes a borough-wide Maths Challenge where The Bridge Academy works with other Hackney secondary schools.



Music allows students to develop their individual talents. It plays a significant role in Academy life, bringing staff, parents, UBS employees and students together, as a community, through musical performances and participation in wider initiatives. One of our major music partners is the London Symphony Orchestra.

The Academy's landmark building has already won many architectural and design awards. It has excellent educational facilities, a stunning performance hall, a lecture theatre and excellent music and sports facilities, including use of the multi-user games area on Haggerston Park. We also have our own sports hall and a well-equipped learning resource centre that supports learning and teaching.

LEARNING AND TEACHING

The Bridge Academy aims to create an outstanding school for students, staff and the local community. It provides the best possible education for all students, regardless of their background or abilities. Excellent teachers work with a skilled leadership team to deliver the broad curriculum and the specialist subjects. Strong leadership and teaching across the curriculum provide a firm educational foundation. We ensure that all students have a good grounding in literacy, numeracy and ICT.

We aim to equip every student with the self confidence, qualifications and skills needed to succeed throughout their lives. Students and parents and carers are expected to respect and support our high expectations for all students, staff, parents and adults associated with the Academy.



TAKING RESPONSIBILITY

We believe in the traditional values of respect and courtesy for others. We have a clear uniform and personal property policy. We promote high standards of behaviour and dress. These are part of our commitment to raising achievement for every student and to providing a safe, inclusive and co-operative environment.

Our school uniform is one of the ways in which local people can recognise our students. We expect our students to be ambassadors for the Academy and to come to school properly dressed in neat, clean uniforms. We expect parents and carers to work with us to achieve this.

The move from primary school is a significant step for every child. We provide excellent support during the build-up to secondary school transfer. We build on students' prior learning at Key Stage 2 and, as part of this, we have 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.

We also make sure that students with special educational needs get the right support to help them get the most out of their education. There are awards for achievement in a wide range of activities throughout the school year. Every student has a tutor who meets with them regularly. Our Student Support team ensures that every student feels safe and valued, so that they can succeed in their time at school.



CURRICULUM

Our top priority is to help young people gain qualifications. We also place a high value on equipping students with the self-confidence and skills to thrive in a rapidly changing society, and to approach challenges and opportunities with enthusiasm and energy.

Subject teachers give out homework on a regular basis. We believe that homework enriches, extends and supports the learning taking place at the Academy. It also gives parents and carers a chance to get involved with their child's education.

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. For more able and talented students there are opportunities for extension, 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 or 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
- Physical Education
- Religious Education
- ICT

Optional subjects include GCSEs in:

- Music
- Triple Science
- History
- Geography
- Spanish or French
- Art
- Drama
- Design and Technology
- Dance

Optional subjects also include BTECs in art, music, media and performing arts. Students also have access to a range of off-site foundation learning courses, including construction and hair care.



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.

POST 16 EDUCATION

The sixth form at The Bridge Academy will admit its first students in September 2012. We expect that most year 11 students will want to transfer to the sixth form. Information about admissions of students into year 12 and the courses available, will be published for prospective students and their parents during the autumn term.

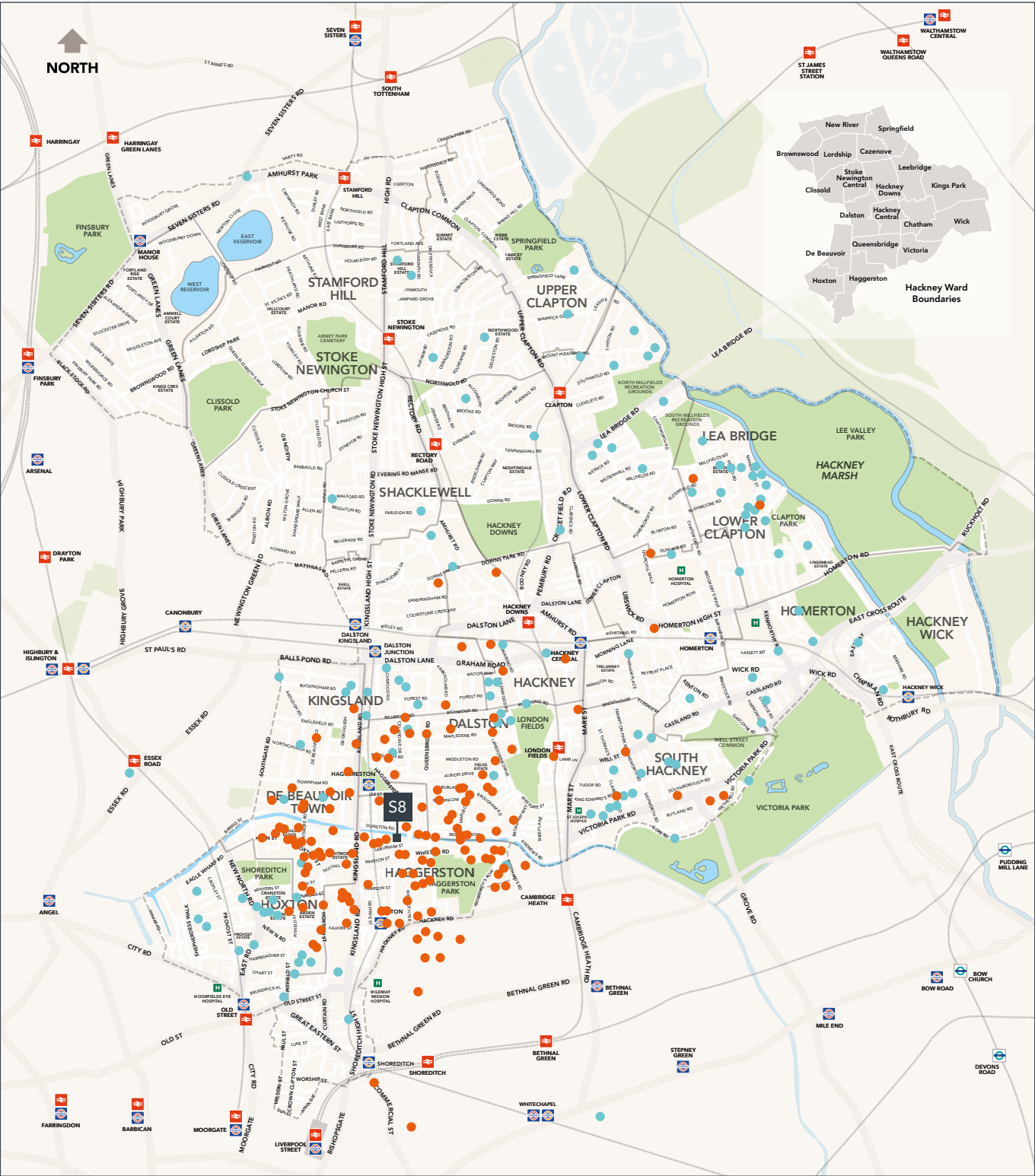
COMMUNITY

Our Academy is at the heart of the local community. The building is a focus for many events run by the Academy or by the community. Sports facilities at the multi-user games area on Haggerston Park are available to local people during evenings, weekends and school holidays. We also provide educational opportunities for parents, carers and prospective students through our commitment to lifelong learning.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for The Bridge Academy.



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S8 The Bridge Academy ● Successful applicants (180) ● Unsuccessful applicants (124)

ADMISSIONS CRITERIA FOR 2012

The Bridge Academy.

Subject to any Government changes The Bridge Academy, Hackney has an agreed admission number of 180 students. All children applying to the Academy will be required to take the CAT3, LEVEL C test.

- Applicants will be placed in one of five bands based on their performance in the test.
- As far as possible, the same number of children will be admitted in each of the five bands.
- Children with SEN statements 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.
- “Looked after” children who may not be able to take the test, are included in the band allocations according to their last school’s assessment.
- Apart from students with SEN statements and looked after children, any child who does not sit the test will be considered after those children who do sit the test.
- The Academy Company will consider all applications for places received. Where fewer than 180 applications are received, the Academy Company will offer places to all those who have applied.

If there are more than 180 applicants, applications will be considered against the criteria set out below. Students with SEN statements naming The Bridge Academy, Hackney, will be admitted first. After that, the criteria* will be applied in the following order:

01. students in public care;
02. students subject to a child protection plan;
03. students with a brother or sister on roll at the Academy in years 7 to 11 at the time of the proposed admission;
04. students living nearest to the main entrance of the Academy as measured in a straight line using a GIS computerised measuring mapping system.

APPEALS

Parents will have the right to appeal to an independent appeal panel if their child is not offered a place. Parents will be given guidance about how the appeals process works. They will also be given a named contact who can answer any questions they may have.

THE WAITING LIST

If the Academy is oversubscribed, unsuccessful applicants will be placed on the waiting list according to their band up to 31 August 2012. After 1 September 2012 banding will not be used and the waiting list will be merged into one list and remain in place until December 2012.

