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hackney's secondary schools

2013 ADMISSION GUIDE FOR PARENTS

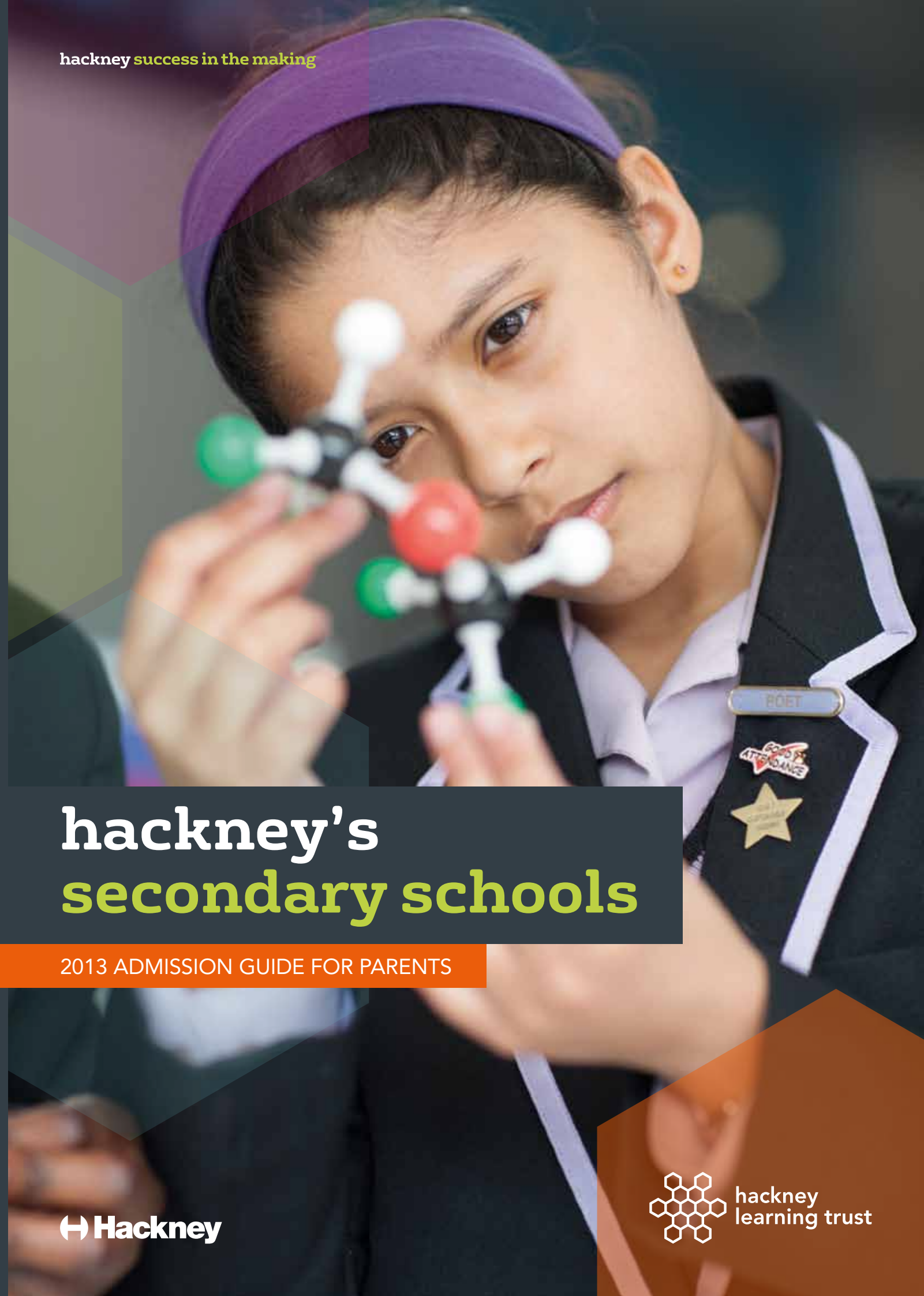
HACKNEY LEARNING TRUST

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2013 ADMISSION GUIDE FOR PARENTS



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

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

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

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

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

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

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

DATA PROTECTION

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

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



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hackney's secondary schools

2013 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

15 AMBITIOUS SECONDARY SCHOOLS

687 INSPIRATIONAL TEACHERS

9,479 MOTIVATED STUDENTS

78% OF PUPILS ACHIEVING FIVE GOOD GCSES

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DEAR PARENT/CARER

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

Choosing the next step in your child's education is a huge decision for any family so we're pleased that you, like so many other local parents, have made Hackney your number one choice.

Our local schools have changed immeasurably over the last decade. This year our young people bucked the national trend to achieve their best ever results, with 60.5% of GCSE pupils earning five or more good grades, including English and maths, which is above the national average.

Our A and AS level students too achieved excellent results this year, with some fantastic results across the borough and offers from outstanding universities in the UK.

Of course these kinds of changes don't just happen overnight, and the transformation of our schools owes a lot to the hard work of pupils and teachers, as well as the support of parents.

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

As well as building five additional secondary schools, we've invested £170m in our all existing secondary schools through our Building Schools for the Future programme. As a result, every Hackney secondary school pupil now attends a school which is either newly built or completely refurbished.

We're committed to working with schools to make sure they keep improving, giving all children the best possible start in life, no matter what their background.

This guide explains how to secure your child a place at a secondary school. It tells you about all of our secondary schools so you can find the best school for your child.

Whichever school your child moves on to they're guaranteed excellent opportunities and we wish them the very best.

Best wishes,

Jules Pipe
Mayor of Hackney

Tricia Okoruwa
Education Director,
Head of Hackney Learning Trust

"Very many parents are now proud to send their children to school in Hackney, proud that theirs is one of the best school systems in Britain."

Times Education Supplement, August 2012.



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2013 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 2013.

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 do so. Therefore, please think very carefully when listing your preferences. Our primary schools have good links with secondary schools, so your child's current Headteacher will be able to advise you on suitable schools. You can also read the sections on each school in this booklet, or get a copy of the prospectus from each of the schools you are interested in. We also recommend that you visit secondary schools outside Hackney, so that you can decide whether to apply for a place at one of these schools as well.

CO-ORDINATED ADMISSIONS

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

HACKNEY'S SECONDARY SCHOOLS FAIR

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

Tuesday 11 September 2012
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 Hackney Learning Trust's Admissions Team, including the independent Choice Adviser, will also be there to answer any questions you may have about the transfer process. Although the event is mainly for parents of year 6 children, parents of year 5 children are also welcome to attend.

OTHER USEFUL INFORMATION

You can go to the Directgov website www.direct.gov.uk/en/parents. This provides general information about applying for a school place and appealing against an admission decision.

ADMISSION TEAM CONTACTS

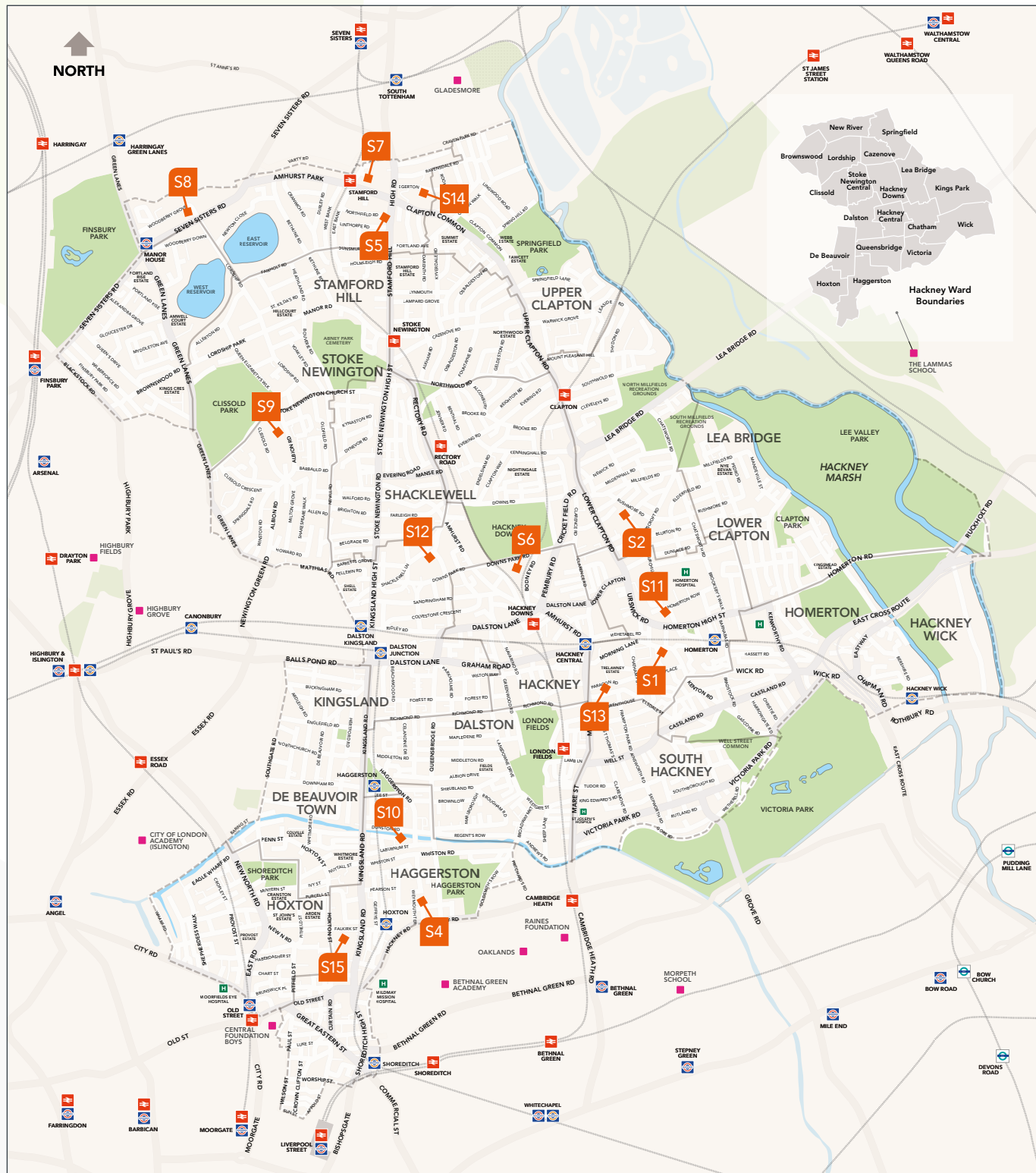
If you would like more information or advice about the transfer process to a secondary school, you can call the Admissions Team on **020 8820 7247** or **020 8820 7501** – Monday to Friday, between 9am and 5pm. We look forward to supporting you during this process and wish your child every success in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

TIMETABLE AND PROCESS FOR TRANSFER TO SECONDARY SCHOOLS IN 2013

Important dates

Tuesday 11 September 2012	Hackney's Secondary Schools Fair The Urswick School, Paragon Road, London E9 6NR
From Wednesday 12 Sept to Thursday 4 October 2012	Open days and evenings arranged for parents to visit academies and secondary schools.
Wednesday 3, Thursday 4 and Friday 5 October 2012	Children attending Hackney primary schools take the cognitive abilities tests over these three days.
From Monday 1 October to Friday 19 October 2012	Headteachers at Hackney primary schools will set up interviews to help parents, whose children attend their schools, complete the online common application form. Parents living in Hackney, whose children attend primary schools in other LAs, can also apply online at www.eadmissions.org.uk (to find out more go to page 13).
Friday 26 October 2012	Hackney Learning Trust would prefer all Hackney residents to complete their online or paper application by this date. The national closing date for completing the online form at www.eadmissions.org.uk is Wednesday 31 October 2012
From Wednesday 14 November 2012 to Friday 22 February 2013	The Pan-London process takes place during these months, information about preferences of all London year 6 children is exchanged through the Pan-London Register. All LAs receive details about parents' preferences and exchange information about potential offers of places during this period.
Saturday 1 December and Saturday 8 December 2012	Children attending primary schools outside Hackney take the cognitive abilities tests during the morning or afternoon session at either Cardinal Pole School on Saturday 1 December or The Bridge Academy on Saturday 8 December 2012. These are the only dates available so it is important that your child attends on the date you are given.
Friday 1 March 2013	Parents who have applied online will receive an email from www.eadmissions.org.uk at some point in the evening telling them the outcome of their application. Hackney Learning Trust will also post letters to all year 6 parents telling them the outcome of their application.
Friday 15 March 2013	Parents must either return the reply slip to confirm acceptance of the school offer by this date or confirm online.
Thursday 22 March 2013	Parents must submit their completed appeal forms by this date.
May /June 2013	Admission Appeal Hearings are arranged – parents will receive a letter telling them when their appeal will take place.

MAP OF SECONDARY SCHOOLS AND TRANSPORT LINKS IN HACKNEY



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- Schools in Hackney
- School location to be confirmed
- Schools in other boroughs

OPEN DAYS AND EVENINGS

Parents' visits to Hackney's secondary schools during September and October 2012

S1 CARDINAL POLE CATHOLIC SCHOOL

Morning Lane, E9 6LG

OPEN MORNINGS

From 24 to 28 September
9am-10.15am

OPEN EVENING

3 October, 4.30pm-7.30pm

S2 CLAPTON GIRLS' ACADEMY

Laura Place, Lower Clapton
Road, E5 0RB

OPEN MORNINGS

20, 25 September and 12
October, 9.15am-10am
22 September, 9am-10.30am

OPEN EVENING

4 October, 5pm-7.30pm

S3 HACKNEY NEW SCHOOL

South/south-west of Hackney

OPEN MEETINGS

22 and 29 September, 2pm-4pm
at Our Lady's & St Joseph
Primary School, Buckingham
Road, Hackney, N1 4DG

S4 HAGGERSTON SCHOOL

Weymouth Terrace, E2 8LS

OPEN MORNINGS

20, 21, 25 and 26 September
9am-10.30am

OPEN EVENING

24 September, 5pm-7pm

For open mornings, please book a
place in advance

S5 LUBAVITCH SENIOR GIRLS' SCHOOL

107-115 Stamford Hill, N16 5RP

Please contact the school on 020
8800 0022 ext 128 to arrange a visit.

S6 MOSSBOURNE COMMUNITY ACADEMY

Downs Park Road, E5 8JY

OPEN EVENING

26 September, 4.15pm-8pm

S7 OUR LADY'S CONVENT HIGH SCHOOL

6-16 Amhurst Park, N16 5AF

OPEN MORNINGS

26, 27 and 28 September
9.30am-10.30am

OPEN EVENING

25 September, 4pm

S8 SKINNERS' ACADEMY

Woodberry Grove, N4 1SY

OPEN MORNINGS

18 and 24 September, 9am-10am

OPEN EVENINGS

12 and 24 September
5pm-6.30pm

S9 STOKE NEWINGTON SCHOOL & SIXTH FORM

Clissold Road, N16 9EX

OPEN MORNINGS

24, 25, 26, 27 September, 8 and 9
October, 9.45am-10.45am

OPEN EVENINGS

17 and 18 September
5pm-7.30pm

S10 THE BRIDGE ACADEMY

Laburnum Street, E2 8BA

OPEN MORNINGS

19 and 27 September
8.40am-10.10am

OPEN EVENINGS

19 September and 2 October
4.30pm-6pm and 6pm-7.30pm

S11 THE CITY ACADEMY, HACKNEY

Homerton Row, E9 6EA

OPEN MORNING

9 October (by appointment only)

OPEN EVENING

13 September, 4.30pm-8pm

S12 THE PETCHEY ACADEMY

Shacklewell Lane, E8 2EY

OPEN MORNINGS

12, 13 and 14 September
9am-10am

OPEN EVENING

27 September, 5.30pm-7.30pm

S13 THE URSWICK SCHOOL

Paragon Road, E9 6NR

OPEN MORNINGS

11, 13, 18, 20, 25 and
27 September, 9am-10am

OPEN EVENING

20 September, 5.30pm-7.30pm

S14 YESODEY HATORAH SENIOR GIRLS' SCHOOL

Egerton Road, N16 6UB

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

S15 HACKNEY UNIVERSITY TECHNOLOGY COLLEGE

Shoreditch Campus, Falkirk
Street, N1 6HQ

OPEN MORNINGS

18 and 19 September
9am-10.15am

OPEN EVENING

25 September, 5.30pm-7pm

SECTION ONE

choosing a school and applying for a place

QUESTIONS YOU MAY WANT TO ASK WHEN VISITING SECONDARY SCHOOLS

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

General atmosphere

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

Academic success

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

Behaviour

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

Extra-curricular activities and study support

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

Involving parents

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

Support for special educational needs

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

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

HOW DO I MAKE MY PREFERENCES?

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

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

You need to be sure which schools you like, and in what order you prefer them, because you only get one offer of a place. If more than one school is able to offer your child a place, the offer will be for the school that you have ranked the highest. Listing only one or two schools on your application form 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 Assessment and Monitoring Team. You should use this form to list the schools you prefer for your child. If you choose one of the academies, 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), Lubavitch Senior Girls' School (Jewish), and Yesodey Hatorah Senior Girls' School (Jewish), you must put the name of the school on the Hackney Learning Trust's common application form. If you want to be considered under the religious criteria, you will be asked to provide extra information about your membership of that particular faith on a separate supplementary form.



You can get the supplementary form from the school or Hackney Learning Trust. You must return your supplementary form to the school by 31 October 2012. You must be sure to put the name of the school on the online application form as well or the school won't be able to consider your application. Cardinal Pole and The Urswick schools admit children who aren't members of any faith, so you can list these schools as a preference without having to complete a supplementary form.

HOW DO I APPLY TO SECONDARY SCHOOLS OUTSIDE HACKNEY?

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

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



NEIGHBOURING COUNCILS' ADMISSION TEAM CONTACTS

Here are some neighbouring councils' admission departments.

Camden
T. 020 7974 1625
www.camden.gov.uk/admissions

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/services/schools-learning/5-16/admissions/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 200 1551
www.walthamforest.gov.uk/Pages/Services/schools-places-secondary.aspx

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

REMEMBER

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

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

ADVICE AND SUPPORT FOR PARENTS

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

THE APPLICATION FORM

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

If your child attends a Hackney primary school, their Headteacher will invite you to complete the application online at the school from 1 October to 19 October 2012. Parents whose children don't attend a Hackney primary school should also apply online at www.eadmissions.org.uk. The closing date for all applications is Friday 26 October 2012. If you are unable to apply online, you must ask us to send you a paper application form. You will need to send two items of proof of address when you apply. These should be:

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

If you don't send us the proof we need, it may delay processing your application. We will match each address with the one we have on our database. If you've changed your address in the last year, we may ask to see proof that you have moved out of your previous property. We will carry out random checks on addresses as explained on page 17.



SECTION TWO

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

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

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

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

WHAT IS BANDING?

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

HOW WILL MY CHILD BE TESTED?

Year 6 children will have to take the cognitive abilities test in three parts: Verbal, Quantitative and Non-Verbal. These tests have been designed to assess the child's ability. Each child will have a score from 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 2012**. 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, Lubavitch Senior Girls', The Urswick and Yesodey Hatorah Senior Girls' schools. If you list more than one school, you increase your chances of being offered a place at one of your preferred schools. If you live in Hackney, but your child attends a primary school outside the borough, and you apply for one of the schools that use banding, your child will be tested at one of the test venues for children who attend primary schools outside Hackney. The test venues are Cardinal Pole School and The Bridge Academy. We will write to parents at the end of November 2012 inviting their child to take the test at one of these venues on either **1 or 8 December 2012**. Your child will have to sit all three parts of the test in one session (morning or afternoon). The session will last two to three hours. There are no alternative dates, so please make sure your child is available to take the test on these dates.