A student’s position on the waiting list will be determined solely in accordance with the oversubscription criteria set out above. Where places become vacant they will be allocated to students on the waiting list in accordance with the oversubscription criteria.

*Subject to Government approval.

A copy of the admissions policy can be found on our website www.bridgeacademy.hackney.sch.uk

NOTE 1

A child in public care (looked after child), is a child who is in the care of a local authority or provided with accommodation by that authority.

NOTE 2

Siblings must live permanently at the same address as the child for whom the application is being made. This includes half brothers and sisters, step brothers and sisters and foster brothers and sisters who live permanently as a family unit at the same address. This does not apply to brothers and sisters in Year 13 of the sixth form at the time of the application.

NOTE 3

The 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 references or one of more applicants living the same distance, lots will be drawn to decide which applicant is offered a place.

NOTE 4

In the event of parental responsibility for a student being equally shared, the home address will be considered to be that of the parent/ guardian/ carer who receives the relevant Child Benefit Allowance.

the city academy, hackney

ACADEMY

WELCOME TO OUR ACADEMY

The City Academy, Hackney, is a unique 11-18 school. We were judged as making outstanding progress by Ofsted in January 2011 and our oldest year group have reached standards which are well "above average for their age".

The Academy is backed by two exceptional sponsors: The City of London Corporation and KPMG, both of which have an extensive track record in supporting educational initiatives in urban areas.

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 staff 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. The personal advisers build strong relationships with students, and work with parents and carers so that students can continue to focus on the next steps on their improvement pathway.

The Academy is quickly becoming recognised as a national centre of excellence within the Academies network. This is because 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

CITY OF LONDON CORPORATION AND KPMG

The City of London Corporation and KPMG are proud to be sponsors of The City Academy, Hackney.

They both have strong records in education. The City of London Corporation has well-established and ancient links with three leading independent schools, and sponsors a thriving Academy in Southwark. KPMG's community investment focus is on opening access to opportunities through education, skills and employability. Our people volunteer with schools and colleges to share their education and business experience, assist with basic skills development and contribute to enterprise activities.

We have set high standards for The City Academy, Hackney, and work with the Principal, staff, students and parents to ensure that the school provides a supportive and enjoyable learning environment, where Hackney children flourish and achieve their goals. We look forward to meeting you at the Secondary Schools' Fair on 13 September 2011.

Catherine McGuinness
Chair of Governors



THE CITY ACADEMY, HACKNEY

Homerton Row
London E9 6EA

T. 020 8525 5440
E. admin@thecityacademy.org
www.thecityacademy.org

PRINCIPAL

Mark Emmerson

SPECIALISM

Business and Financial
services

2012 ADMISSION NUMBER

180

AGE

11-18 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Homerton Row
394 / 425 / 488

Nearby

30 / 38 / 48 / 55 / 106 / 236 / 242 / 253 / 254 /
276 / 277 / D6 / W15

OVERGROUND

Hackney Central then 5 minutes walk
Homerton then 10 minutes walk

RAIL

Hackney Downs then bus 242

TUBE

Bethnal Green then bus 106 / 254

OPEN DAYS AND EVENINGS

OPEN EVENING

Thursday 15 September 2011, 5pm-8pm

The Principal will speak and there will be opportunities to tour The Academy.

Our prospectus is available from September 2011.



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.

The Academy fosters a desire in students to learn throughout life, developing teamwork, leadership and problem-solving skills. It also teaches the value of difference in disability, gender, culture, race and sexual orientation.

OUR VALUES

- Leading by example
- Working together
- Respecting individuals
- Dedication to learning and achievement
- Commitment to communities
- Honesty and openness
- Fairness

ABOUT THE ACADEMY

The City Academy, Hackney, opened in September 2009. It has an exciting, purpose-built, state-of-the-art building which includes 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, performing arts and so on) and learning venues beyond The Academy.

The City Academy, Hackney, caters for 180 students in each year group and will eventually also have 240 sixth-form students.

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 opens at 8am. We stay open for Academy students until at least 6pm four evenings a week. Lessons start at 8.30am and finish at 3.40pm. On Monday to Thursday there is a short break before the compulsory sessions of additional

studies begin. These sessions offer a range of opportunities to pursue other interests such as sports, drama and music clubs. Students are also able to do their homework or have extra tuition in key subjects.

The school day ends at 4.45pm, but the school stays open for further optional extra classes and the homework club until 6pm. On Wednesday and Friday, the school day ends at 3.40pm. The longer school day is an important part of our plan to transform and raise standards for Academy 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 maths, English and science. Ofsted 2011 judged that the specialism "has a significant impact in raising achievement". We have innovative approaches to teaching and learning. 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 not doing so. Ofsted 2011 judged that "the curriculum is rich and varied with a very good balance between teaching core skills and providing for students' creative and artistic talents."



SUBJECTS TAUGHT

Essential studies subject area

English
Mathematics

Discovery subject area

Design and technology
Science

Business and citizenship subject area

Business
Personal skills and ICT

Society and culture subject area

Geography
History
Humanities
Languages, including French and Spanish
Religious education

Creative studies subject area

Art
Drama
Music
Dance
Physical Education

Additional support for students is provided under the direction of the:

Faculty of Learning, Learning Development and Ethnic Minority Achievement Programme.

KEY STAGE 3 AND ACCELERATED PATHWAYS

All students follow a two-year KS3 programme in the core subjects and begin GCSEs in maths, English, chemistry, physics and biology in Year 9. Foundation subjects are taught over three years, with the majority of students completing KS3 at the end of Year 9.



PROPOSED KEY STAGE 4 CURRICULUM

All students study GCSEs in maths, English and science, and we have a wide selection of GCSE options across the remaining subjects. There is also a range of other qualification options including AS, which is expected to be available in 2012. The vast majority of students will follow the English Baccalaureate in KS4.

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. This includes a strong teaching model and early intervention, with layers of extra teaching and individual attention for students who are having difficulty reaching the expected standards.

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.

The personal adviser manages the student's learning programme, setting ambitious targets for improvement, and liaising with parents and carers to ensure that we work in partnership with them.



STUDENT VOICE

The student 'voice' is expressed and listened to through student council representatives who attend governors and leadership team meetings. Students' self-esteem and self-confidence are built through curriculum enrichment and extension activities. Strong partnerships with parents and carers are part of The Academy's support for individual students.

BEHAVIOUR

The Academy sets and maintains the excellent standards of behaviour that would be expected in any workplace. It is teachers' responsibility to ensure that The Academy delivers a secure environment with excellent teaching. It is the responsibility of all the students to be well presented, polite and courteous at all times. Parents are responsible for helping their child succeed by making it clear that they support 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 2011 observed that students "enter The Academy calmly and purposefully, settle quickly to their work and behave outstandingly well in lessons." The reward system encourages hard work, supports good behaviour and rewards success. The scheme has been developed from existing models in education and the commercial sectors. It involves prizes and rewards for good behaviour, achievements and excellence.

Penalties 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, and that it is their responsibility to exercise self-discipline and control.



PARTNERSHIPS AND COMMUNITY INVOLVEMENT

The City Academy, Hackney, works closely with local secondary and primary schools. It is also developing links with other Academies and businesses on a national and international basis. We 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. We have worked extensively with local primary schools to foster joint working and enable a seamless transition from Key Stage 2 to Key Stage 3, including activity around literacy.

We are actively developing links with the local community, and Ofsted 2011 says our students make "an increasingly positive contribution to the local community". Our facilities are available to community groups. We are also developing partnerships with other deliverers of children's services, including the police, social services and Homerton Hospital, to ensure that students get the extra services and help they need in order to succeed.