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

Hackney schools have become increasingly popular, but there are only a limited number of places available. More parents are applying for places at particular academies or schools than there are places available. You may need to think about how well you meet the admissions criteria for the schools you are considering. You also need to find out how many applications the school has had in previous years, and whether children living in your area were able to get a place there. You should take a look at the priorities listed in the table on page 21, before you apply for a Hackney community school such as Haggerston or Stoke Newington, as these schools often have more pupils applying than there are places available. Academies and religious schools have different criteria for admissions. Please look at the tables on pages 22-27 to see how these might apply to you. Children with SEN statements will be the first to be offered places. Offers for the remaining places are made in line with the admissions criteria. When you've visited your preferred schools, and decided which ones you want to apply for, we strongly recommend that you look carefully at the tables and allocation maps for each school to work out your chances of being offered a place. Most places are offered on the basis of how far away the child lives from the school. The 'cut-off' distances for last year are shown in the tables on pages xx-xx. 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. 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 21-27.

OVERSUBSCRIBED SCHOOLS

Information about the admissions criteria and cut-off distances for schools in Hackney are listed in the tables on pages 21-27. This will give you an idea of whether your child is likely to be offered a place at a school and it will help you decide whether to apply to a particular school.

ALLOCATION MAPS

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

REMEMBER

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



WHAT HAPPENS IF MY APPLICATION IS LATE?

We will only consider late applications if they are late for good reasons. This can be where a single parent has been ill, a member of the family has died, or if the family has recently moved into the area or has just returned from abroad. We will also need to see proof of ownership or tenancy of a property within Hackney as well as a utility bill. Otherwise, late applications will have to wait until all the applications that were sent in on time have been dealt with. This is most likely to be after 1 March 2013, but you may still receive a letter telling you the outcome of your application.

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

The child's home address is the address where they are living on the date of the application. We will need to see proof of address as explained on page 13 of this booklet. Where parental responsibilities are equally shared, we will consider the home address to be the place where the child sleeps, and spends most of their time, from Monday to Friday. Normally, this will be with the parent/carer who receives Child Benefit for that child. This is the address that will be used to apply a school's oversubscription criteria, such as distance from the school or whether there is a sibling at the school.

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

If you move before 31 December 2012, you must let the Admissions Team know your new address. We will need to see proof of your new address to confirm that you are living there. This could include proof of exchange of contracts or a tenancy agreement. We will also need to see an original utility bill, such as a gas or water bill. If you move after 31 December 2012, we will only be able to use your new address to adjust your child's position on the waiting list after 1 March 2013. If a school place is offered based on fraudulent or intentionally misleading information, the offer will be withdrawn and a new application will be required. We may also consider withdrawing the place after the child has started school, regardless of how much time has passed.

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

We carry out random checks on a number of applications. We also investigate a sample of applications where there has been a change of address in the last 12 months, or where a parent moves after 1 March 2013, up to the end of the child's first term in Year 7.

We will investigate all applications:

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

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

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



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

If you've asked for your child to be given priority for a place at a particular school on medical or social grounds, you will need to provide proof of this. The kind of proof we need would be a letter from a GP, hospital consultant, social worker or any other agency or professional involved with your case. These documents must explain why your child can only attend a particular school and why they cannot attend any other school. The documents should be received by Hackney Learning Trust by 7 January 2013. Not all academies and schools in Hackney give priority on medical or social grounds, so please check their admissions criteria first.

WHEN WILL I KNOW THE OUTCOME OF MY APPLICATION?

A letter will be posted out on **1 March 2013** to inform you of the outcome of your application. It will tell you which school has offered your child a place, or that your child has not been offered a place at any of your preferred schools. The offer will be from the highest ranked school on your list that was able to offer your child a place. Children who haven't been offered a place at any of their preferred schools, including late applications, will also receive details of the schools that still have places available.



HOW DO I ACCEPT MY CHILD'S SCHOOL PLACE?

The letter mentioned above, sent by the Hackney Learning Trust, will have a reply form attached. You have to complete and return the reply form to confirm that you are accepting the offer by **15 March 2013**. You can also accept the offer online at www.eadmissions.org.uk. If you don't do this, we may withdraw the offer. We also need to know if your circumstances have changed and you no longer want the place.

HOW DO PLACES THAT BECOME AVAILABLE GET RE-ALLOCATED AFTER 1 MARCH 2013?

All responses returned by parents will be entered on to the database and the secondary schools will be notified. If you tell us that you no longer want the place, we will offer that place to other children on the waiting list. Any child, who has been refused a place at a higher ranked academy or school, or at any of their preferred academies or schools, will be on this list. Their position on the list will be worked out according to the admissions criteria for each school. The Hackney Learning Trust will continue to offer places and maintain the lists until the end of August 2013. From 1 September 2013, waiting lists will be maintained in accordance with the secondary school in-year admissions process. When a vacancy becomes available, the school will inform the Admissions Team of the next child on the waiting list to be offered a place. Either the school or the Admissions Team will notify the parent of the offer.

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

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

HOW DO I APPEAL?

If you are disappointed because you haven't been able to get a place at one of your preferred Hackney academies or secondary schools, you can appeal against the decision not to offer your child a place. You can get an appeal form from the Admissions Team. Your appeal must be in writing, setting out your reasons for appeal. You must complete and return your appeal form by **22 March 2013** and we will let you know when we receive it.

You can get independent advice about the appeals process from the Advisory Centre for Education on **0808 800 5793** or you can visit www.ace-ed.org.uk.

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

SECONDARY IN-YEAR ADMISSIONS FOR 2013

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

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

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

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



FAIR ACCESS PROTOCOL 2013

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 are usually pupils who cannot be offered a school place under the normal admission process. You can get a copy of the Hackney Learning Trust’s Fair Access Protocol Policy from the Admissions Team on **020 8820 7402**.

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

If your child has been permanently excluded from a previous school, their papers will be sent to 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.



IMPORTANT INFORMATION

INFORMATION ON APPEALS FOR 2012
ADMISSION TO SECONDARY SCHOOLS

Name of school	NUMBER OF APPEALS	
	Lodged	Successful
Clapton Girls' Academy	15	3
Mossbourne Community Academy	92	7
Our Lady's Convent High School	2	0
Skinners' Academy	11	0
Stoke Newington School & Sixth Form	12	5
The Bridge Academy	17	0
The City Academy	60	5
The Petchey Academy	13	3
TOTAL	222	23



TABLE ONE

Places offered in community schools on 1st March 2012

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN
STARTING SCHOOL IN SEPTEMBER 2012

ADMISSION CRITERIA	HAGGERSTON SCHOOL				ADMISSION CRITERIA	STOKE NEWINGTON SCHOOL & SIXTH F.			
	Intake number: 180					Intake number: 255			
	Number of places offered within each band					Number of places offered within each band			
	A	B	C	D		A	B	C	D
Children with statements of special educational needs.	0	0	0	2	Children with statements of special educational needs.	0	1	0	7
1. Children looked after by a local authority.	0	0	0	0	1. Children looked after by a local authority.	0	0	0	0
2. Children subject to a child protection plan.	0	0	0	0	2. Children subject to a child protection plan.	0	0	0	0
3. Children whose acute medical or social needs justify a place at the particular school.	0	0	0	0	3. Children whose acute medical or social needs justify a place at the particular school.	3	0	0	0
4. Children with a brother or sister currently on roll at the school who will still be on the roll on the date of the proposed admission.	6	6	10	12	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.	28	12	20	19
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).	39 2.070	39 2.242	35 3.853	31 0.985	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).	33 0.502	51 1.483	44 0.908	37 1.031
TOTAL OFFERED	45	45	45	45	TOTAL OFFERED	64	64	64	63
TOTAL APPLICATIONS RECEIVED	527				TOTAL APPLICATIONS RECEIVED	782			

TABLE TWO

Places offered in religious schools on 1st March 2012

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2012

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	0	Pupils with SEN statement.	0
1. Catholic "looked after" children.	0	0	0	1	1. Catholic "looked after" girl.	0
2. Baptised Catholic children from practising Catholic families whose applications are supported by the parish priest.	18	17	17	15	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.	4	6	6	8	3. Baptised Catholic girl from practising Catholic family.	86
4. Other "looked after" Christian children.	0	0	0	0	4. Baptised Catholic girls.	6
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	0	0	0	0	6. Baptised Christian girl from practising Christian family.	8
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.	3
8. Any other children.	24	23	23	23	8. Other girls.	23
TOTAL OFFERED	46	46	46	47	TOTAL OFFERED	126
TOTAL APPLICATIONS RECEIVED	461				TOTAL APPLICATIONS RECEIVED	295

TABLE TWO
PLACES OFFERED IN RELIGIOUS SCHOOLS ON 1ST MARCH 2012

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2012

ADMISSION CRITERIA FOR FOUNDATION (F) AND OPEN (O) PLACES	THE URSWICK SCHOOL	ADMISSION CRITERIA	YESODEY HATORAH SENIOR GIRLS' SCHOOL
	Intake number: 150		Intake number: 60
	Number of places offered (no banding)		Number of places offered (no banding)
Pupils with SEN statements	6	Pupils with SEN statements	1
1. Young people who are in public care.	0	1. Charedi Jewish girls in public care.	1
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.	38
3. Young people who have an exceptional medical, social or educational need	0	3. Charedi Jewish girls with sisters at the school.	23
4. Students who regularly attend a CE church (F) and students with siblings in the school at the time of admission (O).	17 (F) 40 (O)	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). Students who are regular attenders of other World Faith organisations (O).	19 (F) 11 (O)	5. Other girls in public care.	0
6. Students living nearest to the main entrance of the school (O)	57 (O)	6. Other girls.	0
TOTAL OFFERED	150	TOTAL OFFERED	63
TOTAL APPLICATIONS RECEIVED	382	TOTAL APPLICATIONS RECEIVED	63

TABLE THREE

Places offered in academies on 1st March 2012

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2012				
ADMISSION CRITERIA	CLAPTON GIRLS' ACADEMY			
	Intake number: 180			
	Number of places offered within each band			
	A	B	C	D
Children with statements of special educational needs.	0	0	1	0
1. Children looked after by a local authority.	0	2	1	0
2. Children subject to a child protection plan.	0	0	0	0
3. Children whose acute medical or social needs justify a place at the particular school.	0	0	0	0
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.	9	7	7	14
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 1.202	36 1.051	36 0.971	31 2.448
TOTAL OFFERED	45	45	45	45
TOTAL APPLICATIONS RECEIVED	490			

TABLE THREE
PLACES OFFERED IN ACADEMIES ON 1ST MARCH 2012

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2012				
ADMISSION CRITERIA	MOSSBOURNE COMMUNITY ACADEMY			
	Intake number: 200			
	Number of places offered within each band			
	A	B	C	D
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)				
Pupils with SEN statements (inner)	0	0	0	1
Pupils with SEN statements (outer)	1	1	0	4
1. Children in public care (inner)	0	1	1	0
1. Children in public care (outer)	0	1	0	0
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	11	7	8
2. Children with brothers or sisters on roll at the Academy in years 7 to 11 at the time of the proposed admission (outer)	8	15	11	12
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)	0	2	0	0
4. Children living nearest to the Academy (in metres) - (inner)	17 0.639	18 0.429	22 0.551	21 0.562
4. Children whose nearest, alternative, non-denomination, mixed secondary school in their borough is furthest away from their home address (in metres) - (outer)	11 1,719	1 2,137	9 1,984	4 2,085
TOTAL OFFERED	50	50	50	50
TOTAL APPLICATIONS RECEIVED	1579			

*Please note for September 2013 the above criteria has changed (see page 68-69).

TABLE THREE
PLACES OFFERED IN ACADEMIES ON 1ST MARCH 2012

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2012											
ADMISSION CRITERIA	SKINNERS' ACADEMY Intake number: 180					ADMISSION CRITERIA	THE BRIDGE ACADEMY Intake number: 180				
	Number of places offered within each band						Number of places offered within each band				
	A	B	C	D	E		A	B	C	D	E
Pupils with SEN statements	0	0	0	1	6	Children with SEN statements	0	0	1	0	6
1. Children in public care	0	0	0	0	0	1. Children in public care	0	0	1	0	1
2. Children whose siblings currently attend the school and who will continue to do so on the date of admission.	7	11	9	5	5	2. Children whose siblings currently attend the school and will continue to do so on the date of admission	10	8	13	11	10
3. Children with an acute medical or social need for admission to the school.	0	0	0	0	0	3. Children living nearest to the main entrance of the Academy up to a distance (in miles)	26 2.300	28 1.938	21 1.068	25 0.533	19 0.462
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)*	29 1.080	25 1.324	27 1.874	30 1.377	25 0.524						
TOTAL OFFERED	36	36	36	36	36	TOTAL OFFERED	36	36	36	36	36
TOTAL APPLICATIONS RECEIVED	636					TOTAL APPLICATIONS RECEIVED	662				

*Please note for criteria 4 the distance will be measured in a straight line to the school gate for September 2013 admissions.

TABLE THREE
PLACES OFFERED IN ACADEMIES ON 1ST MARCH 2012

NUMBER OF PLACES OFFERED USING THE CRITERIA BELOW FOR CHILDREN STARTING SCHOOL IN SEPTEMBER 2012											
ADMISSION CRITERIA	THE CITY ACADEMY, HACKNEY					ADMISSION CRITERIA	THE PETCHEY ACADEMY				
	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	1	0	1	6	Pupils with SEN statements	1	1	1	0	5
1. Children in public care	0	0	1	0	1	1. Children in public care	0	0	0	0	1
2. Children subject to a child protection plan	0	0	0	1	0	2. Children with a brother or sister on roll at the Academy in years 7-13 at the time of proposed admission in accordance with the banding criteria	9	10	12	9	8
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.	8	15	5	7	10	3. Admission of children on the basis of how far they live from The Petchey Academy (in miles)	26 1.326	25 0.946	23 1.227	27 0.764	22 0.768
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)	27 0.537	20 0.393	30 0.554	27 0.513	19 0.330						
TOTAL OFFERED	36	36	36	36	36	TOTAL OFFERED	36	36	36	36	36
TOTAL APPLICATIONS RECEIVED	1135					TOTAL APPLICATIONS RECEIVED	839				



hackney success in the making

cardinal pole catholic school

CATHOLIC VOLUNTARY AIDED SCHOOL



WELCOME TO OUR SCHOOL

We are delighted to have this opportunity of introducing Cardinal Pole Catholic School to you.

We 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 school with a long and successful history housed in 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 located in a brand new building.

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

Our school has a strong family tradition and we pride ourselves on nurturing core values of excellence and care within a high-achieving and safe environment. Results this year continued to improve at A Level and at GCSE against national trends, with 77% C grades and above in GCSE English and GCSE maths. 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 development of each unique child intellectually, socially and spiritually.

Mrs Geraldine Freear, Executive Headteacher
Ms Jane Heffernan, Associate Headteacher

"Cardinal Pole is a good Catholic school... There is a culture where every pupil is expected to fulfil their potential."

"Cardinal Pole is an inclusive and welcoming school... The school works very hard to ensure there is a common sense of belonging."

Diocese of Westminster Inspection, May 2011.

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

EXECUTIVE HEADTEACHER

Geraldine Freear

ASSOCIATE HEADTEACHER

Jane Heffernan

SPECIALISM

Science

2013 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Morning Lane
30 / 425

Nearby (Mare Street)

48 / 55 / 106 / 236 / 254 / 276 / 277 / 394 / 425 /
488 / D6 / W15

OVERGROUND

Hackney Central then 10 minutes walk
Homerton then 5 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 MORNINGS

Monday 24, Tuesday 25, Wednesday 26,
Thursday 27 and Friday 28 September 2012
9am-10.15am

OPEN EVENING

Wednesday 3 October 2012
4.30pm-7.30pm



OUR VISION

Cardinal Pole School is an educating community based on gospel values, partnership and respect. It is a strong and vibrant place which recognises the importance and individual needs of every member of the school community. 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.

"The sense of common purpose in the school stems from the clear vision of leadership at all levels." – Diocese of Westminster Inspection, May 2011.

OUR ETHOS

As a Catholic school we have weekly religious assemblies where worship takes place. These are attended by the school community and are an opportunity to reflect on the wider themes of life. We are fortunate to have a Chaplain, Father Benedict, and he is joined by our local Catholic clergy. Mass is celebrated regularly in the school. We foster 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 faith 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.

"Prayer and liturgy are central to the school ethos... they are comfortable with their own faith and are happy to share their faiths with each other." – Diocese of Westminster Inspection, May 2011.

CURRICULUM

The curriculum is designed around the development of the whole child. It is an exciting and enriching experience. There is a broad secondary curriculum at Key Stage 3 enabling pupils to become literate and numerate and make progress towards GCSE courses in Year 9. For Key Stage 4, we have a choice of subjects which form the English Baccalaureate. Alternative provision is available so that we can tailor the curriculum to the needs of

individuals 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 and go on to top UK Universities.

"Extra-curricular provision is strong." – Ofsted, 2011

TEACHING AND LEARNING

Pupils are encouraged to exceed expectations in all their subjects. Our teaching and support staff help them achieve this by setting challenging goals and having high expectations of success. Pupils achieve through:

- a broad and comprehensive curriculum that offers a choice of academic and vocational subjects;
- a new building with excellent, modern resources and up-to-date teaching facilities in a safe and cutting-edge learning environment;
- academic tutors who monitor pupils' progress and provide close links between home and school;
- an academic report system that shows pupils and their parents how well they are doing and how they can improve;
- electronic learning resources designed to give children independence and a virtual learning environment, so that parents and children can access learning resources, homework and progress reports at any time;
- educational visits to places in London and beyond that extend boundaries and give wider perspectives;
- creative opportunities in art, drama and music with an emphasis on performance;
- access to the world of work and business to encourage higher aspirations;
- developing a healthy body through excellent PE and sports coaching, with the possibility of representing the school in local and national competitions
- enjoying time for reflection in our school chapel and participating in worship;
- spending time together, participating in our wide range of extracurricular activities.

"Students make good, and often outstanding, progress... This is due to teaching that is at least good with much that is outstanding. Challenging targets and assessment are used very effectively to match lessons to the range of students' needs across and within the teaching sets. Consequently, students with both low and high prior attainment achieve very well." – English Subject Ofsted, 2012.

HOMEWORK

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

PASTORAL CARE AND DISCIPLINE

Pupils are attached to a tutor, supported by a Head of Learning and a range of support staff. 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.

"Excellent individual care and attention is given to students." – Ofsted, 2011.



UNIFORM

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

“There is a sense of mutual respect across the whole school.” – Diocese of Westminster Inspection, May 2011.

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 a range of projects. Charity fundraising and working with those in need help develop our pupils’ sense of responsibility in their community. The work also gives them chance to make a difference to other people’s lives and to express their gospel values.

“The school maintains a good relationship with parents.” – Ofsted, 2011.

SIXTH FORM

Our sixth form is renowned as an excellent provider of Post 16 Education. At Cardinal Pole, students receive the high quality education they deserve. The majority of our pupils progress naturally to our sixth form, which has a proven track record in securing prestigious university places for our students. 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.

All students benefit from specialist teachers and small teaching groups and state-of-the-art facilities in the new building. Emphasis is on students developing the maturity and social skills they will need to cope independently as they grow into adulthood. 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.

We want all our students to be well rounded individuals. Our school has a highly developed enrichment programme which includes participation in the Duke of Edinburgh Awards Scheme, business enterprises courses, community projects, sports and trips. 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.

“The impact of good teaching is evident through the sixth form. Good lessons... are characterised by strong subject knowledge, high expectations, close reference to examination grade criteria, probing questioning and a positive learning ethos.” – Ofsted, 2011.