HOMEWORK

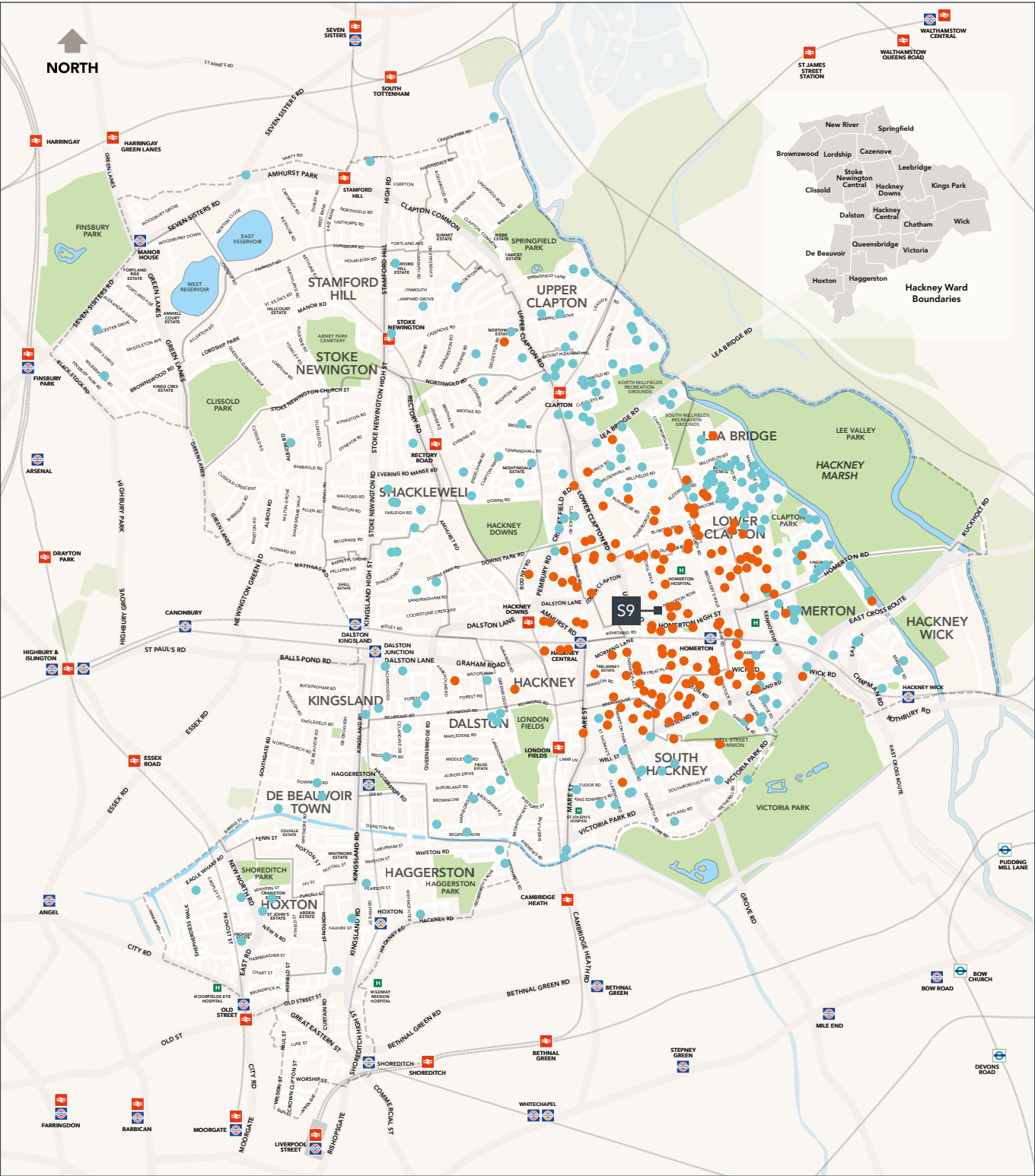
Every student is expected to do at least one hour of homework each night. This is set in accordance with a homework timetable and recorded in their homework diary. Voluntary and compulsory homework sessions are provided every evening. Students who fall behind with their work are required to attend and are given the resources and support they need to ensure that they 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 and smart, and students have to wear it. Details about the uniform and standard equipment are included in our prospectus. We place a great deal of emphasis on being ready to learn, adhering to the uniform rules, and being properly equipped for school. Students who do not meet the high standards we have agreed are sent home to change.

ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for The City Academy, Hackney.



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S9 The City Academy ● Successful applicants (180) ● Unsuccessful applicants (242)

ADMISSIONS CRITERIA FOR 2012

The City Academy, Hackney.

APPLICATION PROCESS

Parents must use the Common Application Form to apply for a place at The Academy. We will consider all applications for places.

- Children applying to The Academy will be required to take the cognitive ability tests.
- Applicants will be placed in one of five bands, based on their performance in the non-verbal test only.
- Where possible, the same number of children will be admitted in each of the five bands so that each band represents 20 per cent of the applicants.
- Children admitted with a special needs statement are included in the number for each band.
- We may need to see other evidence of the child's academic ability if (for acceptable reasons) the child cannot take the test.

OVERSUBSCRIPTION PROCEDURE

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:

- children in public care;
- children subject to a child protection plan;
- 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. This includes half brothers and sisters, step brothers and sisters and foster brother and sisters who live permanently as a family unit at the same address as the child;

- up to 9 children resident in the City of London. If more than 9 pupils apply, selection will be determined by drawing lots.
- students will then be offered places based on distance, using the property reference of their permanent home to the main entrance of The Academy. This will be measured in a straight line on a map or using a GIS system.

WAITING LISTS

If we receive more applications for places than there are places available, we will operate a waiting list. Any parent can ask for their child's name to be added the waiting list if their application is unsuccessful and placed on the waiting list according to their band up to 31 August 2012. After 1 September 2012 banding will not be used and the waiting list will be merged into one list and remain in place until December 2012.

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

ADMISSION ARRANGEMENTS FOR PUPILS IN OTHER YEAR GROUPS, INCLUDING REPLACING ANY PUPILS WHO HAVE LEFT THE ACADEMY

We will consider all applications for years other than the normal year of entry and we will offer the child a place if there is a place available, unless one of the permitted reliefs apply. If more applications are received than there are places available, we will apply the oversubscription criteria above but without banding. If your application is turned down, you can appeal against the decision.

The City Academy, Hackney will participate in the LA's In Year Fair Access Protocol. A copy of the admissions policy can be found on our website www.thecityacademy.org

the petchey academy

ACADEMY

WELCOME TO OUR ACADEMY

The Petchey Academy will be entering into its seventh year in September 2012 and will have its first full cohort of 1200 students from years 7-13

The journey the staff and students have been through to build the academy and embed its ethos throughout the school 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 many 'unique and outstanding' features. The Academy was given particular praise for its 'innovative' curriculum. The personal care and well-being of students was considered outstanding. We pride ourselves on our focus on your child as an individual, both inside and outside the classroom.

Healthy eating, good order and behaviour are summarised in the Academy's own sound bite: *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. Joining The Petchey Academy requires a real commitment to the way we operate, to our values and to our strict code of dress and behaviour.

Parents tell me, at my monthly coffee mornings, that they fully approve of the way we provide lunch, which is best described as a 'family service' with limited choice of food. Table manners and good conversation separate our dining arrangements from the typical school cafeteria system, and our model is now being hailed as best practice and copied by many schools all over the country.

In the following section, I have tried to summarise the special features of our unique Academy. However, to find out more, please come along to the open evening or mornings, where I or my colleagues will gladly answer any questions you might have.

We are a very popular Academy with over 1,000 applicants last year for 180 places. If you feel that The Petchey Academy is the school for your child, the governors and I would be pleased to receive your application.

Ms Olivia Cole
Principal



THE PETCHEY ACADEMY

Shacklewell Lane
London E8 2EY

T. 020 7275 1500
F. 020 7275 1600
mail@petcheyacademy.org.uk
www.petcheyacademy.org.uk

PRINCIPAL

Ms Olivia Cole

SPECIALISM

Health, Care and Medical
Sciences

2012 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Shacklewell Lane
394 / 425 / 488

Nearby

67 / 76 / 149 / 236 / 243 / 276

OVERGROUND

Dalston Kingsland then 10 minutes walk
Dalston Junction then 15 minutes walk

RAIL

Hackney Downs then 15 minutes walk
Rectory Road then 10 minutes walk

TUBE

Liverpool Street (Bishopsgate exit) then bus 149
Old Street (Exit 2) then bus 243

OPEN DAYS AND EVENINGS

OPEN MORNINGS

From Tuesday 4 to Friday 7 October 2011
9am – 10.30am

OPEN EVENING

Monday 3 October 2011
5.30pm-7.30pm

The Principal's address will start promptly at 5.30pm followed by a tour of the academy.

Parents must make an appointment in advance on 020 7275 1500 or at mail@petcheyacademy.org.uk

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.

Our approach can be summed up as *Entrepreneurial about learning: in the business of success.*

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 understanding of citizenship and their responsibilities to the local and world community. 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 service to each other and the community. All students enhance and enrich their experience through extended hours activities and community service. These activities include a range of foreign languages including Arabic, Latin and Mandarin Chinese, as well as the development of other skills



such as photography, web design, band and dance. All students undertake First Aid certification.

Successes in academic, sporting, musical, creative and spiritual areas are all strongly celebrated. We believe that every student can achieve real personal success in something significant, regardless of their ability or background. To achieve this, we work closely with parents and carers. We depend on good communication with the home. In the same way that we support and challenge each child to excel, we need home life to do the same.

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, including 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.



SIXTH FORM

University Gateway @ The Petchey Academy

Our new sixth form (University Gateway @ The Petchey Academy) of 300 students opened in September 2011. We provide courses to support Hackney students who wish to study specifically for entry into university medical colleges and related fields in the medical and caring professions: *Access to Medicine.*

These courses are taught by our own staff alongside lecturers from our partner universities and medical colleges. They will attract post-16 students with a strong academic record.

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-University courses.

The Mulberry Restaurant and our training kitchen are linked to our health specialism, and will provide high quality vocational education in the catering and hospitality fields. Working with our own chefs, who have worked at the level of Jamie Oliver and other well-known chefs, our students will 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 the academy website.



PASTORAL CARE AND DISCIPLINE

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

Each house is led by a house manager, supported by an assistant house manager and a number of tutors called house lifestyle consultants. These consultants carefully monitor and support each student's personal, social and academic progress. They are drawn from support staff and teachers, and are the first and a direct point of contact for parents.

We have strict codes of dress and behaviour. Alongside our many positive intervention strategies, we also apply a range of sanctions including Saturday morning detentions.

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. In view of this, we provide students with the skills and good learning practices for life-long learning. We see work outside the school – home learning – as a natural extension of the learning process at the Academy. This is an essential aspect of students' learning because there are strong links between academic success and regularly completed home 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 their behaviour and dress. To help us achieve this, we have a strict uniform policy. The uniform design takes into account practicality, cost and identity. It gives students a feeling of pride, which we hope will stay with them.

Only a few items are compulsory, and many items are plain so that they can be bought from High Street stores. We welcome students of all faiths and will be pleased to discuss any modifications to the uniform for religious reasons. However, we prefer to keep it similar to those worn by all the other students.

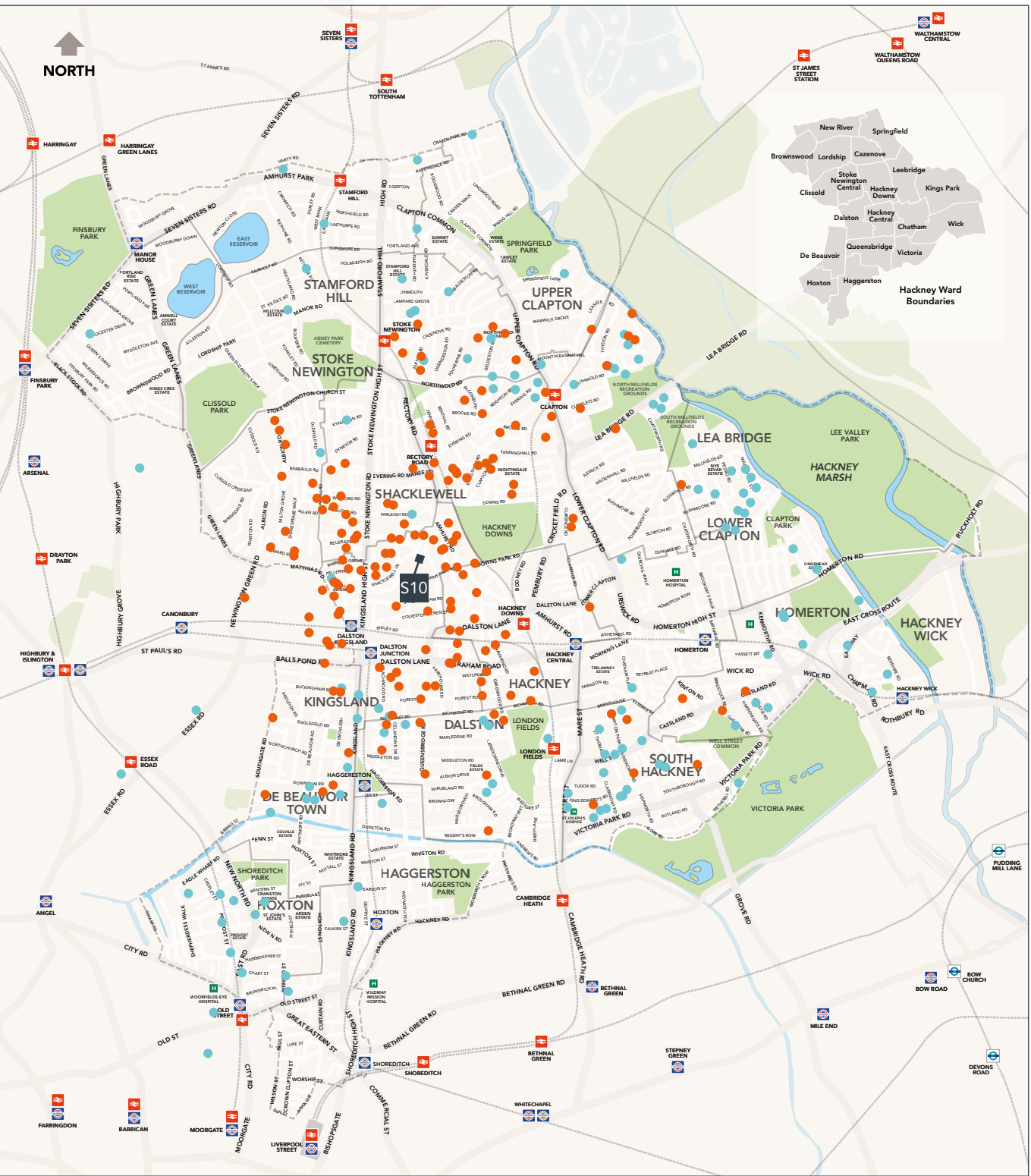
Students are not allowed to go into shops and buy things while in uniform, especially food. If they need to go to the shops they are expected to go home and change out of their uniform first.

An individual learning contract is set up between the school and all parents and carers to reinforce our message of mutual and full support for the Academy's policies on behaviour, home learning and uniform.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for The Petchey Academy.



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S10 The Petchey Academy ● Successful applicants (180) ● Unsuccessful applicants (131)

ADMISSIONS CRITERIA FOR 2012

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.

A banding system will operate as follows:

- Each applicant to the Academy will be required to take the CAT3 Level C test which will place applicants in a rank order.
- Each applicant will be placed in one of 5 bands based on their performance in the test. As far as possible, each band will contain the same number of applicants so that it represents 20 per cent 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 (see below), who cannot take the test will be placed in an appropriate band based on an alternative assessment.

PROCEDURES WHERE THE PETCHEY ACADEMY IS OVERSUBSCRIBED

Where the number of applications for admission is greater than the Published Admissions Number, applications will be considered against the criteria set out below. After the admission of 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.
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.*
03. 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 and in accordance with the banding criteria.**

Arrangements for admitting pupils to other year groups, including to replace any pupils who have left The Petchey Academy 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 and if the year group applied for has a place available, admit the child. If more applications are received that there are places available, the oversubscription criteria shall apply. Parents whose application is turned down are entitled to appeal.

OPERATION OF WAITING LISTS

Subject to any provisions regarding waiting lists in The Learning Trust's co-ordinated admission scheme, the Academy will operate a waiting list. Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria and their band until December 2012.

The admissions criteria for 2012 are subject to the approval of the Secretary of State.



***NOTE 1**
Brothers and sisters must live permanently at the same address. This does not include step-brothers and sisters or foster brothers and sisters.

****NOTE 2**
In the event that it is not possible to distinguish between applicants on the basis of distance lots will be drawn as a final tie-breaker.

the urswick **school**

CHURCH OF ENGLAND VOLUNTARY AIDED SCHOOL



WELCOME TO OUR NEW SCHOOL

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

Why do we call ourselves a new school?

Because, since 2008, the school community has worked tirelessly to change the school completely. We listened to the comments of parents and students, past and present, as well as the community. Together, we worked to transform the education provided. We doubled our GCSE results over three years and have improved the behaviour of our students who are worthy ambassadors of the school. We have now raised our expectations for our students even higher.

Our name change heralds a bright new future: it provides us with the impetus to break with the past and drive forward. Every child who enters our school from 2012 will be offered a first class education experience in outstanding facilities.

We are proud of our history and, to maintain our links with the past, we chose our new name in tribute to Christopher Urswick who founded free education in Hackney in 1520. Urswick's vision, which we remain dedicated to nearly 500 years later, is to provide the best possible education for local children of all backgrounds, abilities and beliefs.

When you come to The Urswick School you will be entering new buildings, opened in September 2011, with state of the art facilities. As a Specialist Sports and Science College, we have five purpose built laboratories and a multi-purpose 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 as well as new classrooms for every subject.

If you are looking to educate your child in a caring environment, focusing on achievement, then come to The Urswick School. We are the smallest secondary school in Hackney and its surrounding boroughs. We are friendly and welcoming, offering guidance and support together with high standards of behaviour and academic achievement.