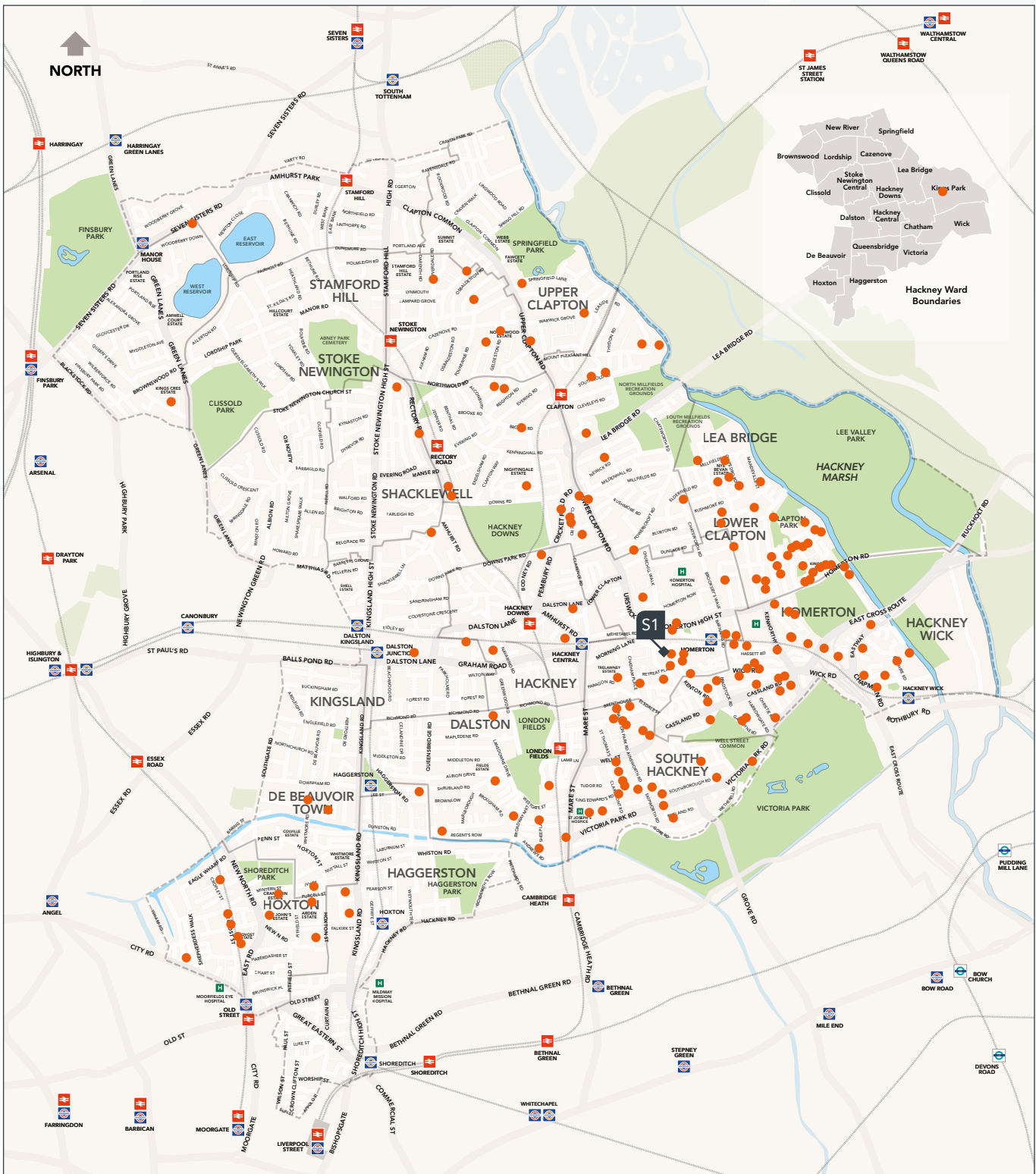
OPEN DAYS AND VISITS

You are welcome to visit Cardinal Pole on our open days and evening. If these dates and times are not convenient, please contact us and we will arrange an alternative. We especially welcome visits from parents whose children are not yet in the Catholic sector so that they can see for themselves the benefits of our school community. We encourage families to visit when the children are learning, so that you can fully appreciate our purposeful and safe environment and see how much our pupils enjoy working in a high-achieving school. We are looking forward to showing you and your child around our new building and to sharing the impressive facilities that your child will enjoy.

“The pupils feel safe at Cardinal Pole and enjoy their learning – so they flourish.” – Diocese of Westminster Inspection, May 2011.

ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for Cardinal Pole Catholic School



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S1 Cardinal Pole

Successful applicants (185)

Unsuccessful applicants (0)

Cardinal Pole Catholic School

All children applying for a place will take the Cognitive Ability Tests (CAT 3) designed by GL Assessments 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 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 of 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. Parents of statemented children do not apply through this process and they should contact Hackney Learning Trust's Special Educational Needs (SEN) department.

OVERSUBSCRIPTION CRITERIA

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:

- 01. Catholic "looked after" children or Catholic children who have been adopted (or made subject to residence orders or special guardianship orders) immediately after being looked after.
- 02. 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 who have been adopted (or made subject to residence orders or special guardianship orders) immediately after being looked after.
- 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.

OTHER PRIORITIES

In the event of there being insufficient vacancies to admit all applicants in any of the categories detailed above, priority will be given to children living nearest to the main entrance of the school measured in a straight line. For the purpose of calculating distances, home addresses are identified by using the geographical references as determined by the information provided by the borough council in which the applicant lives. In the case of a number of addresses in a block with the same geographical reference, further steps will be taken to identify those that are nearest to the school.

The school maintains a waiting list, ranked according to the published criteria, and places will be offered as and when vacancies occur. Each January, applicants are contacted to confirm that they wish to remain on the waiting list.

In the case of twins / triplets and other multiple births applying for only one remaining place, places will be offered by random allocation, i.e. lottery, in the presence of an independent witness.

Applications lodged outside the normal admission arrangements will be considered in accordance with the above criteria without reference to banding. Such applicants must provide the school with a copy of the original birth certificate once an offer of a school place has been made.

Information in regard to the appeals procedure will be sent out by Hackney Learning Trust to those who are unsuccessful in obtaining a place.

PROCEDURE

Applicants wishing to be considered under priorities 2, 5, 6 & 7 should complete the Priest's Reference Form available from the school and on the Westminster Diocese website. 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 Common Application Form (CAF) is obtainable from Hackney Learning Trust and is available on line. The form must be completed and submitted to Hackney Learning Trust by the closing date. The Supplementary Information Form (SIF) is available from the school or Hackney 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) or children who have been adopted (or made subject to residence orders or special guardianship orders) immediately after being looked after.
- 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

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

Our Academy 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 exciting future.

As Headteacher, I believe our success is down to inspirational, experienced teachers who motivate students to do their very best. We also believe it is important to make every student feel individual and special. At Clapton Girls' Academy, girls are encouraged to be confident, assertive and to believe in themselves.

Clapton Girls' Academy has recently been chosen to be a Teaching School. This designation is in addition to our National Support School status awarded last year. Both designations are in recognition of our work to promote high achievement in other schools as well as our own. We are also very proud that, this year, Clapton Girls' Academy was awarded Secondary School of the Year by The Learning Trust.

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. cga@clapton.hackney.sch.uk
www.clapton.hackney.sch.uk

HEADTEACHER

Dr Cheryl Day

SPECIALISM

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

2013 ADMISSION NUMBER

180

AGE

11-19 (girls only)

IMPORTANT INFORMATION

TRANSPORT

BUS

Lower Clapton Road
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

Clapton then bus 106 / 253 / 254

TUBE

Bethnal Green then bus 106 / 254

Manor House then bus 253 / 254

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Thursday 20, Tuesday 25 September and Friday 12 October 2012, 9.15am-10am

Saturday 22 September 2012, 9am-10.30am

OPEN EVENING

Thursday 4 October 2012, 5pm-7.30pm

MISSION, VISION AND VALUES

Clapton Girls' Academy is 'First for Learning', because we all believe that learning improves lives. Learning is our priority and students are encouraged to appreciate learning as a route to achieving their life aspirations. These aspirations are extended and enriched by outstanding teaching, high quality relationships and the extensive opportunities on offer at the Academy.

Students at Clapton Girls' Academy are safe, valued and accepted. They develop the skills and strategies they need to shape their futures and flourish as independent people in whatever areas they choose. Students become more knowledgeable and enterprising with the ability to apply their aptitudes in a range of contexts. Students develop personal qualities in order to become respectful, caring and responsible citizens.

Our core values, compassion, ambition, integrity and resilience enable our students to become positive role models and leaders of the future.

SPECIALISM AND AWARDS

Clapton Girls' Academy is a Leading Edge school because we have been designated as a 'High Performing Secondary School'. Leading Edge means that we focus on developing (young) leadership throughout the school.

The Academy has chosen two specialisms from the wealth of successful subjects studied – Art and Science. Both of these subjects are extremely popular at our school and we are pleased to be able to provide unique opportunities beyond the curriculum in both areas. However, our students also achieve exceptionally highly in English and Mathematics, and there are further strengths across the whole curriculum.

In 2011, we were awarded the International Schools Award. We also achieved national recognition for Inclusion. The Academy has been highly praised as a Healthy School because of our success in encouraging emotional and physical health.



ETHOS

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

LEARNING TOGETHER

Curriculum organisation and learning

Students at Clapton Girls' Academy achieve 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 girls are engaged in new learning from the start. Those with special educational needs (SEN) receive specialist support, either in the classroom or in separate groups. We identify, encourage and challenge students with special aptitudes by ensuring that lessons meet their learning needs. We provide all students with opportunities to extend their 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, students 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 embraces all aspects of major religions and emphasises respect and tolerance.



Sixth Form

The Sixth Form at Clapton Girls' Academy continues to go from strength to strength. The 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. The number of students being accepted at their first choice of university is increasing every year.

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 expected to complete home learning. 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. Some 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 tutors monitor each student's academic and social development to help her fulfil her potential. The Year 7 team visits every primary school to meet students while they are in Year 6. This 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. Girls are expected to be polite, thoughtful and to conduct themselves with consideration for others. We have an Academy Behaviour Code that is agreed by students, staff, parents and governors. Copies of our Behaviour Code leaflet are given to all students, parents and carers when girls start at Clapton Girls' Academy. 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 - all of which are only available from the school. They 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.

Assemblies

Our regular school and year group 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 Academy. 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, Latin and philosophy clubs; fashion design; choir and music clubs; a range of PE activities, including netball, fencing, badminton and martial arts; the Duke of Edinburgh award scheme; cookery and cycling clubs.



Sports and physical activity

We offer a huge range of sport both in 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 a wide range of activities during the Easter, Whitsun and Summer holidays.

Safety and security

Clapton Girls' Academy 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 on-line 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 Schools' 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

Clapton Girls' Academy originally opened in 1906. There is an active 'Clapton Girls are Everywhere' old girls' organisation, which meets annually and which supports the school. Clapton Girls' Academy is proud of its far-reaching community and welcomes all new families who join the school.

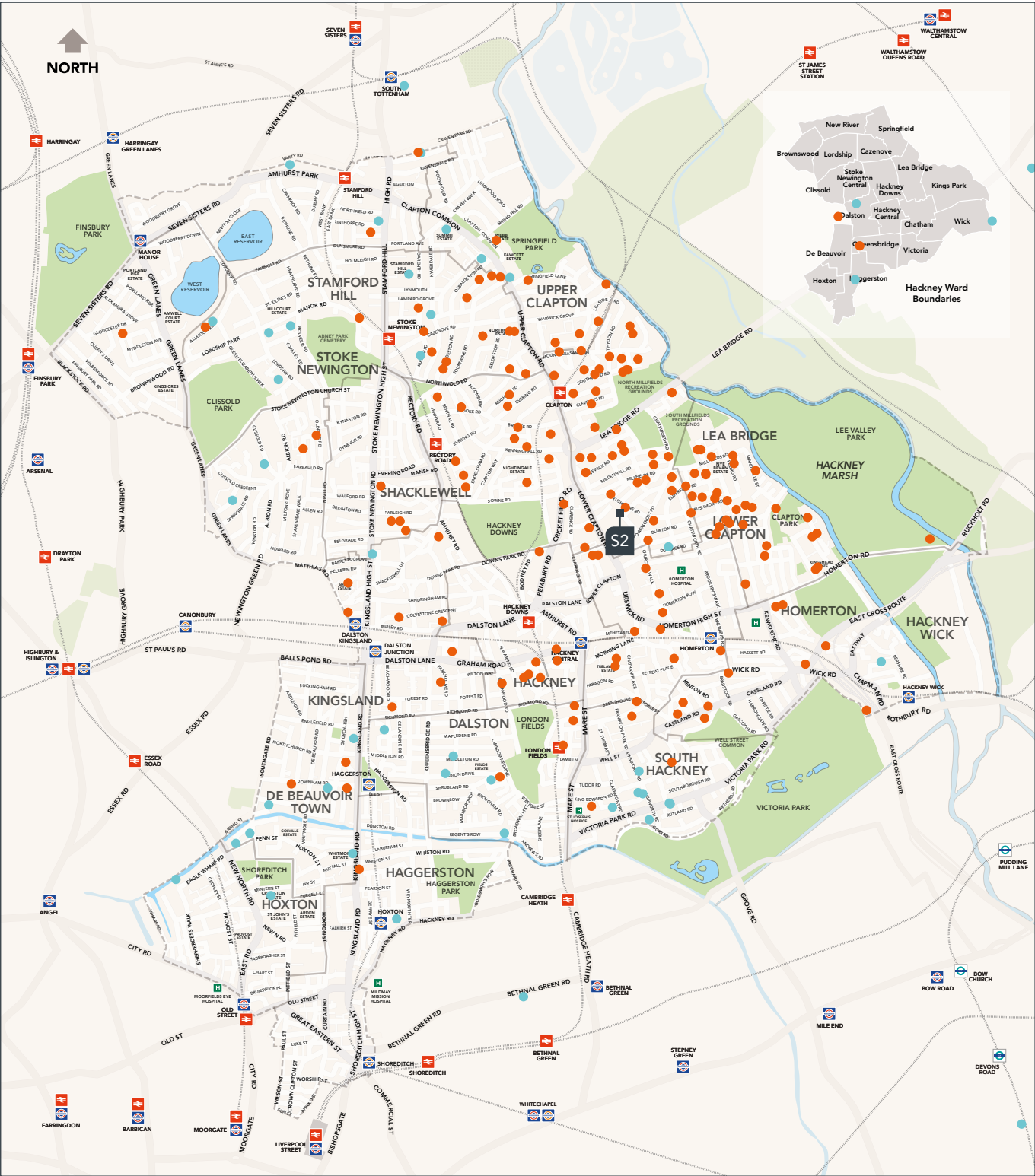
Open evenings and school visits

We very much welcome visits from parents, carers and others who are interested in our school for their daughter's education.



ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for Clapton Girls' Academy



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S2 Clapton Girls' Academy ● Successful applicants (180) ● Unsuccessful applicants (48)

ADMISSIONS CRITERIA FOR 2013

Clapton Girls' Academy

Clapton Girls' Academy participates in the Local Authority's coordinated admissions procedure for all schools and academies in Hackney. Please see section two of this booklet on page 14.

Parents must use the Local Authority Common Application Form (CAF) to apply for a place for their daughter at Clapton Girls' Academy. The CAF must be submitted to the Local Authority by the date published in their Admissions Booklet.

Children applying for a place at Clapton Girls' Academy will be required to take the Cognitive Ability Tests arranged by the Local Authority. Applicants will be placed in one of five bands based on their performance in the verbal, non-verbal and quantitative tests. Where possible, the same number of children will be admitted in each of the five bands (36 in each band) to ensure a balanced in-take that reflects the full ability range. Children with SEN statements and Looked-After Children who do not take the CAT tests will be placed in an appropriate band on the basis of an alternative assessment.

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

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

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

- 04. If only one place is available for more than one child, who are twins or of a multiple birth within the same family, the Admissions Authority will establish if the school is able to admit above numbers. If this is not possible, lots will be drawn by a person independent of the Academy Trust to determine the allocation.
- 05. In the event of parental responsibility for a child being equally shared between separated parents living at different addresses, the home address will be considered to be that of the parent/guardian who receives the relevant Child Benefit Allowance.

ADMISSION APPEALS

If a child is not allocated a place at Clapton Girls' Academy, the Local Authority will write to the parents telling them this. Parents will also be told about right to an independent appeal against the decision. All Admission Appeals are considered by an Independent Appeals Panel. The decision of the Appeals Panel is binding. If the appeal is successful, the Local Authority will automatically withdraw the original offer of a place.

*LOOKED AFTER CHILDREN

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

**SIBLINGS

Sibling refers to a sister, a half- sister, an adopted sister, a step-sister, or the child of the parent/carer's partner and in every case the child must be living permanently in the same family unit at the same address.

***DISTANCE FROM SCHOOL

Distance will be measured in a straight line by the Local Authority's computerised measuring system from the designated point of the child's home address to the designated point of the school (as designated by the Local Authority measuring system). If distances are equal (for example within a block of flats), lots will be drawn by a person independent of the Academy Trust to determine the allocation.

hackney new school

A NEW MAINSTREAM MUSIC SCHOOL IN HACKNEY

WELCOME TO OUR SCHOOL

I am delighted to introduce you to Hackney New School, a new secondary Free School with a focus on music which will be located in south / south-west Hackney, opening in September 2013.

Our curriculum will focus on the core subjects of the English Baccalaureate, music (a GCSE subject for all students) and additional options such as advanced mathematics and a modern foreign language to enable all our students to take at least ten GCSEs and five A/AS levels.

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

For 2013 only, we will be running our admissions process in parallel with Hackney Learning Trust. This means you can apply for a place at Hackney New School alongside your normal application for a place at an existing school. You could therefore receive an offer from us as well as one from an existing Hackney secondary school. If this is the case, this will be explained in the letters from Hackney Learning Trust that you will receive in March 2013.

Please note that our admissions deadline is Thursday 15 November 2012, two weeks after the national closing date.

We hope to be able to explain our plans for Hackney New School to you at one of our open days. We are very excited to be able to offer more choice for parents with this new school, and look forward to welcoming your children next year.

Andreas Wesemann
Chair and Founder

HACKNEY NEW SCHOOL

South / South West Hackney
(location to be confirmed)

T. 020 7617 7181
E. hackneynewschool@gmail.com
www.hackneynewschool.org

HEADTEACHER

To be appointed in October 2012.

SPECIALISM

Music

2013 ADMISSION NUMBER

100

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

For updated news and information about the school location and transport links, please check our website: www.hackneynewschool.org

OPEN DAYS AND EVENINGS

OPEN DAYS

Saturday 22 and Saturday 29 September 2012
2pm-4pm

These will be held at Our Lady & St Joseph Primary School, Buckingham Road, N1 4DG.

For further chances to meet us, please check our website: www.hackneynewschool.org



OUR VISION

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

CURRICULUM

Hackney New School will set very high standards in the core subjects of maths, English, science, history, geography and modern languages.

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

TEACHING STAFF

The school will recruit outstanding and highly motivated teachers who are committed to providing the best education to all students. Positive relationships between teachers and pupils will build on the high quality of the teaching and a central focus on discipline, respect and responsibility.

EXTENDED HOURS

The school will adopt an 'extended day' policy with opening hours from 7.30am until 5-6pm, divided into a "Teaching Morning" and a "Study Afternoon" with a lengthy break in between for lunch, sports and meetings with personal tutors.

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

COMMUNITY FOCUS

We anticipate that Hackney New School will become a central hub for a wide range of activities available to the entire Hackney community. The school will make it a priority to interact and benefit the local community and in this way provide a "home away from home" for parents and pupils alike.

ADMISSIONS CRITERIA FOR 2013

Hackney New School

As a specialist music school, we will select up to 10% of our students based on their musical aptitude. Children will not need to have prior musical or instrumental experience. Parents who would like their children to be considered for a place based on musical aptitude should indicate this on their application form and we will then invite their children to take a musical aptitude test. This will be taken in parallel with the cognitive ability tests used for Hackney New School's banded admissions arrangements which are designed to ensure a balanced representation of pupils of different abilities at Year 7 (taking 25% students from each of 4 bands of results).

You will be able to complete the Hackney New School application form at the same time as you will be completing your home Local Authority common application form.

You can directly download our form on our website www.hackneynewschool.org.

If you are unable to complete the application online, Hackney Learning Trust can send or email you a paper application form. Proof of address will be required.

ADMISSIONS POLICY

Children with SEN statements, where Hackney New School has been named on the statement, will be admitted to the school and will be included in the admission number.

OVERSUBSCRIPTION CRITERIA

In the case of oversubscription, places will be allocated to children within each band in accordance with the following criteria in order of priority:

01. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption order, residence, or special guardianship order.
02. Children with a medical or social need.
03. Siblings (not applicable this year, except in the case of twins).
04. Distance from Hackney New School as measured in a straight line from the gates of the school to the door of the child's home.