Richard Brown
Headteacher



THE URSWICK SCHOOL

Paragon Road
London E9 6NR

T. 020 8985 2430
F. 020 8533 5441
E. admin@theurswickschool.co.uk
www.theurswickschool.co.uk

HEADTEACHER

Richard Brown

SPECIALISM

Sports and Science College

2012 ADMISSION NUMBER

150

AGE

11-16 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Paragon Road
30 / 48 / 55 / 106 / 236 / 254 / 276 / 277 / 394 / D6 / W15

Nearby
38 / 242 / 253

OVERGROUND

Hackney Central then 5 minutes walk

RAIL

London Fields then 5 minutes walk

TUBE

Bethnal Green then bus 106 / 254 / D6

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Thursday 15, Tuesday 20, Thursday 22 and Tuesday 27 September 2011
9am-10.30am

Opportunities to tour the school are available on the above dates starting at 9am.

OPEN EVENING

Thursday 22 September 2011
5.30pm-7.30pm

The Urswick School is a new 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 meat served in the canteen is halal meat.

A LEARNING COMMUNITY

Examination results at our previous school, Hackney Free and Parochial, have risen substantially in recent years. At The Urswick School we have ambitious targets for even further improvements. The majority of our students will follow the English Baccalaureate curriculum at Key Stage 4 (Years 10 and 11), leading to GCSE successes in English and English literature, maths, double 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 rarely exceed 25. 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. In Years 7 and 8, a learning skills lesson is designed to improve students' ability to work successfully together and present their ideas – skills that are essential in all areas and to all subjects.

SPECIALISMS AND AWARDS

The Urswick School is a Specialist Sports College. We have state of the art facilities and a top quality team of PE teachers. We also provide exceptional extra-curricular provision in a range of sports. Whether you enjoy football, athletics, netball, basketball or cricket, or whether you 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. We enter four Saturday football leagues, and we even have three girls in the GB Handball Squad. We have been awarded Healthy School status and are a member of the 'Get Set Network', committed to upholding Olympic and Paralympic values.



We are an inclusive school and value the diversity of our intake. We have won the International Schools Award in recognition of our extensive links with other countries. Students have travelled to France, Spain, Italy and Kenya as part of their studies. We have welcomed visitors from South Africa, Jamaica and Turkey.

Our second subject specialism is science. Our new science laboratories have been specially designed for practical work and we also have an outdoor science facility - the Environmental Roof and Weather Station. This allows our students to study the environment and species of wildlife in their natural habitat. Students lead our eco-committee and recycling schemes, and we are the only school in Hackney to be awarded 4 Green Flags in recognition of our programme of environmental education.

THE SIXTH FORM

We have an exceptional range of pathways for students who have completed Year 11. These are led by our Head of Sixth Form. We work in partnership with The Petchey Academy and St Marylebone School in Westminster (an outstanding school with a mixed sixth form and excellent transport links to Hackney) to enable some of our students join their sixth forms. Each year, two students receive full scholarships to study A levels at Gordonstoun School; a top independent school in Scotland. The South Hackney Sixth (our own sixth form for Years 12 and 13) provides a range of vocational and A level courses, some of which are studied at Hackney Community College and delivered by staff from our school. We maintain links with former students through the Urswick Ambassador Scheme. Many return to the school to support the learning of the next generation of students.



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. The Saturday School is free to our students and includes extra lessons in maths and English, together with some supervised leisure time. The Urswick School runs holiday classes at Easter and every half term. These are particularly important for students preparing for examinations. 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.

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. Students regularly contribute to assemblies, and parents are invited to attend some assemblies.

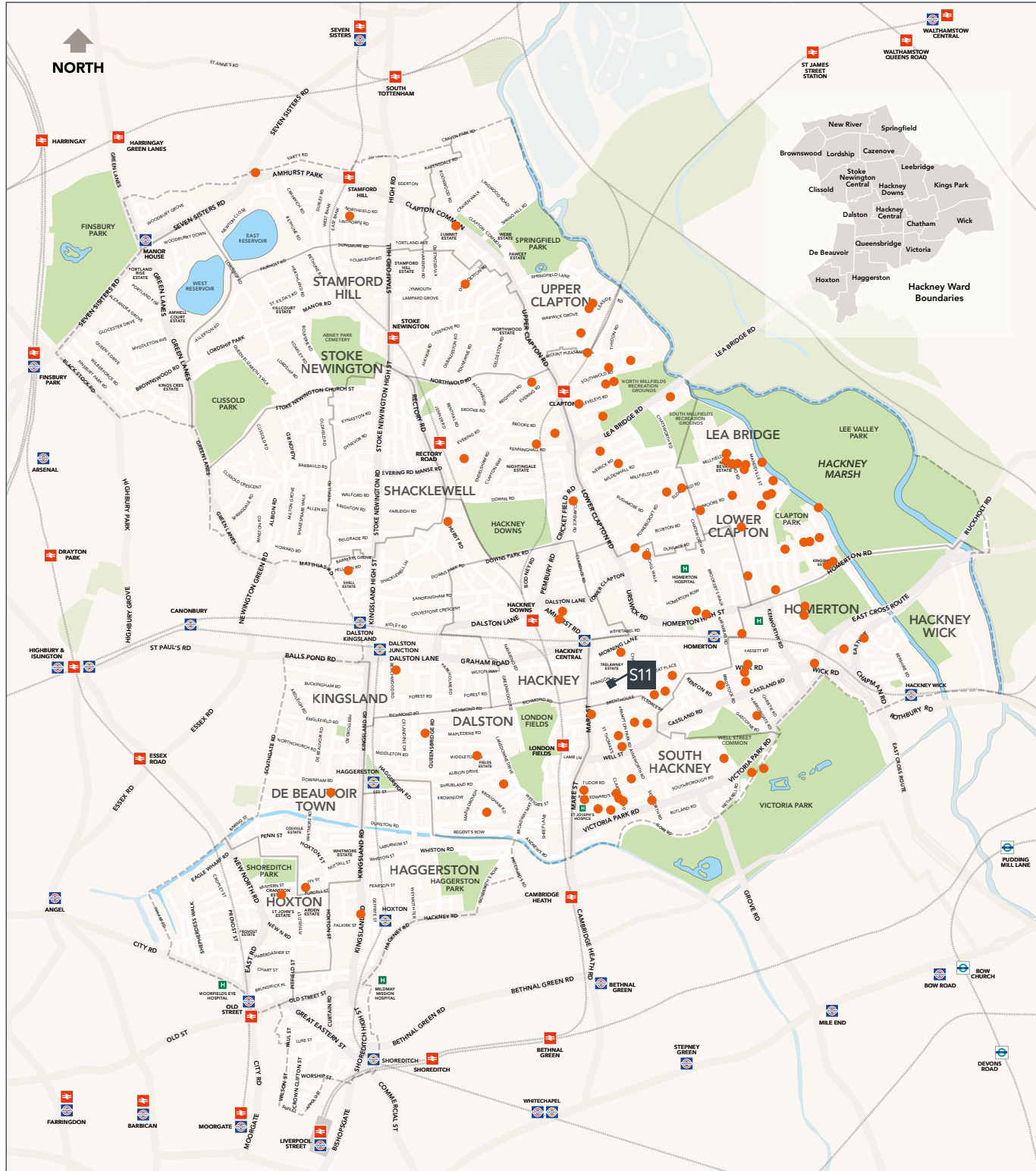
UNIFORM

School uniform is compulsory and consists of plain navy blue skirt or trousers, with a light blue collared shirt and clip on school tie. The school jumper, with the school badge, and plain black footwear must also be worn. Our uniform is designed to be inexpensive and smart. There is also a PE kit. No hats or hooded tops are allowed to be worn in school. Earrings should be small and other jewelry kept out of sight. Coats are not allowed to be worn inside the building.



ALLOCATION MAP IN 2011

Successful and unsuccessful applicants for The Urswick School.



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S11 The Urswick School

Successful applicants (111)

Unsuccessful applicants (0)

The Urswick School.

The Urswick School has an agreed admission number of 150 students. The Urswick School will accordingly admit 150 students in the relevant age group each year.

PROCEDURES WHERE THE URSWICK SCHOOL IS OVERSUBSCRIBED

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. Children who are in public care.
- 02. Children who are the subject of an Education Supervision Order which names The Urswick School.
- 03. 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 2 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.

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.****

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 local authority will communicate the Governors' 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. If a place cannot be offered at this time, then you may ask for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria (as detailed above) and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will decide who is at the top of the list so that the LEA can inform the parent/carer that the school is making an offer.

We do not operate banding and therefore we will not ask for the CAT scores from The Learning Trust for the purpose of admission into Year 7 or other year groups.



*EXCEPTIONAL MEDICAL OR SOCIAL NEED

Applications will only be considered under this category if they are supported by a written statement from a medical consultant, senior social worker or other appropriate professional. In each case there must be clear connection between the child's needs and The Urswick School, and an explanation of the difficulties which would be caused if the child were to attend another school.

**CHURCH REGULAR ATTENDANCE

'Church regular attendance' 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 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 religious leader to confirm that they attended a place of worship regularly in their previous place of residence. The SIF is available from the school and The Learning Trust.

***SIBLINGS

A '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/carer's partner. In every case the child should be living in the same family unit, at the same address.

****DISTANCE

For the purpose of calculating distances, addresses will be identified using geographical references determined by the information provided by the borough council in which they live. In the case of more than one child having the same distance, a decision will be made by drawing lots.



yesodey hatorah senior girls' schools

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

YESODEY HATORAH SENIOR GIRLS' SCHOOL

Egerton Road
London, N16 6UB

T. 020 8826 5500
F. 020 8826 5515
xxxxx@xxxxxxxxxxxxxx.xxg

HEADTEACHER

Mrs R Pinter

SPECIALISM

None

2012 ADMISSION NUMBER

80

AGE

11-16 (girls only)

IMPORTANT INFORMATION

TRANSPORT

BUS

Egerton Road
67 / 73 / 76 / 149 / 243 / 318 / 349 / 476

Nearby
253 / 254

OVERGROUND

South Tottenham then bus 73 / 149 / 243 / 349 / 476

RAIL

Stamford Hill then 5 minutes walk
Clapton then bus 253 / 254

TUBE

Manor House then bus 253 / 254
Seven Sisters then bus 73 / 149 / 243 / 318 / 349

OPEN DAYS AND EVENINGS

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

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 Rabbinate of the Union of Orthodox Hebrew Congregations. The Charedi community is guided by the authority of the Rabbinate.

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.

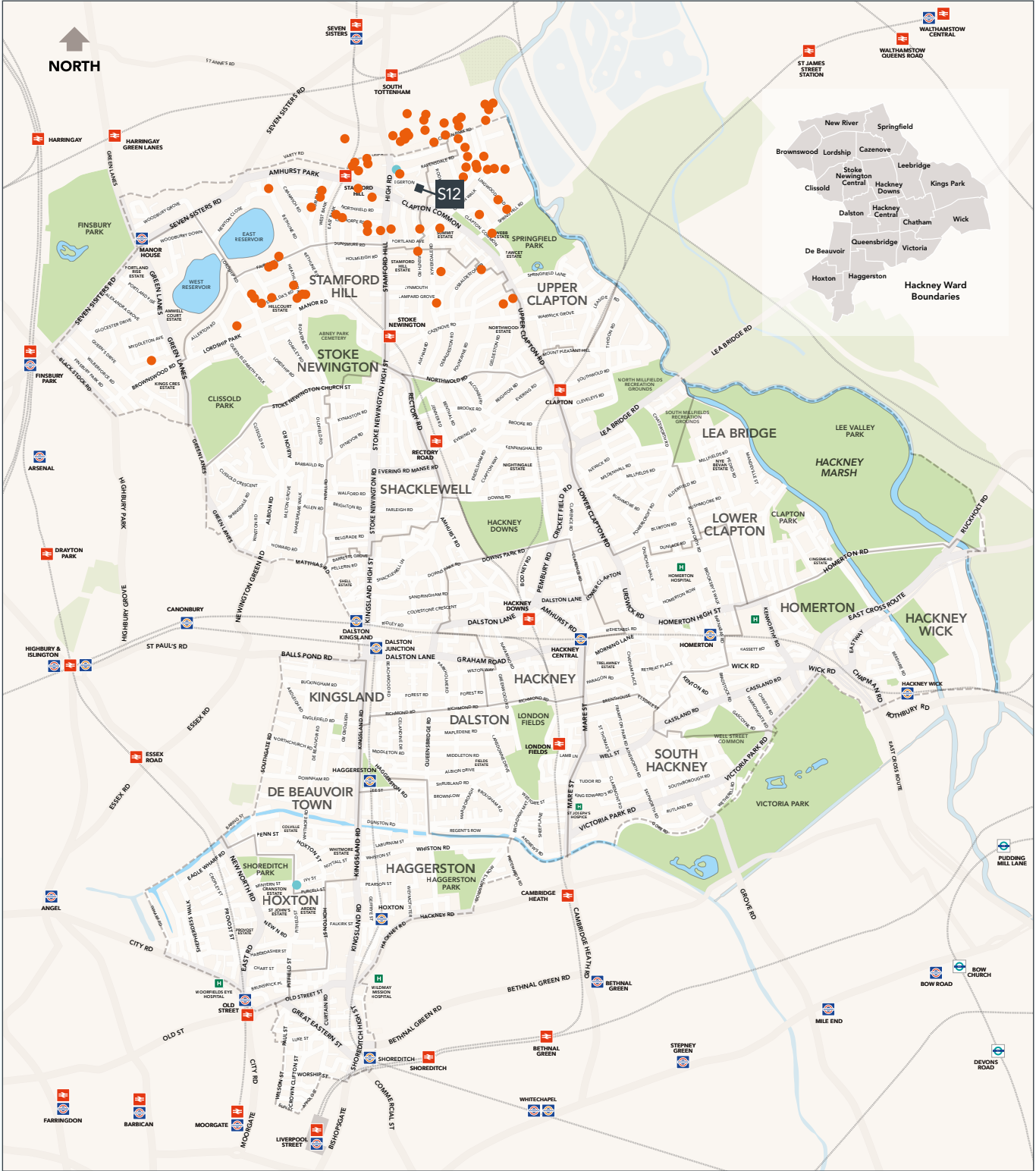
Aims of the school are to:

- 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.



ALLOCATION MAP IN 2011

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



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S12 Yesodey Hatorah School ● Successful applicants (80) ● Unsuccessful applicants (3)

ADMISSIONS CRITERIA FOR 2012

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 2012/13, the Governing Body will admit pupils in accordance with the following over subscription criteria:

- 01. Charedi Jewish girls in public care.
- 02. Charedi Jewish girls with sisters at the school.*
- 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

In 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 The Learning Trust's application form and timetable given in this booklet. Parents applying under priorities 1 to 6 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 The Learning Trust.

WAITING LIST

We do not operate banding and therefore we will not ask for the CAT scores from The 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 2012.

*SIBLINGS

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.

SECTION FOUR

building schools for
the future in hackney



The Urswick School new building.

BUILDING SCHOOLS FOR THE FUTURE (BSF)

The Building Schools for the Future (BSF) programme is an exciting programme that is allowing us to rebuild or renew all our secondary and special schools by 2012. The programme has been developed by Hackney Council in partnership with The Learning Trust.

Despite its name, Building Schools for the Future is not just about buildings, it is a way for us to raise education standards through well designed, multipurpose buildings and easy-to-use technology. This has already dramatically changed the ways in which we teach and learn in Hackney.

Nationally there have been many changes in BSF funding in the last year, but the good news is that Hackney's BSF programme of rebuilding and refurbishing Hackney's schools has not been affected.

WHAT'S HAPPENED SINCE 2008

Already a number of schools have undergone rebuilding work or been refurbished during the first two phases. Building work at Stoke Newington School and Sixth Form, Clapton Girls' Academy and The Urswick School are complete. They will now be able to provide the same level of facilities to all pupils as Academies.

Alongside these schools, Haggerston School, Our Lady's Convent High School and Cardinal Pole Catholic School are currently being refurbished or rebuilt.

The third phase of the Building Schools for the Future programme will see the modernisation of Hackney's Special Educational Needs (SEN) schools and Pupils' Referral Units (PRUs). The schools benefiting from the third phase of delivery of the programme are:

- Horizon
- Downsview
- Stormont House
- Ickburgh
- KS2/3 PRU
- KS4 PRU

This programme has enabled Hackney to provide high quality teaching in outstanding and creative learning environments fit for students in the 21st century.

SCHOOLS WITHIN THE HACKNEY BSF PROGRAMME BY PHASE

PHASE ONE	PHASE TWO	PHASE THREE
Clapton Girls' Academy	Haggerston School	Four Special Educational Needs (SEN) facilities
Stoke Newington School	Cardinal Pole Catholic School	Two pupils' referral units (PRUs) facilities
The Urswick School	Our Lady's Convent High School	



Artist's impression shows Haggerston School new building.



Artist's impression shows Our Lady's Convent High School new building.

SECTION FIVE

other learning trust services

PUPIL BENEFITS

Pupils whose parents receive certain Department for Work and Pensions (DWP) benefits and Inland Revenue Tax Credits may qualify for Pupil Benefits from The Learning Trust. Parents can get free school meals and clothing vouchers for pupils transferring from primary to secondary schools at age 11. The vouchers are to help pay towards school uniforms. Pupils or parents temporarily housed outside the borough by Hackney Council can get help with travel fares to school and clothing vouchers if they are entitled to them, but their own borough doesn't provide them. You can get more information and download application forms on The Learning Trust website at www.learningtrust.co.uk

Applying for 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.

You can get an application form for Pupil Benefits by calling 020 8820 7246 / 7247 / 7248. Otherwise, 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.