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. We now have boys and young men in Years 7 and 8 and the sixth form. Our spacious school building, famously designed by Erno Goldfinger, has recently been extended under the Building Schools for the Future (BSF) scheme. This has created a distinctive physical environment, very much fit for the demands of modern education and the quality of education that we provide.

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

Dr Jane Keeley
Headteacher

HAGGERSTON SCHOOL

Weymouth Terrace
London E2 8LS

T. 020 7739 7324
F. 020 7739 8603
E. haggerstonschool@haggerston.hackney.sch.uk
www.haggerston.hackney.sch.uk

HEADTEACHER

Dr Jane Keeley

SPECIALISM

Technology and Training
School

2013 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Hackney Road
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

Bethnal Green then bus 26 / 48

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Thursday 20, Friday 21, Tuesday 25 and
Wednesday 26 September 2012
9am-10.30 am

OPEN EVENING

Monday 24 September 2012, 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 (SEN)

The SEN department leads on inclusive practice. We have specialised teaching assistants who provide support in specific areas of need. They offer classroom support and workshops to help improve literacy, numeracy, thinking skills, interpersonal skills and motor skills.

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, means that students can easily access, or be referred to, a wide range of professional support.

UNIFORM

All students are expected to wear the school uniform. We know that when students are dressed appropriately, in their school uniform, they are ready to learn and behave in a professional manner. We place great emphasis on the highest uniform standards as part of the very high expectations we have of all Haggerston students. 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 new sixth form, now in its second year, provides exciting learning opportunities 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 status as a designated Career Academies UK school with a specialism in business. These opportunities are designed to help our young people develop into tomorrow's leaders.

GREAT BUILDINGS FOR THE FUTURE

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



Haggerston 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.

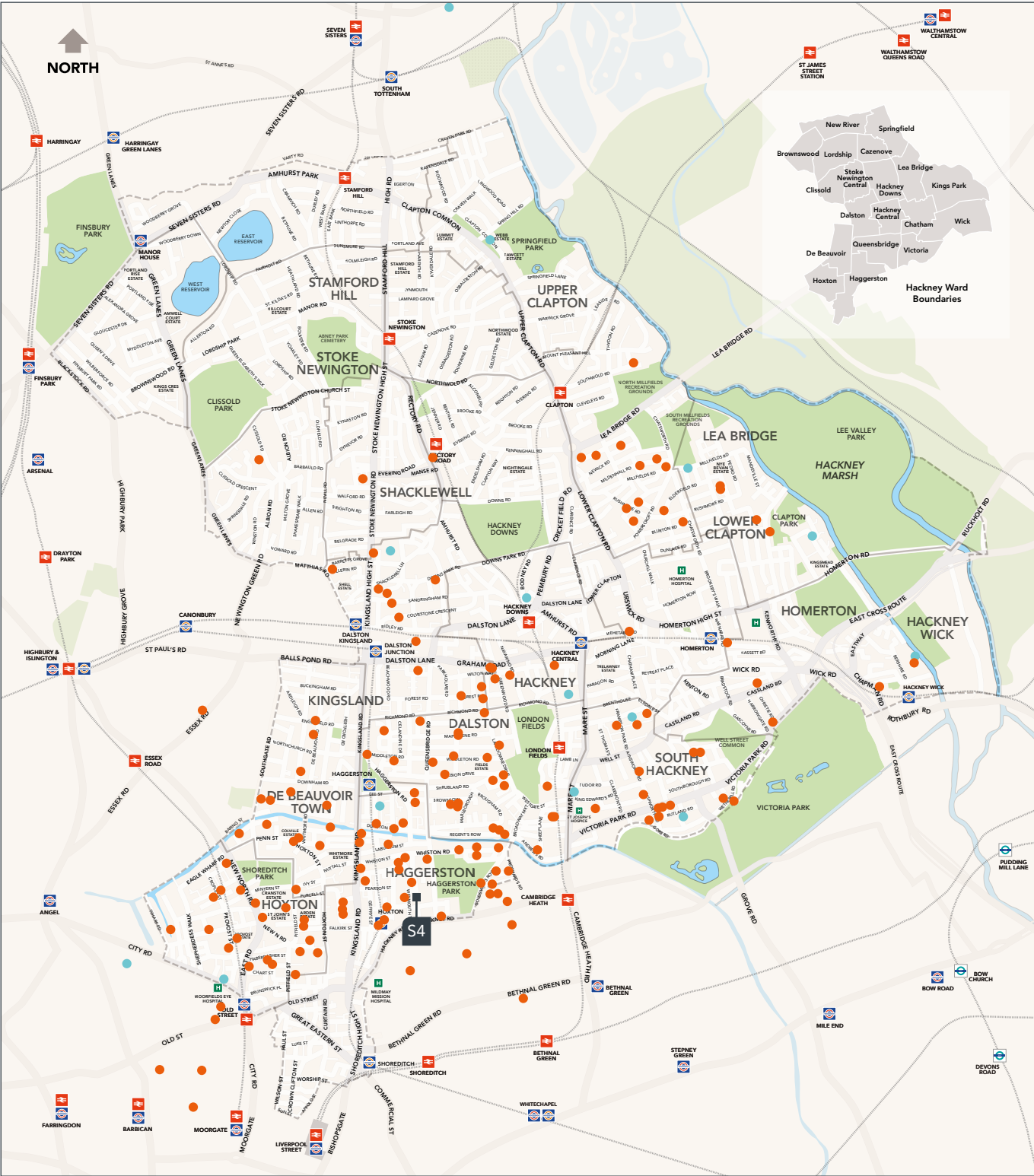
TRANSITION AND INCLUSION

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 opportunities the school has to offer.



ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for Haggerston School



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S4 Haggerston School ● Successful applicants (180) ● Unsuccessful applicants (15)

Haggerston School

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

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

- 01. *A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. We'll need to get confirmation from either the child's social worker or the borough social care service.
- 02. Children subject to a Child Protection Plan. We'll need to get confirmation from either the child's social worker or the borough social care service.
- 03. **Children whose acute medical or social needs justify a place at the particular school.
- 04. ***Children with a brother or sister on roll at the school in Years 7 to 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 5 above will also be used in any tie-breaker decisions for priority 1, 2 and 4. If two applicants live exactly the same distance the allocation of the place will be determined by lottery which will be carried out by the Hackney Learning Trust's Admissions Team in the presence of an independent witness.

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

MULTIPLE BIRTHS

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

APPLICATION LISTS

Pupils will be ranked on the application list in accordance with the above criteria. Any places that become vacant from 16 March 2013 at schools in Hackney will be given to pupils on the application list. Parents will be asked to confirm if they wish their children to remain on the application list from 1 September 2013.



*LOOKED AFTER CHILDREN

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

**ACUTE MEDICAL OR SOCIAL NEEDS

The Head of Admissions and Pupil Benefits will make decisions on such cases and will seek, if necessary, advice from the Health Service. A parent's medical need cannot justify a place at a particular school but a child could have a social need arising from a parent's medical need. These cases will always require supporting professional evidence (for example, a written statement from a medical consultant, senior social worker or other appropriate professional) which has to demonstrate a clear connection between the child's need and why the child should be given a place at a particular school and an explanation of the difficulties which would be caused if the child were to attend another school. It is the responsibility of the parent to produce the evidence.



***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 and a step brother or sister who lives permanently as a family unit at the same address.

****DISTANCE

Where parental responsibilities are equally shared, the home address will be considered to be with the parent/carer with whom the child spends the majority of time and nights Monday to Friday. This will normally be expected to be with the parent/carer that receives the Child Benefit. This address must be used for all preferences. For the purpose of calculating distances, 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 reference, the children's ranking will be determined by lottery, as described above.



lubavitch senior girls' school

ORTHODOX JEWISH VOLUNTARY AIDED SCHOOL

WELCOME TO OUR SCHOOL

We are very proud to introduce you to Lubavitch Senior Girls' School, which has just joined The Hackney Learning Trust family.

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

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

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

The benefits of maintained status will further enhance our performance.

Rabbi S Lew, Principal
Mrs H Freeman, Headteacher

LUBAVITCH SENIOR GIRLS' SCHOOL

107-115 Stamford Hill
London N16 5RP

T. 020 8800 0022 ext 128
F. 020 8809 7324
E. admin@lubavitchseniorgirls.com
www.lubavitchseniorgirls.com

PRINCIPAL

Rabbi S Lew

HEADTEACHER

Mrs H Freeman

2013 ADMISSION NUMBER

30

AGE

11-19 (girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

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

OVERGROUND

South Tottenham then bus 76 / 149 / 243 / 476

RAIL

Stamford Hill then 2 minutes walk.
Clapton then bus 253 / 254

TUBE

Manor House then bus 253 / 254
Seven Sisters then bus 76 / 149 / 243 / 476

OPEN DAYS AND EVENINGS

Please contact the school to arrange a visit on
020 8800 0022 ext 128.

VISION, MISSION AND VALUES

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

We aim to:

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

ABOUT THE SCHOOL

Lubavitch Senior Girls' School serves the Orthodox Jewish community and caters predominantly, but not exclusively, for families who follow Chabad Lubavitch customs and traditions. The school shares a building with a nursery, primary school and a community centre with its own swimming pool. The school strives for high standards of work and behaviour, both in Jewish studies and in its general curriculum. The school was last inspected by Ofsted in March 2010 and was judged to provide a good overall quality of education.

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

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

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

CURRICULUM

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

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

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

We encourage pupils to further their education in Seminary.



Lubavitch Senior Girls' School

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

Applications must be submitted using the Hackney Learning Trust's Common Application Form (CAF). Applicants wishing to be considered under priorities 1, 4 and 6 should also complete the religious affiliation form. Both forms are available from Hackney Learning Trust and the school office. The timetable for admissions will be in accordance with that of Hackney Learning Trust as set out in this booklet (see page 14).

ADMISSIONS POLICY

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



OVERSUBSCRIPTION CRITERIA

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

- 01. Looked after Orthodox Jewish girls and Orthodox Jewish girls who have been adopted or subject to a residence order or special guardianship orders) immediately following having been looked after.
- 02. Orthodox Jewish girls with a sister* living at the same address who is currently on roll at the school and who will continue to be on roll after the proposed admission.
- 03. Orthodox Jewish girls with a sister* on roll at Ruth Lunzer primary school after the proposed admission.
- 04. Other Orthodox Jewish girls.
- 05. Other looked after girls, or girls who have been adopted who have since become subject to a residence or special guardianship order immediately following having been looked after.
- 06. Other Jewish girls.
- 07. Other girls.

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

*NOTE

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



mossbourne community academy

ACADEMY



WELCOME TO OUR ACADEMY

I am extremely proud to welcome you to Mossbourne Community Academy. Ofsted describes Mossbourne as “outstanding, but even within that category it is exceptional”.

Inspectors were ‘enthralled’ by the hard work and dedication of our staff, and the excellent attitude our students have to learning.

Our sponsor, Sir Clive Bourne, believed the children of Hackney deserved the best; Mossbourne is the realisation of that dream. Over the past five years I have watched Mossbourne go from strength to strength. It is a strength rooted in high expectations, doing the simple things right, and a belief that all children can succeed.

The Academy’s GCSE and A level results are consistently outstanding, placing Mossbourne in the top 1% of schools in the country. These results are testimony to the hard work and dedication of staff and students and the on-going support of parents.

I am sure you will be impressed by the atmosphere of the Academy, the working environment, the sense of enjoyment in the learning process and the strong focus on achievement.

Peter Hughes
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

PRINCIPAL

Peter Hughes

SPECIALISM

Music

2013 ADMISSION NUMBER

200

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Amhurst 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 26 September 2012
4.15pm-8pm (last admission at 7.30pm)

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

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



MOSSBOURNE'S ETHOS

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

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

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

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

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

All staff are 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 become involved with their children'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 helps deliver the Academy's commitment to providing a high quality environment for life-long learning.

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

THE LEARNING ENVIRONMENT

The Academy provides a calm and ordered learning environment where children are treated as individuals.

In our 2010 Ofsted report, the Academy is described as a "haven ... created where students can enjoy high quality learning free from disruption. By so doing, the Academy transforms the life chances of its students."

The building, designed by Richard Rogers, is light and airy. Classrooms look out over the social and play areas; the imaginative design gives a feeling of openness, as well as creating a sense of security and inclusion.

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

PASTORAL CARE AND TRANSITION FROM PRIMARY SCHOOL

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

We work very hard to ensure that our new students enjoy a smooth, positive transition to secondary school life. We work closely with primary schools to get to know our students and to understand their academic and social needs and abilities.

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

CURRICULUM

Faculties and departments are housed in our nine learning areas:

English

Language and literature, literacy.

Modern foreign languages

Spanish, German, French, Mandarin, Turkish and Bengali.

Classical languages

Latin.

Mathematics

Numeracy and mathematics.

Science

Biology, chemistry, physics, health and social care.

Humanities

History, geography, religious studies, personal health and social education, citizenship, psychology, sociology, philosophy and ethics, life skills.

Performing arts

Drama and music.

Physical education

Business studies and ICT

Business studies, information and communications technology, work related learning.

Art, design and technology

Art.

Design Technology

Food, product design, textiles, electronics, robotics and computer aided design.

A broad-based academic and vocational curriculum is offered, with a combination of setting and mixed-ability groups. English, mathematics, science, modern languages, ICT, physical education, dance and the humanities are set according to ability, while music, drama, art, design and technology are taught in mixed-ability groups.

Personal, social and health education, which includes a citizenship programme, is delivered on discrete days, during which the Academy's timetable is suspended for all students.

A strong emphasis on differentiated teaching and resources ensures that each student is fully included and challenged. Regular and consistent assessment, which tracks a student's progress across the curriculum, determines movement between sets and groups.

Students with special educational needs benefit from a comprehensive range of intervention programmes and receive additional support from teaching and non-teaching staff. Gifted and talented students are nurtured and challenged through extension and enrichment activities, including the popular Gifted and Talented Saturday programme.

At Mossbourne we respond to the diverse learning, social and other needs of students. This is a strength confirmed by Ofsted. Dedicated teachers, teaching assistants and learning mentors take responsibility for the delivery of the curriculum in each subject area. Staff are assigned to learning areas and work closely with students at all times of the day, including breaks and after school.

EXTENSION AND ENRICHMENT ACTIVITIES

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

The Academy has a thriving performing arts faculty which includes both the music and drama departments. Students can elect to join a wide range of extra-curricular activities, as well as participating in one of many high-quality productions throughout the year in the Academy's purpose-built, tiered auditorium. The provision for physical education and sport is also a great strength with a wide range of activities and clubs open to students.

MUSIC SPECIALISM

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

We offer an extensive programme of enrichment activities including chorus, Gospel choir, music technology, keyboard club, theory club, improvisation workshop, school of rock, musical theatre, samba, African drumming, training band, senior band, Academy strings, Academy orchestra and percussion ensemble. These groups perform regularly in the school for the wider community and at prestigious national venues.

Our popular programme for instrumental tuition caters for groups and individuals, wishing to learn one or more instruments, while our music

scholarship scheme nurtures and develops those with recognised talents in music and music technology.

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 students 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.

ASSESSMENT AND REPORTING

Regular assessment ensures that students' progress is carefully monitored and underachievement is addressed promptly. Assessment forms an ongoing student profile. Progress towards academic and social targets are reviewed during Academic Review Day meetings with parents, students and personal mentors.

USE OF ICT

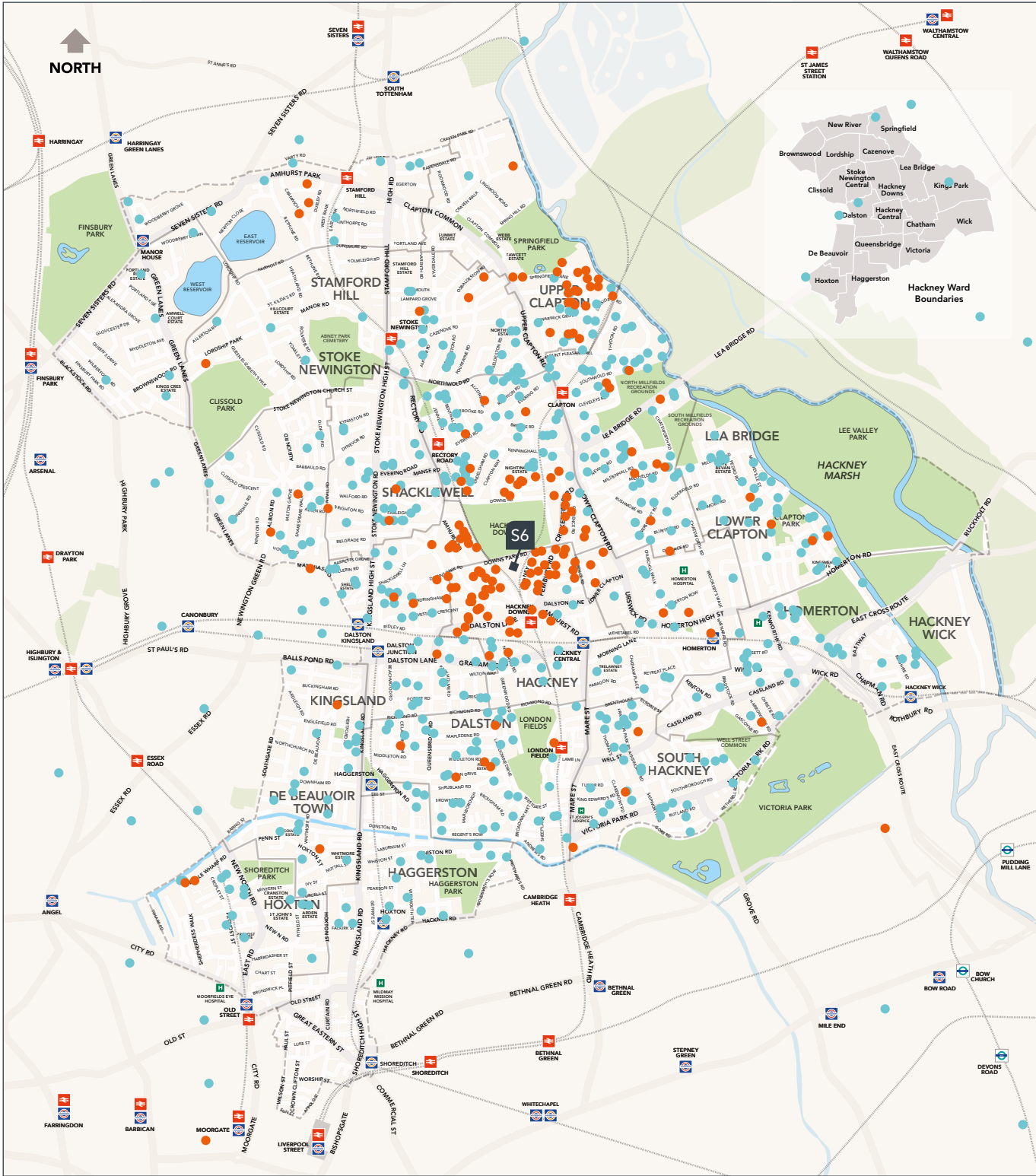
Information and communication technology is embedded across the curriculum and technology is embraced as a tool for investigative learning. All classrooms are equipped with interactive white boards and each learning area houses a fully-equipped computer room.

MOSSBOURNE'S SIXTH FORM

The Sir Clive Bourne Sixth Form Centre 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.

ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for Mossbourne Community Academy



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S6 Mossbourne Academy ● Successful applicants (200) ● Unsuccessful applicants (571)

Mossbourne Community Academy

Parents must use the Hackney Learning Trust common application form to apply for a place at Mossbourne Community Academy. The Academy's published admission number is 200. The Academy will consider all applications for places.

PROCEDURE FOR ALLOCATING PLACES

All pupils applying to the Academy will be asked to sit the CAT test. If the number of applications to the Academy in a particular year exceeds the number of places available then the results of this test will be used for the purpose of assisting the Academy in placing applicants into one of four ability bands.

Children will be placed into one of four ability bands, A, B, C and D dependent on their CAT score. The boundaries of each band reflect the national range of abilities and are as follows:

Band	CAT score
Band A	Above 110
Band B	100-110
Band C	90-99
Band D	Below 90

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

Having received a band allocation on the basis of their CAT score each pupil will then be allocated to the inner* or outer** zone on the basis of the proximity of their home address to the Academy using a GIS system. The Academy will not normally undertake measurements for individual parents upon request.

*INNER ZONE

Children living within 1000 metres measured in a straight line from the home address to the front gate of the Academy.

**OUTER ZONE

Children living further than 1000 metres up to 2300 metres measured in a straight line from the home address to the front gate of the Academy.

OVERSUBSCRIPTION CRITERIA

Of the 200 places available at the Academy, 25% will be available to each of the four bands. These shall then be divided equally between the inner and outer zones giving 25 places per band and zone as follows.

Band A inner: 25 places;
Band A outer: 25 places.

Band B inner: 25 places;
Band B outer: 25 places.

Band C inner: 25 places;
Band C outer: 25 places.

Band D inner: 25 places;
Band D outer: 25 places.

Pupils with statements of special educational need for whom the Academy is named on the statement are admitted ahead of other applicants but will be included in the band and zone allocation in which they fall. Pupils with a statement living further than 2.3km from the Academy's front gate will still be considered in the outer zone for the band in which they are placed.

Starting with the inner zones of each band working from band A to band D in order, then the outer zones in each band working from band A to band



D in each order, places shall be allocated according to the following oversubscription criteria:

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

*LOOKED AFTER CHILDREN

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

**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 and a step brother or sister who lives permanently as a family unit at the same address.

***ACUTE MEDICAL OR SOCIAL NEEDS

To assist the Academy in determining whether this acute medical or social need criterion applies to a particular applicant, it is the responsibility of the parent/carer of the child to provide supporting professional evidence (for example a GP's letter or social worker's letter) which demonstrates why the child should be given a place at the Academy rather than any other school.

If the total number of applicants meeting oversubscription criteria 1-5 in any one band and zone exceeds 25 then places shall be allocated from the alternative zone within the same band if available. For example, if Band A outer zone required more places, these would be taken from Band A inner zone if they are available.

If two zones within the same band require further places these will be allocated from the equivalent zone in the nearest band with places remaining, alternating (firstly) between the band above and (thereafter) the band below except for B and A, in which places will be taken from a lower band only, and B and D where places will be taken from a higher band only. If two or more bands were affected in this way then the places in the affected bands would be allocated in descending order from A-D.

All remaining places in each band and the inner and outer zone will then be allocated amongst remaining applicants in that band and zone using a random computerised lottery.

Any places remaining after the above applicants have been considered will be allocated to pupils living outside both zones using a random computerised lottery.

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



The above admissions criteria for 2013 are subject to the approval by the Secretary of State.

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.

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

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

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

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

After a two-year wait, we are finally in our 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. Your daughter will be one of the first students to benefit from the excellent teaching facilities. She will enjoy full access to the ICT facilities and greatly improved sports and social areas of our completely new school building which opens this September.

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

Mrs Jane Gray
Headteacher



OUR LADY'S CONVENT HIGH SCHOOL

6- 16 Amhurst Park
London N16 5AF

T. 020 8800 2158
F. 020 8809 8898
E. officeadmin@ourladyshackney.sch.uk
www.ourladyshackney.sch.uk

HEADTEACHER

Mrs Jane Gray

SPECIALISM

DfE designated Language College

2013 ADMISSION NUMBER

120

AGE

11-19 (girls only)

IMPORTANT INFORMATION

TRANSPORT

BUS

Amhurst Park
253 / 254

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

OVERGROUND

South Tottenham then bus 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 76 / 149
/ 243 / 349 / 476

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Wednesday 26, Thursday 27 and Friday 28
September 2012, 9.30am-10.30am

OPEN EVENING

Tuesday 25 September 2012, 4pm-7pm
Headteacher talks at 4.15pm, 5.15pm and 6.15pm



OUR MISSION

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

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

OUR VISION AND VALUES

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

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

ABOUT THE SCHOOL

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

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

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

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

CURRICULUM

We are delighted that we are able to offer a broad curriculum in Key Stage 3 languages, where all students enjoy the opportunity to study two of our three core languages: French, Spanish and Mandarin Chinese. Their KS3 achievements are accredited through the Asset Languages qualification. 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. We offer a programme of curriculum-based visits to other countries; recent destinations have included Italy, China and Iceland.



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. We were proud to be awarded London Citizens School of the Year 2011 for the outstanding campaign work our students did to ensure the safety of young people in Hackney. We were prouder still to welcome the Archbishop of Westminster on a tour of the CitySafe area and to hear him describe our students as "Ambassadors for Faith". 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 2012

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



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S7 Our Lady's Convent ● Successful applicants (124) ● Unsuccessful applicants (22)

Our Lady's Convent High School

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

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

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

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

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

Governors will give top priority within a category to any child whose exceptional medical or social needs justify a place at this particular school. Compelling written evidence must be supplied by the closing date from an appropriate professional e.g. doctor or social worker. It is the responsibility of the parent to produce this evidence.

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

Information in regard to the Appeals Procedure will be sent out to those who are unsuccessful from the Hackney Learning Trust.

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 2014.

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 children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

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

Parent(s) – Person(s) who has/have legal responsibility for the applicant.

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 Hackney Learning Trust will be informed and the child will be admitted. If more applications are received than there are places available then applications will be ranked by the governing body in accordance with the oversubscription criteria. If a place cannot be offered at this time then you may ask us for the reasons and you will be informed of your right of appeal.

OPERATING WAITING LIST

You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will decide who is at the top of the list so that the Local Authority can inform the parent that the school is making an offer.

*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 geographical references provided by the borough council in which the pupil lives and the measurement will be made from the front door of the applicant's house. In the case of flats the measurement will be to the front door of the flat within the building.

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 and Hackney Learning Trust. The CAF is available from the Local Authority of the area in which you live. The CAF must be submitted to the Local Education Authority by the published closing date.

The SIF, PRF and proof of Baptism must be submitted to the school by the closing date, Friday 21 October 2012. If these documents are not received by the closing date then the Governors may only be able to consider the application as category 7.



skinners' academy

ACADEMY



WELCOME TO OUR ACADEMY

Skidders' Academy is a 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. 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 future. The Academy is also a centre of excellence specialising in business, enterprise and ICT.

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 have continued with Skinners' Academy which is part of a family of four other schools supported by the company. We believe in traditional educational values delivered in a modern context. The Skinners' Company is looking forward, with great enthusiasm, to the Academy increasingly 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 and ICT

2013 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 MORNINGS

Tuesday 18 and Monday 24 September 2012
9am-10am

OPEN EVENINGS

Wednesday 12 and Monday 24 September 2012
5pm-6.30pm



OUR VISION

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

- be literate and numerate;
- be capable of using ICT as a learning tool and as a means of expanding their horizons and enriching their knowledge and lives, nationally and internationally;
- embrace creativity and develop a "can do" attitude through being 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.

Our core values reflect those of the Olympic and Paralympic Games and include excellence, friendship, courage, determination, inspiration, equality and respect. We are committed to ensuring that our students benefit from the legacy of the games.

SPECIALISM

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

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

Our business and enterprise culture influences all we do, including the international dimension of our Academy. We have achieved the International School Award 2010-2013 and are building strong links with schools in Turkey, South Africa, New York, Georgia, India, Bangladesh, Spain and Malaysia.

The Academy works closely with local employers, other educational establishments and international organisations, which ensures students benefit from professional industry expertise. These include:

- Lawyers, including firms such as Allen & Overy and Linklaters, to enhance our business and citizenship curriculum;
- collaboration with IBM to promote careers in ICT and business;
- involvement in local regeneration projects – including Berkeley Homes and Transport for London;
- Young Enterprise projects and running small businesses.

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

CURRICULUM

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

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



- We also have a flourishing Sixth Form which offers a range of academic A and AS programmes as well as vocational courses in subjects such as BTEC business, health and social care and childcare. Art and design is also offered.
- Our inclusion team offers support to students who may need extra help, such as children with special educational needs.

EXTENDED STUDY

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

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



SCHOOL DAY AND TIMETABLE

The school day begins early and ends late to provide maximum flexibility and opportunities for our students. A choice of enrichment activities complements the core curriculum and encourages them to explore new areas of interest.

Extension activities are delivered in small groups and are designed to meet the needs of the individual learner and their learning style. The content of these is based on an analysis of student needs, wants and ambitions. In 2011-2012, activities included Skinners' Radio, the Achievers International enterprise group, the Green Team and more. The slightly 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 curriculum based on individual needs.

STUDENTS

The Academy recognises and celebrates all student achievement.

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

All students are expected to embrace our values, to work hard, abide by the code of conduct, make maximum use of the opportunities offered and become fully engaged in the school community.



CELEBRATING SUCCESS

We consistently reward good work, effort, initiative and behaviour through merits, positives, certificates, badges and in assemblies. We also share student successes in the newsletter, on internal screens and in letters to parents. The Governors annual prizegiving ceremony for the Academy takes place in November.

PASTORAL CARE

Students are placed in vertical advisory groups according to their key stage of study, and they meet twice a day. The adviser is the first point of contact.

UNIFORM

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

EXTENDED SCHOOLS AND COMMUNITY LINKS

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

BEHAVIOUR

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

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

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

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

In this economy, it is more crucial than ever that students develop confidence academically and beyond. The Academy is committed to ensuring that students receive quality Careers Education, Information, Advice and Guidance (CEIAG) above and beyond government requirements. Learning 'employability skills' and becoming an attractive candidate for universities and employers is an important part of the journey for our students.

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 can take full advantage of all the opportunities available to them at the school.

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.



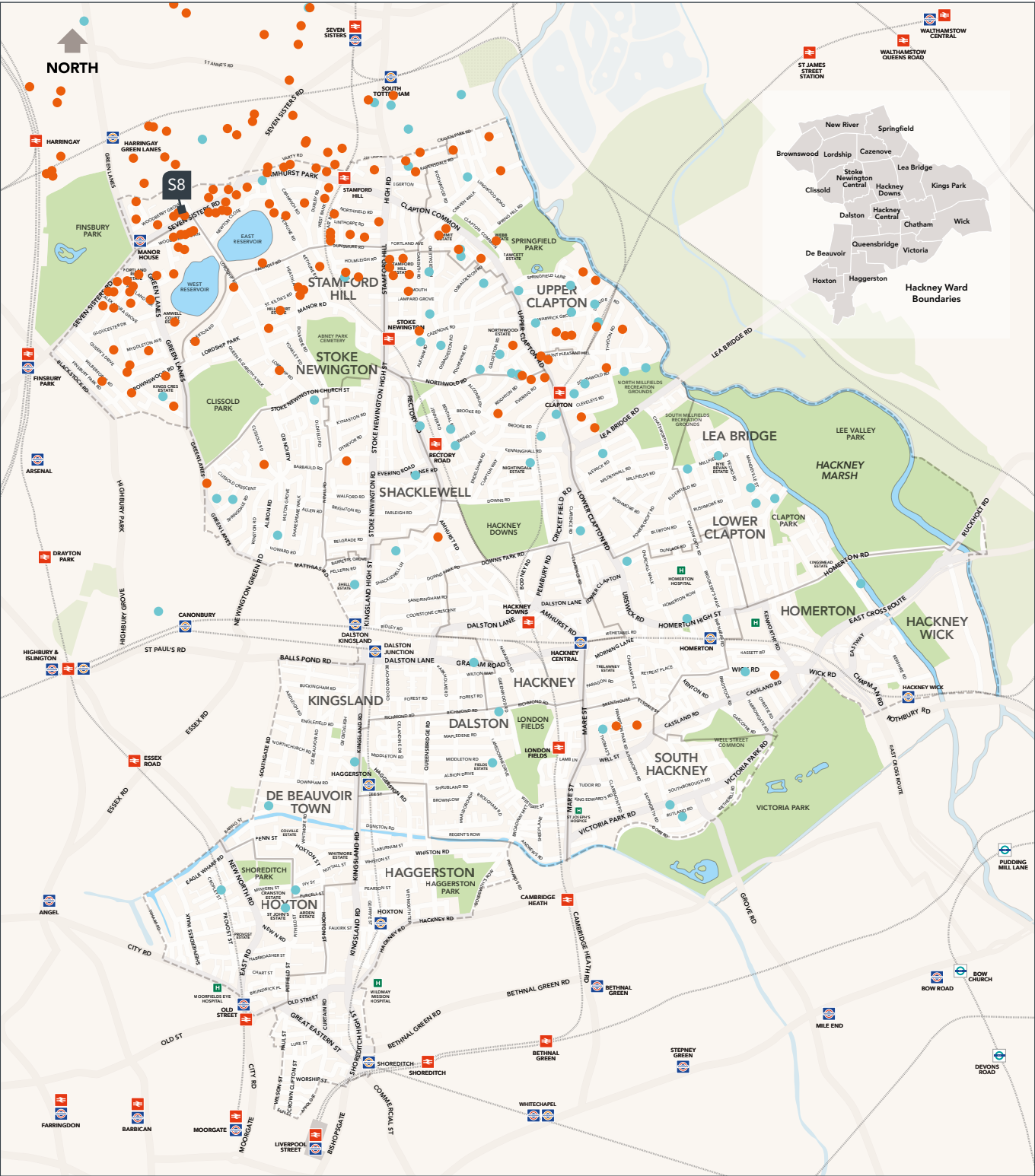
WHAT OUR STUDENTS SAY

"The thing I like about Skinners' Academy is that everyone is treated with respect. I like how when we have a problem we always have someone to talk to and I especially like the way that we all seem to become a family. It doesn't matter what religion we are, what colour we are or the way we speak... we are all who we are. I think Skinners' Academy is excellent!" – Anike, Year 7 (2011-2012).

"The best thing about Skinners' Academy is its background. Because Skinners' has a long history it makes us stand out more than any of the other academies. I also love that the Skinners' Company has existed since 1327." – Kadisha, Year 7 (2011-2012).

ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for Skinners' Academy



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S8 Skinners' Academy ● Successful applicants (180) ● Unsuccessful applicants (81)

ADMISSIONS CRITERIA FOR 2013

Skinners' Academy

Applications for places at the Academy must be made using Hackney Learning Trust's Common Application Form. We use the timetable published in this booklet (see page xx).

CONSIDERATION OF APPLICATIONS

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

All applicants are required to take the CAT tests and are placed in one of five 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.

Children with SEN statements naming the Academy, and children who are looked after or previously looked after, are included in the band allocations. If they are unable to take the tests, their allocation is based on their primary school teachers' assessments.

OVERSUBSCRIPTION CRITERIA

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

01. Looked after children or previously looked after children (previously looked after children are children who were looked after but ceased to be so because they were adopted or became subject to a residence order or special guardianship order).
02. Pupils whose siblings* currently attend the academy and who will continue to do so on the date of admission.
03. Pupils with an acute medical or social need**.
04. Pupils who live nearest to the school using a straight line measurement from the main entrance of Skinners' Academy to the main

*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.

entrance of the child's home. The measurement will be made by a straight line between the two points on a map or by using a GIS computerised distance mapping system.***

OPERATION OF WAITING LISTS

The Academy operates a waiting list. If we receive more applications for places than there are places available, we maintain a waiting list for one term after the admission date. Parents can ask for their child's name to be added to the list if their application was unsuccessful and it will be placed on the waiting list according to their band up to 31 August 2013. After 1 September 2013, banding will not be used and the waiting list will be merged into one list and will remain in place until the end of the autumn term in December 2013.

IN-YEAR ADMISSIONS

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

**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.

stoke newington school and sixth form

COMMUNITY SCHOOL



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.” This was indeed proved correct last year as our headline 5A*-C figure increased by 10% and our sixth form results were deemed ‘outstanding’. We expect this increase to continue this year.

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 9EX

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

2013 ADMISSION NUMBER

255

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Stoke Newington Church Street
73 / 393

Nearby
106 / 141 / 341 / 476

OVERGROUND

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

RAIL

Stoke Newington then bus 393 / 476

TUBE

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

OPEN DAYS AND EVENINGS

OPEN MORNINGS

From Monday 24 to Thursday 27 September 2012
9.45am-10.45am

Monday 8 and Tuesday 9 October 2012
9.45am-10.45am

OPEN EVENINGS

Monday 17 and Tuesday 18 September 2012
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 creative arts and media, science and mathematics and inclusion, lead the school's development as a community in which all succeed.

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

- 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 coming 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 and opportunities for those students who need it.

TEACHING AND LEARNING

We are an academically successful school. We pride ourselves on the quality of teaching we provide across all subjects and we have a strong focus on systems to ensure teaching quality improves year on year.

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, over one third of our students got 3 or more A/A* grades at GCSE level in 2011. 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, Iceland and New York on science, art, photography, language and PE trips. Previous visits have included Peru and Italy. Year 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 2011-12 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 and boys' cricket (also Inner London runners up); under 14 boys' rugby; Year 7 boys and Year 8 girls' football, Year 7 girls' cross country and athletics and Years 8/9 boys' and girls' cross country. We have also had successes in sailing, swimming, golf, tennis, Gaelic football and indoor rowing. We run a wide range of clubs for students who want to compete or simply participate.

Our sporting involvement led to us being selected to participate in the London 2012 Olympic closing ceremony.

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. We are now building an extension for our growing sixth form, which will be completed in 2013.

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. We were awarded the "Artsmark – Gold" award in 2012.

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. 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 10 per cent of the country for value added. The vast majority of our sixth formers go on to university. This year, we have students going to University of Cambridge, University College London, 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.

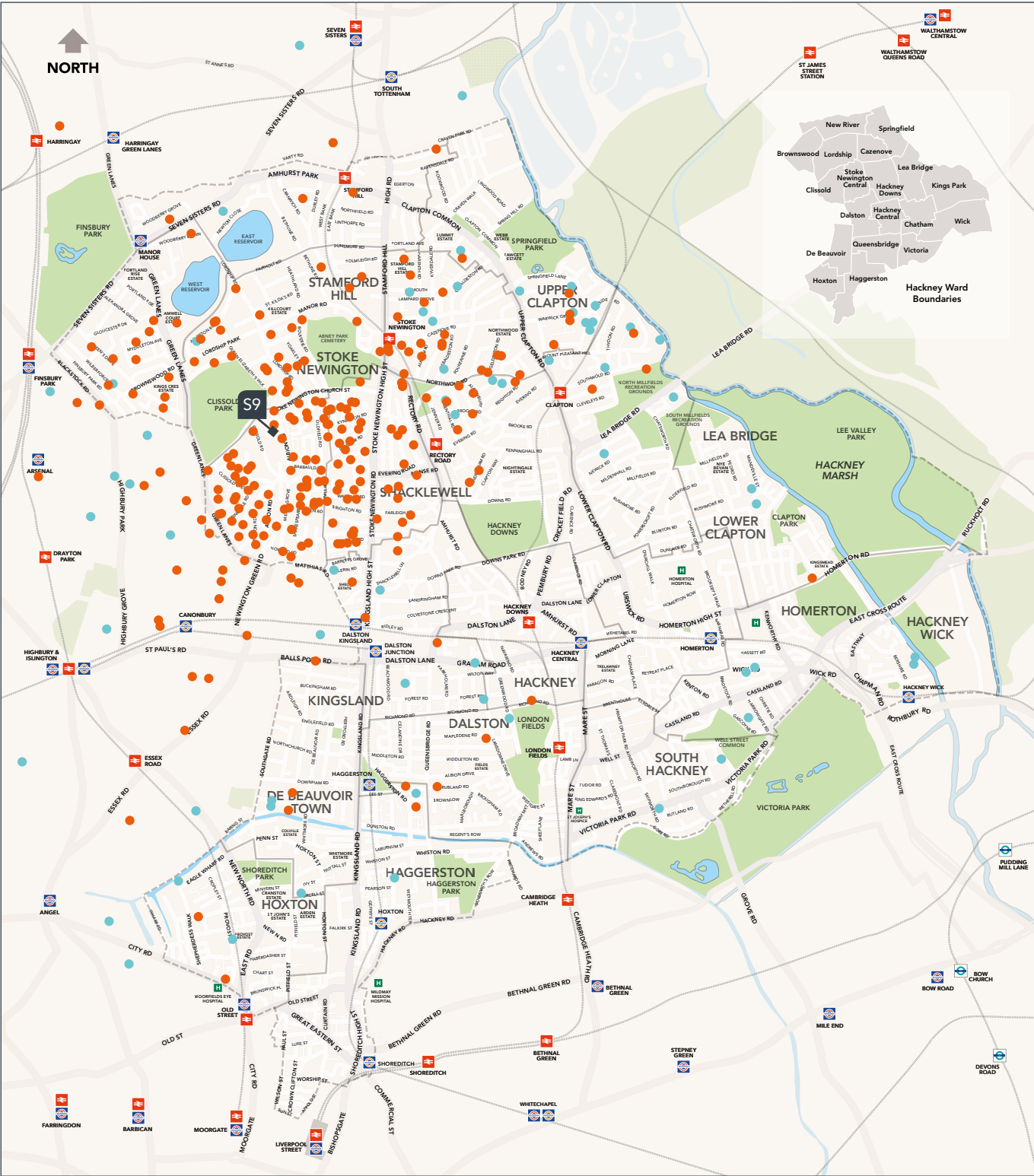
UNIFORM

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: logo black trousers or black knee length logo 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 logo shirt, a school V neck logo sweater or school sweatshirt with logo 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.

ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for Stoke Newington School and Sixth Form



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S9 Stoke Newington School ● Successful applicants (255) ● Unsuccessful applicants (65)

Stoke Newington School and Sixth Form

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

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

A looked after child* or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. We'll need to get confirmation from either the child's social worker or the borough social care service.

- 01. Children subject to a Child Protection Plan. We'll need to get confirmation from either the child's social worker or the borough social care service.
- 02. Children whose acute medical or social needs justify a place at the particular school.**
- 03. Children with a brother or sister on roll at the school in Years 7 to 11 at the time of the proposed admission.***
- 04. Children living nearest to the main entrance of the school as measured in a straight line on a map or using a GIS computerised batch distance measuring mapping system.****

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

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

MULTIPLE BIRTHS

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

APPLICATION LISTS

Pupils will be ranked on the application list in accordance with the above criteria. Any places that become vacant from 16 March 2013 at schools in Hackney will be given to pupils on the application list. Parents will be asked to confirm if they wish their children to remain on the application list from 1 September 2013.



*LOOKED AFTER CHILDREN

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

**ACUTE MEDICAL OR SOCIAL NEEDS

The Head of Admissions and Pupil Benefits will make decisions on such cases and will seek, if necessary, advice from the Health Service. A parent's medical need cannot justify a place at a particular school but a child could have a social need arising from a parent's medical need. These cases will always require supporting professional evidence (for example, a written statement from a medical consultant, senior social worker or other appropriate professional) which has to demonstrate a clear connection between the child's need and why the child should be given a place at a particular school and an explanation of the difficulties which would be caused if the child were to attend another school. It is the responsibility of the parent to produce the evidence.



***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 and a step brother or sister who lives permanently as a family unit at the same address.

****DISTANCE

Where parental responsibilities are equally shared, the home address will be considered to be with the parent/carer with whom the child spends the majority of time and nights Monday to Friday. This will normally be expected to be with the parent/carer that receives the Child Benefit. This address must be used for all preferences. For the purpose of calculating distances, 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 reference, the children's ranking will be determined by lottery, as described above.



the bridge academy

ACADEMY



WELCOME TO OUR ACADEMY

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

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

The move from primary school is a significant step for every child. At The Bridge Academy, we provide excellent support during the build-up to secondary school transfer. 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.

On behalf of The Bridge Academy team, we look forward to working with parents and students who will join the school in September 2013.

Stephen Foster
Principal

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

Our music and mathematics specialisms are making a real difference to learning and teaching at the Academy, and our partnership with the City based financial firm UBS brings with it a range of opportunities, from work placements to collaborations with organisations like IntoUniversity. UBS has been a strong supporter of education in Hackney for over 25 years; many of their employees volunteer in local schools and they have built particularly strong links with the Academy. The Bridge Academy is part of their continuing commitment to the drive for high educational standards in Hackney.

I look forward to meeting you at our open evenings in September and October 2012.

Francesca Barnes
Chair of Governors

THE BRIDGE ACADEMY

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E. info@bridgeacademy.hackney.sch.uk
www.bridgeacademy.hackney.sch.uk

PRINCIPAL

Stephen Foster

VICE PRINCIPALS

Helena Burke, Elizabeth Robinson and Leona Stephenson

SPECIALISM

Music and Mathematics

2013 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Kingsland Road
67 / 149 / 236 / 242 / 243

Nearby
394

OVERGROUND

Dalston Kingsland and Dalston Junction
then bus 67 / 149 / 243
Hackney Central then bus 394
Haggerston then 5 minutes walk
Hoxton then 10 minutes walk

TUBE

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

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Wednesday 19 and Thursday 27 September 2012
8.40am-10.10am

OPEN EVENING

Wednesday 19 September and Tuesday 2
October 2012, 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.

TEACHING AND LEARNING

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

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

SPECIALISMS

We aspire to excellence in all curriculum areas, in particular our specialisms. Mathematics is a key life skill and our students benefit from our innovative teaching and learning and the creation of ambitious projects that help them understand the connections between mathematics and the world they live in. We are committed to developing young people who are numerate, but who are also creative, enquiring and independent thinkers. This work is underpinned by our key community and business partnerships. For example, our business supporter UBS has developed a number of activities designed to bring mathematics to life and enhance students' skills in this area.

Our talented students learn to play a wide range of musical instruments and play in jazz, classical and rock ensembles. Every student is encouraged to participate in musical activities beyond Key Stage 4 and they excel in the use of new music technologies. We have a well-equipped performance hall which is used for our high quality concerts and performances. Our exciting musical collaborations, which include the London Symphony Orchestra, ensure that our young people have a keen appetite for music.

BEHAVIOUR AND SAFETY

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

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

CURRICULUM

Our top priority is to help young people gain qualifications. We also place 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 that takes 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. Students with special educational needs and/or disabilities make similar progress to other students. This is due to our rigorous monitoring and intervention procedures which enable staff to work closely with children who may be underachieving.

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



Key Stage 3

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

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

Key Stage 4

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

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

Compulsory subjects include:

- English, English literature, mathematics, science, physical education, religious education and ICT.

Optional subjects include GCSEs in:

- Music, triple science, history, geography, Spanish, French, design and technology, art, drama, 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.



SIXTH FORM

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

UBS generously offer multiple and diverse opportunities to enhance student experience. These include university insights, access to the world of business, work placements and inspiring role models from its employee community.

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

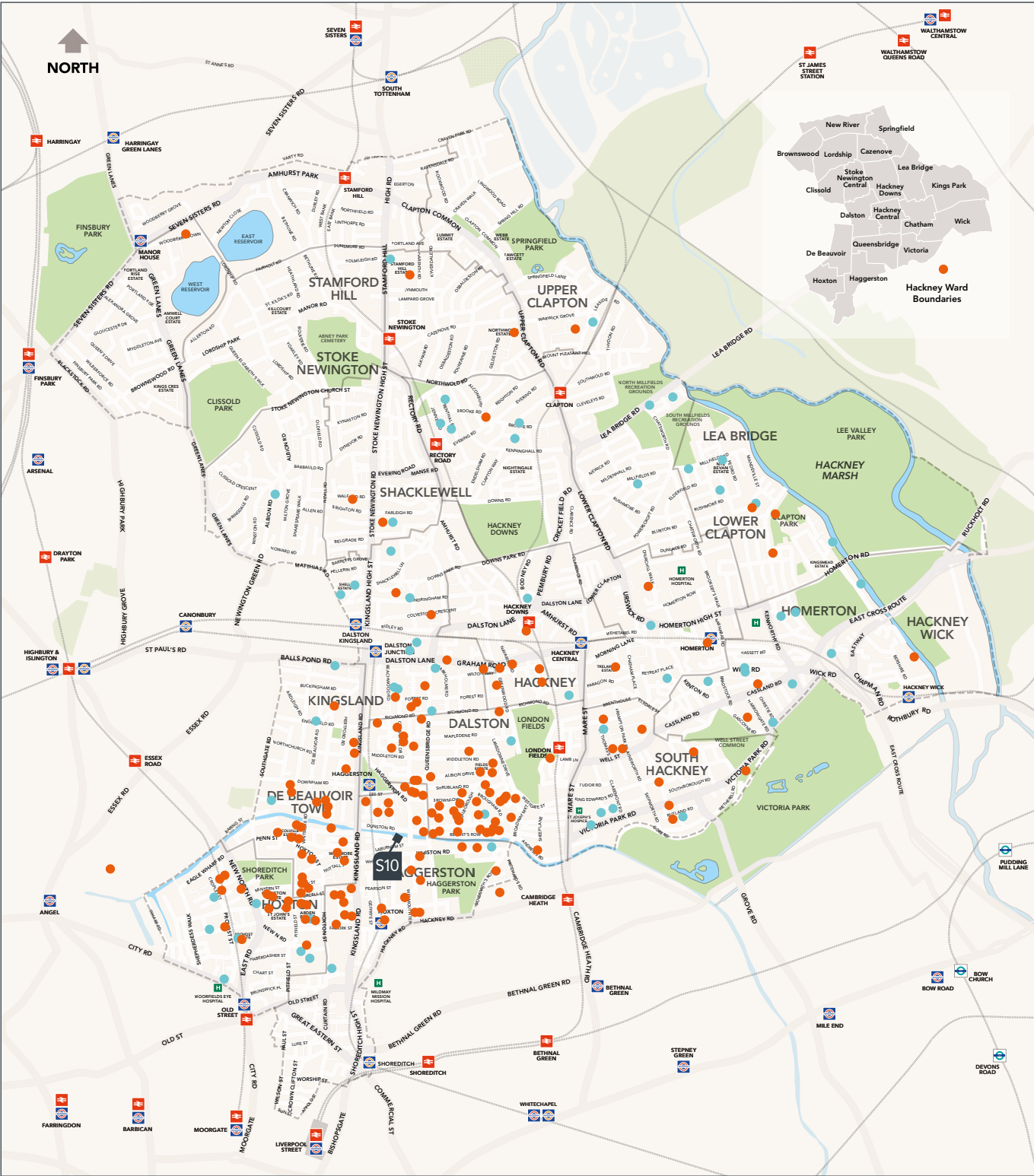
COMMUNITY

Our Academy is at the heart of the community. Our stunning building and outstanding facilities are shared and enjoyed by local residents, businesses and community groups through a wide range of events. We encourage parents and carers and prospective students to get involved in The Bridge Academy community, and we have an active parent/teacher association – The Friends of Bridge Academy.



ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for The Bridge Academy



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S10 The Bridge Academy

Successful applicants (180)

Unsuccessful applicants (69)

The Bridge Academy

Parents must use the Hackney Learning Trust common application form to apply for a place at the Academy.

CONSIDERATION OF APPLICATION

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

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

OVERSUBSCRIPTION CRITERIA

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

01. Looked after children, or previously looked after children.
02. Students subject to a Child Protection Plan.

03. Children 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.

NOTE 1

A 'looked after child' is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by the local authority in the exercise of their social services functions at the time of making an application to a school.

A 'previously looked after child' is a child who was looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

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 brother and sisters who live permanently as a family unit at the same address. This criterion does not apply to brothers and sisters in years 11 to 13 at the time of the application.

NOTE 3

In applying 4 above, 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 or 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.

OPERATION OF WAITING LISTS

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

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.

ARRANGEMENTS FOR PUPILS ADMITTED TO OTHER YEAR GROUPS

From 2013-2014 the Academy will pay due regard to Hackney Learning Trust's agreed coordinated in-year admission arrangements. This will not affect the Academy's right to determine which applicants have priority for admission.

Subject to any provisions in Hackney Learning Trust'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 student. If more applications are received than there are places available, the oversubscription criteria will apply without reference to banding. Parents whose application is turned down are entitled to appeal.

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



The above admissions criteria for 2013 are subject to the approval by the Secretary of State.





the city academy, hackney

ACADEMY

WELCOME TO OUR ACADEMY

The City Academy, Hackney, is a unique 11-19 school. We were judged as making outstanding progress by Ofsted in January 2011 and outstanding in our second inspection in January 2012.

Ofsted observed that “This is an outstanding school. Staff, students, and their parents and carers have all made a significant contribution to The Academy’s vision and success.”

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 to ensure that students can continue to focus on the next steps of their improvement pathway.

The Academy is quickly becoming recognised as a national centre of excellence within the Academies network, attracting praise from the Secretary of State for Education in the Excellence in Education report for this year’s Parliamentary Yearbook. 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 an extensive track record in supporting educational initiatives. 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 Hackney’s Secondary Schools Fair.

Catherine McGuinness
Chair of Governors



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HACKNEY**
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www.thecityacademy.org

PRINCIPAL
Mark Emmerson

SPECIALISM
Business and Financial
services

**2013 ADMISSION
NUMBER**
180

AGE
11-19 (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 5-10 minutes walk
Homerton then 5-10 minutes walk

RAIL

Hackney Downs then bus 242

TUBE

Bethnal Green then bus 106 / 254

OPEN DAYS AND EVENINGS

OPEN MORNING

Tuesday 9 October 2012 (by appointment only)

OPEN EVENING

Thursday 13 September 2012, 4.30-8pm

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

Our prospectus is available from September 2012.



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 for lifelong learning and for developing teamwork, leadership and problem-solving skills. It also teaches the value of differences 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
- Honest, open and fair

ABOUT THE ACADEMY

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

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

We operate an extended day, so that students have access to facilities before and after the formal learning timetable. The library opens at 7.30am and the breakfast club 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 until 6pm for further optional extra classes and the homework club. 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 our students. It also provides a secure environment for students whose parents are still at work.

SPECIALISM

The Academy uses its specialist status to raise standards of achievement and the quality of learning for all students. Our business and financial services specialism enables us to promote professional behaviour and standards in all areas of the curriculum, whether in the creative subjects, physical education or in English, maths and science. 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". In our subsequent 2012 inspection Ofsted observed that "Teaching is skilled, creative and of consistently high quality so that students' progress in lessons is rapid".

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 English, maths, biology, chemistry and physics in Year 9. Foundation subjects are taught over three years, with the majority of students completing KS3 at the end of Year 9.

KEY STAGE 4 CURRICULUM

The vast majority of students will follow the English Baccalaureate in KS4. All students study GCSEs in English, maths 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 and an alternative C-BACC pathway, providing opportunities for every student to achieve.

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 might have 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

Student Voice is expressed and listened to through student council representatives who attend Governors' and Leadership Team meetings. Our students also play a vital role in supporting the Academy's high standards by observing lessons and providing feedback on learning and teaching which are included in our staff training plans. 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 the responsibility of all teachers to ensure that the Academy delivers a secure environment with excellent teaching. It is the responsibility of all students to be well presented, polite and courteous at all times. Parents are responsible for helping their child succeed by 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 2012 observed that "There is a shared expectation that all students will conduct themselves in a professional and business-like way". Our reward system encourages hard work, supports good behaviour and rewards success. 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.

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

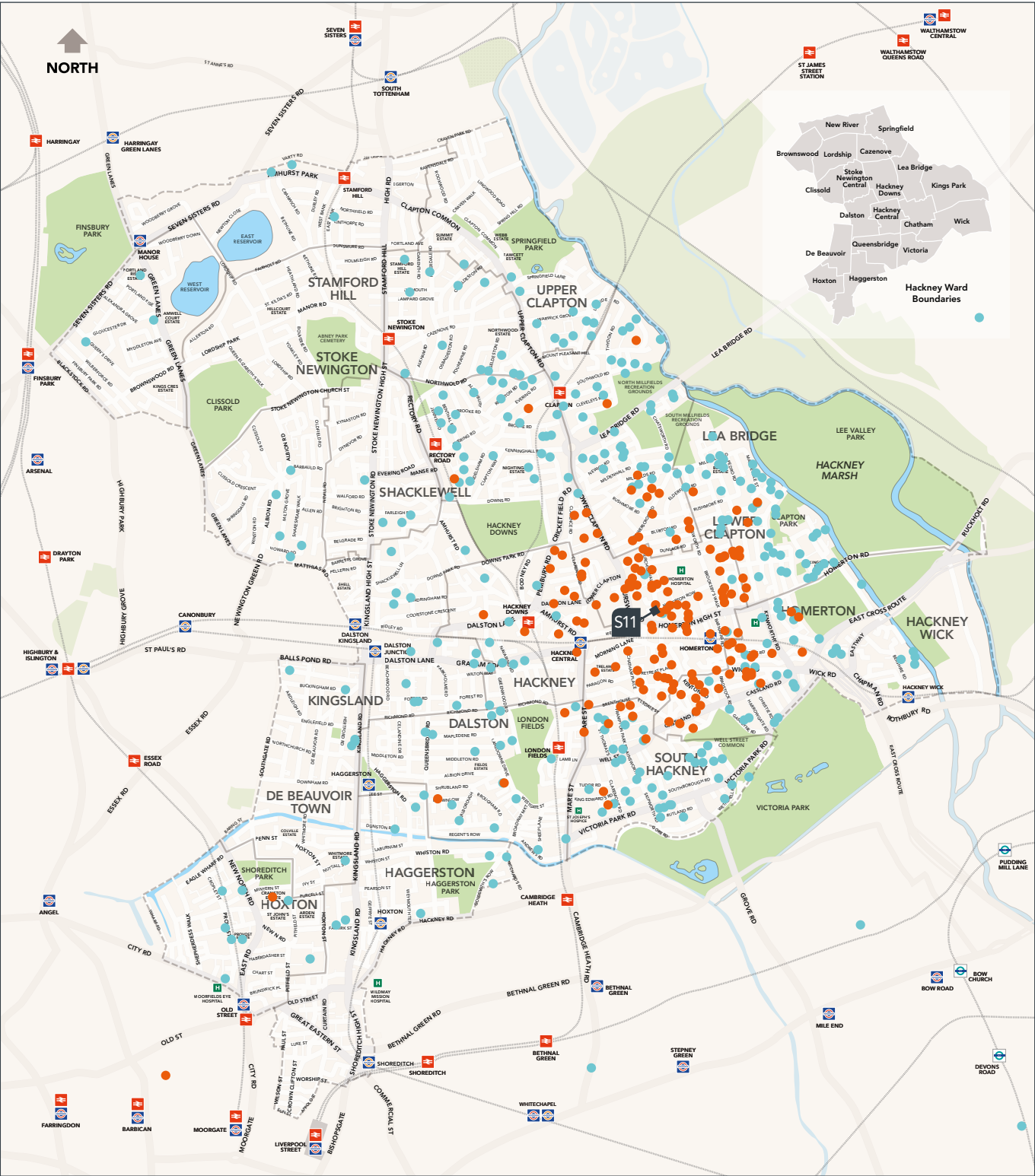
UNIFORM

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 2012

Successful and unsuccessful applicants for The City Academy, Hackney



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S11 The City Academy ● Successful applicants (180) ● Unsuccessful applicants (325)

ADMISSIONS CRITERIA FOR 2013

The City Academy, Hackney

CONSIDERATION OF APPLICATIONS

Parents must use the Hackney Learning Trust common application form to apply for a place at the Academy.

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

OVERSUBSCRIPTION CRITERIA

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

- A "looked after child" or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989).
- A child 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 to be determined by drawing lots.
- Students will then be offered places on the basis of the proximity of their home (permanent residence) to the main entrance of the Academy measured in a straight line on a map or using a GIS system. Proximity is measured using straight line measurement from the main entrance of the Academy to the main entrance of the child's home.

WAITING LISTS

Subject to any provisions regarding waiting lists in the LA's co-ordinated admission scheme, the Academy will operate a waiting list. Where in any year The City Academy, Hackney receives more applications for places than there are places available, a waiting list will operate until a month after the admission date. This will be maintained by The City Academy, Hackney and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

IN-YEAR ADMISSIONS

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

The City Academy, Hackney will participate in the LA's 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 has been incredibly exciting and a lot of hard work. As someone who has been here from the start, I am very proud of what we have achieved.