Applying for a 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

The Learning Trust can help with tube and/or train fares for pupils living in Hackney. Pupils will be entitled to free transport on the tube or train if

there is no suitable, alternative, nearer school place on offer, or if there is no obvious route that they could reasonably be expected to take by bus. Pupils can qualify if one or more of these circumstances apply:

01. The child has special educational needs, disability or mobility problems and there is no suitable, alternative, nearer place on offer. Also, the child cannot be expected to walk to school, even though it is within the normal walking distance of three miles.
02. Where it is unreasonable to expect the pupil to walk along a particular route – even though the school is within the normal walking distance of three miles. Routes through parks, cemeteries and along tow paths would normally be considered unreasonable.
03. Parents who are not entitled to free school meals or the maximum Working Tax Credit (non-income assessed) may get free transport if their child's school is more than three miles away from their home and there is no suitable, alternative, nearer place on offer. Parents must prove that they have applied for, and been refused, a place at all their nearest schools. We will only consider religious preferences if the parents have applied for, and been refused, a place at other nearer equivalent religious schools.
04. Parents who get free school meals or the maximum Working Tax Credit (income assessed) may get free transport for their child if their school is more than two miles, but no more than six miles, from their home address, and they don't have three or more suitable, alternative, nearer school places available. These parents may also qualify if they have expressed a preference for a school because of their religion or belief, and the school is more than two miles, and less than 15 miles, from their home, and no suitable, alternative school nearer home exists. Pupils 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 their maintained 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.

Returning your pass

You must return your free travel pass to Pupil Benefits straight away if your child leaves the school, moves to another school or moves to another address.

Lost passes

We will only replace lost travel passes once a term for each pupil.

Help with travel fares for students over 16

Help is available and students may qualify if:

- their parents meet the eligibility criteria for free school meals as described above; or
- they or their parents are asylum seekers known to the Home Office.

If you want to apply for help with travel costs, please contact the Pupil Benefits team on **020 8820 7545** or download an application form from: www.learningtrust.co.uk/pupilbenefits

EDUCATION ATTENDANCE SERVICE (EAS)

Parents and carers of children of school age (5-16 years) are responsible for making sure their child receives an appropriate education. The EAS 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 the EAS if their attendance is poor, or if there are any problems or difficulties which affect their attendance. The school will contact you first to try to resolve these problems before making a referral. You are welcome to contact the EAS on **020 8820 7288** if you have any concerns about your child's attendance. Alternatively, you can go direct to the school.



ADVICE AND SUPPORT FOR PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The Learning Trust is responsible, in partnership with schools, for identifying, assessing and providing for children's SEN in schools. Hackney maintained schools have dedicated resources set aside for these children called School Action. There is a range of central services that help schools meet pupils' special educational needs. These 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, 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 at School Action Plus. A statutory assessment usually results in a statement of SEN which ensures that the school receives extra support to meet the child's needs. SENAMT are responsible for securing school places for children with SEN statements. SENAMT case managers will give information and advice on all aspects of special educational needs. You can contact them on **020 8820 7183**.

Educational Psychology Service (EPS)

Every primary school in Hackney has an educational psychologist who visits regularly. 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. The EPS makes sure that children with special educational needs get the right help.

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 and their children with 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** or at parxxxxxxxxxxxxx@xxxxxxxxxx.xxxxx.xxx.xx

HACKNEY SPECIAL EDUCATIONAL NEEDS SCHOOLS FOR SECONDARY AGED PUPILS

Horizon School

It caters for students with moderate to severe learning difficulties and associated needs.

Wordsworth Road, London N16
T. 020 7254 8096 – F. 020 7923 3665
E. admin@horizon.hackney.sch.uk
Headteacher: Kt Khan
SENCO: Pat Quigley
Secondary age: 11 – 16 years
Places available: 10

Ickburgh School

It caters for pupils with severe and complex needs.

Ickburgh Road, London E5 8AD
T. 020 8806 4638 – F. 020 8806 7189
E. ickburxx@xxxxxxx.xxx
Executive Headteacher: Shirleyanne Sullivan
SENCO: Steve Fleet
Secondary age: 11 – 19 years
Places available: 84

Stormont House School

It caters for students with mild to moderate learning difficulties, complex medical need, and/or emotionally vulnerable students.

Downs Park Road, London E5 8NP
T. 020 8985 4245 – F. 020 8985 6886
E. info@stormonthouse.hackney.sch.uk
Headteacher: Kevin McDonnell
SEN manager: Carol Baxton
Secondary age: 11 – 16 years
Places available: 100

KEY STAGE 4 ALTERNATIVE PROVISION

New Regent's College

New Regent's College is a pupil referral unit servicing Hackney Schools. It is an educational provision for those young people in Year 10 and 11 who experience difficulties in, or are unable to access, mainstream education. The college offers a wide range of programmes with Level 1 and Level 2 qualifications.

Nile Street, London N1 7RD
T. 020 7251 3932 – F. 020 7250 0740
Headteacher: Kerran Jefferson
Secondary age: 14-16 years

BECOMING A SCHOOL GOVERNOR

All our schools have governing bodies. They play a vital role in overseeing the way in which schools are run. These governing bodies are made up of the Headteacher and volunteers from staff, parents and the wider community. Their responsibilities include:

- setting overall objectives and priorities for the school;
- monitoring and evaluating the school's performance;
- agreeing how the school's budget is spent;
- ratifying school policies on matters such as behaviour, homework and special needs;
- setting targets for achievement; and making sure children get the education they are entitled to.

You don't have to have experience or be an expert on education. Governors come from all sorts of backgrounds, and training is available to help you develop the necessary skills and knowledge. What you do need are:

- enthusiasm and commitment;
- a willingness to get involved and give some of your time; and
- the ability to work well as part of a team.

The Learning Trust is particularly keen that governing bodies reflect the rich cultural diversity of Hackney. If you are interested in finding out more about being a governor, Governor Services will be pleased to hear from you. Please call them on **020 8820 7369** or visit www.learningtrust.co.uk/governors

SECTION SIX

hackney university technical college

HACKNEY UNIVERSITY TECHNICAL COLLEGE (UTC)

Proposals are underway to open a new school for 14 to 19 year olds in September 2012, sponsored by Hackney Community College. There will be 100 places available for Year 10 students only for the first year.

The Hackney University Technical College will be equipped to the highest standard and will be situated on the award-winning Shoreditch Campus of Hackney Community College. The UTC will have extensive partnerships drawing on the expertise and support of Employers - including BT Group and the Homerton Hospital – as well as Hackney Community College and University of East London, to deliver innovative, project based practical and vocational study.

The Hackney UTC, billed as a new concept in education, will be an exciting alternative and stimulating environment for 14-19 year-olds to study in. Students will follow a curriculum of professional and technical study in a specialist area, alongside GCSE-level qualifications in English, maths, science, IT. In addition, students will have the option to study a language and a humanities subject. The detail of the curriculum will be influenced strongly by employers and universities to make sure that students have the best possible chance of a successful future in higher education and/or work. For more information on UTC colleges please visit www.utcolleges.org

HACKNEY'S UTC SPECIALIST SUBJECTS

Hackney UTC's specialisms will be digital technologies with two clear focuses:

- **Creative Digital Media** will include infrastructure design and support, as well as the creative side.
- **Health Technologies** will focus on the various health sector requirements of hospitals, doctor's surgeries, public first aid facilities, paramedic and peripatetic health providers.

There will also be a core focus on employability skills, high achievement, team work, employer engagement and apprenticeships.

APPLYING FOR PLACES AT HACKNEY UTC

Hackney UTC is accepting applications for young people who are currently Year 9 to start Year 10 in September 2012. The application should be made using The Learning Trust common application form and your request for consideration of a place will be dealt with by Hackney UTC from November 2011. The closing date for applications is **Thursday 15 March 2012.**

You can find out more about Hackney UTC by emailing utc@hackney.ac.uk or visit www.hackney.ac.uk/about/hackney-utc



SECTION SEVEN

post-16 education

POST-16 EDUCATION IN HACKNEY

As part of recent government changes, pupils who entered year 7 in 2010 must stay in education or training, or employment that includes training, until they are 18.

There are three different options for post-16 study in Hackney: schools with sixth forms, a sixth form college and a further education (FE) college. These offer a wide range of courses to help you move into higher education or employment.

You can get a copy of our guide to courses offered in Hackney for 16-19 year olds by calling the 14-19 office at The Learning Trust on 020 8820 7328 or by emailing 16-19prxxxxxxxx@xxxxxxxxxxxxxx.xx.xx or you can download a copy at www.learningtrust.co.uk.

The website www.mychoicelondon.co.uk also contains up-to-date information on all courses available across London. Connexions at 65 Dalston Lane, E8 2NG offer advice on choosing the right course for you. All sixth form students have access to a full range of AS and A level courses.