According to Ofsted, The Petchey Academy is a "good school with a good University Gateway and has many strong, unique 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 each child as an individual, both inside and outside the classroom. The report summarised that "there is a lot to be proud of for staff and students alike".

Healthy eating, good order and behaviour are embodied through in the Academy's own ethos: The Petchey Way. The Petchey Way reflects our insistence on good manners, a caring atmosphere and a philosophy based on students having pride in all that they do; knowing that they are always striving to do their best. The Academy sets extremely high expectations for students and their parents and carers. Every student has academic targets set above national expectations and 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". 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 800 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. Please do not be deterred by talk of "catchment areas". The cut-off distances that exist for each band change annually and due to some mobility in the area we do manage to admit quite a number of students from our waiting lists.

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

2013 ADMISSION NUMBER

180

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Shacklewell Lane
488

Nearby
67 / 76 / 149 / 236 / 243 / 276

OVERGROUND

Dalston Kingsland then bus 488 or 10 minutes walk

Dalston Junction then bus 488 or 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

Wednesday 12, Thursday 13 and Friday 14
September 2012, 9am-10am

OPEN EVENING

Thursday 27 September 2012
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 French, Arabic, Latin and Mandarin Chinese, as well as the development of other skills such as photography, web design, band, salsa 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, as well as major teaching hospitals, the Royal College of Nursing, the National Health Service (NHS), and the local health care trust.

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

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



SIXTH FORM

University Gateway @ The Petchey Academy

Our sixth form (University Gateway @ The Petchey Academy) opened in September 2011 with the capacity for 300 students. As well as the full range of A Levels, BTECs and Cambridge Pre-University Diploma, we also 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 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-U courses.

The Mulberry Restaurant and our training kitchen are linked to our health specialism, and provide high quality vocational education in the catering and hospitality fields. Working with our own chefs, who have worked alongside top chefs such as Jamie Oliver and other well-known chefs, our students train to a high level and have the opportunity to enjoy work experience in top London restaurants.

To find out more, please download our University Gateway prospectus from 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, cultural, creative and academic achievement, as well as the foundation for looking after and caring for each student.

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

We have strict codes of dress and behaviour. Alongside our many positive intervention strategies, including the use of the VIVO reward incentive programme to deter negative behaviour, 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 academy – Home Learning – as a natural extension of the learning process at the Academy. There are strong links between academic success and regularly completed Home Learning and parents are key to maintaining this essential aspect of students' learning.



Impressions count

We want our students to develop a keen sense of belonging, self-respect and an understanding of the impression they make by 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 have made modifications to the uniform to accommodate religious preferences. However, we prefer to keep it similar to those worn by all the other students.

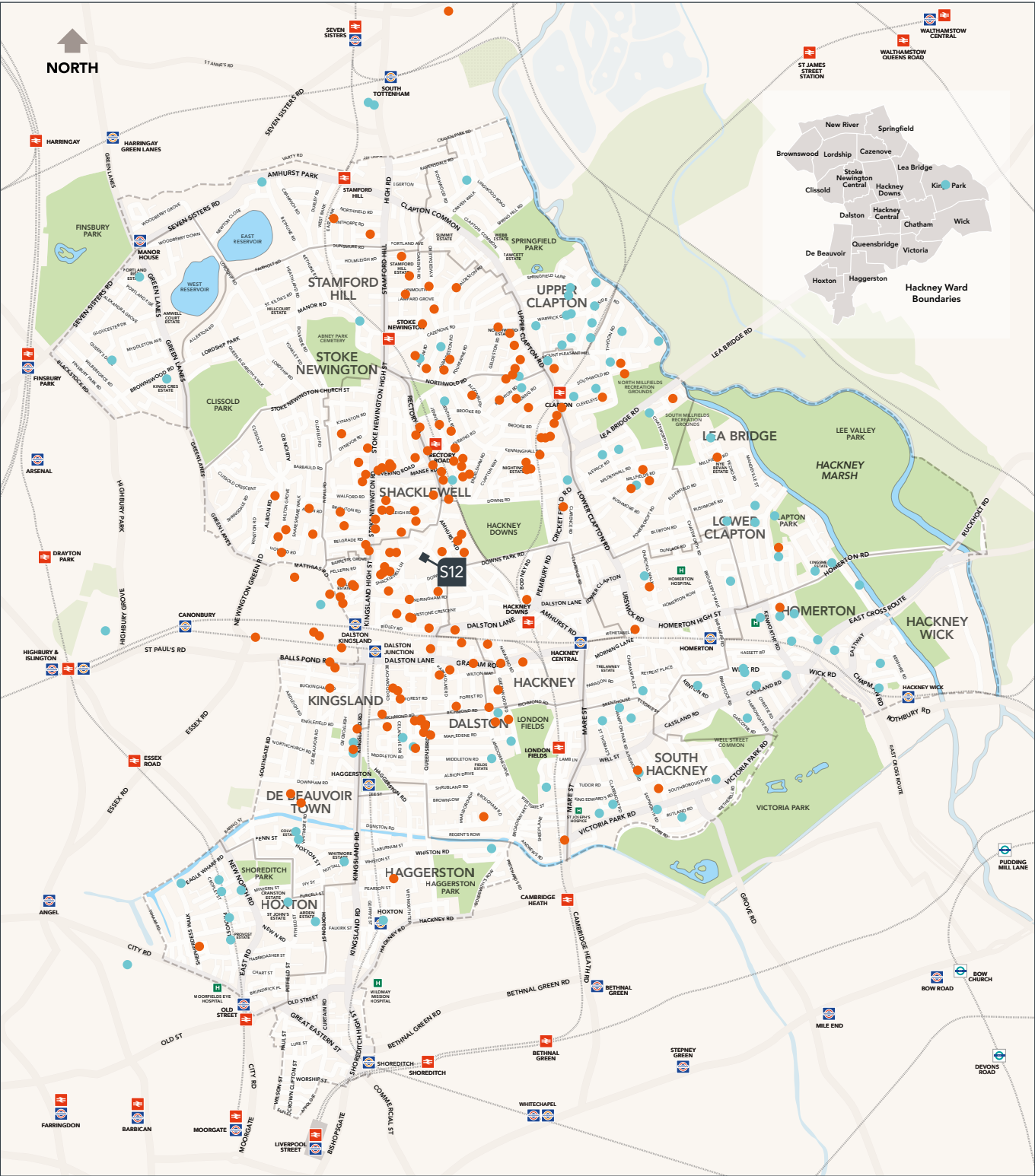
Students are not allowed to go into shops and buy anything while in uniform, especially food. If they need to go to the shops they are expected to go home and change out of their uniform first. Students are not allowed to carry phones or money as this can place them at risk in the community.

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



ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for The Petchey Academy



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S12 The Petchey Academy ● Successful applicants (180) ● Unsuccessful applicants (106)

ADMISSIONS CRITERIA FOR 2013

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 a GL Assessment Cognitive Abilities Test which will place applicants in a rank order.
- Each applicant will be placed in one of four 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 25% of the applications.

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.

OVERSUBSCRIPTION CRITERIA

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. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.*
02. 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. 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 above admissions criteria for 2013 are subject to the approval by the Secretary of State.

OPERATION OF WAITING LISTS

Subject to any provisions regarding waiting lists in the Hackney Learning Trust's co-ordinated admission scheme, the Academy will operate a waiting list. Where in any year The Petchey Academy receives more applications for places than there are places available, a waiting list will operate in accordance with the oversubscription criteria above. This will be maintained by Hackney Learning Trust on behalf of The Petchey Academy and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. Places will be filled in order, working from band A to band D. If insufficient applications exist within the band required then they will be allocated by first looking at the closest remaining applicants in the band above (where applicable) and then the band below.

IN-YEAR ADMISSIONS

Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the Academy must consider all such applications and if the year group applied for has a place available, admit the child. However, the governing body reserves the right to refuse applications from students with challenging behaviour (the definition of which is defined and agreed by Hackney Learning Trust and other Hackney schools) outside the normal admission round even though places may be available, if it is felt that the admission of the student would have a significant negative impact on the academy's resources and attainment of other students.

*NOTE 1

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

**NOTE 2

Brothers and sisters must live permanently at the same address and must have a parent in common.

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 is 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 mixed 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

2013 ADMISSION NUMBER

150

AGE

11-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Mare Street
48 / 55 / 106 / 236 / 254 / 276 / 277 / 394 / D6 / W15

Nearby
30 / 38 / 242 / 253

OVERGROUND

Hackney Central then 5-10 minutes walk

RAIL

London Fields then 5 minutes walk

TUBE

Bethnal Green then bus 106 / 254 / D6

OPEN DAYS AND EVENINGS

OPEN MORNINGS

Tuesday 11, Thursday 13, Tuesday 18, Thursday 20, Tuesday 25 and Thursday 27 September 2012

Opportunities to tour the school are available on the above dates between 9am and 10am.

OPEN EVENING

Thursday 20 September 2012
5.30pm-7.30pm

The Urrswick 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 Urrswick 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 Urrswick 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 Urrswick 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 numerous other competitions. We have been awarded Healthy School status and are a member of the 'Get Set Network', committed to upholding Olympic and Paralympic values. In April 2012 we were named as a Gold Partner school by the Youth Sport Trust.



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, Tanzania 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 5 Green Flags in recognition of our programme of environmental education.

THE SIXTH FORM ACADEMY

The Urrswick School Sixth Form Academy opens in September 2012 offering a wide range of A Level and Level 2 courses. Each member of the Sixth Form is given an iPad on long term loan and can apply for paid work within the school. In addition, each year, two students receive scholarships to study A levels at Gordonstoun School, a top independent school in Scotland. We have an excellent programme of university visits.



WORKING TOGETHER

Pastoral care, guidance and support

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

Behaviour for learning

At The Urswick School everyone is expected to behave in a way that promotes learning and achievement. School and classroom rules, drawn up in consultation with students, are on display throughout the building. We promote self respect and self discipline. There is zero tolerance of bullying and breaches of our Equal Opportunities Policy. Incidents are taken seriously and resolved quickly. Visitors often comment on the calm, friendly atmosphere around the school. In a recent survey, all parents agreed with the statement "My child is safe and well cared for at school". We are part of the Safer Schools Partnership. There is a separate visitors' entrance to the school and all other entrances and exits are supervised by adults or locked during the school day. From September 2012, children in Years 7 to 11 will not be allowed out of school at lunchtime.

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.

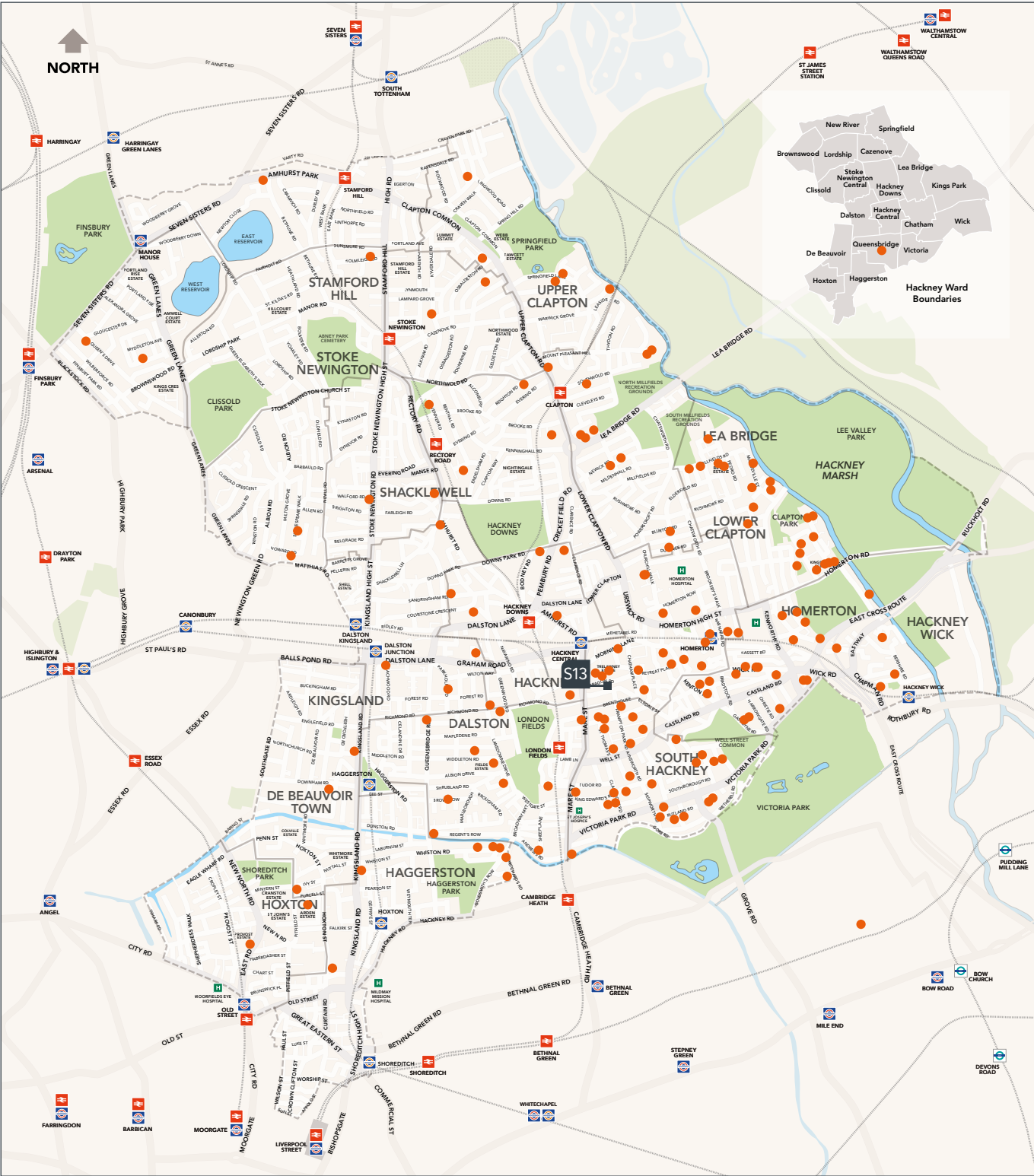
UNIFORM

School uniform is compulsory and consists of plain navy blue skirt or trousers, with a light blue collared shirt and clip on school tie (we give each child a school tie on their first day with us). 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 jewellery kept out of sight. Coats are not allowed to be worn inside the building.



ALLOCATION MAP IN 2012

Successful and unsuccessful applicants for The Urswick School



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S13 The Urswick School

Successful applicants (173)

Unsuccessful applicants (0)

The Urswick School

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

OVERSUBSCRIPTION CRITERIA

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

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

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



BALANCE OF FOUNDATION AND COMMUNITY PLACES

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

FOUNDATION PLACES

- 01. Children who regularly attend a Church of England church;¹
- 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.²
- 02. Children with siblings*** at the school at the time of admissions.
- 03. Children living nearest to the main entrance of the school measure in a straight line.^{****}

OPERATING WAITING LISTS

You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will decide who is at the top of the list so that the parent/carer can be informed that the School is making an offer.

IN-YEAR ADMISSIONS

Applications for In-Year admissions are made in the same way as those made during the normal admissions round. If a place is available and there is no waiting list then the Governors will communicate their offer of a place to the family. If more applications are received than there are places available, then applications will be ranked by the governing body in accordance with the oversubscription criteria. 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.

*LOOKED AFTER CHILDREN

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

**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.

***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 FROM SCHOOL

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.



¹CHURCH REGULAR ATTENDANCE

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

²PLACE OF WORSHIP REGULAR ATTENDANCE

'Regular attendance' at a place of worship will mean attendance for at least a year, at least once per month. This must be ratified using the Supplementary Information Form (SIF) signed by a 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.



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

2013 ADMISSION
NUMBER

80

AGE

11-16 (girls only)

IMPORTANT INFORMATION

TRANSPORT

BUS

Stamford Hill
67 / 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 76 / 149 / 243 / 349 / 476

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.

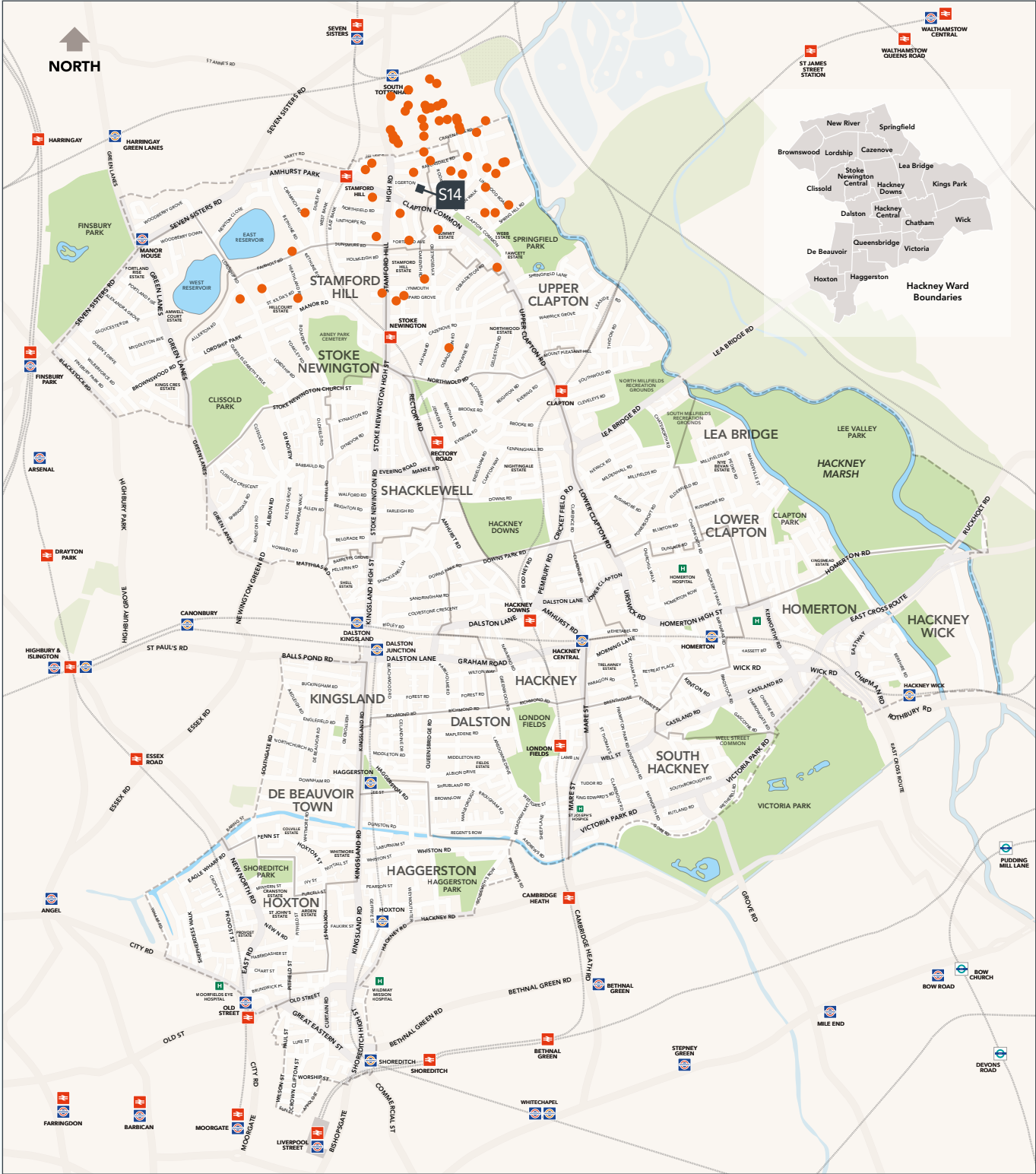
Aims of the school are to:

- 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 2012

Successful and unsuccessful applicants for Yesodey Hatorah Senior Girls' School



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S14 Yesodey Hatorah School ● Successful applicants (60) ● Unsuccessful applicants (0)

ADMISSIONS CRITERIA FOR 2013

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 oversubscription 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

If there are insufficient vacancies for all applicants in any of the above categories, priority will be given to pupils living closest to the school. Distance will be measured in a straight line from their home address to the main gates of the school.

Parents will need to apply for a place at the school using Hackney Learning Trust's application form and timetable given in this booklet. Parents applying under priorities 1 to 4 will also need to get a signed supplementary form proving to their commitment to the Charedi Jewish faith. The form is available from the school or Hackney Learning Trust.

WAITING LIST

We do not operate banding and therefore we will not ask for the CAT scores from Hackney Learning Trust at any time. Late applications received will be considered, ranked and placed on the waiting list. The list will be maintained until December 2013.

*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

hackney university
technical college



WELCOME TO OUR SCHOOL

Dear parents, carers and students,

I am really excited to be leading Hackney UTC, the first University Technical College to open in London for 14-19 year olds. We specialise in health and digital technologies alongside a quality GCSE curriculum. Our outstanding team of staff, links with employers, and our cutting edge equipment and facilities will prepare our students for a great future.

Our ambition is to ensure that Hackney UTC students develop as high achieving, confident, articulate and capable young people whose education, supported by our specialisms of health and digital technologies, will equip them to go on to university or the career of their choice.

We will work hard and we will expect our students to work equally hard to achieve these goals. We will also need the commitment and support of our students' families. We will provide the highest quality teaching and resources. We will offer support where it's needed and stretch and challenge every student to do the best they can. We will also offer world-class employer projects, through our partners and sponsors – British Telecom, University of East London and the Homerton University Hospital Trust.

We want our students to grow into well-rounded, confident, ambitious young people. We want them to aspire not only to personal high achievement but to making their mark on the world.

As the Principal of Hackney University Technical College, I am absolutely committed to enabling our students to achieve their highest ambitions and creating a wonderful UTC that will offer them enormous opportunities.

I look forward to meeting you and your son or daughter.

Annie Blackmore
Principal

HACKNEY UNIVERSITY
TECHNICAL COLLEGE

Shoreditch Campus, Falkirk
Street, London N1 6HQ

T. 020 7613 9401
E. xxxx@xxxxxxxxxx.xx.xx
www.hackneyutc.co.uk

PRINCIPAL

Annie Blackmore

VICE PRINCIPAL

Michael McKeaveney

SPECIALISM

Health and Digital
Technologies

2013 ADMISSION
NUMBER

150 (100 Year 10 & 50 Year 12)

AGE

14-19 (boys and girls)

IMPORTANT INFORMATION

TRANSPORT

BUS

Kingsland Road
67 / 149 / 242 / 243 / 394

Shoreditch Church
26 / 35 / 47 / 48 / 55 / 78

OVERGROUND

Hoxton then 3 minutes walk

RAIL AND TUBE

Liverpool Street then bus 149 / 242 or 15 minutes walk

Old Street (Exit 2), then bus 243 or 10 minutes walk

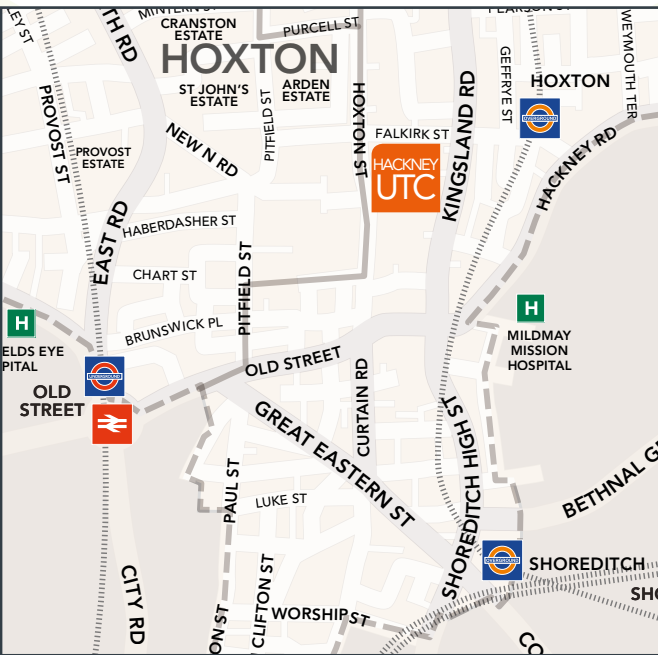
OPEN DAYS AND EVENINGS

OPEN MORNINGS

Tuesday 18 and Wednesday 19 September 2012
9am-10.15am

OPEN EVENING

Tuesday 25 September 2012
5.30pm- 7.00pm



ABOUT HACKNEY UNIVERSITY TECHNOLOGY COLLEGE

This new school gives young people from the age of 14 the opportunity to work alongside businesses in the areas of health or digital technologies, both of which are experiencing growth in employment opportunities. In 2013 there are 100 places available for year 10 students and 50 places for Year 12 students.

Alongside the prospect of achieving at least 8 good GCSEs, students will benefit from:

- far more employer-led projects throughout the year than the standard two-week work placement;
- a curriculum shaped by employers, where students will achieve not only a qualification, but real-life, valuable work skills as well;
- their own university or employer mentor who will offer career advice from the start;
- employer partners, such as BT and the Homerton University Hospital Trust, who are happy for some lessons to take place at their premises, so that students can be part of the action;
- university partners who will ensure that our students are well-placed for a degree course after leaving Hackney UTC.

EDUCATIONAL VISION AND ETHOS

Our vision is that Hackney UTC will be an outstanding provider of 14-19 education. This will motivate students to achieve high levels of success and develop professional, vocational and academic skills that will lead to good careers and/or higher education. Our students will also help meet employer needs for high level skills.

The ethos of Hackney UTC will be professional and aspirational. It will also be fully inclusive. Together with our partners, we will develop personalised, practical, technical, academic and enrichment programmes that will lead students into successful careers and encourage them to become healthy, confident and active citizens.

SPECIALISMS

Digital Technologies

The digital technologies specialism focuses on computer science and creative digital media. Students will use specialist IT equipment, cameras, lighting, mobile virtual studio equipment and digital media labs.

Students will work on projects that are exciting, work related and incredibly valuable for their future employment. Possible projects include:

- working on satellite technology for complete UK wide mobile network coverage;
- working on digital technology applications;
- creating a digital infrastructure to support digital broadcasts.

Students will get valuable experience in the digital marketplace, and employers are looking for people who are highly skilled in this area. With Tech City right on our doorstep, our students could not be better placed for employment in this field.

Health Technologies

The health technologies specialism focuses on the needs of hospitals, laboratories, doctors' surgeries, public first-aid facilities and other health care organisations. Students might study forensics, pathology or sports medicine, or follow more traditional routes to medicine or dentistry. Our on-site Health Tech suite replicates health-care environments, so health technology lessons will be truly interactive.

Alongside health technology, students will work on projects that build business and entrepreneurial skills. These include:

- delivering forensic, pharmaceutical and medical sciences in a hospital, health care or scene of crime setting;
- working in medical sciences in hospitals;
- managing care in the community services.

At Hackney UTC, students will develop an inside-out understanding of the health care sector. They might choose to progress to the University of East London (UEL) and progress to a Master in e-Health, or they might follow the traditional route to medical school at university. They will also be in a great position to go straight into a job in health or care services.

CURRICULUM

The curriculum is divided into two parts:

- English Baccalaureate (EBacc).
- Strong embedded specialisms of either health or digital technology.

English Baccalaureate (EBacc) includes GCSEs in:

- English language
- English literature
- Mathematics
- Computer science (IT)
- A choice of languages, including French and Spanish
- History or geography
- Separate sciences. Biology, chemistry and physics are taught as separate subjects, not combined, so students will have a strong understanding of each subject to prepare them for a university place.

Students will also do PE, RE, Citizenship and PSHE (Personal, Social and Health Education). In addition they will take part in enrichment activities, such as creative and performing arts.

English and mathematics support

We offer a personalised intensive intervention programme for students who might need additional support to achieve good grades.

We will use technology throughout the curriculum, so every UTC student will have their own laptop to use throughout the school day.



As a Hackney UTC student you will get the very best investment in your future. Students will have the support of a university and a business mentor. They can ask for help and advice on a range of topics from help with projects and exam preparation to advice about their future career plans. Their mentor is there to help them succeed.

THE UTC DAY

Just like the world of work, our hours are from 8.30am to 5pm. There are three terms each year, for a total of 40 weeks. Our term and holiday dates match those of Hackney and neighbouring boroughs. We also have an extra week of quality work experience each year.

DRESS CODE

We have the same dress code that you would expect to find in the workplace. We have a Hackney UTC tie and jacket and we expect our students to dress professionally in smart business attire.

SIXTH FORM

Our sixth form opens in September 2013, specialising in Level 3 courses in health and digital technologies, supported by a range of related A levels. There will be a strong focus on qualifications in biomedical sciences, computer science and media production alongside opportunities to work with leading universities and employers.



ADMISSIONS CRITERIA FOR 2013

Hackney University Technical College

We are accepting applications for young people who are currently in year 9 and due to start year 10 in September 2013. You should apply using the application form which you can get from Hackney UTC or from Hackney Learning Trust. Your application will be dealt with by Hackney UTC from November 2012.

ADMISSION ARRANGEMENTS

Hackney University Technical College has an agreed admission number of 100 pupils in year 10. We will not be able to exceed this number.

CONSIDERATION OF APPLICATIONS

We will consider all applications for places. If we receive fewer applications than the published admission number, as stated above, we will offer places to all those who have applied.

OVERSUBSCRIPTION CRITERIA

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

01. Looked after children* and children who have been adopted (or made subject to residence orders or special guardianship orders) immediately following having been looked after;

02. Remaining places will be allocated randomly as follows:

30% of places allocated to applicants within Area 1. This includes all postcodes in N1, EC1, EC2, EC3, E2, E8 and E9.

30% of places allocated to applicants within Area 2. This includes all postcodes in EC4, E1, E5, N4, N5, N7 and N16.

*LOOKED AFTER CHILDREN

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

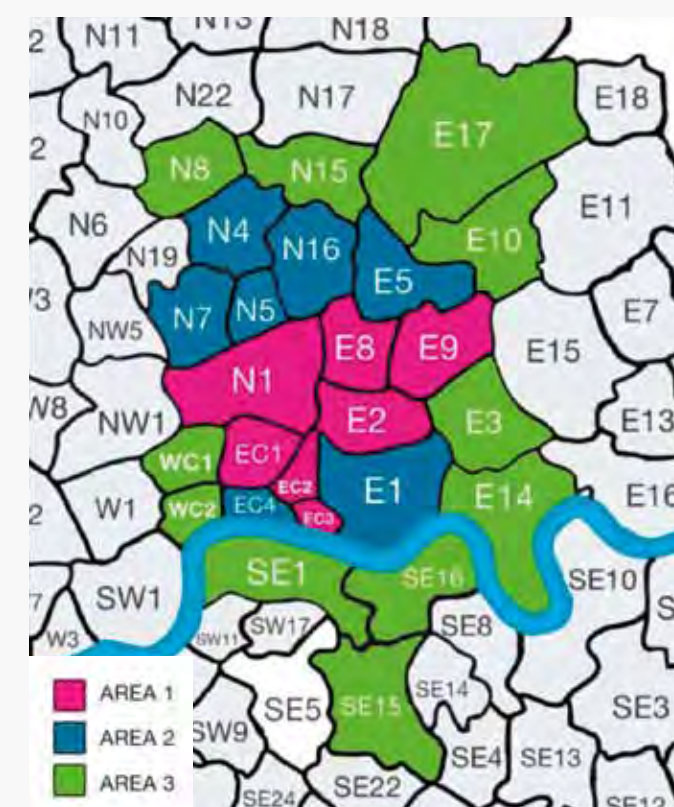
30% of places allocated to applicants within Area 3. This includes all postcodes in WC1, WC2, SE1, SE15, SE16, E3, E10, E14, E17, N8, N15.

Remaining places will be allocated to pupils living outside these three areas. Priority will be given to children who live closest to the main gates of the UTC (as the crow flies).

OPERATION OF WAITING LISTS

The UTC will operate a waiting list in accordance with the LA's co-ordinated admission scheme. If we receive more applications for places than there are places available, we will operate a waiting list until the end of the autumn term. This will be maintained by Hackney University Technical College. Any parent can ask for their child's name to be placed on the waiting list if their application was unsuccessful.

A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria described above. Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The following map shows the three areas covered by our admissions policy.



SECTION FIVE

building schools for
the future in hackney



Haggerston School new building.

BUILDING SCHOOLS FOR THE FUTURE (BSF)

The Building Schools for the Future (BSF) programme is an exciting programme that will enable us to rebuild or renew all our secondary and special schools by September 2014. The programme has been developed by Hackney Council in partnership with Hackney 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, multi-purpose buildings and easy-to-use technology. This programme 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 the BSF funding for rebuilding and refurbishing Hackney's schools has not been affected.

WHAT'S HAPPENED SINCE 2008

A number of schools have already undergone rebuilding or refurbishing work during the first two phases of the programme. Building work at Stoke Newington School and Sixth Form, Clapton Girls' Academy, The Urswick School, Haggerston School, Our Lady's Convent High School and Cardinal Pole

Catholic School are complete, and they are now able to provide all pupils with the same level of facilities as the academies in the borough.

The third phase of the Building Schools for the Future programme involves refurbishing or rebuilding Hackney's Special Educational Needs (SEN) schools and Pupils' Referral Units (PRUs). The schools that will benefit from the programme are:

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

The BSF programme has enabled Hackney students to receive high quality teaching in outstanding and creative learning environments that are fit for the 21st century.

SCHOOLS WITHIN THE HACKNEY BSF PROGRAMME BY PHASE

PHASE ONE

Clapton Girls' Academy
Stoke Newington School
The Urswick School

PHASE TWO

Haggerston School
Cardinal Pole Catholic School
Our Lady's Convent High School

PHASE THREE

Four Special Educational Needs (SEN) facilities
Two pupils' referral units (PRUs) facilities



Artist's impression shows Stormont House School new building.



Artist's impression shows Horizon School new building.

SECTION SIX

other learning trust
services**PUPIL BENEFITS**

Children whose parents receive certain Department for Work and Pensions (DWP) benefits and Inland Revenue Tax Credits may qualify for Pupil Benefits from Hackney Council. Parents can get free school meals when their child starts nursery class (full-time) or school and clothing vouchers when transferring from primary to secondary schools at age 11. The vouchers are to help pay for their school uniform. You can get more information or download an application form by calling Pupil Benefits on 020 8820 7248, or from Hackney 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.

If you are not entitled to Pupil Benefits, school meals are available for a standard charge. Schools can also arrange meals for children who have special diets for religious or health reasons. You can ask the Headteacher about this.

OUR CUSTOMER SERVICES MOVING TO HACKNEY SERVICE CENTRE

In January 2013, the Pupil Benefits Team will be moving to Hackney Service Centre, and all customers making enquiries relating to Free Schools Meals and Clothing Vouchers will need to go to:

Hackney Service Centre
1 Hillman Street, London E8 1DY
General Enquiries: 020 8356 3000

All other customers making enquiries relating to any other Hackney Learning Trust services will also need to go to the education reception desk at Hackney Service Centre, from January 2013.

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.

EDUCATION ATTENDANCE SERVICE (EAS)

Parents and carers of children of school age (5 -16 years) are responsible for making sure that 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 that affect their attendance. The school will contact you first to try to resolve these problems before referring your child to the EAS. The School Attendance Officer (SAO) can help sort out any difficulties, and can give you advice and information about the legal rights and responsibilities of everyone involved. You are welcome to contact the EAS on **020 8820 7288**, or go directly to the school.



ADVICE AND SUPPORT FOR PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Hackney Learning Trust is responsible, in partnership with schools, for identifying, assessing and providing for children's SEN in schools. Hackney maintained schools have delegated resources set aside for these children which are called School Action. There is a range of services which helps schools meet pupils' special educational needs. These services include the Educational Psychology Service, the Inclusion Team and the Children's Integrated Speech and Language Therapy Service. When children have support from one or more of these services, in addition to support from the school's delegated resources, this is called School Action Plus.

Special Educational Needs Assessment and Monitoring Team (SENAMT)

SENAMT are responsible for making statutory assessments of children who have SEN beyond that which can normally be met by maintained mainstream schools with School Action Plus. A statutory assessment usually results in a statement of SEN that provides extra support for the school to meet the child's needs. SENAMT are responsible for determining school places for children with statements. SENAMT case managers provide information and advice on all aspects of special educational needs. You can contact them on **020 8820 7183**.

Educational Psychology Service (EPS)

The EPS helps schools ensure that children with special educational needs get the right help. 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.

If you would like to discuss your child's special educational needs, you can have a free, confidential 30-minute consultation with an educational psychologist. These take place at

Hackney Learning Trust, every Wednesday during term time from 2pm to 4pm. To book an appointment, call **020 8820 7519**.

Inclusion Team

Specialist teachers and early years support officers from the Inclusion Team work in schools and early years settings in Hackney. They support children and young people with special educational needs, including sensory impairments. They offer training in all aspects of SEN to support your child's inclusion in their new school. For more information, call **020 8820 7326**.

Hackney Parent Partnership Service

The Hackney Parent Partnership Service is an arms-length confidential service offering information, advice and support to parents or carers whose children have special educational needs and disabilities. The service is based at Hackney Ark, Downs Park Road (corner of Cecilia Road), E8 2HY. You can contact the service on **020 7014 7123** or at parxxxxxxxxxxxxx@xxxxxxxxxx.xxxxx.xxx.xx

HACKNEY SECONDARY SCHOOLS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Horizon School

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

Wordsworth Road, London N16
T. 020 7254 8096

E. admin@horizon.hackney.sch.uk
www.horizonschool.co.uk/keyinfo.asp

Executive Headteacher: Kt Khan
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

E. ickburxx@xxxxxxx.xxx
www.ickburgh.hackney.sch.uk

Executive Headteacher: Shirleyanne Sullivan
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 vulnerability.

Mount Pleasant Lane, London E5 9JG
T. 020 8985 4245

E. info@stormonthouse.hackney.sch.uk
www.stormonthouse.hackney.sch.uk

Headteacher: Kevin McDonnell
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 caters for young people in years 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

www.regents.hackney.sch.uk

Executive Headteacher: Kerran Jefferson
Head of School: Paul Lees
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.

Hackney 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 SEVEN

post-16 education

POST-16 EDUCATION IN HACKNEY

Pupils who entered year 7 in 2010 must now stay in education or training, or employment that includes training, until they are 18. There are 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 including AS/A levels and Applied A levels or BTECs to help you move into higher education or employment. Work-based learning providers offer additional vocational options or personal development courses.

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 Hackney Learning Trust on **020 8820 7328** or you can download a copy at www.learningtrust.co.uk.

The website www.ucasprogress.com also contains information on all courses available across London. Connexions at 65 Dalston Lane, E8 2NG offer advice on choosing the right course for you.

HACKNEY SCHOOLS' SIXTH FORMS

The number of sixth forms in Hackney is increasing every year. New sixth forms open at The Bridge Academy and The Urswick School in September 2012 and at Hackney University Technical College in September 2013. 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 should apply directly to the school.

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

Hackney University Technical College

T. 020 7613 9401
E. xxxx@xxxxxxxxxx.xx.xx
www.hackneyutc.co.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

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

Skinner's' 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

The Urswick School

T. 020 8985 2430
E. xxxxx@xxxxxxxxxxxxxxxx.xx.xx
www.theurswickschool.co.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 get an appeal form from the Admissions Team at Hackney 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 life.

BSix Sixth Form College
Kenninghall Road, London E5 8BP

Freephone 0800 389 2947
E. xxxx@xxxx.xx.xx
www.bsix.ac.uk



Hackney Community College

Hackney Community College sixth form students are top in the country when it comes to 'Value Added' scores. Their BTEC and A Level results are also consistently high – and are increasing every year. Students can choose from an excellent selection of courses and apprenticeships, including the most varied vocational options in the borough. Everyone benefits from the fabulous facilities at the spacious Shoreditch Campus, as well as the expertise of specialist sixth form staff.

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

Hackney Community College, South Hackney Sixth
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 method for including certain factors when measuring 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, Communication and Technology

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

Choice 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

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