HACKNEY SCHOOL SIXTH FORMS

The number of sixth forms in Hackney is increasing every year. Sixth forms at Clapton Girls' Academy, Stoke Newington School, Mossbourne Community Academy, Skinners' Academy and Haggerston School are now open. The Petchey Academy's sixth form opens in September 2011. Courses on offer include a wide range of A levels, some vocational courses such as Applied A levels and BTEC Nationals. Most sixth forms and colleges also allow students with a grade D in GCSE English or Maths to retake the exam within one year, but you'll need to check this before making your application. Colleges also offer Functional Skills for students with Maths and English grades below grade D. Schools with sixth forms are listed below. External applicants can get an application form either from the school or from The Learning Trust.

Cardinal Pole Catholic School

T. 020 8985 5150
E. sixthform@cardinalpole.co.uk
www.cardinalpole.co.uk

Clapton Girls' Academy

T. 020 8985 6641
E. cgtc@clapton.hackney.sch.uk
www.clapton.hackney.sch.uk

Haggerston School

T. 020 7739 7324
E. haggerstonschool@haggerston.hackney.sch.uk
www.haggerston.hackney.sch.uk

Mossbourne Community Academy

T. 020 8525 5200
E. enquiries@mossbourne.hackney.sch.uk
www.mossbourne.hackney.sch.uk

Our Lady's Convent High School

T. 020 8800 2158
E. sixthform@ourladys.hackney.sch.uk
www.ourladys.hackney.sch.uk

The Bridge Academy

(sixth form opens September 2012)
T. 020 7749 5240
E. info@bridgeacademy.hackney.sch.uk
www.bridgeacademy.hackney.sch.uk

The Petchey Academy

T. 020 7275 1508
E. universitygateway@petcheyacademy.org.uk
www.petcheyacademy.org.uk

Skinners' Academy

T. 020 8800 7411
E. enquiries@skinnersacademy.org.uk
www.skinnersacademy.org.uk

Stoke Newington School and Sixth Form

T. 020 7241 9600
E. admin@sns.hackney.sch.uk
www.sns.hackney.sch.uk



You can find out more about admission arrangements in Hackney's 16-19 Prospectus, or you can download them, together with the oversubscription criteria for school sixth forms, from www.learningtrust.co.uk

If you are refused a place at a school, you can appeal to an independent panel against this decision. You can obtain an appeal form from the Admission Team at The Learning Trust.

POST-16 COLLEGES

BSix Brooke House Sixth Form College and South Hackney Sixth at Hackney Community College offer alternatives to the school-based sixth form.

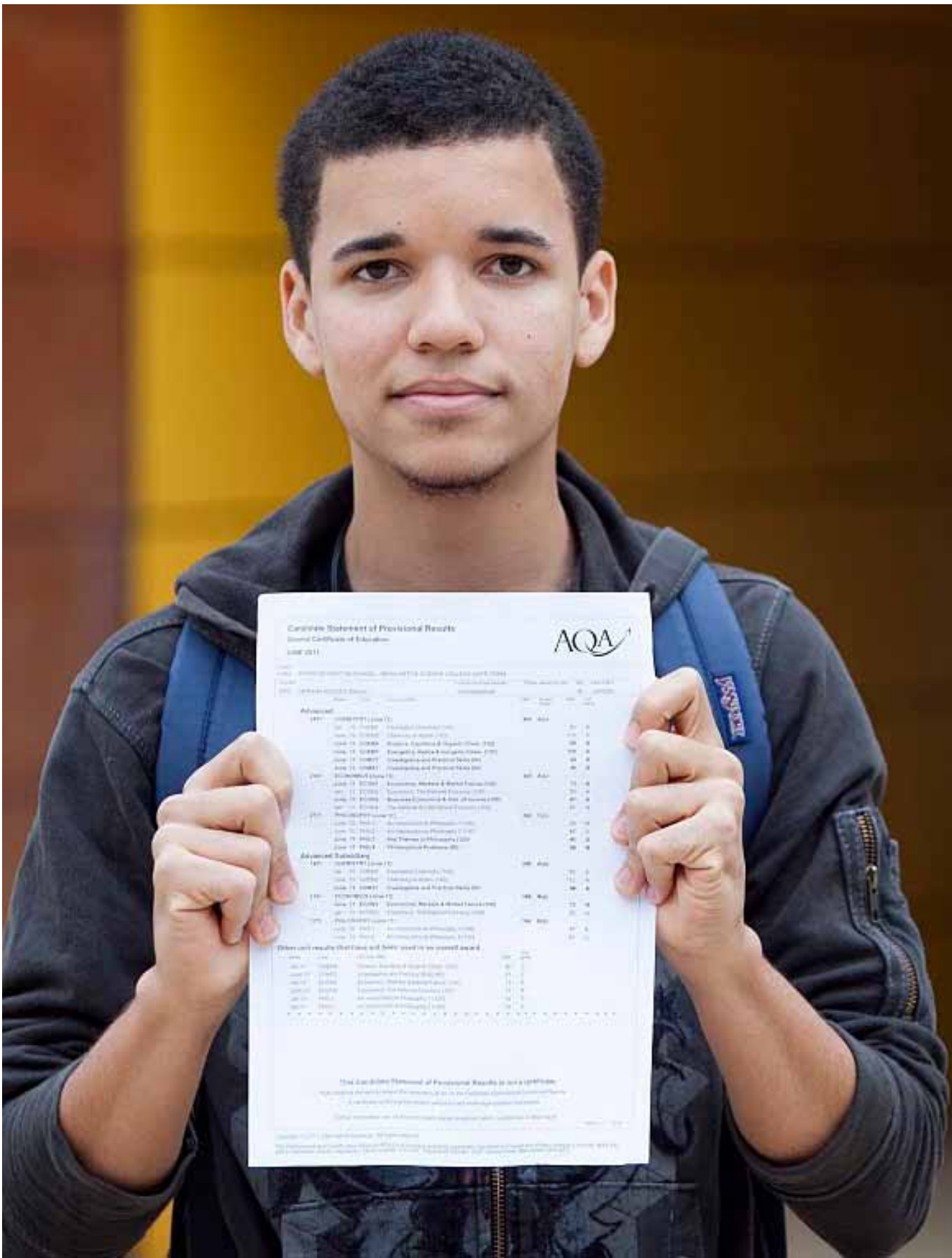
BSix Brooke House Sixth Form College
BSix offers a wide range of courses for 16-19 year olds including A-levels, a GCSE package, vocational qualifications and a new higher level Foundation Diploma in Art & Design. Students have access to the very latest state-of-the-art facilities and resources. Learning takes place in a supportive, safe and friendly environment. You can develop knowledge and skills outside the classroom

through "BSeven: the Extended College" in areas such as art, sport, drama, music, community-based activities, work experience and organised visits linked to your chosen subject. BSix's "Raising Aspirations" university schemes will also help you to prepare for the next stage of your lives.

BSix Sixth Form College
Kenninghall Road, London E5 8BP
Free phone 0800 389 2947 – E. xxxx@xxxx.xx.xx
www.bsix.ac.uk

Hackney Community College
South Hackney Sixth is an exciting department for 16 to 18 year olds at Hackney Community College (HCC). It offers a range of courses: A levels, BTEC, GCSEs, vocational and apprenticeships. Students benefit from great facilities at the spacious HCC campus and the support and expertise of specialist sixth form staff. Students can also enjoy a wide range of extra-curricular activities and sports.

South Hackney Sixth, Hackney Community College
Shoreditch Campus, Falkirk Street, London N1 6HQ
T. 020 7613 9123 – E. info@hackney.ac.uk
www.hackney.ac.uk



GLOSSARY

Explanation of educational terms used in this booklet.

Academy

These schools are independent from the local authority and are responsible for their own admission arrangements

AiDA

Award in Digital Application

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

AVCE

Advanced Vocational Certificate of Education

BTEC

Business and Technology Education Council

Community School

A school whose admission arrangements are set by the Local Authority

Contextual value added

A way of including certain factors to help measure the effectiveness of a school, or the progress made by individual pupils

DfE

Department for Education

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

FE

Further Education

GCSE

General Certificate of Secondary Education

GIS

Geographical computerised mapping system

GNVQ

General National Vocational Qualification

ICT

Information, Technology and Communication

KS3

Key Stage 3
(curriculum in years 7, 8 and 9)

KS4

Key Stage 4
(curriculum in years 10 and 11)

KS5

Key Stage 5
(curriculum in years 12 and 13)

LA

Local Authority

NVQ

National Vocational Qualification

Ofsted

Office for standards in education

Oversubscribed

The school has more applications than places available

Pan-London Register

London-wide computerized database

PE

Physical Education

Preferences

List of preferred schools

PSHCE

Personal, Social, Health and Citizenship Education

Pupil database

A computerised system for holding pupils' details, preferences and outcomes

Religious school

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

UTC

University Technical College

VCE

Vocational Certificate of Education